



LIBRARY
OF THE
UNIVERSITY
OF ILLINOIS

640.705

IL

v. 1

HOME ECONOMICS

Digitized by the Internet Archive
in 2011 with funding from
University of Illinois Urbana-Champaign

<http://www.archive.org/details/illinoisteachero1univ>



ILLINOIS TEACHER

HOME ECONOMICS
EDUCATION
UNIVERSITY OF ILLINOIS

191



Star Feature

DISCIPLINE:

Problem and Opportunity

TEACHERS' EXCHANGE

TEACHING AIDS

Vol I No 1
September 1957

An outline map of the state of Illinois, positioned on the left side of the page. A small circle marks the location of Urbana, Illinois, with the text 'URBANA ILLINOIS' printed below it.

URBANA ○
ILLINOIS

6707103
=L
1/1
~~1/1~~

HOME

DISCIPLINE: PROBLEM AND OPPORTUNITY

by

Bertha Mathias, Pana High School
Letitia Walsh, University of Illinois

No matter how skillful and conscientious a good teacher is, she can never totally escape discipline problems, any more than society can expect law and order to "come naturally." Such problems need not mar the over-all satisfaction in teaching but they are there.

To be sure, the fact that a teacher has good classroom control does not in itself guarantee that a good instructional program is being carried on. But it is certain that without control a teacher cannot provide a good instructional program. Control is a prime requisite for good teaching.

9/1/53

In our democratic society no aspect of teaching is actually more important than helping youth build wholesome relationships to authority. An N. E. A. publication tells classroom teachers, "When you come right down to it, discipline may be the most important subject you will ever teach." School may be the one place where a youth can learn to discipline himself and that, after all, is what we want for all citizens.

Increasing Importance Recognized

That everyone talks about discipline but no one does anything about it is definitely not true. In current educational literature discipline seems to be taking the spotlight; for instance, one-fourth of a recently published "Casebook on Classroom Teaching" is devoted to proposed solutions of such problems. Indeed, whole books are being published on the subject.

State and national organizations have been investigating these "blackboard jungle jitters" in the last two or three years. The National Education Association studied "Behavior Problems" of over four thousand representative classroom teachers in an effort to identify conditions most directly related to difficult discipline problems. Some of these were the:

Quality of housing and general living conditions of students
Number and quality of recreation programs in the community
Degree with which parents are willing to cooperate with the school
Number of students in a class
Total number of students in a school
Level of intelligence of the students.

Obviously each student brings to school with him not only his own problems but also those of his home and family and community. Teachers of homemaking and family living have long been painfully aware of this fact.

An Indiana Research Bulletin reports some reactions of classroom teachers along a slightly different line. These teachers--all graduate students in a university summer session, hence a selected group--added inadequate teacher personality and poor teaching techniques to the list of conditions related to difficulties in discipline. About four out of ten were convinced that there has been an increase in the problem behavior occurring in school. About the same proportion knew of teachers who had left the profession because they could no longer "put up with" problem behavior. Even more expressed a great need and desire for specific in-service training in this area.

While one metropolitan school's survey showed that 52% of the boys and only 30% of the girls had been reported for disciplinary reasons, home economists are deeply concerned with that 30%. Moreover, as mixed classes in family living multiply, boys also become their responsibility. Mary Below's survey of Illinois high school teachers indicated discipline as the most vexing and pressing concern.

So What?

So this "star feature" is a sharing of the experience and insight of strong, successful teachers of home economics for what they may be worth to others. We know full well there are no magic formulas in these pages. An idea that may "work" in one situation will not in another, even with the same school, the same teacher, the same grade, the same week. No two children are alike, you know, and often the same adolescent has an awkward way of not reacting on Tuesday as he did on Monday.

We hope you will avoid the dangers inherent in the concreteness of the suggestions. After reading reams of material where the suggestions were no more specific than "You shouldn't be too cordial, too severe, too buddy-buddy, too standoffish. You shouldn't be too anything!"--well, perhaps we have gone to the other extreme. These are no tricks to be used as a crutch by an ill-prepared instructor. Nothing can substitute for a teacher's reflective thinking, particularly on a problem of such complexity as student behavior.

A start may be made by each teacher considering what ideas seem to fit her situation and starting to experiment by using one idea here, another there. Any measure, repeated too often, tends to lose its effectiveness with students. The variety should offer help in devising appropriate procedures for those "incidents" that inevitably arise, even with the best of relationships and programs. Even better, perhaps some of the ideas will suggest preventive action before trouble starts.

Later you'll have reached one of the most exciting parts of teaching the "What-dun-it?" What turned the trick? What worked the near-miracle? Was it the student himself? Or your action? Or something completely unrelated to the behavior problem? Probably a combination of circumstances! Maybe you'll never know. But that need not interfere with your satisfaction!



THESE WE BELIEVE

In trying to write helpful material for teachers, the premises upon which the ideas are based need to be made clear at the very beginning. Although this appears to be a sort of transition period in authorities' thinking on discipline, there is ample consensus in the literature on the following fundamental beliefs.

Discipline is Essential.

Every teacher knows this. Studies indicate that far more teachers leave the profession because of discipline troubles than for any other reason. Student teachers dread this aspect of teaching just because they realize its necessity.

Misbehavior is Caused.

Indeed, any kind of behavior is caused. Attitudes are learned, and our behavior is influenced far more by attitudes than by knowledge or the lack of it. Dr. Nellie Perkins once described each of us as a "cork of knowledge floating around in a sea of emotion."

Moreover, treatment of misbehavior must be consistent with its causes or little is accomplished. To identify a combination of causes in one troubled young girl is as great a challenge as any teacher can have. Her incessant demand for attention by fair means or foul, for example, may be all too apparent. But the cause for such compulsion may go back through all the years of her short life.

Appropriate Behavior Can Be Taught to Most Students.

The great majority of high school students are sufficiently stable and secure that they can be taught to be orderly and industrious, considerate and cooperative. We teachers are finally concluding that dependence upon others teaching these characteristics to our students is a vain hope.

And teaching is our job. But where is the time coming from, we ask. If we accept that discipline is essential, we must take the time from some less necessary aspect of our teaching. And undoubtedly an aspect that we much prefer!

Constructive Help Can be Given to Troubled Students.

Home economics teachers, dealing with intimate personal and family problems in informal classrooms and usually with a natural entree into any homes they may wish to visit, have a distinct advantage over most academic instructors in their opportunities for identifying and reaching troubled students. As Dr. J. L. Hymes, writing of behavior and misbehavior, emphasizes, techniques and expectations in working with these students must be practically the reverse of those employed with more stable youth. Concealing such special treatment is far easier in an informal atmosphere than in the traditional academic environment.



No one teacher, however, can hope to provide all the help needed by a troubled student. Sometimes extreme cases must be referred to a specialist; nearly always a team approach is advisable. Problems of long standing may tax the resources of a whole community before much progress is visible.

A dreary prospect? Certainly, but far more dreary for the student unless she gets constructive help before she leaves the confines of organized education. Actually, the school is usually her last white hope for rehabilitation, and she knows that. Often her misbehavior stems from that very sense of urgency, if not desperation. We cannot let her down.

THOSE WE TEACH

In the "good old days", too, teachers had behavior problems. But just try to get them to admit it! Why? Because they had been told "If a teacher interests a class, control is taken care of." Consequently any admission of discipline trouble seemed to them an admission of failure. Actually, no school has ever existed without behavior problems any more than has any community.

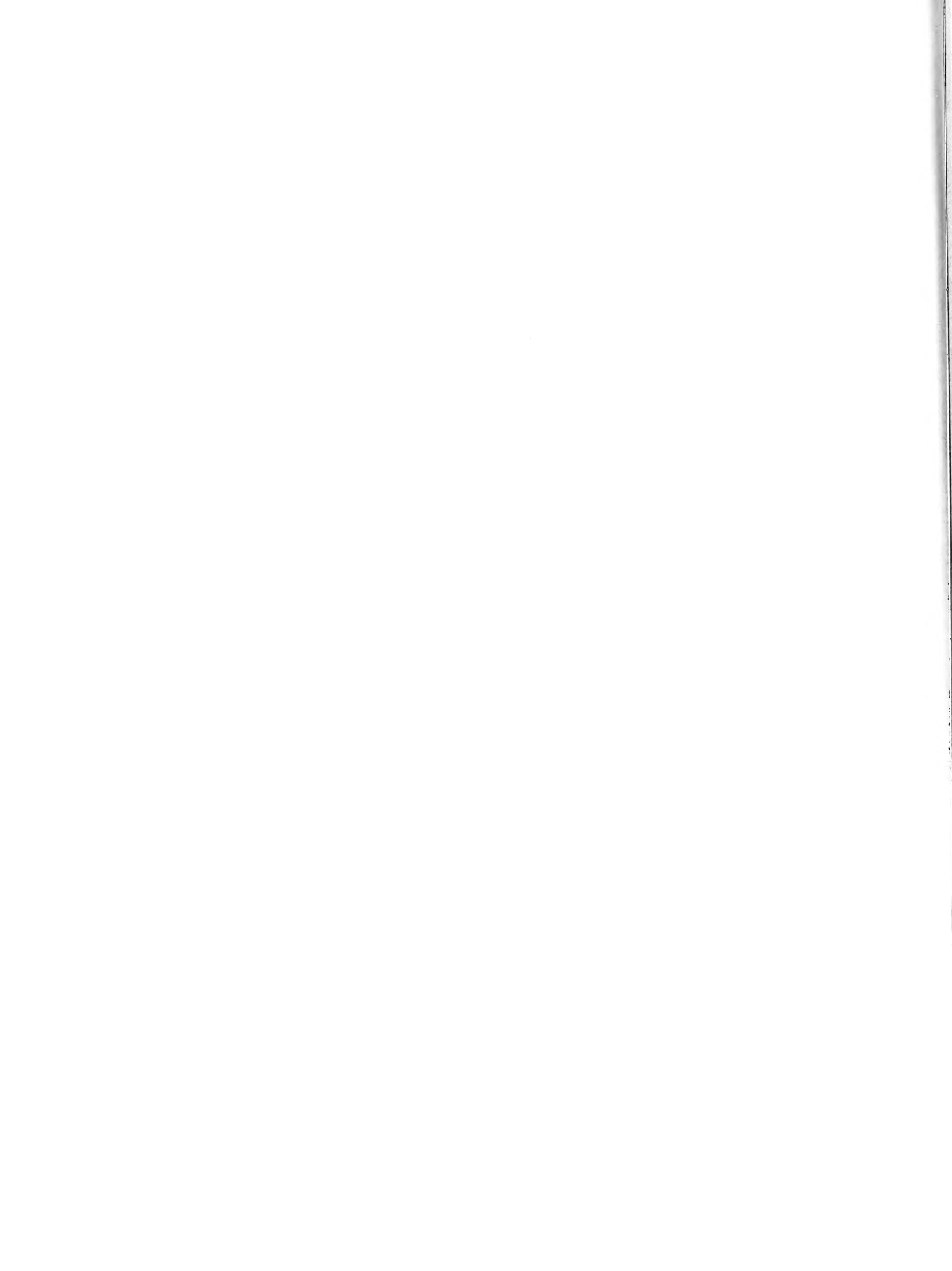
Discipline Is Difficult

In behavior problems, as in all others, there are naturally different degrees of difficulty. Many educators are convinced that discipline is becoming more complex in an increasingly complex world.

TIMES DO CHANGE

My mother's schoolmaster
Used a long ferule
To preserve order.
My instructors I regarded
With adoration
Or with awe.
Flossie sticks her head in my door,
Crying,
"Come on, old dear,
Don't keep the gang waiting--
You'll have to sit on my lap."

Small wonder that one often hears beginning teachers remark, "I can't be too hard; I want the kids to like me." They wonder if there is enough difference in age between themselves and their students, especially in senior high school. The teacher of small stature fears the worst, not realizing that personality and ability have much more to do with commanding proper respect from the "Flossies."



Concepts Are Changing

Dr. O. H. Mowrer of the University of Illinois, writing on learning theory and personality dynamics, believes that from the older practice of coercive methods of discipline there has been a decided swing to little or none. Perhaps parents (and teachers) learned too much and too little about Sigmund Freud and his theories and were frightened by them into abandoning all externally imposed discipline. If and when parents in a fit of desperation do resort to disciplinary measures, it is often with a sense of guilt at their own inadequacy.

Another element in the puzzle for parents and teachers is the extreme rapidity of technological and social change. More than half the working people of America are employed at jobs that did not exist 50 years ago. You hear a proud mother say, "TV is educational; Tommy could say homicide before he was three." Who is to say in what kind of adult world Tommy will be living?

Actually it is frightening to realize that the average American child spends more time watching television and listening to radio than he does in any other activity except sleeping, and this includes going to school! With very limited opportunity for real work in the home, these children find it easy to assume that somebody always owes them a living and a good time. They are exposed to extravagant emotional conduct portrayed in all mass media until they accept this sort of behavior as normal. World tensions and wars have tended to cheapen their concept of life itself. No community today is free from incipient blackboard jungles, gang wars and teen-age killings. Concerted action by schools, families and communities is called for if this trend is to be halted.

Today's adolescents have never known a period of stability. Insecurity, instability and irresponsibility are products of modern conditions for which youth are not to blame. Often parents and teachers, profoundly confused about their own standards and values, tend to make rules as they go along; before long the situations become impossible for both youth and adults.

Research Findings

Research indicates that too many youth feel almost like strangers at home. Days are passed in an unorganized, planless fashion, schedules for meals are irregular, any vital connections with their parents are practically non-existent. If they are equally unnoticed at school, they build up serious attitudes of indifference to study that no number of "interest approaches" or scoldings will alter. A jingle that appeared in a school paper recently well expresses their "Don't-Give-A-Darn" attitude:

Geometry, Latin, homework--Gee!
Think I'll skip it and watch TV.



Yet, investigations also indicate that these same youth can self-discipline themselves if they consider the results worthwhile to them. Everyone is familiar with the junior miss who declares that she simply can't do her homework without having the radio blaring away. To determine if she is right, five equated groups were given the same history assignment. One group was put in each of the following rooms: (1) quiet room, (2) room where classical music was played rather loudly, (3) room with popular music, (4) room with semi-classical music, and (5) room ringing with jazz. The jazz group finished reading its assignment first. But when all the groups took a fifty-item history examination, there were no real differences in their standings.

Boys, threatened with service in the armed services, are inclined to feel that planning for the future is futile in the face of the daily crises of the cold war. Girls, threatened with no boy friends, feel that planning for the future is imperative. Indeed, they prefer to push plans into action as soon as possible. Margaret Mead reports that never in the history of modern times has early marriage appeared so socially desirable to young women. And never have they evidenced a desire for such large families in a culture where children are no economic asset.

A national investigation by the Girl Scouts of America was needed to really appraise the depth of girls' confusion on goals and values. A sampling of girls ages 8-18, in 66 communities, revealed clearly this terrible urgency for early marriage. From the 8-10 year olds who were "going friendship" to the 16-18 year olds who were "going steady"--or, even better, married--came also the astonishing information that they never wanted to have to do housework or to care for little children! Apparently they saw nothing contradictory here. Marriage and many children--YES! Homemaking and care of families--NO!

Results of Changes

This vast uncertainty and confusion about the future also lead youth to seek the thrills of the moment. They tend to stir up some devilment in class purely for the excitement it may cause. On the job they risk dismissal for the thrill of being lazy and defiant. After all, they figure there is some other job just around the corner. Bad attitudes toward work or fellow workers are cited as reasons for job failures more frequently than inability to do the work. Our nation appears to be high in technological skills but low in the social skills of responsibility, industry and cooperation. Any contribution that discipline can make to this need of society is extremely important, of course.

Honestly, after considering all these disintegrating elements in the lives of your students, are you not a bit surprised that they are as good as they are? Only older teachers who enjoyed a calm, happy childhood before the depression of the thirties have missed society's disruptive influences in their formative years. Studies show that this age group in particular finds understanding of today's adolescents most difficult. But sincere effort and good will can accomplish much.



WE WHO TEACH

Teachers have been living under the same stresses and strains as have students but we sometimes seem to forget this fact. Although adults are seldom as vulnerable as youth, their responsibilities are usually more numerous and serious. On one of those "Jonah days" that come to all teachers, the instructor may be the "problem child" in her own classroom. Causes may be personal or professional; the results are the same. If good discipline is to be maintained, such incidents must be rare.

Negative Versus Positive Approach

Curiously enough, the current literature on discipline is definitely on the negative side. Teachers are told what they should never be or do. Sheviakov and Redl state that their first choice for the one personality trait most injurious to successful discipline is false dignity. Falseness in any and all aspects is generally deplored. Feebleness, fearfulness, faltering and fault-finding are likewise considered on the minus side.

Intrigued with the coincidence that the negative characteristics all began with the same letter of the alphabet, the positive opposites were identified. They, too, begin with the same letter but create quite a different mental image. Yet they seem to include the major requirements for a successful disciplinarian as set up from research and empirical evidence.

FUN FIRST

Too frivolous and light-minded? Far from it! Again quoting Sheviakov and Redl, "A sense of humor is obviously the most essential characteristic of skillful handlers of discipline problems or tough group situations and its possession must be among the prime requisites of the teacher." Boys and girls of all ages enjoy a warm, human personality--a teacher who has real fun in laughing with them at anything that is truly humorous. Until students realize this, you may have to stop the class, ask those laughing if they would not be good enough to share the joke, let everybody have a good laugh, and then in a business-like manner suggest that you all proceed with the job at hand. To share a joke that amuses a class is far easier than to try to frown down hilarity, only to see it grow with attempts to suppress it.

In the September, 1956 issue of the NEA Journal, a section designed to aid teachers with discipline contained some "helpful hints" from high school students. One student advised, "In a large class a lot of tension builds up during a class period. A good laugh releases this tension and usually leaves the students' minds open for learning." So thoroughly is one outstanding teacher convinced of this statement that she declares that she deliberately plans for a laugh daily in each class.

Cultivate a Sense of Humor

Moreover, believe it or not, a sense of humor can be cultivated. One able young student teacher once explained quite seriously that she was English and had no sense of humor. Her energetic supervisor's demand that she get one, appalled her. However, that student teaching grade was mighty important. So for each lesson she sought humor from the broad joke of cartoons to the light touch of a witty comparison that exactly fitted each situation. At first, she encountered the trouble of "getting the cart before the horse" in telling her jokes, but the students' delight encouraged her to try on. During her first year of teaching she married her principal who had fallen in love with her--guess what?-sense of humor!

Enjoyment is Contagious

The crucial test of your sincerity and maturity is to be able to laugh at your own mistakes and, when it is suitable, even to tell a story at your own expense. Pulling a little sly humor out of some minor violation of good working conditions is often more effective than a sharp reprimand. Such a comment must be completely good-natured if it is to be received without antagonism by students. And expect tit for tat! One "housekeeper", brought back to clean a dirty sink, brushed off the matter my blithely observing, "Oh, I just thought I'd be creative about this."

Another source of fun for yourself and your students is your whole-souled enjoyment of what you are teaching. Enthusiasm is contagious. Indeed, you can kindle a response in them for most anything you obviously enjoy. But just remember this fact works in reverse, too. A new, attractive teacher, going through the cafeteria line at school, shuddered dramatically as she refused milk. In a week consumption of milk had dropped to an all-time low in that school lunch-room.

Genuine enjoyment may be the source of that "spark" that is so often used by the lay person to describe his favorite teacher. Certainly it is not the result of some one technique or manner. One high school girl defined it as "sparkle", another said "That class always has bounce!" Whatever this "spark" is, it seems to make lessons real treats for students. Why not test your battery?

FREEDOM FROM ILLNESS

"Fun" is improbable if not impossible without good health, both physical and mental. Teaching is exhausting, even though enjoyable, work. Not only must teachers be free from disease but, in addition, possess vitality and abundant energy to meet each day's demands. Peak loads should be planned for as far in advance as possible. Style shows, banquets, report cards at school, a houseful of visitors at home can be enjoyed only if every other task possible has been eliminated or prepared for in advance. One needs no crystal ball to forecast that a teacher who sits up until three o'clock finishing a frock will have unruly, irritable students the next day. Enthusiasm is catching, but so is irritability!



Basic Personality Needs

Good physical health is a sound and necessary basis for good mental health, but it is far from the whole story. Every person, young or old, has basic needs which must be met if good mental health is to be enjoyed. Dr. Merle Ohlsen, writing on guidance, lists the following fundamental needs. Why not ask yourself, "How am I doing?" as you read these?

Essential physical requirements -- good diet, balance of rest and activity, clothing and housing needs, sex needs

Understanding of physical and emotional changes--when unmarried, when married, when pregnant, during the menopause, when aging

Self-acceptance---objective appraisal of strengths, acceptance of limitations with a minimum of conflict, values related to life goals

Acceptance, understanding, and love from others--in personal and professional relationships

Recognition from others-- sense of personal achievement that satisfies the importance our culture places upon individual success, large or small

Understanding of responsibilities to others--balancing these responsibilities with need for independence

Development of independence--decision making after weighing values, then taking responsibility for consequences of action

Freedom from feelings of fear and guilt--attitudes often acquired through painful experiences with disciplining in early childhood

Ability to face reality--perceive persons and situations clearly, then decide whether to accept the undesirable or put forth effort to change

The blind manifestly cannot lead the blind. No more can a teacher, uncertain and unhappy about unsatisfied personality needs, successfully teach students to achieve self-discipline through better understanding himself and others. Yet the second (and really more important) goal of discipline involves just that. Because we perceive students and situations in light of our own experiential background, a stable and secure teacher is the wisest disciplinarian.



FRIENDLINESS

A nation-wide investigation some years ago turned up the appalling fact that true friendliness is sadly lacking in American schoolrooms. This may explain why every inquiry concerning the kind of teacher desired by students always indicates high priority for such traits as human, friendly, companionable, interested in students, cheerful, happy, good-natured, kind.

Two recent studies in Illinois indicated that practically all boys and girls as well as school administrators considered the home economics teacher to be kind and friendly, so clearly so that this impression was included in the stereotype generally held. Since successful leadership is based upon teacher-student relationships, most homemaking teachers should encounter less than the usual difficulty in disciplining normal girls.

Ways of Showing Friendliness

Friendly teachers are patient, pleasant, smiling, according to students. They put forth the effort to learn about individuals' interests and capitalize on them to give each student's ego a lift. Homemaking teachers often find themselves involved in confidential matters and never betray a student's trust. When tension exists in a community, such as a fatality in a local mine where students' fathers work might cause, the friendly teacher may alter her teaching plans to provide physical activity and creative interest in making something instead of book work.

Where classes are small enough and periods long enough, the friendly teacher can get to know each student through class observations and conferences. She can so adjust her teaching that it is possible for even the weak student to feel that, in the balance between successful and unsuccessful experiences, there is a slight edge in favor of successful. Thus a reservoir of security feelings can be built up in such a student whereas failure leads her to try to get recognition from her peers through anti-social means. Another discipline hazard is the able student who must learn to handle her successes in a way that will avoid creating envy, jealousy and hostility in other students. The latter students, pressed hard by their feelings, will almost certainly become behavior problems if the teacher fails to teach such handling. Those teachers where home visits are an accepted part of the school program seem to be in a particularly advantageous position.

In Large Schools

Teachers with huge classes and/or forty-minute periods have tremendous difficulty in getting to know students. In order to accomplish much, the mechanics of routine have to be so detailed and inflexible that it is equally hard for the students to know each other.



One large city with greatly overcrowded classrooms advises a seating chart device to help the collection of individuals in each class feel more like a group.

On the chalk board the teacher draws a seating chart, then supplies each student with a dittoed duplicate as he finds a seat, at the first class meeting.

In turn, each student writes his name on the chart at the chalk board and others copy it on their own miniature charts.

Self-introductions, or introduction of person to the right or left, follow.

Group competition to remember names and faces, favorite activity, or whatever was told by individuals can become orderly fun until all are well acquainted.

In the process the teacher, of course, also gets to know her students. Nor does the administration feel that this is time wasted. It is recommended as a morale builder and a reducer of misbehavior.

Several large cities' bulletins offer other succinct advice concerning ways to express the friendliness students ask for, even in overcrowded classes.

Call each student by name as soon as humanly possible.

Start by making students feel you are glad to see them each day.

Provide for general success by not attempting overly ambitious projects with your class during the first few weeks of school.

Treat each student as if he were the mayor's son or daughter. Remember each is an "attendance-law prisoner."

Do everything that you can to build up the ego of each student who needs recognition and will get it by fair means--or foul. A smile, kind gesture, compliment count more in students' lives than teachers may realize.

Avoid scolding about tardiness by making it unprofitable for a student to be late. Start class promptly, give assignments and other important help early in the period. After class try to discover the reason for the tardiness, then act accordingly.



Find some quality to admire in every student; then when it is necessary, reprove him, he will realize it is his behavior, not himself, of which you disapprove.

Discuss any violation of rules in a private conference, if possible.

Encourage the student who attempts to redeem himself by good work after he has been found guilty of some misdemeanor.

Comparisons between students are always odious and strain friendships.

Ask a student who plays with out-of-class belongings during class time to part with them, but keep them for him--do not give him an example of destroying others' property.

Be reasonable in your expectations in light of students' backgrounds.

Treat each student with respect and it will be easier to command respect.

FIRMNESS

A student from our own city of Chicago reported in the NEA Journal previously mentioned, "I would not wait until the room became so disorderly that no one could work, no matter how hard they tried. If I saw that the room was getting noisy I would quickly show the students in my actions and tone of voice that I was displeased with their conduct. On the other hand, if I were pleased with the behavior of my class, I would certainly tell them so."

"Out of the mouths of babes...!" The advice would be still better if the speaker had been mature enough to realize that students themselves constitute a potent force of public opinion. A teacher's hand is strengthened when he can point out to an offender that destroying the quiet and order necessary for study is an offense against the group. Their decisions, not the teacher's alone, are being challenged. To develop group decisions that the majority of class members will uphold makes it very necessary for your ideas of right and wrong to be approved by the group. Instead of an atmosphere of teacher versus students, a feeling of "we-ness", cooperation and shared-responsibility can be successfully developed with the majority of students.

"There's a job to be done; let's get busy and do it together."

"What makes a good class? How can we improve our class?"



Often it is wise to ask each student to write his answer to that last question for boys and girls will frequently recommend for themselves standards higher than any teacher would ever "sell" to them. They tend to assume responsibility for making such recommendations successful.

So even the youngsters realize that teachers have an obligation to them and to the taxpayers to eliminate the wasting of time, energy and money. They tend to consider that teacher a phony who, discarding an adult reserve of formality, plays for popularity, sides with the students against the other teachers and the administration, prefers to be called "Bootsy" instead of "Miss Jones"--in short, is "one of them."

Freedom Within Limits

Without a doubt psychologists and free lance writers have unwittingly contributed to parents' and teachers' confusion by misinterpreting "permissiveness." Permissiveness means freedom with controls. Every child has to gradually learn the limitations that home and school and society demand of him according to his age level. If the home fails in setting up limits, every teacher knows that the school suffers. If the school should fail, society would indeed be in danger.

Believe it or not, you do what youth want when you set up limits, standards, expectations. As one undisciplined girl recently told a counselor, "I don't know why I keep blowing up in all directions when other kids don't! I just don't seem to have anything solid to go by." At every age feelings of security are built inside ourselves as a result not only of knowing what we can do but also of our seeing clearly what we cannot do. We function best when we know precisely what is a violation of the rules of the game, whether these rules be specific laws and regulations or the more subtle unwritten rules which our families, our peers, our groups set for us. Think how often you have heard a teacher say, "If only I knew what he (the administrator) expects; if he would just say 'yes' or 'no'" When used at the right times and in the right places, the word "no" is one of the most important instruments in learning at all stages of development.

Students sense a teacher's indecision and react unfavorably to it, just as you would react to a changeable, do-nothing course of action from your administrator. The person who insists upon seeing with perfect clearness before he decides, never gets around to decide. Any difficult decision is bound to have some regrets. The smart educator chooses the decision with the fewest regrets, then attempts to learn from the consequences.

Roll with the Punches

Keep yourself sensitive to the conditions which almost always effect order, such as unusual heat, a howling wind, an important game, an imminent vacation. Reduce your expectations about concentration; possibly change lesson plans to the type of learning restlessness will not destroy. One teacher, faced with an unruly group the last hour in the afternoon, changed a supervised study period to a demonstration by herself. Each student was asked to identify the correct and incorrect work habits demonstrated by the teacher as she prepared a very simple dish. Delighted to "catch the teacher," students settled down to close attention during the demonstration. While the guffaws were a bit more raucous than usual as errors made by individuals were recognized, even the discussion following the demonstration was orderly and the summarized learning such that the class was able to recall the ideas after return from vacation.

An excited group, no matter whether the reason is legitimate or not, always has to be handled with care. For example, if that teacher had succumbed to the temptation to "ham" a little or had given the appearance of laughing at someone's earlier mistake, results could have been very different. The class, realizing its own explosiveness, undoubtedly was relieved to go along good-naturedly so long as the teacher did not violate the sense of mutual respect to which it was accustomed.

Students tend to lose respect for teachers who too frequently make an issue out of something that is trivial. Wasting ammunition that may be badly needed later is poor strategy in the army and in the schoolroom. Occasionally? Oh, of course! Teachers are human. Once in a while a strong personal response may even strengthen adolescents as they recognize that adults, too, have basic personality needs that must be met. You can sense such recognition by the patience with which they respond to you. A tired and distraught teacher who had just returned from a family funeral suddenly "blew her top" at her brightest student who had stood immovable for some time with her hands in soapsuds. Quietly the girl replied, "Never mind, Miss Gregory, I'll be through in time. A little poem about washing dishes just came to me." Too late the teacher recalled William Davies' words:

"What is this life if, full of care,
We have no time to stand and stare?"

A student advises, "If I were a teacher, I would first get myself under complete control before trying to control my students". Keeping clearheaded is not easy. Sometimes a student will defy you and that is hard to take. Some will say things you find very aggravating. But you are an adult; the student is not. You are in control of yourself; the youth is not. So long as you stay the adult, you can do something constructive about him and his emotions. To be sure,

everyone has his own boiling point. No one can think straight while angry. Sometimes a teacher, just as much as a student, needs a "cooling-off period" before attempting a constructive conference.

In spite of careful pre-planning, special discipline problems will arise. Often you must be firm in stopping troublesome behavior temporarily with measures that are less than desirable. But try to draw a sharp line between what you do to get through a hard day and what you do to get down to the heart of the difficulty. Make the necessary demands sharply, directly, with no doubt at all about what you mean--but quietly, calmly, reasonably with no threat to friendliness. As you will recall from your study of child development, "condemn the sin but love the sinner." Firmness and kindness are not incompatible.

On one recommendation all authorities are in agreement. That is that, to maintain respect for your authority and integrity, you must consistently follow through on any statements you make to students. Danger! There is probably not a teacher still teaching who has not already learned this the hard way! Others who failed to learn it have undoubtedly sought success in other fields.

FAIRNESS

This above all, say youngsters. No pets, no partiality, no blaming students for what they cannot help! For violations of their concept of justice students are ever on the alert. Youth deeply respect fairness; perhaps they realize their own need for guidance in developing standards of justice in relation to differences among people.

In the final analysis, from the teacher's point of view, fairness seems to primarily demand balance.

The good of the individual or of the group? Often the unique worth of the individual has to be subordinated to the common needs of the group.

Cooperative or competitive activities? Students will meet and must learn to handle both in the world outside the school room.

Positive or negative comments on behavior? Merited praise does much to sustain anyone's self-respect. Constant reference to bad habits and unpleasant attitudes keeps wounds open. Teachers may well occasionally calculate their daily ratio of positive versus negative remarks---then act accordingly.

One frequent point of friction between high school students and a home economics teacher is her treatment of dull normal class members. "Dull normal" is usually applied to students whose IQ's fall between 75 and 90. Intellectually the teacher recognizes that these youngsters are educable and can become useful members of the society. The latest release of the National Science Foundation indicates that about 20% of elementary children never enter high school. Along the way through high school, another 25% is lost and never graduates. But practically all boys and girls in this 45% will become homemakers and parents.

Many teacher-pressures on the dull normal group are thoughtless. "Everyone should make 100% on this test" from the lips of an enthusiastic teacher is enough to paralyze any abilities the sensitive dull normal may have. Setting levels of achievement in sewing construction beyond limits reasonably to be expected from students with poor motor coordination is "perfectionism" in its cruelest form. Of course, students need to be challenged a little beyond their present achievement...but not to the impossible.

One does not pull on a stalk of corn to hasten its growth; one fertilizes its soil. All students appreciate clear, concise directions; the dull normal appreciate more additional clarification and repetition in a small group, even after the difficulty of jobs or reading has been adjusted to them. Bright students will possibly recognize but silently applaud when a teacher unostentatiously saves the easiest questions for slow thinkers. They will praise an extremely simple dress in a style show, secure in the expectation that their more difficult garments will receive higher grades. Most high school students are mature enough to feel uncomfortable when a slow learner is scolded; they beam at any teacher who, instead, finds some casual compliment by which to encourage the unhappy worker.

Evidence is accumulating upon the friction caused by differences in socio-economic levels. Most teachers hold middle class values; many thoughtful observers believe that home economics courses in college even tend to emphasize "what all nice people do." Unless teachers submerge their irritation in kindly understanding, misbehavior may be expected sooner or later from students whose remarks run:

"For Pete's sake, why get into such a lather over a crooked buttonhole!"

Probably this girl has never owned a dress that was not bought off a basement bargain table.

"We never even eat together; just when would we ever get in a family council?"

A recent state survey in Illinois indicated clearly that only parents of the highest educational and/or socio-economic level followed the family council practice--and then usually at the dining room table!

"Why should she go into a spin when all I said to her friendly-like, 'Oh, go to Hell!' is what we all say at home to kid each other?"

Obviously, not only standards and values but even language differ widely between socio-economic groups.

According to a cross sample of high school students, fair teachers follow these practices. How do you rate on these?

Give clear, reasonable assignments and grade results in terms of these.

See that the majority of the class is busy before concentrating on the needs of a few individuals.

Avoid distracting whole class by frequent across-the-room comments to individuals.

Provide for relieving the strain of working too long on one thing.

Distribute among all students those class responsibilities that tend to get recognition from peers.

Recognize when activities and noise reach the proportions that learning is hindered, and take action.

Listen to offender's side of story; ignorance of rule or a physical or mental defect may have made the infringement unintentional.

Try to help students "save face" without creating situations where they have to lie or lose self-respect.

Try to keep a sense of perspective, e.g., not completely horrified at students' whispering because of remembering teachers' whispering at professional meetings.

DISCIPLINE IS TAUGHT

Disciplinary measures--positive, preventive, remedial--are an integral part of the whole teaching process. However, from a practical standpoint, separate treatment of discipline seems justified by its importance even though it actually is involved in most aspects of teaching. Discipline is an educational problem and opportunity, to be planned for as carefully as plans are made for teaching subject matter.

Goals of Discipline

As in all educational planning, discipline must have goals or purposes. Teachers' goals fall into two major categories.

To develop in the classroom an orderly work situation so that students' learning activities may proceed smoothly.

To help each student grow from dependence on adults for direction and control to self-direction and self-control based upon

An understanding of himself and others

A consideration for everyone's welfare

The first goal implies that at least fairly adequate facilities are available and used to optimum advantage for students' activities. The verb "develop" points out that a set of hard and fast rules and penalties issued by the teacher will not suffice. Students and teachers will need to work out tentative solutions to problems, experiment with these, and revise in light of results. Above all, an "orderly work situation", sometimes through direct means of control, must be achieved to preserve class morale before the teacher is free to seek out causes and set processes at work to remove them.

Democratic discipline must always be partly imposed, partly self-determined. This is obviously true in our adult society. "There ought to be a law" is our interpretation of imposed discipline. Yet, we observe, a lot of us fail to observe laws even when we do have them. A current illustration of how self-determination works can be followed this fall if and when the Asian flu strikes. The U. S. Public Health Service, badly singled by its attempts to allocate the distribution of vaccine against polio, has merely asked the vaccine makers to divide their output among the 48 states in ratio to the population.

What happens in the distribution of the woefully inadequate supply of flu vaccine will depend upon both leaders and followers in each community. Social-minded doctors may attempt an intelligent distribution; lack of support from selfish citizens can sabotage their efforts. Individuals, informed by authorities that "From everything medical scientists know about it, the Asian flu is clearly not a dangerous threat to the life of a normally healthy individual", may still understand themselves so little that they will rush to demand their vaccinations at its first appearance. They will let the emotion of fear over-ride their reason, without realizing what is happening. And panic is always dangerous.

The second goal of teachers, then, is to help to educate oncoming citizens now in school to do a better job in the self-determined part of discipline. In the last analysis, the future of our nation is greatly dependent upon our success in this aspect of education. Can you think of any more challenging opportunity?

TEACHING ACCEPTABLE BEHAVIOR

Direct teaching is necessary to gradually achieve the first goal of discipline..."To develop in the classroom an orderly work situation so that students' learning activities may proceed smoothly." Much undesirable behavior in the classroom stems from sheer ignorance of what is expected. Many a student teacher, when she followed one of her students through a day's activities has been first confused, then dumbfounded at the unbelievable variety of "rules" operating in classrooms of the same school.

In no particular order, a wide variety of suggestions for achieving an orderly work situation are offered here. With an open mind, question your own situation as you read. There is always the chance that, good as your order may now be, its ease and effectiveness might be a little increased by ideas these suggestions may stimulate. So "Happy Hunting!"

General Policy of the School

It is always wise for a teacher in any school to learn what the administration expects in the way of discipline. Should a dismissed student be sent to a study hall or to the principal's office? Under what conditions is such a dismissal considered justifiable? What reports should precede the student, what record be kept after the conference?

Others teachers, too, can be consulted to the end that your ideas about necessary rules, reasonable assignments, educative penalties may be compared with theirs. Although home economics laboratories offer more and different problems than an academic classroom, students acquire general expectations about an orderly work situation from the several classes they attend. If they have formed habits of adjusting themselves to very traditional, restrictive teaching, they will quite literally not know how to adjust immediately to the freedoms of an informal environment.

To gain time to gradually teach such adjustments, the less conventional methods of teaching may well be postponed until students are ready to handle the freedom. Otherwise, as on a field trip, students who behave satisfactorily in a well-structured situation may show little self-discipline or capacity to orient themselves in a new situation.

If some discipline problem seems to be general, the whole school may seek causes and remedies. Cooperative action on a matter vital to every teacher's peace of mind is the key to esprit de corps. Teachers will gain security if they know all are taking the same stand on even such a minor matter as gum chewing in classes.

Orderly Procedures--Orderly Students

From the standpoint of group discipline, the first few and the last few minutes of a period are most important. Teachers find it effective to stand at the door with an alert, cheerful expression, a nod or word of greeting for each one. Fred Houlton, in this month's issue of Illinois Education, advocates calling every student by his name whenever possible, saying that "a person's name is to him the sweetest sound in the English language." Avoid engaging in a conversation with any one student and, above all, avoid an acrimonious argument right then. Recently a teacher tested this strategy at the door. A large class was entering through two doors in a disorderly fashion. Securing permission to lock the back door, she returned to meeting all at the one door. The difference in the "tone" of the class was at once apparent.

As the period nears its close, students should continue work until the teacher "gives the word"--and this should allow enough (but no more) time for doing closing tasks right. And remember, the bell does not dismiss them; you do, with a last friendly smile as each passes you at the door. Wherever a grooming station is in a classroom, students are tempted to waste time and destroy the orderly quiet by stopping work early and congregating around the mirror. In spite of a momentary irritation, students respect teachers who restrict use of such facilities to educational use and out-of-school time.

Start classes on time, no matter how many may be tardy. Ignore latecomers and many who trailed in late as an attention-getting device will give up the idea. The responsibility of taking attendance can be rotated among reliable students until it in itself becomes a mark of distinction. Put first things first in your use of time and have everything ready to go. Discipline can be endangered by the projector that won't work, the milk that's not in the refrigerator, even with students who appear to have well-established habits of self-control. Remember how the faculty buzzed while everyone waited for the film to arrive?

The old joke about a teacher having eyes in the back of her head no doubt grew out of the necessity for keeping every class member within the range of your vision at all times. Hard? Yes, but very rewarding! There is a certain magnetism about the human eye that every leader uses effectively. In any teacher-directed activity, the teacher who stands in a firm position before her class, apparently looking at them all and expecting them to look at her, has a decided advantage.

Use your voice effectively. It can soothe when lowered, enthuse when the tones are rich and range of pitch is wide--and it can accentuate bedlam when it tries to outshout it. Sometimes a teacher, calling across the room or using an irritatingly sibilant whisper, is the most disturbing element in the classroom. Other teachers use such a low, unconvincing voice that students get the impression that little is going on--and they seek their own diversions. When you

are provoked, lower, not raise your voice. This impassive, "graveyard" voice helps to impress students with the gravity of the situation. Obviously this device has its limitations, but one can learn when and how to use it effectively.

Believe it or not, most authorities advocate talking as little as possible for maximum effectiveness. You might like to ask yourself--

Who asked all the questions? The teacher? Too bad!

Who provided all the answers? Were you and a few bright students having a pleasant tete-a-tete?

How often did students' half-formed answers have to be "doctored up" by the teacher? Continue this practice and they'll "let George do it" more and more.

How many questions did you have to rephrase two or three more times before it was sufficiently clear? What would you be stimulated to answer to the question, "What about vitamin C?"

How well did you involve all class members by an occasional "Let's see the hands of all those who agree (or disagree) with that statement."

Use the chalkboard with discretion. Aside from other advantages, dittoed sheets can often be prepared in the time necessary for writing instructional materials on the chalk board, particularly if you get an occasional boost from the classes in business education. During a developmental discussion, the chalk board is invaluable for clarifying and fixing facts. Learn to write sideways with only your right shoulder to the board. Later good writers among the students may be drafted to do this recording; their backs turned to the class will not matter.

Circulate. Rare is the woman who fondly believes that she can teach home economics while placidly sitting at a desk. But there is a "method" in the circulating of a skilled disciplinarian. Just standing beside a restless student will calm her. Moving to look at the work of an unoccupied student will galvanize her into action. A girl, who has--or is just about to--cut her dress incorrectly, is rescued at the very beginning of a construction period. And the good will of the girl and her mother is also rescued. Students known to be slow are visited first to insure a correct start on the day's work; full employment makes for good citizenship in school as well as in community.

Prepare yourself and your students for an unexpected absence from your classroom. If the class has a system of hostesses or hosts, they may take over with the briefest of counsel from the teacher. How well a group can control itself during the absence of an authority figure is an acid test of their training and maturity. A longer, expected absence can be cared for by leaving with the class a list of worthwhile questions preparatory to the next day's lesson--so long, that writing will occupy every minute for even quick students. These papers must be left in a very definite place, then graded and returned as soon as convenient. Otherwise, next time's assignment will not be taken seriously. Most students are not mean but they do reason.

Physical Conditions Sometimes Make or Mar Discipline

Students learn discipline in an orderly and appropriate environment. The prime requisite is space for freedom of movement, both physically and psychologically. Collisions in U-shaped unit kitchens only three feet wide are inevitable and disastrous to morale. Dividing a too-large class into studying and performing halves is not ideal but usually preferable to irritating crowding in a laboratory. If there is a quiet corner available, a student who feels she is losing control of herself can use its privacy with gain for both herself and the group.

Teen-agers, tired and tense so much of the time, need all the comfort you can provide. Do sensitize yourself to trying physical conditions. Excessive water drinking may indicate the air is too dry; drowsiness, that it is too hot. Try to provide some activity at least briefly if the thermometer indicates the temperature is too low. Light in the eyes, too little or too much light, glare reflected from snow tend to increase fatigue, and decrease output.

Most frequent need of all is for ventilating classrooms. Try stepping out into the corridor, then re-enter your classroom. About nine times out of ten you will be shocked. Remedies are not hard to find; the teacher's awareness is hard to maintain. And how students do resent punishment for misbehavior which they dimly recognize is caused by conditions outside of their control!

A quiet, restful, attractive room helps students to relax. Comfortable seating that is flexible for best viewing and working together, color and design through construction paper silhouettes in drab corners, frequently changed bulletin boards that are appealing as well as educational, thrifty plants and simple "art centers"--all these help to create a room that students will be proud to show visitors as "ours".

Students will take greater interest in whatever they help to plan and care for, so do nothing yourself that you can teach students to do. Yes, even though you expend much time in "riding herd" on them until they have learned to carry responsibility! Let the plants droop dangerously until the force of public opinion disciplines forgetful Fanny into remembering dependably. Then you will have time to carry your own responsibility of keeping your desk neat and attractive.

Any teacher who has an opportunity to remodel or plan a new building can materially reduce the incidence of misbehavior by increasing convenience, reducing unnecessary traffic and congestion. Book shelves near the entrance, apron storage near the sinks where hands will be washed, space for tote drawers large enough to accommodate books carried by students--all facilitate order and acceptable behavior. At the new Urbana High School, a cupboard on one side of the entrance door gives access to serving equipment frequently used by other school groups without a teacher's class being interrupted.

At Leyden Community High School, Franklin Park, laboratories must be used every period but a clever innovation has practically eliminated the congestion and misbehavior so commonly associated with fitting rooms in clothing. A six-foot square in one corner with most of one side open to the room is fitted with one bench and some hooks on the wall. As each girl needs to fit a garment, she uses this small, bare space only for a quick change, then moves to the door mirror nearest her work table for the actual fitting. Since every class has its own tote-drawer closet and garment-hanging closet, with full length mirrors in the doors, the supply of mirrors is ample and well distributed about the room.

Establishing Routine Can Be Educative

Only activities preparatory to learning should be routinized. Decide which activities are routine and the best way you can think to handle them. Sloppy handling creates fertile conditions for misbehavior.

Now share the problem with the students affected. High school students want to help make "rules"; they learn the reasons for routine, discuss practical solutions, determine ways of enforcing. The older and more mature the students, the more they can assume responsibility for this enforcement. Younger students forget easily but frequent group evaluation sessions help to keep them aware of their aspirations and decisions. So does praise, whenever merited. Soon a few stable youngsters help in the enforcing by indicating their displeasure if anyone violates a rule of the group. Ultimately, all learn a measure of self-discipline through steady repetition of routine.

Slow as this process is, every minute is time well spent. Asked, "What do you think we should do about this?" when an emergency arises, they will very importantly--and efficiently--think through to a solution. They learn to reassess and revise. In their enthusiasm they may make more rules than any of them can remember, and thereby learn the difficult art of making choices. They vote privileges for the class, with the understanding that if anyone abuses a privilege, it will be taken away from all. Teachers assert their belief in studying true-to-life situations; innumerable ones are right at hand in the everyday problems of group living.



"Permissiveness" implies learning through understanding rather than through fear and confusion. All rules about routine have to be learned but often cannot be applied automatically. Automation may work well with machines but not so well with human beings. A typical situation might be the absence of a girl assigned to a house-keeping responsibility for the day. There is no fear nor confusion for the duties were determined by the group, the names of students arranged in fair rotation, and both are clearly indicated on the bulletin board. The problem may be solved by a teacher suggesting a substitute. Saves time but where is the educative value?

A hasty, makeshift arrangement may be all that is possible on the day the absence occurs. But, through thinking through such minor adjustments the next day, class members may be afforded some first-class practice in decision making. All investigations of high school and college alumnae who have studied homemaking, indicate that "management" is the area most desired--and found most lacking in classes. If the teacher freely acknowledges the next day the arbitrariness of her solution, she can stimulate such thoughtful discussion on what would have been other possibilities through questions as:

When and to what extent should a volunteer's generous offer to do additional work be accepted?

Under what conditions would it be good management to simply omit this duty for one day?

How might two duties be efficiently "telescoped" for a day?
What might be the advantages? The disadvantages?

What shortcuts might be evolved so that all "family" members might finish work earlier and together?

Prepare yourself for a lengthy, difficult and (at times) confusing discussion! Real life decisions are always complicated. But give enough practice in such ego-involved discussions, and the process of decisions-making will gradually be learned.

The policy of "let's talk it over" is also a safety valve for any grievances created in the process of establishing routine. How a student feels about a rule is as important as how he acts. One girl cleans the bathroom floor as per directions but mutters, "Bet your life I'll never be so fussy when I'm in my own home!" The next period another girl cleans a similar kitchen floor and is so proud of her results that she brings in her boy friend after school so that he may see and admire her results. Perhaps the first girl was expressing frustration over the fact that she was never likely to have either the time or the facilities for maintaining standards set by the school. Through friendly discussions, the teacher can help the girl to understand her own feelings and to realize that the teacher accepts different standards under different conditions.

One other teaching opportunity that some teachers fail to utilize to advantage is using routine to help students acquire a sense of time perspective. Many studies of employers' complaints about the youth they hire indicate that irresponsibility about use of time is very general and very exasperating. A few people seem to be unable to understand long- and short-range consequences of their use of time. Patience and persistence in holding thoughtless or lazy students to achieving daily goals set up for themselves in clothing construction, to making and following a time schedule for the class period in food laboratory, to accepting the importance of participating honestly in group evaluation sessions may make a vital contribution to later success in employment.

Gradual is the word for learning such types of habit formation. At the beginning of each year certain understandings have to be agreed upon. At the beginning of each new unit of work, changes, additions and appropriate omissions may be determined. Ultimately each student should be self-directing herself up to the limits of her capacity in background and ability.

PLEASE! PLEASE! NO NAGGING!

Webster defines "nag" as to annoy and irritate by persistent scolding or urging. Who, pray, would "annoy and irritate" tempestuous adolescents? Well, for one group, we teachers do! But girls are are so scatter-brained, someone has to remind them, we wail.

Why not "let George do it"--or Georgia, as the case may be? After class members have decided on arrangements that will facilitate everyone's chance to succeed, they are eager to make their ideas work. One of the most effective techniques for utilizing such pressure of public opinion is to use a "Public Opinion Poll" with a new twist.

Students Do It This Way

Class together formulates a check list of the behaviors they have set up as "rules." Teacher has these mimeographed on half-sheets of paper.

Committees of two are organized for each week. Students may choose or draw for partners. Sometimes the teacher may quietly suggest the special ability of a student who in adolescent eyes seems to have very little else to recommend her. But the friendly competition between committees may thereafter give the girl all the recognition she can handle.

Each week students check the progress of the class as they perceive it by indicating the two best "spots" and two poorest on the familiar check list on behaviors. The committee tabulates these results.



Using short-cut methods and materials provided by the teacher, the committee selects a slogan and certain limited information that it believes will help students to better their behavior the next week, and puts up a simple bulletin board.

Some slogans that have been found helpful in building up the team spirit are:

Everyone Get Into This Act
We Can Handle This Ourselves
Good Resolutions Aren't Enough
It's Up to You - and You - and You

Headings that have been used to point up certain specific improvements necessary--and fast--are:

Good Advice for Free
Be Your Own Policewoman
Nobody Bats a Thousand But--
Brooding Is Only for Hens

Headings that were used occasionally at strategic points to encourage students with definite evidence of growth are:

On the Right Track at Last
Spotlight on Progress
Accent the Positive
We Can Take Them With Us

Perhaps an explanation of how one of these slogans was used for a bulletin board will illustrate the idea back of the whole plan. Let's take for our example, "We Can Take Them With Us."

The background of the bulletin board was a cheerful rosy red. The slogan at the top was made of readi-cut letters in black on a white strip of paper. Beneath were two featured papers mounted on first black, then white to form a frame. One paper was the class check list on behaviors. The other paper was the school newspaper's account of a local industrialist's assembly speech on "What the Boss Likes to Find in Every New Employee." Every habit mentioned by the "boss" that had a counterpart on the class check list was connected with the proper item by a double twist of black and white yarn.

Naturally the quality of the ideas and the "art" of the bulletin boards varied with the producers. And, in turn, so did the effects upon the class members. Although the class, which had been in one of those unpredictable slumps that occasionally occur, laughed at the "Brooding Is Only for Hens," they nevertheless demanded removal of the bulletin board as soon as they showed improvement. On the other hand, they brought in all their friends to show them "We Can Take Them With Us."

Short-Cut to a Similar Goal

Where such bulletin boards for one good reason or another are impossible, short-cuts must be sought in the long struggle to fix good working habits. But always results are better when students carry the responsibility. And sometimes so are the ideas--in effectiveness if not always in beauty of phrase.

Committees of students are rotated. Each studies class behavior and places on the blackboard in conspicuous colored chalk some "words of wisdom."

Examples used with a noisy, careless class in clothing construction may be cited:

Silence is golden

To talk or not to talk;
That is no question!

When in doubt, DON'T

Remember? Easy on the Ears!

Want Independence?
Be Responsible!

Keep Up or Catch Up

Make haste slowly (cutting lesson)

Can you spare 60 seconds? (to clean working space adequately)

Pertinent cartoons may also be featured. A class beginning a period of seriously needed review discovered a cartoon sketchily reproduced on the chalk board. A mother hen was saying disapprovingly to her pert little chick, "Now, not another peep out of you!" Every time a student raised her eyes, she grinned but went back to work.

Often teachers and students locate a short rhyme that is related to some reminder about behavior, though obviously not written for any such purpose. The more humorous, the better. For example: a senior English class provided a poem that was gleefully pounced upon by boys and girls in a family living class, conscious of their tendency to do a bit of rough-housing when entering the classroom. This is the poem they placed on the chalkboard near the door:

I, who all my life had hurried,
Came to Peter's crowded gate
And, as usual, was worried
Fearing that I might be late.
So, when I began to jostle
(I forgot that I was dead)
Patient smiled the old Apostle,
"Take your eternity," he said.

--Christopher Morley

DO'S AND DON'TS OF PUNISHMENT

Most research has shown that sincere praise and rewards have far greater motivating force toward learning and toward socially approved behavior than have either punishment or ignoring. On the other hand, a real punishment, as much as an effective reward, can help a student learn quickly. Moreover, students know well that life exacts penalties for wrongdoing; they ask only that they be made clear to them while the rules are being made.

How strict a teacher can be will depend, in part, on the behavior accepted by other teachers and the administration. If gum chewing is permitted in other classes, more harm than good may be done by setting up rigid rules in your class. Punishment is futile unless it is accepted by the student as making sense, being just, and consistent with the general mores of the group. Hence you may need to learn to apparently not see everything, such as occasional lapses from industry, whispering or passing notes, even mass migrations to the pencil sharpener.

However, noise and activity are contagious. Ever on the alert, you suddenly realize that one girl is talking out loud and tacitly expecting her friend to reply. Here is the moment for a good, strong "NO" before the morale of the group is endangered. No amount of glaring and vocal correction by the teacher can recover this after general talking has started. But having thrown up a roadblock at the strategic moment, the teacher's next responsibility is to suggest some detour by which the excess energy may be channeled into something less dangerous, even though not originally planned as desirable. So simple a thing as suggesting that everyone move her chair from near the demonstration table to her own place at a sewing table may be enough to adequately reduce the "wiggles" in a junior high school class. Sometimes even a senior needs to go on an errand for the teacher just to get away temporarily from her current frustration.

Discipline at the expense of student interest is too costly. For example, a teacher who uses a regular housekeeping task such as cleaning the refrigerator as a punishment for misbehavior may be building unpleasant associations to the point that the potential homemaker may later wonder why she always dreads that simple job. Discipline at the expense of student learning is equally undesirable. For that reason many instructors keep clean aprons from the "lost and found" collection available to forgetful cooks—but require the students to launder the article in return. If a girl wantonly destroys some equipment, she should be required to earn money to replace it, but not assigned a chapter in the text to be outlined. This is not merely an effort "to make the punishment fit the crime"; it is a reasonable, constructive act while outlining would be unrelated and destructive.

One authority made the flat statement that "it is fatal to try to discipline several students at one time." Naturally they will fortify one another and resist counsel. To the best of your ability, pick out the worst offender and deal only with him, although obviously many are involved. Sometimes a teacher, hesitant about making such a choice, tries to punish the whole class. Experience shows that the "innocent bystanders" tend, in turn, to become behavior problems because they so resent what they consider rank injustice. The timid may tattletale on others at every opportunity; the strong may join in a conspiracy to protect the real culprits..

Two fundamental principles of discipline form a dichotomy that puzzles even the most successful teachers. One is that, for equal guilt, punishment should be the same. Adolescents demand, above all other virtues, that teachers should "treat everybody alike," as we all know. No pets, no picking on one or two unfortunates! The other principle is that each penalty should fit the person and the circumstances. No youth is exactly like any other person. Manners and morals taught in homes vary widely. Yet both of these principles are valid and must be observed. To reconcile them demands the maximum in teacher judgement, even when she has a thorough knowledge of each student's background and personality.

Occasionally a disturbed student may need to be isolated to give him a chance to collect himself and cool off. More than likely he is worked up about something entirely alien to the class situation. Again, a "problem" student may have to be excluded if others in the group are to learn. Teacher and principal need a mutual understanding on the kinds of misbehavior that merit being "sent to the office," the method of notifying the administrator before the arrival, and ways of insuring that the student does arrive. Frequent trips tend to weaken the authority of both teacher and principal. Unless a teacher acts promptly and firmly before insubordination has become serious, even the most supportive principal may be able to do little.

STUDENT-TEACHER CONFERENCES

The conference, free from the pressures of limited time or distracting interruptions, is the most important means by which control is taught. Rarely, if ever, should a whole class be delayed while a single student and teacher talk together. The conference should take place soon after the trouble, yet provide sufficient time for the student and teacher to calmly analyze the situation. Not that a student can often achieve that mature technique, but even a "cooling-off" period is helpful to an upset adolescent. And teachers, being adult but human, can make sure that they are not over-reacting to the offense out of personal anger or prejudice.



It is the student who has the problem, not the teacher. Consequently the teacher's role is largely one of creating an atmosphere of friendly acceptance of the person and a sensitive interest in the causes of the misbehavior. Perhaps the first step in learning to accept others' feelings is to make a conscious effort to listen and try to understand instead of trying to talk the person into a different way of looking at things. Authorities tell us that the correct state of mind for a good teacher is to be interested but puzzled. You wonder, search, consider alternatives, tentatively try, watch, etc.

In such an atmosphere most students can be gradually won over to trust in a teacher. Dr. Elizabeth Sheerer suggests that we check our conferences to make sure that the student does over 50% of the talking because she alone can bring out all the facts, thoughts and feelings that are needed for a solution of the problem. Moreover, she is the one who has to take the responsibility for whatever solution is tentatively arrived at after some consideration of possible alternatives and their consequences.

Reasons for misbehavior vary widely in their gravity, though the classroom behavior may be apparently similar. Here is a student who, reprimanded at home for some minor offense, projects her resentment rather naturally upon her homemaking class since the activity is a painful reminder of her trouble at home. She flatly refuses to open her book in a supervised study lesson. By conference time, however, she has worked off her anger, is ready to explain the situation, and ultimately thinks through for herself two or three more constructive ways of handling her hot temper. She has a long, hard struggle ahead of her but, sure of her teacher's understanding encouragement, can use her intelligence in solving her problems.

Another girl in the same class may be equally adamant about refusing to look at her text. She arrives at the conference with a chip on each shoulder. She talks not at all. Too late the teacher realizes that, though the overt behavior appeared similar, the background causes and the depth of unhappiness of the two adolescents are very different. She decides to forego the probing questions and moralizing which she is impatiently tempted to use. What a fortunate decision! For when she seeks information from the school counselor she is shocked speechless at the appalling home conditions which he describes. She can readily imagine the frustration and defiant contempt which this girl must have felt when asked to read the class assignment on "family councils." She decides very humbly that remedial measures must be left to the specialist. Her only contribution to the welfare of this damaged personality may be only the patience and friendliness she can show without endangering the morale of the group.

ALL BEHAVIOR IS CAUSED

Discipline at its best seeks the cause of misbehavior. Many writers have attempted to bring some order out of confusion by categorizing causes according to their origin.

Causes originating with the child, such as--

- Adolescent characteristics
- Health
- Mentality
- Social training and experience
- Habits in handling own emotions

Causes originating with the structure of the student group, such as those listed by Sheviakov and Redl:

- Dissatisfaction in the work process
- Emotional unrest in inter-personal relations
- Disturbances in group climate
- Mistakes in organization and group leadership

Causes originating with the teacher and the school, such as--

- Teacher's personality
- Teacher's ability to teach
- Physical factors of the school plant
- Curriculum program
- Co-curricular program
- Counseling program

Causes originating with the home and community, such as--

- Social class patterns
- Influence of family goals, values and practices
- Influence of community conditions and practices

Causes originating in the larger social order, such as--

- Changes in role and status of family members
- Anxiety and uncertainty of the times
- Conflict of mores in varying situations

To further compound the complexity, almost never is the cause of misbehavior due to one of these items. A combination of two or more causes is almost always present. Frequently cause-and-effect relationships may be discerned between these.

Yet this over-all listing often proves helpful when attempting an attack upon the behavior problems of a given individual or group. One is less likely to overlook a strategically important element in the total picture. The fallacy of absolute standards and definite, fool-proof techniques now becomes abundantly clear. Our expectations of rapid change are reduced. Some progress is better than none, we must believe.



LEARNING TO UNDERSTAND OURSELVES AND OTHERS

Yes, we mean ourselves! Teachers first! Then--and not until then--can we hope to help others understand themselves. It is no accident that the mental hygiene emphasis increasingly appears at both undergraduate and graduate levels in teacher education.

Helping others to understand themselves usually is studied in courses on guidance. Again, the constantly increasing enrollment in such college courses is significant.

Obviously adequate treatment of these aspects of teaching is far beyond the scope of a publication like this. Instead, we sought out a single book that would offer help in a sound but simple and practical form. We would like to suggest, in case you are interested in pursuing further learning, Guidance: An Introduction by Dr. Merle Ohlsen. As most Illinois teachers of home economics know, Dr. Ohlsen's philosophy on meeting the basic personality needs of the normal adolescent is completely in harmony with theirs. His wisely balanced viewpoint as to the roles of classroom teachers and counseling specialists seems to us particularly helpful.

This book was published in 1955 and your school's professional library probably already has a copy. If not, perhaps a copy might be desired. Harcourt, Brace and Company is the publisher. The cost is \$4.75, the pages 436. Or try your State Library for a loan.

You will recall that the second goal of discipline, as mentioned on page 18 was stated thus: To help each student to grow from dependence on adults for direction and control to self-direction and self-control based upon

An understanding of himself and other
A consideration for everyone's welfare.

Humane consideration of others is an attitude largely learned through practice in schools, in homes, in neighborhoods. But an understanding of himself and others can be gained from books, bulletins, playlets, films, as well as guided experiences. Following this section, you will find some concrete helps on use of such selected teaching aids. If you are like us, you will find yourself learning with your students. Perhaps it is due to a sense of mutual profit and enjoyment that students welcome lessons in this aspect of their homemaking and family living. In a recent survey of mothers' preferences as to what their daughters should learn in Illinois high schools, this aspect ranked second in importance. The homemakers, apparently confused by some of the "popular" materials now available to them, emphasized that they wanted their daughters "to get the straight of it."



This presentation has had to be limited pretty much to the more or less "surface treatment" of discipline for order must be achieved first. Additional help will be appearing in later issues. Non-test devices for studying students in home economics classes will be given in the issue concerned with evaluation. Still later an issue will explore the limited techniques of individual and group counseling that are safely within the ability of a well-trained teacher of homemaking and family living.

BOOKS AND DISCIPLINE

A strange combination? Are you thinking--"Students for the most part dislike reading; how on earth could reading help a teacher with discipline problems?"

Well, the only fundamental help either students or teachers can find when trying to increase self control seems to lie in a thorough understanding by students as well as teachers of why each person behaves as she does. And in the school library, if not in the home economics collection, you may be able to find several books written specifically to help adolescents understand themselves. Not only should these prove helpful in any units on aspects of personal improvement that you may be teaching but also guiding an individual student to read a certain section in a popularly written book may be "just what the doctor ordered" to gain her understanding and cooperation.

An annotated list of books that have been successfully used in guiding boys' and girls' self-improvement is presented. Additional books, so new as to be still untried in practice but apparently promising, are constantly becoming available. If your local librarian does not have the books suggested here, she will undoubtedly be able to suggest good substitutes that she can provide.

Selected List of Books of Use in Students' Self-Improvement

Armstrong, David W., Questions Boys Ask. New York, E. P. Dutton and Co., 1955. 160 pages

Written rather superficially but with a strong masculine directness that appeals. Emphasizes personal counseling rather than self-evaluation devices

Bailard, Virginia and Strang, Ruth. Ways to Improve Your Personality. New York, McGraw-Hill Book Company, 1951. 249 pages

This little book primarily suggests specific techniques of growing up based upon principles of psychology. Includes appropriate rating scales.



Crawford, Claude, Cooley, Ethel, Trillingham, C.C. and Stoops, Emery. Living Your Life. Boston, D. C. Heath and Co., 1953. 448 pages.

A functional approach provides "how-to-do-it" answers to students' problems rather than an analysis of why people behave as they do, but both types of help are needed.

Crawford, John and Dorothea. Milestones for Modern Teens.

New York, William Morrow and Co., 1954. 190 pages.

A frank, direct approach to the most common teen-age problems written in a chatty, informal manner that pleases students. Preaches but never gets caught at it!

Landis, Judson and Mary. Building Your Life. New York, Prentice-Hall, 1954. 331 pages.

An attractive book based on recent research with some learning activities and self-appraisal devices suggested, but short on effective anecdotes.

Menninger, William and others. How to Be a Successful Teen-Ager.

New York, Sterling Publishing Company, 1954. 256 pages.

This volume consists of eight of the popular bulletins originally printed by Science Research Associates economically combined into one bound book. Excellent material concisely presented without teaching suggestions except for one selected bibliography.

National Forum Foundation. Discovering Myself. Chicago, National Forum Foundation Publishers, 1955. 286 pages.

Written simply and with humor by respected authorities.

Leisure time readings of supplementary educational value are generously provided.

Pierce, Wellington G. This Is the Life! Boston, D. C. Heath and Company, 1951. 324 pages.

In spite of its slangy title, this is an excellent treatment of everyday problems of high school students; offers practical ideas without preaching.

Pierce, Wellington G. Youth Comes of Age. New York, McGraw-Hill Book Co., 1948. 400 pages.

Similar to the above book by the same author except that the scope is much broader, including preparation for marriage.

Randolph, Helen, Pixley, Erma, Duggan, Dorothy and McKinney, Fred. You and Your Life. Boston, Houghton Mifflin Co., 1951. 344 pages.

Innumerable illustrations from "real life situations" clarify contents and add humor and interest; readers are stimulated to think through their own problems.

Shacter, Helen, Jenkins, Gladys and Bauer, W. W. Into Your Teens. Chicago, Scott Foresman and Co., 1952. Teacher's text--192 pages, pupils' text--352 pages.

An excellent text for seventh-grade boys and girls, illustrated in color. The teacher's part provides a rich variety of teaching suggestions and a condensed resume of adolescent psychology and physiology. Be sure to get the "Teacher's Edition" for the teacher's help, if ordering a copy for yourself.

Shacter, Helen, Jenkins, Gladys and Bauer, W. W. Teen-Agers. Chicago, Scott, Foresman and Co., 1955. Teacher's text--128 pages, pupils' text--288 pages.

Same plan as above book except for students in grades nine through twelve. Request "Teacher's Edition."

Shacter, Helen, Jenkins, Gladys and Bauer, W. W. You're Growing Up. Chicago, Scott, Foresman and Co., 1950. Teacher's text--160 pages, pupils' text--320 pages.

Same plan as that of other books in the series on health and personal development except for boys and girls in the eighth grade. Request "Teacher's Edition."

Sorenson, Herbert and Malm, Marguerite. Psychology for Living. New York, McGraw-Hill Book Co., 1948. 637 pages.

Excellent for explaining why we are the kind of people we are and how we can work out some of our emotional problems, particularly an "inferiority complex."

Warters, Jane. Achieving Maturity. New York, McGraw-Hill Book Co., 1949. 349 pages.

Based on scientific research but written in non-technical language, this book would be an excellent choice to give to a senior boy or girl capable of and desiring to go to college.

Welshimer, Helen and O'Neill, Elizabeth. The Questions Girls Ask. New York, E. P. Dutton Co., 1949. 154 pages.

The informality, charm and soundness of this little book makes it popular and helpful to today's students; an appendix of self-evaluation devices is provided.



Booklets, Too!

Nor are books the only source of help. The excellent booklets published by Science Research Associates are well and favorably known. A collection of these in the home economics laboratory would be an asset to both teacher and students. Almost all school libraries provide copies. Some of the most helpful in developing self-understanding and control are:

At the Junior High School Level

You and Your Problems
Your Problems: How to Handle Them
How You Grow
Finding Out About Ourselves
All About You
How to Get Along with Others
Let's Be Friends
Let's Talk About Honesty

At the Senior High School Level

What Are Your Problems?
Your Behavior Problems
Understanding Yourself
Exploring Your Personality
What Are You Afraid Of?
How to Increase Your Self-Confidence
Growing Up Socially
Building Your Philosophy of Life

You will note that much the same type of persistent problems are treated at both levels. Since the Junior Life Adjustment Booklets are so much more simply written, you may find some poor readers in senior high schools are satisfied with these. They may prefer the opportunity of reading them in private even though the youthful tone of the booklets may prove somewhat annoying. For a complete catalog of publications designed to help young people solve the problems of everyday living, you may write to:

Science Research Associates, Inc.
57 West Grand Avenue
Chicago 10, Illinois

Action Pointers on How to Use This Idea of "Books and Discipline."

- * Get acquainted with local librarians.
 - The High School librarian
 - The Grade School librarian
 - The librarian in any public library nearbyLocate any of the books or booklets in the suggested lists, or others that are similar.

- * Try to figure out from what you now know the most likely causes of students' uncooperative behavior, such as:
 - Trouble in the home
 - Educational difficulties
 - Social rejection
 - Money and job worries
 - Nonacceptance in the communityCheck your "informed guesses" with your principal or school counselor. They are likely to have additional information on the student's background. They may even be able to suggest specific causes or promising methods.

- * Now locate areas of help in those booklets and books available to you, such as--
 - Aid with the improvement of personal appearance may help an isolate to become accepted by peers.
 - Guidance in understanding self may help an uncooperative student to see why she behaves as she does and what to do about it.
 - Counseling about school or home problems may help a student to face reality and result in constructive action.

- * Before giving a book to a student, you yourself will wish to skim the material for two reasons.
 - One reason is that you will want to select the bit in the book that appears to bear directly upon the student's problem and suggest constructive action.
 - The other reason is that, as you read, you will be ready to exclaim, "Why, this is as good as being back in student teaching where my supervising teacher was always at hand to confer with me about students!" Indeed, the innumerable anecdotes in these books serve just about the same purpose as being able to confer with an experienced teacher.

- * Use the helps in books in one of two ways.
 - You may decide that time and personal feelings of a student will be saved if she is invited to read and think about a selected bit in a book you provide for reading outside of class, if possible. Of course, this suggestion can be accompanied with a cordial invitation to request a conference with you later, if she so desires. With average and better mentalities, this objective approach and somewhat "face-saving" technique frequently gets satisfactory results.

You may decide that only by having a personal conference with the student will the good ideas in the book be fully understood and used. This technique is probably best to use with less gifted students and in situations where change in behavior is urgent. Perhaps you will wish to use the anecdotes and constructive suggestions in the book just as if they came from your own thinking and experience; pupils who do not enjoy "book l'arnin'" will usually put far more confidence in you than in any book.

- * Encourage further independent use of any and all of these books available.

Request the librarian to feature them on a special shelf for a time.

Praise sincerely any evidence of growing insight displayed by an individual or a group.

FILMS AND DISCIPLINE

Hollywood, as well as their own merits, has bestowed an aura of interest upon films that few adolescents can resist. Hence films can almost always be depended upon to provide not only a worthwhile common background for the clarification of problems but an interesting one as well. Above all, what is viewed can be discussed impersonally by both teacher and students.

Coronet, McGraw-Hill and other film producers have recognized the great contribution to self-improvement that films can play and have made available excellent offerings such as "Understand Your Emotions," "Developing Self-Reliance," and "Toward Emotional Maturity" from the Psychology for Living Series. Instead of providing an annotated list of such films-- as near as your school's University of Illinois Guide to Audio-Visual Aids--three appropriate films of more recent vintage have been described at some length.

Mr. Finley's Feelings This film seems just made to order for students needing to gain a clearer understanding of why they behave as they do. It is--
available on loan
in 16 mm., color, sound
an animated cartoon
only ten minutes in length
sufficiently realistic to be useful
logically developed to give insight
concerned with reaction to authority
accompanied by a short discussion guide
emphasizes importance of habits developed before adulthood
free of prescribed "rules" for emotional health and maturity
set in an adult world of work to which adolescents are
aspiring
arranged to stimulate many unanswered questions for group
discussion

In a situation which he finds very stressful, "Mr. Finley" sets off a series of chain reactions which pile up more problems-- and more tensions at work and at home. He does not realize that early in life he formed a pattern of projecting on others his own frustrated feelings toward authority. In closing, Tom Finley says "I knew then that a guy could get himself into a whale of a lot of trouble if he didn't understand what his feelings could do to him. I've got plenty more to learn, I know. It's not going to be simple or easy, but I'm sure going to try." You and your students take it on from there!

Mr. Finley's Feelings is available on loan; request an application blank from Health and Welfare Division, Metropolitan Life Insurance Company, One Madison Avenue, New York

Anger at Work This is a film examining some causes of anger and suggests ways in which people do provide themselves with healthy outlets for strong feelings of resentment and frustration. It offers convincing evidence that projecting anger upon some person or situation which has nothing to do with the original irritant merely eases feelings temporarily. Such misplacements of anger do not solve the original problem; indeed, usually a chain reaction of new troubles is created.

The setting of this film, too, is in industry but the level of understanding required is higher than for Mr. Finley's Feelings. Both teacher and students need some background in mental hygiene for complex problems are portrayed. The University of Oklahoma which produced the film recommends it for use in senior high school classes. Effective as is the film, an environment of serious study would be essential if students seeking help in growing in self-control and maturity are not to draw over-simplified conclusions.

The film is 16 mm., sound, black and white, and runs for 21 minutes. It is available from International Film Bureau, Inc., 57 East Jackson Boulevard, Chicago 4.

Parents and Teachers Are Partners

The Teens is the liveliest and perhaps the best of the films in the "Ages and Stages Series" commissioned by the National Film Board of Canada for the Department of National Health and Welfare. The film offers a warm, sensitive picture of family life and touches of humor arouse sympathy for the joys and tribulations of growing up.

Since the children in the family pictured are ages 13, 14, and 15, parents of junior high school students would probably get the most help from the film, for this is a presentation best suited to parents and teachers. Particularly with parents of younger adolescents, cooperative viewing and discussion are so worthwhile that results in mutual understanding merit all the efforts necessary to bring the two groups together.



Often, if the school will contribute the film, the PTA will sponsor the program. A competent leader may be selected from either the lay or the professional group, or a combination may be effective. The lay leader may approach the discussion from the point of view of the home, the professional leader (perhaps the school principal) from the angle of the school.

The Teens is a 16mm., sound, black and white, and runs for 26 minutes. It may be obtained from:

Mental Health Materials Center, Inc.
1790 Broadway
New York 19, N. Y.

Six Action Pointers on How to Use Films to Increase Self-Understanding

1. Make sure that at least the majority of the group is emotionally ready to--

Consider new ideas about behavior
Look for clarification of their own ideas
Accept similarities and differences of others' ideas
Experience some self-discovery through identification and understanding

2. Prepare yourself to be a good leader--

Preview the film selected, taking notes to aid in planning. More than one screening is usually necessary, but the importance of the outcomes justifies adequate expenditure of time. Better to use one film to optimum advantage than to skim over several!

Plan with the major problems of the viewer group in mind--
Purpose or purposes the film can serve if used skillfully
Sequence of key questions that will relate content of the film to group concerns
Points that may well be brought out in the discussion as an informal check on the attainment of purposes
Forms of follow-up that may help students to achieve a thorough understanding of what they have seen and heard

3. Prepare the group for viewing the film--

Arouse interest in a manner that is educationally defensible-- not movie "blurb"--perhaps by lightly suggesting the enjoyment you experienced in the previewing.

Provide some guide to the educational outcomes expected from the showing. Usually this takes the form of a list of questions on paper or chalk board--
To increase accurate observation
To provoke thinking on issues involved

Occasionally, if the content and timing of a film are just right, students will absorb, accept, and incorporate into their personalities the important over-all learnings, without detailed orientation.

4. Present the film--

Make sure physical facilities are in good working order, the film in readiness when class begins.

Orient the students to what they are going to see and the sequence of procedures planned. Repeat showing of film if and when desirable for best results.

5. Lead the discussion to achieve purposes sought--¹

Relax; expect the possibility of a slow warm-up period.

Stay out of the trap of providing answers, even if asked; if a group member offers what sounds like an answer, thus tending to stop discussion, refer it back to the group for further opinion.

Encourage group members to express freely their perceptions of the situations viewed until they have made their ideas clear.

Compare individuals' interpretations of possible causes of behavior in certain situations.

Evaluate behaviors in specific incidents in terms of consequences for all who are affected.

Discuss how one character might have been able to help another's feelings.

Explore, without going into personalities, possible applications of points made to individual and group control in the classroom.

Maintain a warm, friendly atmosphere throughout--

Be generous in interpreting motives

Be willing to accept frank but fair recommendations for your improvement

Try to fix up any situation where one student

embarrasses another, consciously or unconsciously

Point out that similarities and differences of opinion are to be expected and respected within limits prescribed for group welfare

Refrain from calling attention to some student's self-discovery

¹ This material was adapted from Dr. Nina Ridenour's "Memo to Inexperienced Discussion Leaders." This appears in the script of an American Theatre Wing Community Play, "The Case of the Missing Handshake," by Nora Stirling. The complete "Memo" replete with suggestions for concretely phrased questions, useful in all discussions, plus the play script, may be obtained for \$1.00 from:

The National Association for Mental Health
1790 Broadway
New York 19, N. Y.

Keep discussion "on the beam" with adequate summaries--
Re-focus, when necessary, the direction of group thinking
by re-stating point at issue
Relate points to each other to improve organization of
ideas
Summarize at strategic points during the discussion by
asking, "Then is this what we have been saying?"
Attempt at the close to phrase summary in form of generali-
zations with general applicability rather than as
actions proposed

6. Follow up with such techniques as students' interests and needs indicate are appropriate.

A film may be shown without sound, either before or after presenting it with the regular sound, in order to sensitize students to feelings shown by the expressions and behavior of characters.

A film may be repeated with each class member identifying himself with a certain role, then analyzing his feelings when involved with that character.

Each class member may select one character and either write a day's diary or a brief biography of that person as he perceives him. Comparison of results will show an amazing variety in individuals' perceptions of the same character.

Present a dramatization of an episode early in a character's life that might have tended to "make him what he is today."

Role play how a conflict in a film might be resolved gradually without implying miracles would be expected.

Set up a list of constructive suggestions that frustrated, angry class members might use as healthy outlets to their strong feelings without interfering with group order or morale. Parallel these suggestions with ideas whereby others may help the angry one to fix such a constructive pattern as a habit.

Such concrete follow-up is rewarding for class study but impracticable for such occasions as, for example, parents and teachers viewing The Teens. Yet certain intangible benefits should become evident. And a series of such experiences would seem to promise a most salutary influence upon discipline at school and at home, though the word itself might never be mentioned.



The fact that both teachers and parents gain an extended and common understanding of the developmental stages found in early adolescence should result in increased uniformity in the treatment of the boys and girls both are trying to guide.

This common acceptance of "normal" behavior characteristic of early adolescence should, in turn, enable both teachers and parents to do a better job of helping the youngsters learn to understand and handle their own problems.

BIG DIVIDENDS

We know that the greatly desired and desirable self-understanding and self-discipline is achieved only by slow stages through students' years of growth and maturation. The process of learning personally satisfying and socially acceptable behavior consists of gradual relaxation of externally imposed disciplines as a student becomes able to make right choices and steer his own course.

Yet what a thrill for teacher as well as students when evidence on increasing maturity begins to accumulate! Not only students' behavior in and outside the classroom but also discussions initiated within the classroom provide this evidence.

For instance, a group in 1954 had found it difficult to apply the "moral" of The Saturday Evening Post cover for March 20th-- you recall the one that pictured father being called down by his boss, father furiously displaying a hole in a sock to his wife, the wife in turn scolding her little boy who then took out his ire on the kitten. This same class in 1957, when reading "Peace in Bloom," evidenced surprising discrimination in applying the principles of mental hygiene.

Peace in Bloom

Today the boss was cranky
But what care I?
The larkspur in my garden
Is five feet high.

He fussed about dictation;
I checked my ire.
By thinking of the blossoms
I held my fire.

The office may be hectic
Beyond relief,
But in my backyard garden
I'll find relief.

--F. W. Hatch



The class was quick to acknowledge the inadvisability of two persons getting angry at the same time, if avoidable. The students recognized the desirability of a positive substitution compared to projecting anger upon some "innocent bystander." But they could now perceive situations from a broader viewpoint. They asked, "Is it possible to use substitution too much for your own "peace" and lose sight of the rights of the other fellow?" "After all, the boss was probably paying her a good salary and had a right to expect her to do her best. Maybe she needs to think about improving the dictation as well as enjoying the larkspur." In these days of "getting by," such a viewpoint represents real maturity.

Another group of seniors, in a family living class, viewing a cartoon that pictured a student in a foods laboratory gazing at her burnt product, questioned her casual acceptance of the failure with the remark, "I guess some boy will have to take me as I am!" The boys were especially disapproving, pointing out that waste could not be accepted, and that both partners in a marriage had to learn to do their jobs or else--. However, one young lover of peace did point out that "maybe she'd be as easygoing about others' mistakes, too, hence easier to live with." In light of the rather heated discussion, everyone agreed on the psychological as well as economic value of a "timer" in each kitchen.

AND SO WE LEAVE YOU

We all know that the problems that loom like a mountain of disaster at the end of a long day often decrease to molehill significance after a rest. Someone has said that "God surely had classroom teachers in mind when he put a night between two days." We must have faith that a sound process will bring a sound product even though we cannot see an immediate pay-off. Diamonds are just little chunks of coal that stuck to the job. And surely learning to work together in friendly, orderly fashion, multiplied by thousands of classrooms, might some day mean the difference between world peace and strife.

We like this quotation with which to end, but we cannot give you its source.

"Consider the vast pageant of traits and talents that it is a teacher's lot to know and see--the child with love for life, the child with a thousand dreams, the laborer's child, the yachtman's child, the migrant family's child, and children from homes of different religions. Consider these--and then ask, Have you been all you could to these children? Their challenges are not merely a charge upon you, but a call to live and work with the fullness of your personality in the service of others."



TEACHERS' EXCHANGE

Why Teach? edited by D. Louise Sharp and published by Henry Holt and Company, New York is available for \$4.00. This volume is a collection of 120 essays written by outstanding men and women in the professions, politics, business and the arts. The editor asked each person to submit his views on teaching, the influence of teachers on his own life or the satisfaction to be gained from teaching as a profession. This collection of essays varies from some which are quite short and ineffective to many which are truly inspirational. Of special interest are the remarks of Mark Van Doren, "The teacher whom the student will remember best is the teacher who most radiantly enjoys his own experience of learning."

Attractive Settings for Class Work

Can you look objectively at your classroom--the room in which you expect your students to do their work? Is it as attractive as it might be? As neat as it might be? Do your students comment upon its attractiveness? Do you like to work in the room?

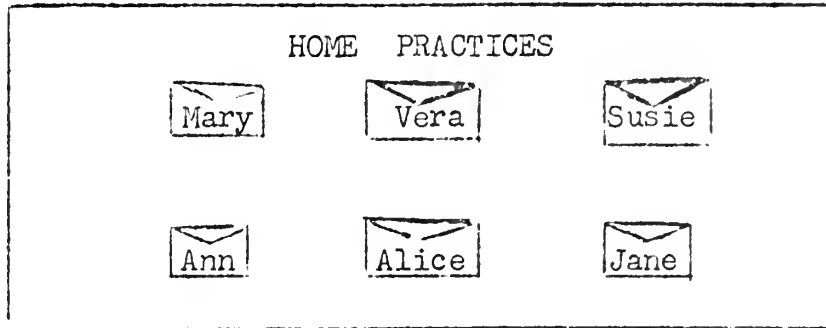
There are many ways of making classrooms more attractive--rearranging the furniture, using the bulletin board and doors for creative, attractive arrangements, simple "paint jobs" or "floating" centers of interest might do the trick for you. For one week have your classroom library as the featured attraction, another week a center of interest depicting the season of the year--at this time a wicker cornucopia filled with popcorn, fall flowers, dried grasses, some of which have been painted or fall leaves attractively arranged in a pottery or brass bowl. Home projects and home experiences might be the object of attention for one week, garments which the freshmen have made at the close of their clothing unit--an exhibit of sweaters and skirts for fall from a store downtown. Be sure to give all the stores equal chance to exhibit their merchandise by establishing a rotation plan for those who are interested in participating. Remember variety is the spice of life and your students will be full of energy for helping and offering advice.

DADDY DATE NIGHT

In Carlinville, the homemaking girls gave a new twist to their fashion show. On DADDY DATE NIGHT, they modeled their fathers' clothes in "What the Well-Dressed Man Wears--At Work and Play" and the results, Mrs. Hazel Edmonds reports, were quite hilarious.

Home Practices by Mail

Junior high school pupils enjoy reporting--home practices by mail. A wall chart with an envelope mail box for each pupil provides a convenient place where brief written reports of home practices may be placed. The following sketch illustrates the type chart that may be used:



Pupils' reports may be removed from the envelopes once a week and recorded in the teacher's notebook. Oral reports may also be given. The teacher may reply "by mail" with her suggestions and comments concerning the home practices reported.

Bookcase and Doll House

Do you have problems securing play materials for the children in your play school? A sectioned bookcase can serve as a doll house--the partitions divide room from room and the upstairs from the downstairs. Small, odd-sized spaces can be the nursery or den. Windows can be cut from paper and pasted in the proper place. After the play school the bookcase again serves as a "book holder."

Use a "Whispering Pass"

In junior high school laboratory classes when pupils want to talk to each other too often, have them take turns being in charge of the "whispering pass." A square of colored cardboard, so labeled, can be handed to anyone wishing to talk to his friend with the understanding that the pass be returned within a certain time. With only one or two of these passes in operation and with different students taking turns being responsible for them, useless chattering can be minimized.



PANORAMA OF TEACHING AIDS

Ten Points for Meetings--Basic Rules of Parliamentary Procedure Anyone Can Use at Meetings, publication no. 313 available from UAW-CIO Education Department, Solidarity House, Detroit.

This publication contains, as the title suggests, ten rules for member participation in a meeting which are clearly explained in both words and pictures. The fact that it is written for union members might prevent its acceptance in some communities, but otherwise there is good help for the club member or student in your homeroom or club who needs to know more about meeting participation.

McCall's Book of Furniture Refinishing is available for 25¢ from Modern Homemaker, McCall's, 230 Park Avenue, New York 17. Be sure to look at this.

Helping Johnny to Remember, available at Mental Health Materials Center, 1790 Broadway, New York 19, is a film to motivate understanding of good human relationships, and portrays the problems of a young boy who is rejected by other children because he is domineering and uncooperative. The rental price is \$4.50 for each showing plus shipping charges both ways.

Creative Hands, by Doris Cox and Barbara Warren is available for \$5.50 from John Wiley and Sons, Inc. New York. This is a rather unusual book because it contains so many "how-to-do-it" techniques for various crafts. Embroidery, rug hooking, block printing, applique and batik are explained. The entire book is based upon a discussion of design principles, use of color, and illustrated with modern designs.

Illustrated Handbook on Child Care From Birth to Six Years, by Wava McCullough and Marcella Gawronski, \$3.00, is available from McGraw-Hill Book Co., New York. This is a booklet of illustrated techniques on how-to-care for children. The illustrations are very easy to understand because an explanation in step-by-step form is included. There are helpful suggestions for dealing with many problem areas in dealing with children.

Use of the Small Discussion Group in Parent Education by Gertrude Goller is available for 15¢ from the Child Study Association of America, 132 East 74 St., New York 21. This is a pamphlet reprint of an article on the premise that parent education is a valuable means of maintaining good parent-child relations and of preventing difficulties. The small continuous group is one method of accomplishing this objective. There are helpful suggestions here for any person who is working with a parent group as a discussion leader.



Milestones to Marriage, a unique series of nine letters, has been prepared by Henry Bowman, Pernice Moore, Lloyd W. Rowland and Robert Sutherland and has been published by the Louisiana Society for Mental Health. The series is designed for reading and discussion by high school seniors, either in the classroom or in group discussions during out-of-school hours. The letter titles are: Personality and You, Your Present Home and Your Future Home, Preludes to Courtship, Love or Love, It's Better to Match Them Than to Patch Them, When are You Ready for Marriage?, Partners in Living, To Sum It All Up, and the Introduction to the series. Order from Mental Health Materials Center, Inc., 1790 Broadway, New York 19.

The cost of the set:	Number of Sets	Price Per Set
	1-9	.50
	10-49	.43
	50-99	.41
	100-249	.39

Clothing Fabrics--Facts for Consumer Education, prepared by Margaret Smith, Clothing Specialist, Clothing and Housing Research Division, Institute of Home Economics, is available from the Supt. of Documents, U. S. Gov't Printing Office, Washington 25, D. C., 25¢. Natural and man-made fibers are discussed with respect to: labeling, important points about each fiber, fabric and pattern construction, color-fastness and special finishes. Pictures and diagrams make the booklet an especially effective teaching device.

The August 1957 issue of Household magazine contains two articles which might be of help to your foods classes. The cost of the magazine is ten cents and it can be found on most any magazine counter. The first article is "Save by Freezing a Pork Loin," and the second a series of articles under the heading "Special Freezer Section." This series includes such special features as Freezer News Combed from All Over the Country, How to Freeze Reads, Do Macaroni Casseroles Freeze Well? and Why Fried Chicken Gets Stale When It Is Frozen.

Look to Human Resources in Teaching Homemaking is designed to help the teacher who seeks a new outlook by using human resources, when--
her classes are lethargic
students' interests seem limited
ideas and facts are too abstract and theoretical
good classroom procedures seem dull because of overuse.

The teacher's own school and community provide these human resources--not just experts, but others. They can make good contributions to class learning experiences.

This booklet is written by Margaret Barkley and edited by Alberta Hill, and is available for 50¢ from:

Department of Home Economics
NEA Association
1201 Sixteenth Street, N. W.
Washington 6, D. C.



I L L I N O I S T E A C H E R

Home Economics Education
University of Illinois
Urbana, Illinois

NEW DIMENSIONS
IN ADULT EDUCATION

TEACHERS' EXCHANGE

TEACHING AIDS

Vol. I No. 2
October 1957

NEW DIMENSIONS IN ADULT EDUCATION

by

Bessie Alford, Newman High School, Illinois
Elizabeth Simpson, University of Illinois

"You know, after our lesson last week on 'Music for Family Fun' we arranged a music center in our living room and we love it! We have always liked to sing and play our musical instruments together, but things were so inconveniently arranged that we just didn't do much of it before."

"Our lesson on 'Understanding the Teen-Agers' helped me in getting along with Mary."

"That store-window exhibit on Christmas gifts gave me some good ideas for my shopping next week."

"The creole liver that was demonstrated last week made a hit with my family."

These are the actual comments of adults who were gaining some of the understandings and abilities that they sought through the adult homemaking program in the public schools in their community. Richly rewarding to the homemaking teacher who worked with the adults were these evidences that the program was meaningful in terms of their special needs and interests.

BUT HOW DO YOU DISCOVER THEIR NEEDS AND INTERESTS?

Many needs may be inferred from a list of the Incentives for Adult Learning as stated by Dr. Irving Lorge. The implications for adult homemaking programs are obvious. He stated that:

People Want to Gain

- | | |
|------------------------|-----------------------------------|
| 1. Health | 8. Comfort |
| 2. Time | 9. Leisure |
| 3. Money | 10. Pride of accomplishment |
| 4. Popularity | 11. Advancement; business, social |
| 5. Improved appearance | 12. Increased enjoyment |
| 6. Security in old age | 13. Self-confidence |
| 7. Praise from others | 14. Personal prestige |

They Want To Be

- | | |
|-------------------------------|-------------------------------|
| 1. Good parents | 6. Influential over others |
| 2. Sociable, hospitable | 7. Gregarious |
| 3. Up to date | 8. Efficient |
| 4. Creative | 9. "First" in things |
| 5. Proud of their possessions | 10. Recognized as authorities |

They Want To Do

- | | |
|--------------------------------|---------------------------------|
| 1. Express their personalities | 5. Appreciate beauty |
| 2. Resist domination by others | 6. Acquire or collect things |
| 3. Satisfy their curiosity | 7. Win others' affection |
| 4. Emulate the admirable | 8. Improve themselves generally |

They Want To Save

- | | |
|---------------|----------------------------|
| 1. Time | 5. Worry |
| 2. Money | 6. Doubts |
| 3. Work | 7. Risks |
| 4. Discomfort | 8. Personal embarrassments |

Of course, the foregoing list gives us a general idea of the needs and desires of adults that might suggest adult education activities. However, finding the needs that suggest emphases desirable in a specific adult education program **is** a matter that requires further exploration.

Do You Know Your Community?

A first step in planning any adult education program is to know the community in which the work is to be done. Needs may frequently be inferred from local conditions or problems or "lacks" in the community situation.

How may a teacher get to know her community? Perhaps most obviously she will regularly read a local newspaper. News of local conditions will help her to keep up to date and may suggest not only needed emphases in the homemaking program, but also possible community resources that might enrich the homemaking program. In addition, she will gain information concerning other adult education activities in the community and may, thus, avoid unnecessary overlapping. She might even see possibilities for a cooperatively planned adult education program in the community!

She may find the Census reports helpful. One teacher was very much interested to learn from the Census reports the educational levels of the people in her community. She considered this information helpful in planning the total homemaking program.

The local Chamber of Commerce may have publications that will give the homemaking teacher a better understanding of the community where she teaches. A map of the city is helpful to the teacher as she seeks to gain a knowledge of her community. Perhaps it will serve as an aid in planning a program of publicity and promotion for the adult homemaking activities. Perhaps it will prove helpful in determining where classes are to be held.

Why Not Make an Informal Survey Through Interviewing Community Leaders?

To be sure, this will take some time--but it should prove rewarding to teachers seriously interested in planning an attractive and functional homemaking program for adults. There are two distinct advantages in this type of survey:

1. You get to know the community leaders and their ideas concerning needs for adult homemaking education
2. They get to know you and your program, which may result in stronger support of the program.

Suppose one does undertake this type of survey. Whom should one see? First, make a list of the community leaders who may be able to offer helpful information and suggestions--and whose support would be desirable. Perhaps you will include among others:

1. Local school administrators (obviously)
2. A newspaper editor
3. Church leaders
4. Social agency directors
5. Civic leaders
6. Service club leaders
7. Librarians
8. Leaders of women's groups

A WORD OF ADVICE! If such a community study is undertaken, it should be with the full approval of the school administrators in the community. Therefore, begin with them! Obtain their approval and suggestions as a starting point.

Getting on to the next step! The teacher will wish to have her questions clearly in mind before making an appointment or taking the valuable time of these community leaders. A simple interview schedule may be appropriate. In his book, Informal Adult Education, Malcolm Knowles suggests that the following questions be asked:

1. What is being done now in adult education in the community?
2. What are the important unsatisfied needs?
3. For which of these unsatisfied needs should plans be made?
What suggestions do you have for meeting these needs?

Homemaking teachers, according to all reports, are BUSY, BUSY people. Perhaps you will find it impossible to interview a large number of community leaders. Why not make one or two interviews each year? Plan carefully in order to gain most from the time spent in this activity. KEEP CAREFUL RECORDS so that you can remember the helpful ideas gained--and, if you leave the community, pass them on to your successor so that she isn't required to "start from scratch" in her efforts to develop a strong adult homemaking program.

Your community survey will be helpful, but just as rewarding will be the contacts made with adults on HOME VISITS. Homemakers contacted in this way may be asked to indicate their felt needs in the area of adult education. Of course, the teacher will remember that these responses should not be taken too literally. According to Knowles, in Informal Adult Education, "Often a person will say what he believes will be good for other people rather than what is a burning desire of his own, or he may say what he thinks will please the questioner. With this reservation, however, the expressed interests of the people are an important source of information."

Of course, there are many other ways of getting acquainted with your community and its special needs in the area of adult education. Among other methods, the teacher might make a tour of the community, visit a few selected homes of her high school pupils if her program does not include visitation of all pupils, visit local business places, and attend community functions of various types.

Are You An "Active Listener"?

Much concerning the adults' needs and interests may be learned if one is an active listener. Frequently we listen in a passive way--half hearing what is said, concerned with what we will reply--or, sometimes, escaping into thoughts of our own, completely unaware of the meaning of the words that fall on our ears. The active listener says to himself, "What is this person saying? How does he feel?"

Why is he saying this?" To listen so intently that we can put ourselves in another's place and really understand what he is saying and what he is feeling requires practice. However, it is worthwhile. Through active listening, the homemaking teacher may become aware of needs and interests of which the adults themselves are only vaguely aware.

Studies of Family Practices or Problems Are Not Difficult

Recently, a number of Illinois homemaking teachers have carried out studies in their communities with the purpose of obtaining information regarding family practices and mothers' reactions in the areas of (1) foods and nutrition, (2) clothing, and (3) family relationships. Anticipated studies include ones on (1) housing, (2) child guidance, and (3) money management. These studies reveal information of vital concern to the teachers of both high school and adult homemaking classes. Questionnaires used in the studies were developed by the teachers themselves, under the direction of Professor Letitia Walsh, Head of the Home Economics Education Department at the University of Illinois. Soon the findings of these studies will be made generally available to homemaking teachers in the state to aid them in planning their homemaking programs.

Findings regarding the food practices reported by Illinois homemakers and by Indiana high school pupils were reported in a convocation program at the University of Illinois this past summer. Mrs. Jean Cooper, homemaking teacher at Faxton, was inspired to plan a series of lessons for adults on the persistent food problems revealed by these and other studies. Inadequate breakfasts, particularly for teen-agers, is one of these problems. Therefore, one of her lessons deals with "nutritious breakfasts." According to the surveys, most teen-agers snack between meals; hence, "nutritious snacks" is the topic of another lesson for the adults.

Perhaps you will wish to make your own study. In a coming issue, on Evaluation, an example of a device for collecting data on family practices, will be presented and discussed.

This Plan Might Work in Your Community

In order to discover the needs and interests of adults in the community, as well as to inform them about the adult homemaking program, key women in Newman, Illinois were selected to interview homemakers in their neighborhoods. The community was divided into sections and a key person chosen for each section. This plan resulted in increased interest and considerable information concerning felt needs and interests of those interviewed.

What is a Newspaper Interest Questionnaire?

A high-sounding title for a very simple device. This plan has been successfully employed by several Illinois homemaking teachers. A little "box" is presented on the front page of the local newspaper. Within the box is given a question concerning emphases desired in the local adult homemaking program. Then, a list of possible subjects for the adult class is given with space for the respondent to check that topic of most interest to her. Directions for mailing the "questionnaire" to the person concerned with planning the adult homemaking program are given. A tabulation of the responses provides a basis for determining what topics are of most interest to the homemakers.

One teacher suggests that, if possible, the box be placed on a corner of the front page of the newspaper. This facilitates its removal--and may also result in more responses than might otherwise be obtained.

Have You Tried a "Question Box" with Your Adult Groups?

A device used successfully in one adult homemaking program is the question box. The box is kept in the classroom at all times. A class member may drop a signed (or unsigned) question in the box before or after the class sessions. These questions suggest the content of lessons or informal adult education activities. Sometimes the needs revealed suggest ideas for a series of lessons for the next year.

The "Developmental Tasks" of Adults Give Clues Concerning Needs and Concerns at Different Periods in the Life Cycle

According to Havighurst, "A developmental task is a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval of society, and difficulty with later tasks." He lists the following developmental tasks at three adult levels:

Early Adulthood

1. Selecting a mate
2. Learning to live with a marriage partner
3. Starting a family
4. Bearing children
5. Managing a home
6. Getting started in an occupation
7. Taking on civic responsibility
8. Finding a congenial social group

Middle Adulthood

1. Achieving adult civic and social responsibility
2. Establishing and maintaining an economic standard of living
3. Assisting teen-age children to become responsible and happy adults
4. Developing adult leisure time activities
5. Relating oneself to one's spouse as a person
6. To accept and adjust to the physiological changes of middle age
7. Adjusting to a ageing parents

Later Maturity

1. Adjusting to decreasing physical strength and health
2. Adjusting to retirement and reduced income
3. Adjusting to death of spouse
4. Establishing an explicit affiliation with one's age group
5. Meeting social and civic obligations
6. Establishing satisfactory physical living arrangements

These tasks suggest possibilities for the homemaking education program for adults. To give only one example, a "Golden Years" group for adults in the period of later maturity might be organized. This group might be interested in topics such as: (1) nutrition for the more mature adult, (2) how we may conserve strength and energy in carrying out homemaking tasks, (3) stretching the "retirement dollar", (4) leisure activities to enjoy alone and with others.

The Advisory Council--An Effective Channel Through Which the Needs of the Learners May Be Interpreted to the Program Planners

The teacher seeking to plan a homemaking program for adults in terms of their needs and concerns will find the help of an advisory group invaluable. Usually this group will consist of key people who have a contribution to make as needs are discussed and plans developed. They may be expected to: (1) share in setting up policies, (2) share in planning the general outline of the program, and (3) share in evaluating the success of the plans as they are carried out.

In Advisory Councils for Adult Education in Home Economics, Dr. Mary Lyle states that a council and homemaking teacher might share the following responsibilities:

1. Discovering interests in the community
2. Deciding on areas of study for the year
3. Deciding whether classes or some other type of adult education or both are to be used

4. Coordinating the adult education program for better family living with the programs of other groups in the school and community
5. Planning the general features of all adult education activities for the year
6. Discovering or suggesting resource people and resource materials to be used; sometimes making contact with resource people.
7. Deciding about many mechanics for carrying out the program plans such as time, place, certificates to be given, people to be contacted, etc.
8. Giving publicity to the adult education plans. Often council members can call on people or make announcements to groups.
9. Evaluating continuously the program as it is developed.

How May One Organize an Advisory Council?

A new guide to help you in organizing and working with an advisory council will be available soon. The publication, Citizen Participation in Local Policy Making for Public Education by Dr. H. M. Hamlin may be ordered from the Office of Field Services, 309 Gregory Hall, University of Illinois, Urbana, Illinois. The cost is \$.45

Dr. Hamlin suggests that the members of the council be chosen by a selection committee appointed by the Board of Education. A statement of the duties of the council members is developed by the Board to serve as a guide in choosing persons to select the council. The Board retains the right to disapprove individual nominations made by the selection committee, but it will appoint no one who is not nominated by the committee.

In one Illinois community, the following procedures were followed in organizing and operating the selection committee:

1. Five lay citizens were chosen by the Board of Education. A representative of the Board of Education, the Principal, and the teacher involved sat with the committee as consultants.
2. The selection committee was appointed for a three-year term. Its first year it obtained from a large and representative part of the citizens of the district suggestions of persons to be considered for membership on the Advisory Council. The members of the committee added their own suggestions to this list. They themselves were eligible for membership on the council.

3. The selection committee recommended to the Board of Education the exact number of new members of the Advisory Council that the Board wished at any time to appoint.
4. In choosing persons to be nominated for membership on the Advisory Council, the selection committee suggested persons who were:
 - a. Clear and careful thinkers about the problems of public school education in the vocational area considered. (In our field, members should be those who think clearly and carefully about the problems of public school education in homemaking).
 - b. Acceptable to the people of the district
 - c. Able to work constructively with others
 - d. Representative of the people in the district in geographical distribution; age; schooling; political, religious, and organizational affiliations; and the nature of their interests in the vocational area being considered (homemaking in our case). They included parents and non-parents of high school pupils, persons favorable to and critical of current policies and programs, and old and new residents of the district in approximately the proportions in which people of these types existed in the district.
5. No one was recommended for membership on the Advisory Council because he was an officer, representative, or spokesman of any organization or institution.

After persons were nominated by the selection committee for service on the Advisory Council, the Board of Education wrote formal letters to those chosen and requested that they serve as members of the advisory group. Their duties and term of service were made clear. The formal invitation gave status to the appointment and made those selected realize the responsibility placed in their hands.

Could you carry out the plan suggested in the foregoing paragraphs in your own community? If the plan does not seem feasible at this time, perhaps there is an alternative. The homemaking teacher or teachers in a community might ask many adults whom they would like to have represent them as members of an Advisory Council for the adult homemaking program. This might be done as the teacher makes her home visits--or, as she meets with various groups in the community. If she asks a sufficiently large number of women and is careful to include those representing various geographic locations, various age groups, various levels of schooling, various socio-economic levels, and various interests she may obtain names of persons who would be well-qualified and well-accepted Council members. When a name appears again and again she has some evidence that she has located one of the real leaders in the community.

Of course, having prepared her list of prospective members in this way, the teacher will then consult with the school administrators and ask for their suggestions and recommendations. The adults selected will then be asked to serve on the Council. Preferably, they will be invited by letter--for the reasons suggested previously.

This latter method of obtaining membership for the Advisory Council might be used in organizing the first such group to share in planning the program in a community. Perhaps this first group will consist of four members only. At the end of the year's series of adult classes, the class members might themselves select four of their number to share with the original four in planning for the next year. This results in four "old members" and four "new members." The next year, the four old members retire and four new members are selected to serve with the four who are left. Thus, each member serves for a period of two years and there are always four experienced persons to work with the four less experienced in planning for the program. Opportunity to serve is given to many rather than a few.

Let us suppose that Advisory Council members have been chosen and have agreed to serve.

What is the Next Step?

Plan to meet with the group. Call the meeting for a time when all members will be free to attend. Invite school administrators to meet with you and the council members. It might also be wise to include a school board member. (In one Illinois community, the wife of a school board member attends in lieu of the board member himself).

Plan Carefully for This Meeting

It is assumed that you will have made some study of the needs and interests in the community. If there have been adult homemaking activities in the past as a part of the public school program, a summary of these activities should be prepared in an interesting form for presentation to the council. You should have as much information as possible concerning what other groups in the community are doing or planning.

YOU SHOULD ALSO BE PREPARED TO INDICATE ANY NECESSARY LIMITATIONS ON THE PLANNING OF THE COUNCIL. Seldom are we free to do exactly what we might choose. There may be limitations in respect to the time that various activities may be carried out; lack of certain equipment or lack of funds may impose certain limitations. Another type of limitation concerns the abilities of the teacher. Most teachers will not be equally able in all areas of homemaking. You may feel competent to teach a class in meal planning and yet not wish to tackle the problems of teaching tailoring! IT'S ALL RIGHT TO SAY SO! The adults want a competent teacher; it is unfair to them for the teacher to try to do something for which she is unprepared.

On the other hand, if you have certain lacks that limit your ability as a teacher of adults in some area of homemaking, haven't you a responsibility to try to remedy the situation as soon as possible? Perhaps you will read, attend clinics, attend summer courses or extension classes that will help you fill in the gaps!

Now, what other plans need to be made for the meeting? Some of the suggestions given in a leaflet, Home and Family Living for Adults, published by the Oklahoma Home Economics Education Office, are:

- * Have the room in order, and a hostess or hostesses ready to greet those who attend
- * Have the guests write their names on cards which they may wear during the meeting
- * Plan to serve informal refreshments, and make the meeting a semi-social affair with an informal atmosphere
- * Distribute planning sheets to be filled out during the meeting
- * Have several displays or exhibits on different areas of homemaking in the room
- * Explain the potentialities of the adult homemaking program and invite group participation
- * Let the group decide which areas will have the greatest interest for the community and will meet their needs. Offer suggestions and encourage the group to make suggestions for a series of lessons in this area.

(Also, get suggestions for non-class activities that will meet some of the needs in the community.)

- * Plan with the group for a convenient time, meeting place, and day of the week for class meetings. Set a starting date.

(Develop a tentative calendar for both class and non-class adult education activities.)

- * Plan with the group for publicizing the class. For example: Get volunteers to announce the class to different organizations or prepare written announcements to be sent.

You May Be Tempted to Impose Your Own Ideas on the Group

In planning for this meeting with the advisory council, the alert and conscientious teacher has done so much study and thinking about the program that she may have difficulty in parting with a pet idea that she thinks would quite fill the bill in the community.

Yes, she has a share--but THIS IS NOT HER PROGRAM. The program belongs to the community--to those adults who participate or who might participate if the offerings met their special needs and interests. THEREFORE, the teacher does not dominate the meeting.

A chairman and recorder may be selected at the first meeting of the council. On the other hand, the teacher may feel that it is wise to conduct the first meeting herself, feeling her way along, as it were! Then, at a second or third meeting, after the group has a clearer understanding of its functions, officers may be chosen.

Suppose the Council Members Are Not Responsive

You probably won't have this problem if the council members have had other opportunities to share in decisions concerning educational programs in the community. If this is a new venture and you are a novice at cooperative planning, it may be a bit difficult. But, it's comforting to know that your adults won't sit all evening without saying anything! You may ask them a question; let us suppose that it is a good question, clear and thought-provoking and yet they sit quietly. No one says anything! This may be good. If your question is clear and not just the kind that requires a yes-no answer, they will require some time to think.

THEN, RELAX! Sit quietly with a calm, pleasant expression on your face. BITE YOUR TONGUE IF YOU HAVE TO, BUT DON'T ANSWER YOUR OWN QUESTION! Yes, someone will answer and then the ball will begin to roll. OR, if your question wasn't clear, someone will ask for clarification and this will get things underway.

Again, may we suggest that here is a situation calling for active listening. Try to understand what your council members are saying. Remember that sometimes the best ideas are expressed in halting speech. Help them along sometimes by rewording what you think has been said or implied. As, "Is that it?" "Did I get the idea?" "Let me see if I understand what you are saying....."

Close the Meeting on a Happy Note

Those who have given so generously of their time and talents deserve a big thank you and a warm smile as you remind them of the time for the next meeting.

Be sure that the names of the council members appear in any newspaper publicity regarding plans for the adult homemaking program.

Some Schools Have Citizens' Consulting Committees to Share in Determining Policies for the Total School Program

Lucky you--if your school has such a committee. By all means, the Advisory Council for the Homemaking Program for Adults should be affiliated with this group that is concerned with the total program. Consult with the school administrators as to how such affiliation may be achieved!

Some Schools Have an Advisory Committee for the Total Homemaking Program

Perhaps this is the type of council that you will wish to work toward. If your school has no advisory council for the homemaking program at present, perhaps the selection committee selected by the school board will choose members for such a committee, which will share in planning for the total program of homemaking--high school classes, adult program, and Future Homemakers of America.

One teacher was pleased with the work of a coordinating council which developed in this way. An advisory council for the adult program was selected by asking a large number of adults whom they would like to have represent them on such a council. People whose names appeared again and again were requested to serve. This group of four served the first year. Members of the adult class selected four more to serve with them the second year. The third year, four new members were chosen by the class and the four original members retired.

During this time, pupil-parent-teacher planning was done in the high school homemaking program through planning sessions IN EACH class. ALL of the mothers were invited each fall to share in plans for the year; some fathers were also invited. Usually refreshments were served first and then the pupils and parents, along with the teacher, considered the possible content of each unit of study for the year. After two years of planning class-by-class with parents and pupils, the teacher asked each group to select one pupil and two mothers to represent the class on a Coordinating Council which would plan, in the spring, for the total homemaking program for the year ahead.

Members of the Coordinating Council included four pupils, eight mothers, and the eight members of the advisory council for the adult homemaking program. This group, along with the teacher and the school administrators, met in the spring and considered the total homemaking program for the year ahead.

A letter sent to the members of this group before the meeting outlined the problems that would be considered and asked them to do some thinking about them before the meeting was held. The group discussed community conditions and needs, the needs of both adolescents and adults in the community, and made tentative decisions concerning program emphases for the year ahead. When the meeting ended, a skeleton outline for the total program for the next year had been developed.

The adults who shared in this planning were particularly strong in their support of the program. Although this was NOT their PRIMARY function, they did a great deal to promote the program.

HOW MAY WE INFORM ADULTS ABOUT THE PROGRAM AND ENCOURAGE PARTICIPATION?

Williamson and Lyle, on pages 195-196 in Homemaking Education for Adults, give the following principles which may be suggestive to you in planning and carrying out your publicity:

1. Use the kind of publicity that will reach the people you want to interest in the adult education program. For example, if low income groups are to be reached, do not depend on the daily paper or telephone or on posters in stores carrying high-priced goods. Instead use the personal call, the special invitation, and other person-to-person publicity.
2. Make use of all available facilities for publicity.
3. Use those appeals you think will be strongest with the group you want to reach--financial advantage, social prestige, increased comfort, reduced labor, keeping up to date, saving time, beautified surroundings, keeping youthful, or being "smart."
4. Time your publicity so that adults can arrange their affairs to take advantage of the program offered, but do not allow so much time that enthusiasm wanes.
5. Time your publicity so that you avoid conflicts with publicity for other important events.
6. Keep information before the public while the program is in progress. If there is publicity at the beginning and nothing later you may hear people say, "I wonder if that class or demonstration was ever held. I never heard anything more about it. It must not have been a success."
7. See that information given is accurate, interesting, humanized, and as personalized as possible.
8. Accent the positive but avoid missionary zeal or a patronizing tone in publicity.

Following are some definite suggestions for publicizing and promoting the homemaking education program for adults:

* At Newman, Illinois, the homemaking department has an "Open House." Parents of high school pupils are invited to "come and bring a friend." Various exhibits of particular interest to adults are set up by the teacher and her pupils. Sometimes a new piece of equipment is shown. The exhibits arouse interest and cause the adults to ask questions. Thus the teacher is provided with a fine opportunity to say, "We will learn more about this in our adult classes this year." Of course, the exhibits themselves also serve as an informal type of adult education. Sometime during the evening the teacher announces plans for the adult homemaking program for the year.

* In one small community, members of the Advisory Council offered to telephone a "key woman" in each neighborhood in the school district. She, in turn, was requested to call the homemakers within a certain area. SIXTY-FIVE homemakers enrolled in the adult class.

* In several communities, exhibits of articles made by the adults in their homemaking classes have been set up in local store windows--along with an announcement concerning plans for the next adult class.

* Eye-catching posters may be placed in store windows or restaurants to inform adults about their homemaking program. Remember that black-on-yellow has the highest visibility; ranking next is yellow-on-black. Red and white combinations follow--then the black and white combinations. Make your posters as attractive as possible. Be sure that all of the necessary information is provided:

1. What is the series of lessons about? Use an attractive title for the series. When one series of lessons was labeled "Money Management" few adults enrolled in the class. When the title was changed to "Fun With Finance," the enrollment in the class was much larger.
2. Where are the classes held? Not only should the name of the place be given, as Manfield High School; but in case the meeting place is located in a large city, the address should also be provided.
3. What are the hours of the class? When does it start? When is it over?
4. How do adults enroll? Do they "enroll at the first meeting" or do they call a school office and enroll by telephone.
5. Is there a fee? If not, say "No Fee." If so, state the amount.
6. Who is the instructor?

*Newspaper publicity regarding the program will get the best results if you follow some simple guides suggested by Lou Richardson and Genevieve Callahan, on pages 34-36 in their book, How to Write for Homemakers:

1. In the very first or lead paragraph pack the most important facts. Make it clear and interesting. Don't let the first paragraph get cumbersome. The reader wants to know: Who? What? When? Where? and sometimes Why? and How? But the next paragraphs can answer some of these questions. Use some artistry in putting these answers together.

Don't begin in that flat, dull, amateurish way, "A meeting was held....."

2. Give further particulars in the paragraphs that follow. After the most important, most interesting information, give the less important. Remember that the plot plan of a straight news story is an inverted triangle. Arrange your story so that the editor can chop it off at the end of any paragraph without cutting out any main facts.
3. Follow the typical news style of writing. Keep your paragraphs short. Keep your sentences short and crisp. Keep your entire story short and to the point.....

If you quote a person, be sure you quote him accurately, and be sure you have his approval on your exact wording...

Tie the story up with names of individuals who are concerned. It's a timeworn but still true maxim that "names make news."

4. Put up the story in professional form. That means type it clearly and neatly, double spacing the lines.
5. Find out the name of the person on each local newspaper who should receive your publicity release. If in doubt as to whether it is the club editor, the women's page editor, the society editor, or the home economics editor who handles such news notes on a certain page, telephone the city desk and inquire. Get the name of the proper editor and send the stories directly to him or her.....State on the copy if the release is exclusive to the particular newspaper, to point out that the story is not being sent to any other newspaper. It is more usual, and generally speaking, more sensible to send the same release to other papers.
6. Remember that in any city there are not only the big newspapers but also a number of other publications which may be interested in using your releases. Get in touch with the suburban newspapers; with controlled-circulation neighborhood papers; with local "little" magazines. Put these news stories out at well-spaced intervals and readers will become increasingly aware of your organization. That is the basic purpose of your publicity efforts.

* Flyers containing information about the homemaking classes for adults, perhaps along with information about adult classes in other subject matter areas, may be distributed in various ways. In Champaign, Illinois, the flyers are mailed. The adults are encouraged to register by mail by filling in the registration blank on the back page and sending it to the Director of the Adult Education Program. They may also register by telephone by calling his office. Complete information concerning the nature of each course, place and time of meeting, fees, and instructor is given.

* Announcements on radio or television will reach a large number of potential members for the adult class. Most of the suggestions given for newspaper publicity apply here.

Brief spot announcements may be used to encourage people to send in for detailed information regarding the adult education program.

* The satisfied customer is the most effective instrument of promotion. Many studies show that people first learned about a program through "friends." How may we cultivate the support of those who participate in our programs--so that they will come back next time and bring a friend?

First of all, they should be enthusiastic about the program--and this means that the program must be good, that it must have meaning for them in terms of their needs and interests.

Second, they must feel a sense of belonging. If we identify strongly with a program, we are more likely to support it and to work for its development. Therefore, various means to increase participation should be used. At the same time, it should be remembered that some people fail to join groups because of a "fear of commitment." They do not wish to become too involved. For these individuals, participation early in their experiences with the group may be limited to sharing experiences during a group discussion, filling out interest questionnaires, or assisting with the preparations for one class session. In all likelihood, they will be willing to expand in their participation after they identify more closely with the group, have happy experiences, and lose their earlier fears.

Third, according to Malcolm Knowles, in Informal Adult Education, they "should be injected with some of the spirit and philosophy of the program if they are to interpret it well to others. Through printed materials, interpretation during registration, and experiences in committee work, participants can be given a better understanding of the purposes and program of the organization."

Knowles further suggests that present participants be asked directly to help spread the word. Toward the end of a series of lessons, they may be asked to write on a card the names and addresses of friends they think would be interested in receiving the announcements of the next series. Or, when present participants are mailed copies of the new announcements, an extra one may be enclosed to "pass on to a friend or neighbor."

* Of course, announcements concerning the program may be made at club, school, and church meetings in the community. Preferably these should be made by someone who has a thorough understanding of the program and is enthusiastic about it. Very likely, someone will have a question and the person making the announcement should be able to give the desired information.

* The homemaking teacher may give information about the adult homemaking program as she makes her home visits. She might carry announcement sheets with all of the necessary information and give them to prospective members in person.

* In one community, the homemaking teacher discovered one of the real leaders whose support almost assured the success of any program. Let us call her Mrs. Hay. She was not young and not very strong, but she was a happy and friendly person who maintained an association with a number of organized groups in the community--although she carried few major responsibilities in any of them. Known and respected by almost everyone in town, her warm and friendly heart was a repository for the problems of many who benefited from her counsel.

Mrs. Hay offered to give information about the adult homemaking program in her many church and social organizations. She also told her friends when she met them casually on the street or at the market. Through this one "key woman," many adults were attracted to the adult homemaking class.

(A note of interest: The homemaking teacher was young and not very experienced. Mrs. Hay's kindness and sense of humor "saved the day" for this teacher on several occasions. Once, when the teacher was struggling to demonstrate a time-and-energy-saving method of ironing a man's shirt, it became apparent to everyone that the teacher had done this task very few times. Mrs. Hay chuckled and said, "How many times have you ironed a man's shirt, Miss Smith?" The teacher relaxed and grinned, "Seven times--all yesterday. My father said I'd wear it out if I ironed it once more." Mrs. Hay smiled kindly as she requested, "But, won't you go over those steps in the ironing again for us. I haven't tried it just that way. I think if we put this method plus our experience together, we homemakers would have something very useful.")

Probably you have found that it is easier to get enough adults together for a class in some areas of homemaking than in others.

MANY ADULTS HAVE FELT NEEDS FOR HELP WITH CLOTHING CONSTRUCTION

Teachers' reports have shown that most of the homemaking classes for adults in Illinois (as well as in many other states) are in the area of clothing construction. Can we conclude that adults have the greatest need in this area?

You will probably agree that clothing construction is what many adults apparently want. Is it possible that we have, consciously or unconsciously, encouraged them to "want" classes in clothing construction? A recent study in Illinois revealed that seniors in home economics education and teachers in the field felt best qualified to teach clothing--and foods. Our greater security in these areas may lead us to "set the stage" for homemakers to express desires for classes in these areas. A series on clothing construction seems to offer good possibilities for a continuing program with a minimum of publicity and promotion. This year we may teach "Beginning Clothing Construction", next year, "Intermediate Clothing Construction" and so forth. Thus, our work is perhaps made lighter--and this has an undeniable appeal for most of us!

In all fairness, it should be pointed out that clothing construction does have a place in adult education for homemaking. Professor Letitia Walsh, in an article in the April, 1956 Journal of Home Economics stated that:

"Even though only one-tenth of clothing consumed may be made in homes, we should consider that women, frustrated with routine in employment and "ready mix" homemaking, are seeking experiences which challenge their imagination and creative ability. Mental hygienists agree. Moreover, psychologists tell us that adults find great satisfaction in specific goals quickly attainable, in saving money or at least getting better products for the same money, and in tangible, up-to-date results for which they gain recognition."

The appeal of the clothing construction class is understandable. However, is it not possible that at least some of the same satisfactions may be obtained through a study of clothing buy-manship. Recent studies in Illinois and Indiana have shown that most parents believe that the study of money management should be emphasized in the high school homemaking program. In three Indiana communities of varying sizes, it was the "number one item." More parents thought that emphasis should be given to this phase of management than to any other aspect of homemaking. Other items ranking high were concerned with "budgeting the food dollar" and "consumer buying of clothing." Although the questions had to do with the content of the high school homemaking program, is it not possible that the parents' opinions reflected, at least to some extent, their own mature interests and felt needs?

Let us suppose that you and your advisory council decide that a class in consumer buying of clothing is advisable for your community. Perhaps the first session might be on "What's New in Fabrics and Finishes?" How to select, care for, and use new fabrics are problems for today's homemaker. In one community, where over 90% of the high school pupils were enrolled in homemaking classes and the enrollment was then only 58, this topic attracted 56 homemakers. At their first session, following the lesson, they checked a list of problems in the area of clothing buy-manship. A tabulation of their responses gave information regarding needs and interests and topics for the series of lessons almost planned themselves. Attendance was excellent throughout the series and the comments of the homemakers indicated that they were learning many of the things that they felt satisfied their needs.

"Adults acquire learning and skills because they want to-- not because they have to. So, if an adult program doesn't recognize the needs of adults, it probably won't last very long." This is the statement of Loy La Salle in an article in the December, 1948 Michigan Education Journal. Certainly, we would agree with this statement. However, perhaps we are remiss in our responsibilities as educators if we fail to help our adults become aware of some of their needs.

HOW MAY WE HELP THEM RECOGNIZE THEIR NEEDS?

As part of our pupil-teacher sharing with the junior and senior high school pupils, we "drop seeds" prior to our planning sessions. We use attractive bulletin boards, field trips, resource people, case studies, and various other means of helping pupils recognize their problems and needs. If we simply go into the classroom and ask our high school pupils what they WANT to do, might we not expect such answers as "make cookies", "make a new dress", or "cook a dinner?" And yet, is this not what we sometimes do with our adult groups--simply say to our advisory group or to our class members, "What do you think the ladies would like to do this year?" or even, "What do you want to do?"

Many of them have experienced rather narrow high school home-making programs or none at all, although some may have been more fortunate. Many have not known of adult classes on any topic other than clothing construction, so perhaps the natural answer is "make clothes for myself and my family."

This is a Worthy Purpose--BUT....

It can be a real adventure to attempt to help our homemakers see many possibilities. Here, some of the non-class adult education activities may be employed.

- * Perhaps a single evening program could be devoted to "Fun at Home With Your Teen-Agers." This might be a PTA program--or perhaps, you will invite the mothers of your pupils in for the program. This might suggest the possibilities for a series on family fun. In such a series, it is possible to include a great deal of information about child development and guidance in an attractive form.
- * Interest in a series on child guidance might be stimulated through leaflets on "Helping Your Child Get a Good Start in School." In one community, such leaflets were prepared by a group consisting of a high school homemaking teacher, an elementary teacher, an active member of adult homemaking class in the community, and her husband. These last two were parents of a pre-school age child, an elementary school child, and two high-school age daughters.

The leaflets produced through the combined efforts of the group of four were presented to parents of the incoming first-graders. Home visits were made by parent members of the PTA and the three-page leaflets were given out during the visits with the suggestion that the parents study the information before their children started school.

In the course of working on the leaflet, members of the group read suitable references and discussed the problem at length. A real learning situation for these four developed.

- * One homemaking teacher, with the approval of the school administrators, set aside a period a week during which no class was regularly scheduled as a time when homemakers might bring problems with which they would like help. During the first semester, five homemakers took advantage of the opportunity.

It was necessary to abandon the plan because of increased enrollments in high school homemaking classes in the school. Had it been continued, perhaps the popularity of the "adult help hour" might have grown. Problems brought to the teacher were: (1) Where shall we place the refrigerator in the kitchen? How much space must be provided above the refrigerator if we fit it into an opening in the wall? (2) Which lids are preferable for home canning? How do I determine which ones to use? (3) Where may I find up-to-date information on pre-natal and infant care? (4) Is there something I might read that will help me better understand my teen-age step-daughter? I want to be a good mother but I can neither understand nor reach her. (5) What is wrong with my sewing machine? It's brand new, but it just won't sew.

The teacher's file of materials for adults was most useful in helping with these problems. In the case of the problem involving the step-daughter, it is of interest that the daughter herself had already approached the teacher and asked if she might work on bettering the relationship with her step-mother as a home project. Incidentally, the mother attended a lesson for adults on "Understanding Your Teen-Agers" and was given some suitable pamphlets to read. She reported that she had gained a new understanding of the girl and her problems.

The problem involving the new sewing machine required a home visit. Interestingly, this was a home where the teacher had never been invited although she had indicated that she would like to visit the homes of all of the homemaking pupils and the sophomore daughter of the homemaker with the new sewing machine was a member of the class. It took this need on the part of the mother to open the door.

The five problems suggest possibilities for lessons for adults. An alert homemaking teacher might have dropped a few seeds in her contacts with the homemakers. "Do you think that other young homemakers would be interested in similar information?" she might ask the young woman seeking information on pre-natal and infant care. "Perhaps this suggests some possibilities for an adult class next year," she might add reflectively.

- * Perhaps you have a style show for parents each year. Why not plan, in addition, an educational exhibit for the parents to help them with some homemaking problem. This exhibit might be placed in the homemaking classroom, in the hall exhibit case, or even in a store window which most homemakers might be expected to see. After the style show, you might call attention to the exhibit. The exhibit serves not only as an informal adult education activity, but also as a means of helping homemakers broaden their concept of what adult education for homemaking has to offer. It may help them become aware of a need; it may arouse a new interest.

In Elkhart, Indiana, exhibits for parents and other adults are planned and executed by high school homemaking pupils. Each group of pupils is assigned a center where an exhibit may be set up. Each teacher works with several groups of pupils in developing plans for the exhibits.

Your imagination will suggest other ways in which non-class adult education activities may be used in not only providing information desired by adults, but also in developing interests and feelings of need on which an alert teacher may capitalize in planning for a series of lessons for adults.

Are There "Teachable Moments" for Adults?

The "teachable moment" has arrived when a need for the learning is felt. Irene Patterson, in an article, "Trends in Adult Education," in the June, 1953 Journal of Home Economics stated that "a teachable moment comes in the life of a young couple when they start planning their new home. These young people will be ready recipients of instruction in home building, remodeling, or home furnishing, especially when it is based upon their immediate and specific needs." An alert teacher will seek ways to take advantage of the teachable moment with adults as well as with high school pupils. Thus, may the homemaking education program for adults in the community be broadened to include more than one area of home-making.

Can you think of other examples of this teachable moment with adults? Perhaps it will help to look again at the list of "developmental tasks at three adult levels" given earlier in this article.

Can Your "Active Listening" Help You to See Possibilities for Broadening the Program?

YES! As was stated previously, if you are a good listener, you may become aware of needs and concerns of which the adult herself is only vaguely aware. Then, you may POINT UP these needs and interests. For example, you may send the adult a leaflet that she "just might find interesting!" If you become aware that several homemakers are expressing similar needs and interests, you might plan with a local librarian for a packet of materials on the homemaking problem to be made available to homemakers in the community.

In one community the homemaking teacher with the cooperation and advice of a librarian prepared a packet of recent materials on nutrition and meal planning. It was made available through the local library. An announcement in the newspaper informed homemakers about the materials.

The teacher may make a list of the problems or felt needs expressed by the adults who might be served by the adult homemaking program in the community. This list might provide clues for series of lessons that would appeal to the adult homemakers.

Do You Evaluate the Success of Your Adult Class in Terms of Numbers Only?

Many of us are prone to evaluate the success of a program in terms of numbers only. There are other criteria by which the worth of a program may be judged. Perhaps we will not attract large numbers of adults (at least in the beginning) with an adult class on "managing the family dollar" or "fun for the family." However, we may be doing a great deal for those who do participate in the program. Perhaps, in the long run, we will be doing more to improve home and family living than we have achieved in some of the very large classes we have taught.

SO, BROADEN YOUR SIGHTS and those of your adults. Prepare yourself to help provide in your community an adult program in homemaking as well-rounded as the one provided for the high school pupils in your school. It will be an interesting challenge. It may be fun and deeply satisfying!

LET US SUPPOSE THAT YOU HAVE STUDIED THE NEEDS AND INTERESTS OF THE ADULTS IN YOUR COMMUNITY.

YOU HAVE WORKED TO BROADEN THOSE FELT NEEDS AND INTERESTS.

YOU AND THE ADVISORY COUNCIL HAVE MADE TENTATIVE PLANS IN TERMS OF THESE NEEDS AND INTERESTS.

For one thing, you have decided that a series of lessons for adults should be a part of the program. You know that the state plan in Illinois calls for a minimum of ten lessons in each series, with each lesson three hours long -- of a laboratory type, and two hours long -- of a discussion type, if reimbursement is to be granted.

The time for the first class meeting is approaching. What may you do in order to make this first session successful?

BEFORE THE FIRST MEETING OF THE CLASS YOU WILL:

* Prepare publicity concerning the class. Use various means of reaching the group for whom the class was planned.

* Prepare a check list or similar device to be marked at the first meeting so that you may gain more information regarding the immediate needs of the adults in the area of homemaking to be considered in the series.

* Plan your lesson. This will take some time if it is to be interesting, informative, challenging. Have a sharp interest approach. The homemaking teacher at Newman, Illinois plans something of special interest for each meeting--and doesn't repeat it next time. Homemakers dislike missing this "special feature."

* Obtain or have duplicated something pertaining to the lesson which adults may take home with them. "Take-homes" are much appreciated by adults. They may thus be saved some note-taking in class. They have something tangible to show for the evening; they find it easier to explain to husband and friends what the lesson was all about. They have a homemaking aid which may come in handy!

* Make plans to help the group get acquainted. Mrs. Mary Key, whose adult sewing classes in Champaign are always popular, says that she makes a special effort to get acquainted at the first meeting of each class. She introduces herself to each adult as she arrives and then introduces her to others in the group.

For the purpose of getting acquainted, name cards might be used. Sometimes, simple refreshments might be served at the first meeting to promote acquaintance.

* Get the room in order. Adults will respond to a clean, neat attractive room. All materials to be used for the first lesson should be in readiness. Chairs should be arranged for greatest comfort and convenience.

SOME SUGGESTIONS FOR THE FIRST CLASS MEETING

* Welcome class members. Stand near the door and welcome each person as she arrives.

* Give an overview of the series of lessons. Explain some of the possibilities for class activities, resource people, or field trips.

* Present a check list or similar device for the adults to mark so that they may indicate their felt needs and interests in the area and, thus, share in determining the content of the series of lessons.

* Teach the first lesson. Provide for as much group participation as possible. Remember that all adults may participate at an experience level. Say, "What experiences have you had in?" However, do not embarrass anyone by insisting that she participate or by requesting a type of information that she may not have.

* KEEP IN COMMUNICATION WITH THE GROUP--this guide is important in every meeting that you lead. Be on the alert for evidences of interest or lack of interest.

Let us suppose that you are in front of your class for the first time. First of all, you look around the group and achieve an eye contact.

As you begin the session, you look over the entire group. You smile.

Then, you let your eye thread across the front row, back across the middle, back again across the last row. You keep your smile.

You stand quietly until you have caught all eyes. Now, you are ready to start talking.

You make certain that everyone can hear. You keep your eye contact with the class members.

As you speak, you observe that one of the adults is frowning slightly. Very quickly you say to yourself, "Was that statement not clear?" You decide to try stating it another way. Ah, that was better!

Someone smiles and nods appreciatively. You say, "Have you had a similar experience, Mrs. Kay?" She enjoys telling the group about it. Others feel freer to talk now that the ice has been broken.

Mrs. Jones moves forward to the very edge of her seat. She's so interested that you think she may be right up there beside you in a few moments. You mentally preen just a little-- for yourself and your good council members.

But, wait! Mrs. Johnson is almost asleep. You wonder why. Maybe the lesson just isn't meeting her special needs. On the other hand, maybe she was up half the night making a formal for young Susie to wear to the prom Saturday night. Perhaps, tired as she was, she just couldn't bear to miss this first class session. You'll analyze the situation a little more carefully when you get home. Perhaps something of special interest for her next time?.....

Mrs. Jones was such an inspiration to you tonight. You'll try to find something that especially appeals to her again next week.....

And so will you plan for all of the Mrs. Joneses and Mrs. Johnsons...and Mrs. Smiths...and Mrs. McHughes...and Mrs. Applebaums...and Mrs. Tessaris...

Well, the first class session is drawing to a close, so you...

* Plan with the group for the second lesson. The extent to which they share in the planning at this time will vary with the subject matter area, the abilities of the group, and the experience and personal security of the teacher. In any case, when the adults leave the class, they should know what to expect in the next class session. If they can anticipate learning something of value to them, they will look forward with eagerness to the next meeting.

NOW, AS YOU PLAN YOUR LESSONS, TRY DOING "ANTICIPATORY TEACHING"

Now, you are thinking in terms of real people with whom you have worked during one class session. As you plan, you find yourself teaching the lesson in imagination. You try this approach or that, accepting or rejecting it, partly in view of the response that you expect from your group. You phrase a question this way, then try that way. Finally, you get your lesson plan on paper. The plan may consist of a few brief notes or it may be quite detailed, depending upon the subject and the way in which you work best.

Even after you get your written plan prepared, you may find yourself doing anticipatory teaching as you clean your house, wash out clothes, or take a bath. You may teach half a lesson in imagination. You provide a sort of self-supervision as you listen to yourself and your class members. This isn't "for real" so you may try anything you choose. You may think of a teaching technique never tried before. You are as free as a bird!

Finally, you decide that you have the lesson "thought through." Inside, you chuckle with pleasure. You think that this lesson will give them the kind of help that they were seeking when they joined the class. You would be willing to bet that Mrs. Johnson stays awake this time!

USE A VARIETY OF METHODS AND TECHNIQUES

Classes may be more interesting if a variety of methods and techniques are used.

- * The demonstration method may be used effectively in teaching adults. If classes are large, this method may be particularly effective.

For the beginning teacher, this method provides security. She has something in her hands. She is in control of the situation.

Demonstrations may be given in order to show how to do something. For example, in a series on family meals, a demonstration of low-cost meat dishes might be given.

Demonstrations may be given in order to improve standards of performance. For example, a demonstration on "step-saving ways in the kitchen" might help homemakers to learn how to do their kitchen chores more efficiently.

Demonstrations may be given in order to show what results are obtained when a certain process is followed. In a series of lessons on clothing construction, the teacher might show a garment with a sleeve that has been set in incorrectly. Then, she might demonstrate the correct way in order to show both methods and the final results that are obtained when good techniques are used.

- * The laboratory method is useful if classes are not too large for the facilities that are available. Usually, this method will be used in combination with demonstrations.

During the laboratory period, the teacher is able to provide individual help. She needs to make certain that she "gets around the class," giving help to all class members.

Mrs. Mary Key, teacher of clothing construction for adults in Champaign, Illinois, uses a "help list" in order to make certain that she reaches all of those adults who wish help with their garments. Just inside the classroom door, a notebook lies open on the desk. As the adults arrive for a class, they write their names on one side of the notebook to indicate their attendance at that session.

On the other side, they place their names whenever they desire help during the session. Mrs. Key gives help in the order in which the names appear-- and makes certain that she reaches all of the class members sometime during the evening.

She also uses an effective combination of demonstration and laboratory methods. Usually a demonstration is given early in the evening to help the adults with the construction problems that are facing them at that session. This is followed by laboratory work. Mrs. Key helps individual class members and gives demonstrations to small groups as they are needed. Then, she usually gives a demonstration near the close of the evening session. The class members are thus provided with instruction that enables them to work on their projects "on their own" during the week. It also serves to unify the group at the end of the session. Class members leave with a satisfied feeling of having gained new understandings and of seeing the next steps that must be taken in creating their garments.

- * Perhaps the most difficult of the teaching methods commonly used in adult classes is the discussion. Sometimes this method is used in combination with the lecture.

Whereas the lecture method has some place, it is less commonly used today for a variety of reasons. Malcolm Knowles points out that getting the facts is no longer a major undertaking for people who listen to the radio and television and have access to magazines and daily papers. He says that "The major problem in our culture is to 'internalize' the many facts we know into our own thought processes--to make them usable in terms of our own problems." The discussion may provide help with this process.

A good discussion leads to increased understanding and may also lead to agreement.

The method may be used effectively in many situations. For example, a series of parent education lessons will provide many opportunities for group discussion of problems in child guidance and possible solutions.

Informal discussions are often called "round tables" This type of discussion may succeed best with a relatively small group--under thirty. The success of the method is largely dependent upon the leader, who, according to Ethel Kavin, in a chapter in the booklet, Study-Discussion Group Techniques for Parent Education Leaders, should meet the following qualifications:

1. Sincerity. The leader must "be himself," say what he means and mean what he says.
2. Good nature. The leader must be able to handle even difficult situations without loss of equanimity.
3. Friendliness. The leader must be a person who can make every member of the group feel that he belongs and that he has an individual, worth-while contribution to make to the group process of thinking, discussion, and mutual understanding.
4. Emotional maturity. The leader should be emotionally well balanced; he must be mature in his understanding that we can achieve our own goals by striving for them ourselves and by cooperating with others, whose goals must also be taken into consideration.
5. Listening ability. The leader must be just as skilled in listening to others as in speaking himself, quite as able to learn from them as to help them learn. A good leader is not just a lecturer. He may "tell 'em" once in a while, but his special gift is an ability to get others to think and talk, to contribute to and to learn from active participation in the group.
6. Intellectual honesty. The good leader is quite as ready to admit his own limitations or ignorance as to recognize those of others. He never pretends to knowledge he does not possess, nor does he attempt to solve problems with which he is not competent to deal adequately.
7. Ability to give others self-confidence. The good leader not only has self-confidence, but is the kind of person who helps others to a sense of confidence in themselves. Under his guidance, each member of the group has a sense of security and feels no reluctance about participating in discussion or about asking questions. For a good leader, there are no foolish questions, if the questioner is sincere in the asking.
8. A pleasing tone of voice and clear enunciation. A good leader is easy to listen to and easy to understand. He doesn't try to acquire a "sweet" voice; a cloying or affected tone is more likely to irritate than to attract. A well-modulated voice that carries all the way to the rear seats is something that most persons can develop.
9. Ability to draw out those who are reticent about speaking and hold in check those who tend to monopolize discussion. Almost every group has some members who tend to talk too little and others who tend to talk too much. A good leader develops skill in handling both of these types as tactfully as possible.

10. Adroitness in guiding discussion to cover all the important points and aspects of the topic under consideration. Group discussion easily gets bogged down unless the leader is constantly alert to keep it moving from one important point to another. Certain individuals in a group may get the whole discussion sidetracked by arguing endlessly some point of minor importance to others. Even if a particular point is important, and the argument interesting, the leader must always bear in mind the entire scope of the program, for this is what the group members have looked forward to in coming to the meeting.

The leader may provide resource materials that will enable group members to participate intelligently in group discussions. Such materials may be placed in packets and loaned from the local library or from some other place accessible to group members.

Reading materials relative to the topic under discussion may be displayed at a class meeting. Adults may borrow the materials and return them at the next meeting of the group.

Perhaps group members other than the leader will also contribute reference materials. Can you think of ways to encourage such sharing?

1. Suggest sources of materials that are relevant to the problems under discussion.
2. Help the group to set up criteria for evaluating the worth of such materials.
3. Give enough examples of suitable materials to help class members see many possibilities.

Reference materials will be made available to group members but they will not be required to make use of them. However, if sufficiently motivated, they are likely to want such aids to developing new understandings. The use that is made of such aids will vary with the personnel of the group. Such characteristics as educational level and experimental background may influence the extent to which such materials are used.

There are systematic, logical steps to be taken in solving problems. A knowledge of these steps is helpful to the group discussion leader. As stated by Ethel Kavin, they are:

1. Recognizing and defining the problem.
2. Ascertaining all essential facts underlying the problem.

3. Making intelligent analysis of the facts. This process should reveal underlying causes of the problem; at least, it should make clear underlying conflicts.
4. Facing the conflicts and making decisions. Wise decisions are based on standards of value, as well as facts.
5. Deciding how the problem can be solved, accepting responsibility for the decision, and putting it into action.
6. Evaluating decisions in the light of observable results and new developments.
7. Remaining ready to reconsider decisions in the light of new or greater knowledge.

* There are several other types of discussions that may be employed in teaching adult groups. Perhaps easiest of these, from the standpoint of the teacher, is the buzz session. The total group is divided into several smaller groups of five or six each. Each small group discusses a specific problem which they have chosen or which has been assigned to them.

This method has the effect of getting everyone immediately involved in the program. It puts people at ease and promotes acquaintance of group members.

Buzz sessions work best in a group of twenty or more. If the group is under twenty, each individual may ask his own question or make his own suggestion. There is no real purpose in breaking the small group into sub-groups.

* Role-playing, an impromptu playing out of a problem, is an effective form of dramatization that may be used to stimulate group discussion. A helpful description of the method is given in Portfolio of Teaching Techniques No. 1, available from Arthur C. Croft Publications, a Division of Vision, Inc., New London, Conn.

According to an article in this publication, the method has great value in any classroom for

1. Gaining insight through putting oneself in another's place
2. Exploring and practicing various approaches in solving a problem
3. Imparting or interpreting information

Because of the space limitations in this article, a complete analysis of the method and its uses will not be given. However, the publication mentioned previously will prove helpful to the teacher interested in making use of the method. In addition, much help may be obtained from pages 187-199 in Modern Methods in Secondary Education by Grambs and Iverson.

- * Films may be used in order to help adults think, examine ideas, and develop understandings. They may serve as the springboard to discussion. They may be used to raise questions rather than to answer them. They may be used to present ideas which class members may examine and use as a basis for clarifying their own beliefs and drawing their own conclusions.

Class members should be prepared for viewing the film. Guide questions will be especially helpful. The film should be related to the objectives of the group. A brief overview of the film will also aid in preparing the group for viewing the film.

Perhaps, instead of viewing a film at the class meeting, class members may be requested to see a movie playing at a local theatre--if the teacher has previewed the selection and found it desirable in terms of the objectives of the group. For example, such a film as Full of Life might be a very good one to use with a young homemakers' group--or, even with older homemakers who may be having difficulty in spanning the generations with understanding and humor.

Following the viewing of the film, whether it be at the class session or elsewhere, a better discussion may ensue if the following guide is used. The guide is adapted from Teaching Materials for Use in the Teaching of Child Development and Related Art in Homemaking Education in Tennessee, a publication of the Department of Home Economics Education at the University of Tennessee in cooperation with the State Department of Education.

Use the following kinds of questions in the sequence given:

1. Questions for which the answers will be found in the film.

For example, let us suppose that your group has seen Full of Life. You might ask, "What happened when the young man returned home to visit his parents? How did his mother treat him? his father?"

2. Questions calling for an examination of similar ideas in other situations.

You may ask, "Do parents you know ever behave in these ways?"

3. Questions asking the adults to draw inferences, to begin to see cause and effect relationships, to begin to express their own opinions or ideas in regard to situations.

For example, "Why did the father behave as he did? Can you account for the mother's action? Why did the son respond in the way that he did?"

4. Questions that ask the adults to examine these ideas as they apply to their present day life; questions that ask what authorities say about certain problems.

At this point, the class members may be motivated to read, if suitable materials are made available to them. They will be "reading with a purpose."

5. Questions that ask the adults to formulate a generalization of their own, based on an examination of data from the film, from many sources in life situations, and from the opinion of authorities.

As a teacher carries on a class discussion, she may want the class to study the many generalizations made by individual class members and help them to arrive at generalizations which have a higher degree of agreement within the group.

6. Questions that ask students to illustrate the meaning of their generalizations.

In general, these questions call for class members to begin to see how thinking and planning can get some of these ideas into everyday practice.

Class members are now ready to make some commitment to a course of action. Having gained new understandings through viewing a film, through discussion of the problems that it presented, and through reading suitable references, they may have achieved understandings which will result in wiser decisions than they might otherwise have made.

The foregoing discussion guide has many uses. It may be used not only in conjunction with a film, but also following role-playing, following a skit or play, following the viewing of a television performance, or following the presentation of a case study.

- * Panel discussions may be used in adult classes. A few persons chosen in advance of the meeting so that they may make special preparation, carry the major responsibility for this type of discussion. They are seated in front of the group. Usually one of their number serves as chairman or moderator. The chairman proposes questions which the panel members discuss informally. Five to nine members, including the chairman, are about right for a panel.

Following the discussion by the panel, the rest of the group are invited to ask questions or make comments. Thus, the panel discussion may serve as a springboard for discussion by the total group.

- * The symposium may also be a useful method with adult groups. In a sense, it is a variation of the lecture, with three or more speakers instead of just one.

Ethel Kavin, in A Guide for Child-Study Groups, stated that, "The lecture method usually makes it possible to present only one aspect or side of a question, while the symposium represents a definite attempt to present several aspects or different sides. The several speakers usually discuss the same subject, but each presents it from a certain point of view. Each participant, having prepared his material in advance, speaks from five to fifteen or twenty minutes on his particular topic." Some time for questions and discussion should be allowed following the presentations.

- * Are there methods of stimulating discussion--other than those already mentioned? YES--among them the following:

1. Bulletin board displays.

The flexi-bulletin board idea may be useful in stimulating discussion as well as encouraging active participation on the part of class members in collecting and sharing reference materials.

For example, let us suppose that you are teaching a parent education group. You prepare a bulletin board with this heading:

PLAY PAVES THE WAY TO

P
H
Y
S
I
C
A
L

D
E
V
E
L
O
P
M
E
N
T

Appropriate pictures illustrating how play may lead to the physical development of the child are shown. These may stimulate discussion at one class session.

You announce that some time will be given at the next class session to a discussion of play as a means of promoting the social development of the child. Class members may be requested to bring pictures or articles appropriate to this topic.

The bulletin board is changed to read "Play Paves the Way to Social Development." The next week it might be, "Play Paves the Way to Mental Development." This is the idea of the flexi-bulletin board. Provision is made for continuity so that the bulletin board may be more interesting to class members. It becomes a part of the total learning situation and is actually used as a teaching aid rather than as something merely pretty to look at. Class members are more likely to share in contributing materials if they have a clear idea as to what is wanted. The teacher may save time--as she does not have so many bulletin board headings to prepare.

Other ideas for the flexi-bulletin board for adults are:

- a. STRETCH YOUR FOOD DOLLAR BY
 1. Purchasing food in season
 2. Selecting quality best suited to your needs
 3. Studying labels
 4. Planning menus and market orders before shopping, etc.

b. THE FAMILY THAT PLAYS TOGETHER STAYS TOGETHER
(WORKS)
(PLANS)
(PRAYS)

c. WHEN YOU SHOP FOR DRESSES, LOOK FOR:
(SUITS)
(SHIRTS)
(HOSE)
etc.

2. Resource Visitors

A resource person with specialized information may serve to bring new facts before the group. He may also serve to stimulate discussion on the part of the members.

The number of good resource people in even the smallest communities is much larger than one might at first suppose. There is the homemaker whose custard pies win prizes at the county fairs, the elderly woman who for years has had a hobby of flower arranging, the homemaker to whom others go for advice on how to do home freezing, to suggest but a few!

In one community, there actually was a young homemaker who made prize-winning pies and who was quite willing to share her techniques--if she only would not have to talk! The teacher agreed that, if this homemaker would give a demonstration before her classes, she would explain the procedures and the reasons for each step. As the demonstration progressed, the class members became so interested that they asked questions and before long the young homemaker was answering them and explaining each step in the process without a trace of self-consciousness.

3. Newspaper items

Perhaps one of your class members read that article on child guidance in the daily paper. She brings it to class and reads it to the group. A good discussion might ensue. Why not use the discussion guide suggested for use with films?

4. Local events: school, community, national

The school prom is approaching. Parents may be interested in discussing the family problems and problems in child guidance associated with such an event. Actually, the possibilities here seem almost endless.

5. Odd or unusual objects

Mrs. Betty Nesbitt, homemaking teacher in an Indiana high school, stimulated discussion among a group of adults by bringing before the group several objects that are used by professional florists in making their arrangements. Most of these were unfamiliar to the class members. After the class members had examined and commented on the objects, she demonstrated flower arrangements, making use of the materials. The adults discussed various ways in which the materials might be used. They asked questions, offered suggestions, and tried some of their ideas.

6. Findings from a community survey

A study in one community showed that approximately 20% of the teen-age girls skip breakfast as a regular practice. This fact might be presented to the home-makers as a stimulus for a discussion of the reasons for skipping breakfast and what might be done to encourage better breakfast habits.

You will think of many other good ideas for ways in which profitable group discussions may be stimulated.

- * Have you tried BRAINSTORMING? Doubtless you have read about this method in the popular magazines. A leaflet containing the simple rules of the method is called Principles and Procedures of Brainstorming. It is reprinted from Applied Imagination by Alex Osborn. A copy of the leaflet may be obtained from the Creative Education Foundation, 1614 Rand Building, Buffalo 3, N.Y.

According to Osborn, a brainstorm group devotes itself solely to creative thinking. The problem is presented. Then the following rules are followed faithfully:

1. Judicial judgement is ruled out. Criticism of ideas must be withheld until later.
2. "Free-wheeling" is welcomed. The wilder the idea, the better; it is easier to tame down than to think up.
3. Quantity is wanted. The greater the number of ideas, the more likelihood of winners.
4. Combination and improvement are sought. In addition to contributing ideas of their own, participants should suggest how ideas of others can be turned into better ideas; or how two or more ideas can be joined into still another idea.

Since the brainstorm session should be kept very informal, the leader will put the above rules in his own words.

This method works best in small groups. If your group numbers around ten, it may offer some possibilities.

For example, let us suppose that you are teaching a series on Family Fun. Class members might enjoy brainstorming for ideas for shared family fun.

This method might suggest possibilities for solving some family problems. One young woman recently reported that she and her husband and two children brainstormed for ideas as to how they might obtain enough money to get the television set repaired.

P.S. They got it fixed! They found several ways in which they could share in saving the family dollar.

It is apparent that there are many methods and techniques that may be employed in teaching adult homemaking classes. Perhaps you will think of others.

A reference that should prove helpful in improving your teaching methods is one mentioned previously, MODERN METHODS IN SECONDARY EDUCATION by Jean D. Grambs and William J. Iverson. It is published by the Dryden Press, New York. The cost is \$4.75.

So far, in this article, most of the emphasis has been on homemaking CLASSES for adults. Some adults, particularly those of lower socio-economic groups, tend to resist organization and may not attend formal classes.

WHAT DO THE INFORMAL METHODS IN ADULT EDUCATION HAVE TO OFFER?

The possibilities of informal methods, as given in a leaflet, Informal Methods in Adult Education in Homemaking, published by Iowa State College are as follows:

1. May reach a larger group of people and many who might not attend an organized class.
2. May be better accepted in some communities than an organized class.
3. May serve a need or special interest of more limited scope than would be served by the systematic instruction of an organized class.
4. May help the community to gain a better understanding of the total homemaking program.
5. May bring about the organization of a class at some future date.

The following limitations of the informal methods are given:

1. Only one contact with the adult may be made with little or no opportunity to see that ideas received are correctly understood and interpreted.
2. Complicated skills requiring several instruction periods are not effectively taught by these informal methods alone.
3. No one of these methods is suited to every area of home-making.
4. To carry out many of these methods the homemaking teacher needs efficient help.
5. Education through these methods is primarily for persons who have some knowledge of the subject.

WHAT ARE THE NON-CLASS OR INFORMAL METHODS?

- * The exhibit, which may be placed in some key spot--as a store window, display table inside the store, or on a table in a local library.

A few ideas for exhibits:

1. A sitter's kit for
the baby sitter
grandmother
a doting aunt

A hat box may be used for the "kit." Posters may suggest kinds of play materials for children of different ages. The actual toys and other play materials will be exhibited.

(Such an exhibit might be prepared by the high school pupils during a child development unit of study).

2. What to look for when you buy a dress

A well-made dress may be displayed on a dress form. Placards point out the construction features to look for in buying ready-mades.

3. Nutritious snacks

An exhibit of snacks that have more to offer than calories may be of interest to mothers. Make certain that the foods exhibited are of a type that will "hold up."

(Eighth grades might enjoy preparing this exhibit).

- * Newspaper articles may be planned to supplement class instruction. However, they should "stand alone" so that those who do not attend classes may still profit from the information that they contain. Whether you use this method or not may depend on the kind of cooperation that your local paper is willing to give. However, do not hesitate to ask about the possibilities.

One teacher wrote a series of articles on family fun and found that the local newspaper was willing to publish one each month.

- * Talks to clubs or other community groups may be a part of the adult homemaking program. One homemaking teacher spoke to the Parent-Teacher Association in her school on "Better Breakfasts for Our Teen-Agers."

Another teacher discussed "opportunities in home economics" with a women's group interested in learning more about the field.

- * A conference period may be set aside as a time when homemakers may bring their questions to the teacher. Perhaps one hour a week could be found for this purpose.
- * Neighborhood group meetings may meet needs for some homemakers. A few women in a particular neighborhood may come together with the homemaking teacher for help with a specific problem. For example, one such group met for help with the problem of providing attractive and inexpensive curtains for kitchen windows.
- * Leaflets may be prepared and distributed through the school, through stores or libraries. A leaflet on "Homemade Fun for Tots", distributed through a store, was much appreciated by some homemakers. It gave recipes for homemade modeling clay, finger paints, and paste.

These are but a few of the informal adult education activities. Your imagination may suggest others.

WHEN YOU PLAN FOR THE YEAR

You will wish to include both class and non-class activities. Important steps to be taken in planning for the year, suggested in Informal Methods in Adult Education in Homemaking, published by Iowa State College, are:

1. Explore possible needs and interests in the community that adult education in homemaking could help to meet.

Suggestions as how this might be done have been given elsewhere in this article.

2. Determine what particular interests, problems, or needs of homemakers in the community should be met this year.

Of course, the advisory council will share in this task, as well as in the other tasks associated with planning the total program in homemaking education for adults.

3. Decide on goals for accomplishment for the year that will help toward long-time objectives.
4. Decide on tentative plans for informal methods and for classes.
5. Make tentative plans for judging the success of the activities. You should be sure that plans for evaluation are formulated at the same time that plans for the activities are being made. (The informal methods of evaluation will be particularly appropriate to use with adults.)
6. Submit tentative plans to your superintendent or other appropriate administrator and secure his advice.
7. Make detailed plans for carrying out the program.

One homemaking teacher found that she liked to make a month-by-month plan for the homemaking program for adults in a community where she was the only homemaking teacher. She planned for one series of lessons each year and one non-class activity each month. With a full day-school program, this proved a reasonable load. By careful planning for the entire year, she was able to coordinate the high school and the adult homemaking program. She believes that more desirable changes were brought about through this "family approach" than might have been achieved otherwise.

Of course, all of this planning was done with an ADVISORY COUNCIL. This teacher felt that the help provided by this group was invaluable.

8. Decide on publicity needed and when and how it is to be given.

TODAY'S PAPER SAYS, "EXPERTS PREDICT SPUTNIK TO STAY ALOFT FOR YEAR"

That is the news today--what of tomorrow? What, indeed!
What does the future hold for us? for our children?

Today's homemakers face many problems and situations that were unknown to their parents. So will their children face much that will be new to them. Thus, we see a need for education throughout life--not only during the years of formal schooling. Lyman Bryson says that:

"Men and women today can rarely solve their problems by traditional rules; this is a time of change and spiritual chaos, and we are compelled, even if it is uncomfortable, to solve our difficulties by the full faculties of our minds, our hearts and our spirits. This is a more difficult way to live, but it may also be more rewarding. Inevitably we are coming to see that our civilization requires of everybody that he keep his mind alive and his information up-to-date in order to live at all in really modern conditions."

The challenge to the homemaking teacher is clear! Technological and social changes have a great impact on family life. Homemakers not only need adult education that will help them and their families to live better in today's world, BUT they want such education when it meets their needs and interests. IT IS UP TO US!

Meeting the challenge with enthusiasm, industry, and imagination will be a soul-satisfying experience!

TEACHERS' EXCHANGE

Teacher-Student Planning

Were your new students reluctant to spend time planning for the year or semester? This isn't surprising. They are always eager to do something which gives quick results. And thorough planning tends to be slow, especially with an inexperienced group. Quite often, in fact, one or two short, relatively easy units can be planned and presented by the teacher until everyone feels acquainted. Then students may be more ready for planning the remainder of the year's program.

Here is a method which worked well in one junior high school class. In this case, the teacher was interested in developing the exploratory type program that is usually recommended for this age level.

1. The class was started at once on a teacher-planned unit of high interest value. "Learning to Sew," that is, to operate the machines and make a simple apron, provided the girls with immediate satisfaction.

2. While equipment needed for sewing was being gathered, a class hour was used for carrying out the first steps in planning.

3. First, the areas of study covered by home economics were described, and it was suggested that a well-balanced program would include some material from each area.

4. The class was then divided into four groups. Each group was instructed to make a list of possible topics for study, using a different source for ideas. The sources were:

- a. What we have to do at home.
- b. What we would like to be able to do at home.
- c. What topics in the subject matter of home economics are of interest to girls of our age?
- d. What topics are taken up in available homemaking textbooks?

This group explored several books by using the table of contents.

5. The results of the group thinking were put on the chalkboard. Duplications were weeded out and some items combined so that the number of topics became fewer.

6. As an out-of-class assignment, each girl was asked to evaluate the list of topics according to the following criteria.

- a. Will this topic be of interest to most of the class?
- b. Will the study of this topic be useful to us now and later?
- c. Is this topic too hard or too easy for us?
- d. Does the study of this topic belong in another school subject?
- e. Is this a topic in which we can tell when we are learning?

The girls were also encouraged to talk over the list of possible topics with their mothers.

7. At the beginning of the next class period, a few minutes were spent discussing the results of this evaluation. Some more combining and discarding resulted in a list of topics agreed on by the group as being of interest and importance.

8. Again committees were formed--each committee taking one of the chosen topics. Committees were charged with developing some possible goals under each topic. The class was familiar with the idea of a goal, because each of their sewing lesson sheets began with the objectives for that particular lesson, and these goals were often referred to as the lessons were taught. It was pointed out that good goals have certain characteristics. They are:

- a. specific, that is, stated in terms of behavior
- b. stated in words everyone can understand
- c. possible to reach or approach
- d. stated in such a way that progress toward them can be measured
- e. suited to past experiences of class members
- f. directed toward the objectives of home economics
- g. agreed on by the class and teacher

9. Each committee met separately with the teacher outside of class, and made a list of tentative goals under their particular topic. When all were finished, the complete list of goal suggestions was duplicated and distributed to all class members. They were asked to suggest any changes that seemed desirable and also to divide the goals according to importance, in case time did not permit the class to pursue all of the listed ones.

10. The teacher then worked out several alternative plans for the year's work and discussed these with the entire group. Such principles of planning as these were brought out:

- a. alternating longer and shorter units
- b. fitting units into the natural divisions made by vacations
- c. relating subject matter of units to the time of year
- d. considering work being done by other classes using the department

11. The class was then ready to make an intelligent choice of a plan for the year. It was pointed out that this was only a tentative plan and that some changes might be necessary later.

12. Following the choice of a yearly plan, the committee members met with the teacher again to work out rough block plans for their particular unit. These were polished up by the teacher and a copy given to each member of the class.

This particular class seemed to enjoy having a share in planning their work. They learned to look at what was done in the class with a critical eye, and to measure the value of activities in terms of the goals they had set up. Best of all, they no longer came to class with that disconcerting question, "What are we going to do today?" They knew.

The Newsprint Pad as a Teaching Aid

A pad of newsprint is expensive. It does not take long to write or print on a sheet in the pad some important information that you wish to give the class. However, as a teaching aid it can be most effective. Perhaps you are demonstrating an easy casserole dish for your class. Why not give the recipe on one page, later turn the page and reveal the cookery principles involved in the preparation of the dish. The latter will aid in summarizing the demonstration.

To write on the pad, use a Flo-Master Pen, a Cado-Marker, or hard-pressed crayons. Soft crayons will do also, but they tend to smear and the page can probably be used only once.

BULLETIN BOARD IDEA FOR THE UNIT ON SOCIAL RELATIONSHIPS.

The bulletin board heading is "JANE HAS LOTS OF FRIENDS." Just below this heading are two life-size hands clasped in friendship. These are made by tracing around a hand on light pink paper; frilly cuffs of real lace may be added.

Pupils add their own pictures showing why Jane has friends. They bring the pictures following a class discussion on "what makes a good friend."

REAL-LIFE EXPERIENCES FOR THE HOME FURNISHINGS UNIT

A few weeks before her Seniors were to begin a unit on house planning and home furnishings, one homemaking teacher wrote notes to all of the faculty members in her school asking whether they were planning any "family projects" in the area of housing and home furnishings--and, if they were, whether they would be willing for the Seniors to assist them in order that they might have some real-life learning experience.

One teacher who responded was building a new house. He and his wife agreed that the pupils might share in planning the wall colors to be used in the house. Pupils read; they interviewed husband, wife, and two children concerning their choices of colors; they visited paint stores and looked at paint samples; and, finally, they prepared a report for the family. The report contained samples of the paints selected and statements as to why these choices were made. The family used the plan with only one minor change. The high school pupils visited the home after the family moved in. They were much pleased with the results of their planning.

A MOTIVATION DEVICE FOR ADVANCED FOODS CLASSES

Occasionally, a class studying advanced foods becomes suspicious that it is merely "getting some more of the same." Right there is where an opportunity for developing an appreciation for creative food preparation as an art may be utilized.

Watch newspapers and periodicals for the ever-present recipe contests. Encourage your girls to create, carefully check and mail in an original variation of some standard class recipe. For example, a "Holiday-in-Chicago Recipe Contest for Teen-Age Readers" appeared in the October 13th issue of Family Weekly which comes with many Sunday newspapers.

Of course, the teacher will emphasize the challenge of such a learning experience but, since there is a little of the gambler in most of us, the contest idea adds a fillip of interest. Even though no student wins a prize, each participant will grow in interest and ability to analyze, create, evaluate and appreciate recipes in general. At least, once in a while, someone may be lucky.

PANORAMA OF TEACHING AIDS

Evaluation in Home Economics, published by the Indiana Home Economics Association is a revision of a 1942 publication. The purpose of the booklet is to suggest ways of evaluating in some degree the attainment of some representative goals in the various areas of home economics and in the program of Future Homemakers of America. There is also a list of reading references as well as a list of available commercial instruments.

This booklet is available for \$1.00 plus postage from Professor Muriel G. McFarland, Home Economics Education, Education Building, Purdue University, LaFayette, Indiana. Checks should be made to Indiana Home Economics Association.

Several plays of the American Theater Wing provide materials for Family Relationship classes. The plays are available for \$1.25 per single copy; producing packets \$5.00 each, and are available from Human Relations Aids, 1790 Broadway, New York 19. A summary and title of each of these plays follows:

What Did I Do? This play deals with the influence parents have upon their child's personality and the way the parents feel about this influence. There are helpful suggestions for helping them to put this influence in the proper focus.

Tomorrow Is A Day This play deals with the point that the kind of self-confidence a child has is the result of all the things that happen to him as the title suggests--tomorrow is also a day--a day in which parents can make up for past mistakes.

Random Target This play demonstrates that youngsters need to express their feelings of anger and hostility if they are to develop into mature adults. Disciplinary measures which suppress these perfectly normal emotions may cause either over-aggressive behavior or inability for self-assertion.

The Room Upstairs A dramatic illustration of how two generations can live together and avoid friction when each is tolerant, sympathetic, and understanding of the other. This play helps members of the audience to gain insight into their own feelings about old age.

The Case of the Missing Hand Shake A comedy of manners amusingly but sympathetically presents two sides of a ten year old's confusing behavior; rude and ill-mannered at home, good natured and polite at school and among friends outside the home. The play dramatizes a family crisis in the life of a bewildered young couple and their daughter. The audience, sitting as the jury, is given the opportunity to help parents to decide what to expect and what to do next.

Personal and Family Living, a resource guide for teaching the twelfth grade is available for \$1.00 from the Department of Home Economics Education, Division of Vocational Education, University of Georgia, Athens, Georgia.

The bulletin is divided into these teaching units: planning the program, learning more about ourselves as individuals, building understanding in our families, getting along better with friends and associates, dating, preparing now for marriage in the future, being married and what it means, planning how to secure satisfaction from family income, planning livable homes, planning for parenthood, caring for the infant.

Home Economics--Clothing I-IV-A Guide for Teachers in Senior High School is available for \$3.50 from Accounts and Records, Indianapolis Instruction Center, 1644 Roosevelt Ave., Indianapolis 18. Checks should be made payable to the Board of School Commissions. This is the most recent guide in the Indianapolis course of study.

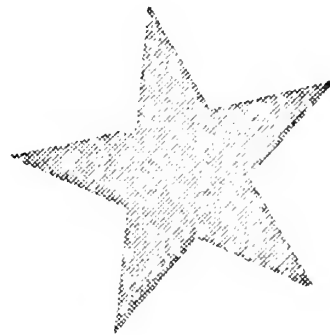
Charm Magazine, August issue, offers an article that your advanced homemaking students, who are looking forward to entering the business world after high school graduation, would probably enjoy reading. "Salary With The Fringe On Top" is concerned with the actual advantages of such benefits as maternity leave, birthdays off, free counseling service, legal advice and various other fringe benefits.

McCall's Magazine, September issue, contains a dozen new ways to prepare hamburger--that king of all teen-age food favorites.

Your Shelter Dollar, edited by the Money Management Institute, is a recent publication which you may find helpful. The booklet is ten cents per single copy. The table of contents lists the following topics: Your Pattern for Living, Managing Shelter Costs, Choosing the Right Neighborhood, When You Rent, Checklist for Renting or Buying, When You Buy or Build, Financing to Buy or Build, and Insurance for Home Owners. Order this booklet from Money Management Institute, Household Finance Corporation, Chicago 1.

ILLINOIS TEACHER

HOME ECONOMICS
EDUCATION
UNIVERSITY OF ILLINOIS



Star Feature

STREAMLINED TEACHING OF FOODS

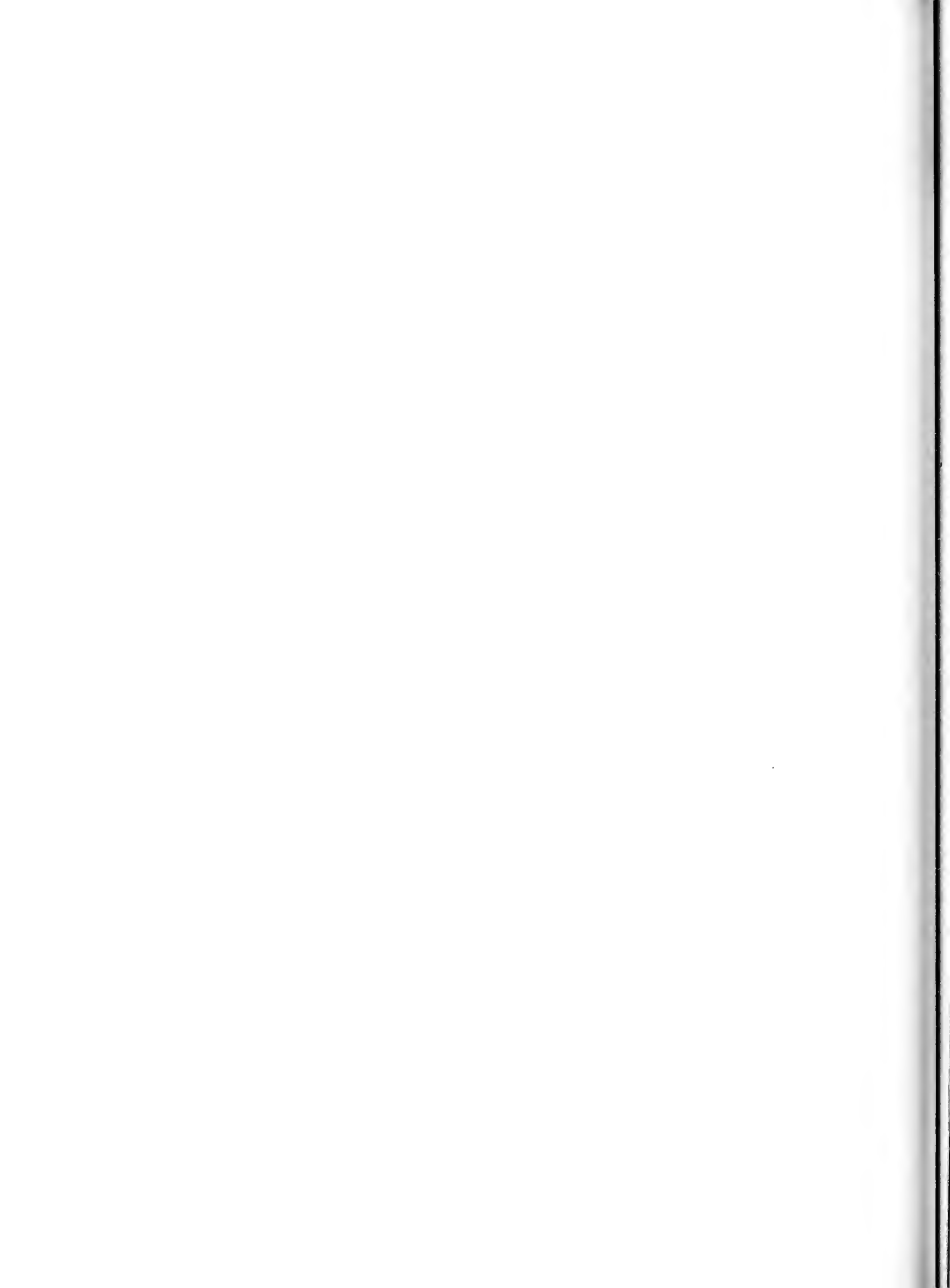
Proof of the Pudding
The Meal Plan Method
Managing Our Resources
Adding the Salt of Nutrition
Technology in the Classroom
Silent Teachers

URBANA ○
ILLINOIS

TEACHERS' EXCHANGE

TEACHING AIDS

Vol I No 3
November 1957



STREAMLINED TEACHING OF FOODS

by

Lois Moyer Smith, Arcola High School
Mary Below, University of Illinois

If we looked in our clothes closet and saw a favorite dress of ten years ago, in the broom closet and saw our first vacuum cleaner, and in the kitchen our first range, happy thoughts would return to our minds but for a thing of the past. We just wouldn't put on the dress for the Tuesday Bridge Club, clean our nylon carpet with the out-of-date vacuum cleaner, or cook today's dinner on the range stove.

If we looked at our foods teaching would it parade before us old-fashioned techniques and out-of-date ideas? Has our teaching of this large area of homemaking kept pace with modern times? Foods and Clothing were our first major subject matter areas and perhaps this explains why we tend to feel protective about our practices in these fields.

One of the important aspects of our "new face" is teaching foods on the meal-plan basis, which is a far cry from our earlier product and skill emphasis. Working in unit kitchens in family groups of four or six helps to make our teaching more realistic and to increase the transfer of learning to the pupil's present-day and future homes. In order to more nearly approximate the kitchen of the modern home, we have equipment which emphasizes saving of time, energy and money. Automatic refrigerators, home freezers, pressure pans, electric coffee-makers, are common in today's laboratories. Supermarkets are filled with a panorama of delicacies, frozen meals, and mixes which present a confusing choice to consumers.

Social and economic conditions, which are mercurial in nature, also must influence our teaching. The total population increase, the larger number of older persons in this total number, and the larger number of women in our population because their life-span is longer than that of the men, are altering family patterns. The easy mobility of families often causes problems to be solved on an individual basis rather than by groups in communities.

Specialization is the trend in occupations and education. Our median income is rising, BUT is consumption rather than thrift a virtue? More women are competing in the labor-force and the number of working mothers of pupils is increasing steadily. Mechanical and technological advancement have brought about greater interdependence for individual welfare. Our radio-TV tells us the time-of-day, tomorrow's weather, sings us a song, relates Sputnik's progress and sells us the manufacturer's latest product. The soothsayer's crystal ball was more limited than this!



PROOF OF THE PUDDING

How are we doing? Have pupil's needs been met to their satisfaction and have they received help with their present and future homemaking? In a 1955 study homemakers who had been married for one to eight years, and who had taken homemaking in school for one to five years, were interviewed. Food problems of these young homemakers seemed to arise from inexperience and inadequacy in knowledge of planning and preparing family meals. Over fifty per cent of these homemakers suggested that the following be included in the homemaking course:

- Basic food requirements of family members.
- Experiences in buying foods.
- Importance of economy in buying foods.
- Experiences in preparing simple, quick meals.
- Short cuts and new ideas in food preparation.

Other suggestions, from a California study of 7,237 homemaking students, 1,968 former homemaking students, 105 homemaking teachers, 198 administrators and 412 parents, rates the area of most interest thus:

Cooking	45%
Clothing	36%
Preparation for marriage	35%
Dressing properly	32%
Home furnishings	27%
Managing the home	24%
Caring for children	22%

Other comments pertaining to the study of foods which came from the entire group were that:

The study of foods should include more than merely cooking foods.

Food expenditures in class should be related to what can be spent for food in the home.

The management of time should be given more consideration in schedules planned for foods classes.

Foods courses should feature practical ideas that can be adapted to home use.

Class experiences should involve planning, preparing, and serving family meals.

A questionnaire given to pupils in forty-five schools in Michigan revealed the following kinds of interests and problems related to meal planning and food preparation as being considered important by students:

Three-fourths of these pupils expressed a desire to learn to prepare the following kinds of foods:

- Variety of cookies, pies, vegetables "so they look and taste good"
- Holiday foods
- Main dishes without meat
- Ice cream and refrigerator desserts
- Variety of casseroles and one-dish meals
- Meats in a variety of ways
- Variety of sandwiches
- Different kinds of beverages
- Yeast breads and rolls

These pupils were also interested in learning to prepare the following kinds of meals:

- After-game snacks
- Meals for two
- Party and birthday foods
- Picnic meals
- Meals that can stand waiting
- Meals using foods available at home
- Emergency meals
- Ways to change family meals to serve unexpected guests
- Attractive meals low in cost

These phases of nutrition were reported to be important to them:

What foods do high school students need each day to keep them looking and feeling well?

What is a balanced diet?

How can I be sure I am eating the right amount of foods?

What foods can be combined to make attractive, nutritious meals?

Where can I get ideas for planning healthful meals?

In the "good old days" the teacher was content if Janie learned to prepare a smooth, properly-thickened white sauce or could repeat the food sources of certain important vitamins. Today, we see these skills and facts in relation to their practical application in the student's everyday life, present and future. We approach the teaching of foods in a home-like atmosphere in which the lesson is based on real life problems, using recipes, equipment, foods and methods of preparation and service common to homes in the community. Thus the skills and techniques are a part of an organized body of knowledge presented to the class in problem-solving, real-life situations.

Present day education is also concerned with the individual in his group, with more emphasis upon the contributions he makes to a group than upon his personal benefits. The teacher demonstrates the same responsible feelings in balancing individual and group values. In democratic fashion she guides the group to consider their maturity, experience, interests, and needs as suitable learning experiences are determined. Preparing each student to live in an ever-changing world, equipped with all the help which homemaking can give her, challenges the best thinking of pupils, teachers and, wherever possible, parents of the youth.

DEMONSTRATION

Homemaking teachers sometimes demonstrate or have pupils demonstrate the solutions of problems that will be arising in the group's meals. Basically there are probably three kinds of demonstrations. The simplest may be concerned with an isolated technique where considerable deftness is required for producing a satisfactory product. Another type presents experimental evidence on what happens if recipes or methods are varied. The third might be called the "creative" type for both teacher and students feel free to have fun with trying out "most any old thing," as one girl expressed her unconventional but delightful combinations.

For example, let us suppose that a Homemaking I group is studying a breakfast unit. The technique of handling biscuit dough, no matter whether made from "scratch," a master mix, or a commercial preparation, merits special emphasis as teachers are all too familiar with the results of beginners.

In egg and meat cookery, however, the secret is not so much in the handling of the food as in the control of the temperature, except in producing omelets. In an Illinois study of the most often prepared foods in the home, fried egg was third highest in frequency. But, alas, how many teachers have discovered that their students' conception of a fried egg was one surrounded with a "brown lace" formed of fat and albumen! An experimental demonstration of the effect of low, medium and high heat upon protein foods may help to convince students that at least there is something to be said for low temperatures, without reflecting upon their own family practices.

In a creative demonstration muffins may be varied as to flours used, pans for baking such as the "ear of corn" for corn muffins, and the addition of a jelly topping, a surprise fruit like a half of a canned peach inside, bits of bacon, cheese or onion to vary the flavor.

Each group might vary their recipes in one way or another. Recipes can be made available on mimeographed sheets, in recipe boxes, or in textbooks and cookbooks. Students, too, often enjoy bringing favorite ideas from home. Keeping these recipes up-to-date is another of our responsibilities. "Out-of-date" recipes don't fit our "up-to-date" foods teaching. They should utilize new food products, new techniques which have been simplified, and lead to finished products that bear the "New Look."

Demonstrations in teaching homemaking present basic lessons to large groups and tend to conserve time and money because much learning can be accomplished with very little expense. Certain problems in food preparation, table settings, personal relationships and management are excellent areas in which to use this method.

Food Preparation

Blending the fat and milk when preparing white sauce
Cutting and folding egg whites when preparing a sponge cake
Combining tomato paste and the milk mixture for tomato soup
Rolling pastry

Personal Relationships

Boys helping a lady into her chair at the table
Table conversation while eating a meal
Behavior in a restaurant, such as when ordering from a menu
or entering the restaurant

Management

One pupil observing another may prepare a "step" chart with bright yarn tracing the pupil's steps as she prepared her part of the meal
There may well be a re-do after her management practices have been checked and discussed by her class members. For instance, using a tray to carry supplies decreases the number of trips between the refrigerator and work counter. The resulting "map" illustrates very clearly the importance of pre-planning.

Student demonstrations have several advantages over those done by the teacher or a resource person. Young people never seem to lose interest in the "sayings and doings" of their peers. Practicing the demonstration emphasizes the need for patience, for study, and for the development of good work habits. Giving the demonstration helps the pupil to develop poise and leadership ability. Sometimes it is a good experience for the "demonstrator" and an enriching experience for members of another homemaking class, or an adult class or a Girl Scout Troop to see this same demonstration. Certainly it provides a challenging opportunity for the homemaking pupil's growth.

Purposes of the Demonstration Method

To save time and money through group work
To clarify problems or introduce new ones
To arouse interest
To introduce new equipment, materials and methods of work
To develop a keen sense of observation
To develop an ability to evaluate products and results



To develop good standards of work
To facilitate learning by the use of visual aids
To teach skills effectively

Procedures in the Demonstration Method

Gain the attention and interest of the students and make them feel the need for the information to be given.
Collect and arrange all equipment before beginning the demonstration.
Relate daily lesson to the entire unit.
Ask questions to stimulate group thinking.
Have materials arranged so that the entire group can see them well.
Provide an opportunity for questions from the group.
Be sure to save time for summary and evaluation.

Limitations of the Demonstration Method

Is not well adapted to abstract subject matter.
Will have little teaching value if actual work and illustrative materials are not seen well.
Requires a great amount of preliminary preparation.
Necessitates considerable skill on the part of the demonstrator.
Involves slightly greater expense than some other teaching methods.

Division of Labor

Duties involved in the preparation of the meal are usually combined under four or more headings, such as hostess, and one assigned to each girl.

In family groups of four, the duties of each family member might be:

Hostess

Responsible for completing the meal sheet during the group planning
Makes out the market order
Helps with or does the shopping
Supervises the meal preparation
In charge of the clean-up activities
Receives guests

Cook

Collects the recipes
Prepares the main dish and supervises the other food preparation

Assistant Cook

Prepares the food other than the main dish
Acts as waitress if there is need for one
Dries the dishes

Host

Serves the food at the table when family service is used
Assembles the necessary equipment for preparing and
serving the meal
Washes the dishes

A girl sometimes wishes to remain in a particularly easy duty or one which is to her liking for longer than the specified time. In order to discourage this, some means of automatic rotation is advisable. Some teachers use successfully such devices as pie charts or wheel charts on which the section listing responsibilities for each duty is turned to the name of another girl in the class at certain intervals of time.

The preparation of working schedules is a concern of the group. It is sometimes wise to have a definite time to approve these plans well ahead of the meal preparation time to discourage the pupils from wasting class time. The market list is compiled after the menu has been determined, and is then checked against the supplies on hand and those that will be purchased in larger quantities for the entire class. The more realistic the experience the pupils have in actually planning meals within a certain amount of money, the more valuable will be the experience. Preferably a shopper from each group buys the necessary items for the meal. If this can be done from a cash fund rather than a department requisition or some other indirect means, we are increasing the realistic quality of the learning experience for the pupil.

Providing a means for pupils to test certain criteria of menu planning without the expense and work of preparing the entire meal is sometimes valuable. Perhaps the cream soup and a sandwich are prepared in class, the remaining foods that would be served with these foods are determined and food models of these foods are placed with the soup and sandwich on a place mat. The class then evaluates the meal with respect to the criteria which has been set up in class. These food models are available from the National Dairy Council in a second edition of 171 foods. Including all dishes in computing cost of the meal is also advisable.

When the class period is short, it is sometimes necessary to divide the working schedule so that it extends over a period of two or three days. This is usually considered better than having larger groups participate in the preparation of one meal within the class period. There are several possible ways of making this division of work but we are giving one plan here:

First Day: Plan the menu
Plan the working schedule
Do some preliminary food preparation
Select equipment which will be needed for the meal
Compile the market list
Do the marketing



Second Day: Set the table
Finish the meal preparation
Serve the meal
Eat the meal
Clean-up

Third Day: Evaluate the meal plan

Evaluating a Meal

The evaluation of the meal can be done in several ways. The class can prepare a score card or checklist so that each individual in the class scores his group's meals, or the group can score as a unit. The pupils then talk over their evaluation with the teacher and the other members of the class. Emphasis of the evaluation is on improving in the future those points to which low scores have been given. It is usually wise for both the teacher and the pupils to begin the evaluation gradually because thorough checking where many areas are to be covered proves difficult.

Meal Preparation in the Classroom

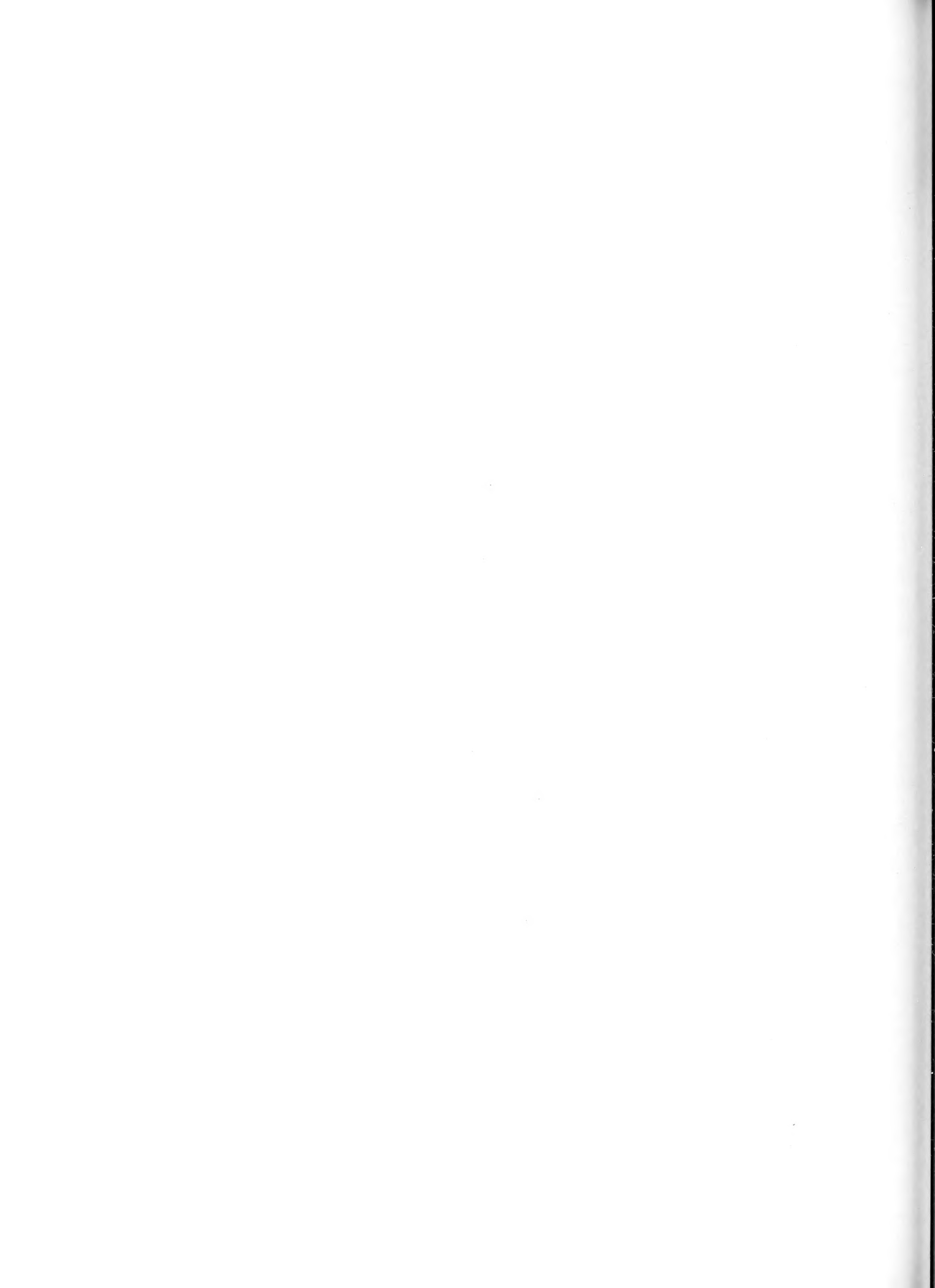
Some ways to increase the effectiveness of the meal preparation method of teaching foods are adapted here from the materials in High School Teachers Improve Management Practices in Foods Classes from the State Department of Vocational Education, Columbus, Ohio:

- All meals served need to be simple
- All class members must be engaged in learning activities
- Pupils need to learn to work on limited budgets
- A wider acceptance of a greater variety of foods needs to be encouraged
- Enough practice lessons and demonstrations of food preparations must be included to give the students help and experience preliminary to the preparation of a meal
- Both teachers and pupils need to recognize length of period limitations in making plans for meal preparation and service
- Advance preparation must be planned for when it seems necessary
- A cumulative record of foods prepared by individual girls throughout each of the meal units will help to remind both the pupil and teacher of the experiences individuals have had and the gaps in such experience

Have You Ever Encountered a Problem Like This?

Mary Ellen, an eighth-grader, brought the following menu to her homemaking teacher:

- Macaroni and cheese
- Cole Slaw
- Vanilla pudding
- Milk



She explained, "My mother and I had fun planning this menu for our group to prepare in the laboratory next week."

Should the teacher: 1) Explain that "we do all such planning together in class" and that it was not Mary Ellen's responsibility to plan for the entire group? 2) Say, "I'm glad that you were so interested, Mary Ellen. Let's plan to prepare your meal on Wednesday next week."? 3) Explain that the menu is quite lacking in color and not quite as interesting in texture as it might be?

What the teacher did:

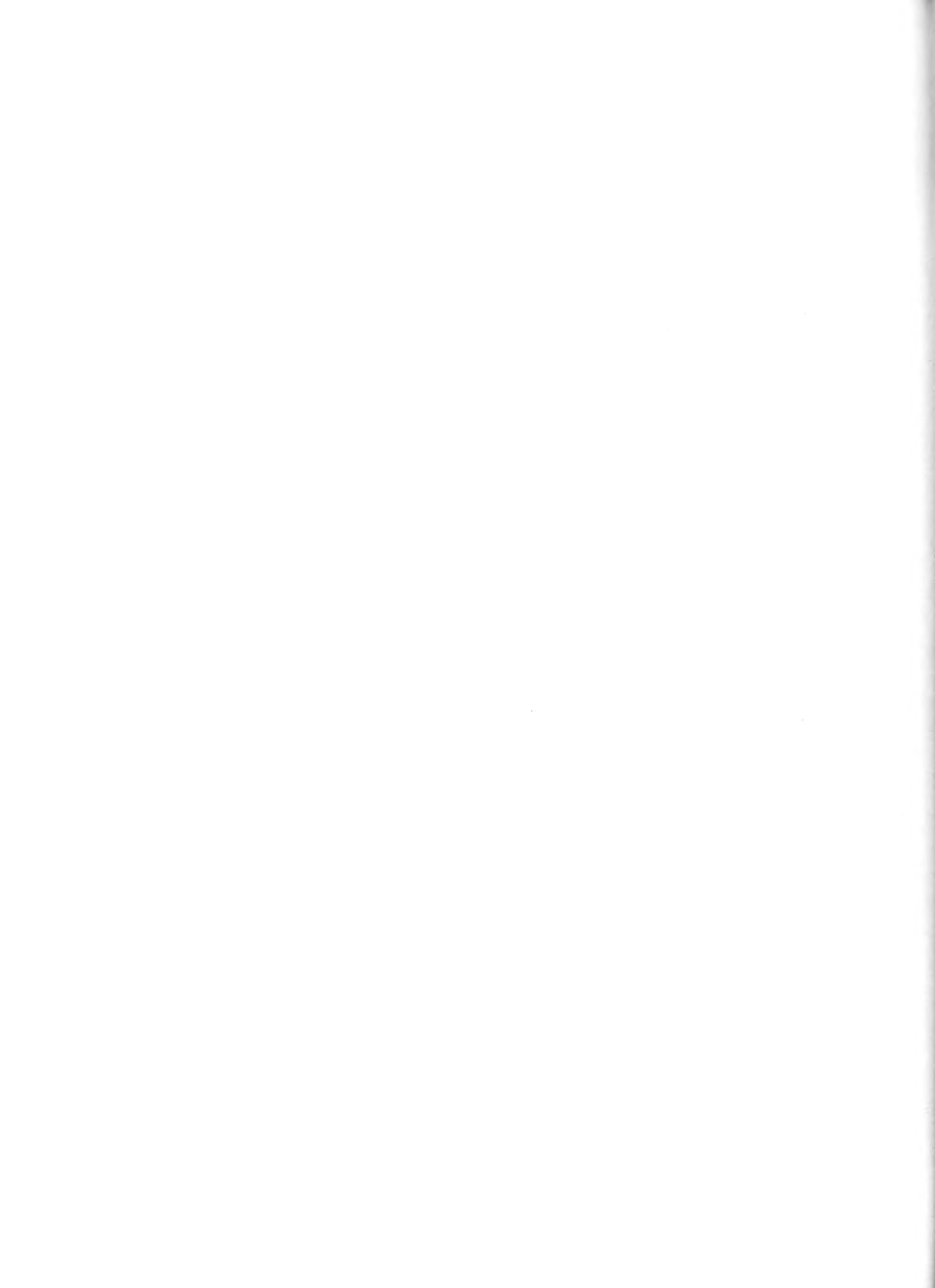
The teacher realized that the situation involved not only the adequacy of a menu but also Mary Ellen's feelings about her mother. The teacher was also aware that here was an evidence of Mary Ellen's interest and initiative. However, the needs and interests of the other girls in Mary Ellen's group had to be considered as well as Mary Ellen's needs, interests and feelings. They, too, should share in planning the meal that they would help to prepare and eat. Therefore, the teacher said, "Mary Ellen, I know how busy your mother is. It was kind of her to help you plan your menu. This afternoon your group will be planning together for the laboratory lesson next week. Perhaps some of the other girls will have ideas that they, too, would like to share with the group. Bring your menu to class to present to your group."

When the class met, the teacher reviewed with them the considerations in menu planning. Then the girls met in small groups to plan their menus. She observed that Mary Ellen presented her menu to the group. When they appeared to be accepting the menu as it was, she said, "This sounds like such a good meal. Is there anything we might do to make it look just as good as it will taste?" The pupils suggested green and red peppers in the slaw and some of their leftover cherries in the vanilla pudding.

A few days later, the teacher suggested that the girls entertain their mothers at lunch sometime soon.

Principles Involved:

A homemaking teacher may teach family relationships in many ways--not only through the unit of study which deals directly with relationships, but also by her attitude toward parents' suggestions concerning class activities and the content of the homemaking program.



An adolescent's feelings about his home and family are influenced by the teacher's expressions of acceptance or lack of acceptance of them.

Pupil interest and initiative may be discouraged by a too critical attitude on the part of the teacher.

Whereas the needs and interests of each pupil are important, no one child should be permitted to dominate the entire group. The teacher must be aware of the needs and interests of all of the pupils.

Subject matter is important. The effective teacher not only provides a secure and satisfying classroom situation for her pupils; she also guides their thinking and helps them to gain new knowledge and to grow in ability to solve problems.

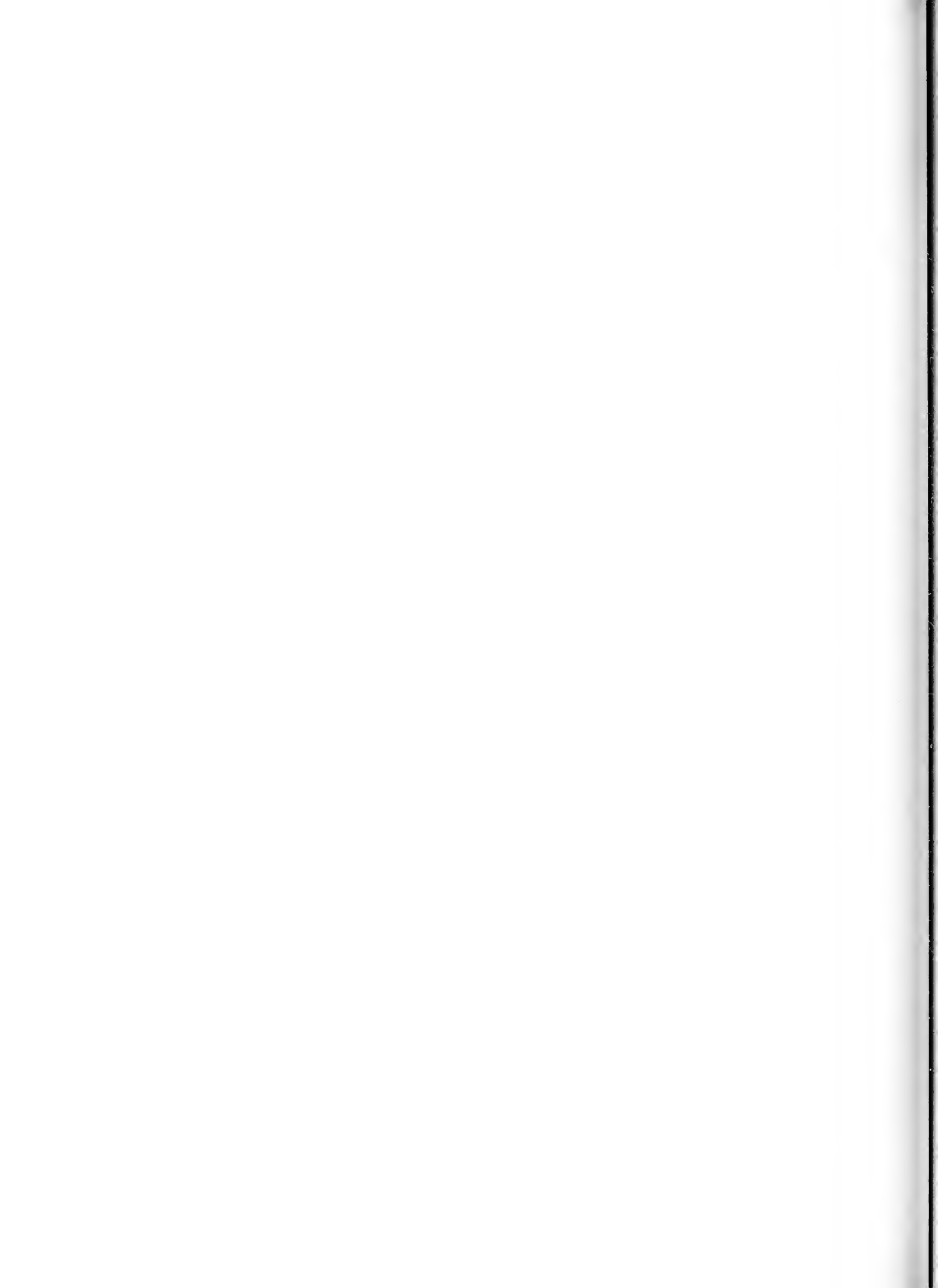
Parents who participate in the homemaking program are more likely to support the program. Their interest in homemaking activities should be encouraged.

Steps in Teaching Foods on the Meal Basis

The meal preparation plan includes these steps which each group completes with the guidance of the teacher:

1. Discusses the foods essential in the day's diet.
2. Decides on meal or meals to be emphasized, including essential foods, and sets up goals to be achieved in meals to be prepared.
3. Chooses a pattern (combination of foods) for the first meal.
4. Divides into families; each group makes a menu built on the pattern chosen.
5. Evaluates menus and decides on their practicability from standpoint of cost, variety, suitability and time required for preparation.
6. Decides on learnings needed before the meal is prepared and served.
7. Studies about foods included in meals planned, observes demonstrations of their preparation, and practices cookery techniques involved.
8. Makes detailed plans for the meals to be prepared, including who is to be responsible for the various tasks, the sequence of jobs, the time required for preparation and service and the market order.
9. Prepares and serves the meals when plans are approved.
10. Evaluates the meals served. Discusses standards, decides on emphasis needed for next meals.
11. Chooses the next meal pattern involving other foods and more complicated processes.
12. Follow steps 4 - 10 for each succeeding meal.

Adapted from Ohio materials.



Charts to Help You

To conclude this discussion of the meal plan method of teaching foods, we have several charts for your consideration. Chart I shows one suggested emphasis and sequence in food preparation in Homemaking I, II and III. Foods groups are listed in the first column; the next three columns signify the three levels of Homemaking classes and opposite each food group is listed the method of preparation suggested for each of these class levels. This sequence has been considered in the light of abilities and needs, as well as the interests of these age groups. In Chart II, these same food products are shown as a part of the meals which would be prepared by Homemaking I, II and III classes.

The third chart represents one kind of planning sheet which is designed to help the girls focus their thinking as they plan and to give the teacher a record of their planning. The last three charts are different kinds of evaluation devices that might be used by the class and also by the teacher. Often the teacher develops with each class the device on which the groups will be scored. If this is true in your class, perhaps these will give you some additional ideas.

Serving the Meal

There is evidence to support the belief that home carry-overs are greater when the difference between home practices and what is taught in homemaking classes is not great. This emphasizes the need for finding out what food practices prevail in the homes of our students. A 1957 Indiana study revealed some ways in which families ate their meals. Significant differences were found in respect to whether family members sit down and eat the noon meal together and evening meal together. Children of mothers who are full-time homemakers more frequently indicated that their families sit down and eat these meals together. A larger proportion of children of working mothers ate their noon meal away from home than of children of those mothers who were full-time homemakers.

Most family's meals are eaten at the kitchen table, regardless of community and the mother's employment status. Food is placed on the table in homes and passed. This was the method of service reported by a large majority of the pupils in all the homes surveyed in this study.

Why not, then, help students find new ways of making the kitchen an attractive room in which to eat a meal? What better reason for practicing good management and clean-up practices during meal preparation? Using buffet service in the kitchen, with the family eating on TV tables in the living area, would be feasible in the very small apartments which are often a couple's first home.

Whether feeding the family or entertaining guests, the table setting should reflect the personality of the family members. This is also a desirable standard for the table settings used in food classes. For this reason it is well to have in the homemaking department as wide a variety of table accessories as is economically possible. Pupils enjoy using their own ideas for combining different colors and materials

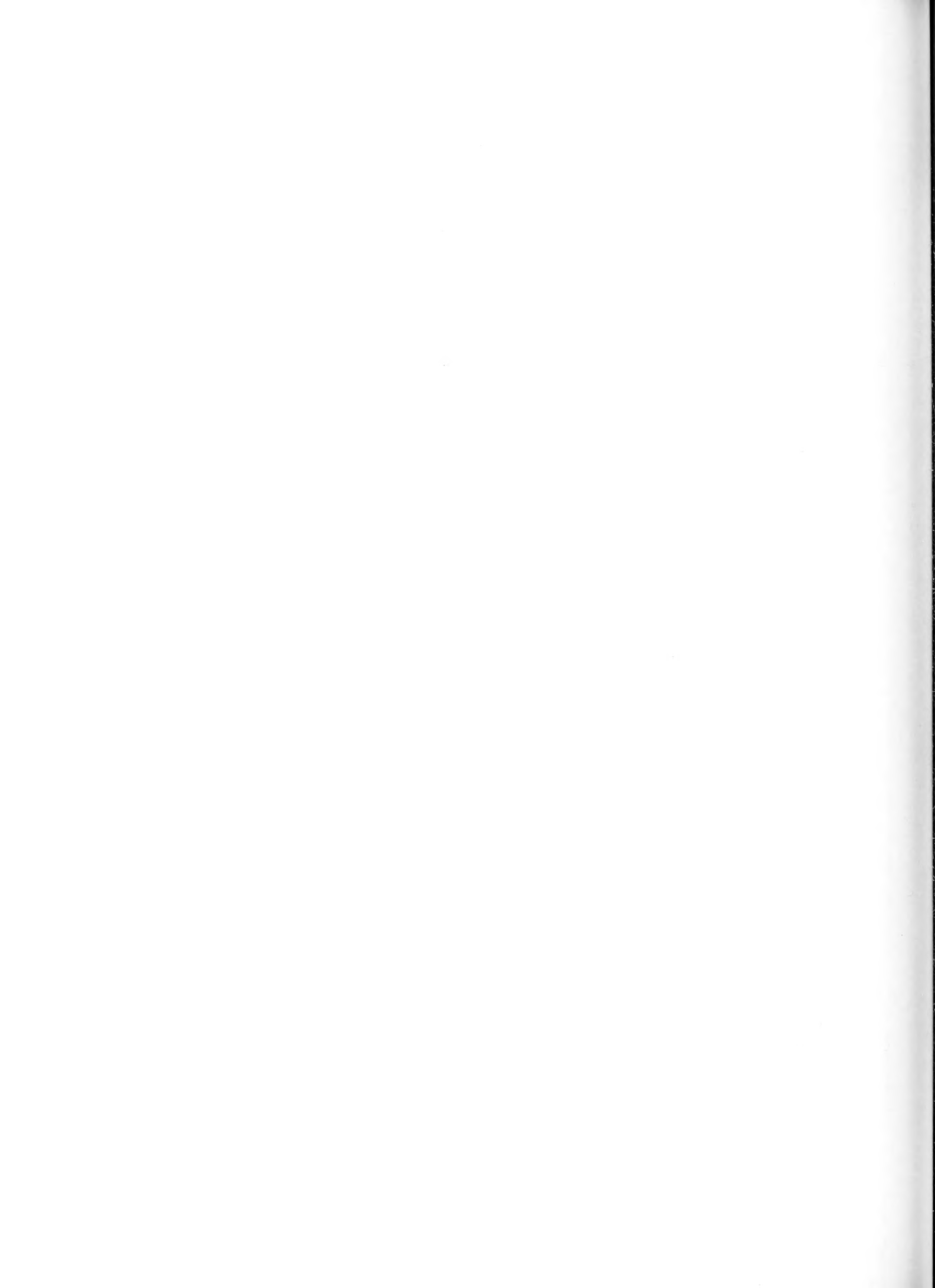


CHART I

SUGGESTED EMPHASIS AND SEQUENCE IN FOOD PREPARATION

FOODS	I	II	III
Breads	Toast, muffins, drop biscuits, rolled biscuits, sandwiches	Biscuit variations Muffin variations, griddle cakes, waffles, yeast rolls	Nut bread, yeast roll variations, steamed bread, tea sandwiches
Vegetables	Boiled, steamed, baked	Scalloped, gelatin salad, dried legumes	Fritters, croquettes
Soup	Vegetable soup, cream soup		
Food Preservation	Use of freezing equipment	Pressure cooker and other methods of canning and freezing	Preservation using sugar
Eggs	Simple egg cookery	Souffle and omelet	
Salads	Raw vegetable, cooked vegetable	Main dish salad, gelatin salad	Frozen salad
Beverages	Tea, fruit juice, cocoa	Hot chocolate, fruit juice, punch, coffee	Punch (tea base)
Cereals	Cooked cereal	Macaroni, spaghetti, rice	
Desserts	Drop cookies, refrigerator cookies, cobblers, prepared pudding (mix), uncooked frosting	Rolled cookies, fruit pies, quick mix cake, conventional cake, baked custard, soft custard, cooked frosting	Party cookies, refrigerator pies, sponge cake, custard pie, steamed pudding
Desserts, frozen	Ice cream (mix)	Refrigerator ice cream	Freezer ice cream
Fruit	Prepared gelatin salad, mixed fruit salad, stewed, baked	Sectioned fruit, broiled, fried	
Candy	Uncooked candy		Popcorn balls, other candies
Meat Substitutes	Cheese Sandwich	Macaroni & cheese sauce	
Salad Dressing	French	Cooked mayonnaise	Variations
Meat, Poultry & Fish	Broiling, pan-broiling, baking, roasting	Braising, stewing, pressure saucepan meal, oven meal, deepwell cookery, skillet meal	Broiler meal Deepfat frying

SUGGESTED MEAL PATTERNS SHOWING SEQUENCE OF LEARNING EXPERIENCES

Breakfast

Luncheon

Dinner

GRADE I	<ol style="list-style-type: none"> 1) Raw or cooked fruit or juice, toast, cocoa 2) Sliced fruit, cooked cereal, drop biscuit, milk 3) Fruit juice, eggs, bacon, beverage, toast 	<ol style="list-style-type: none"> 1) Vegetable plate, hard cooked egg, prepared gelatin fruit salad or dessert, muffins, milk beverage 2) Pan broiled sandwich, vegetable or vegetable salad, fruit cobbler, beverage 3) Cream soup (except tomato), egg sandwich, mixed fruit or vegetable salad 	<ol style="list-style-type: none"> 1) Oven meal, veg., baked fruit, prep. pudding, beverage 2) Pan broiled meat, veg., veg. salad, drop or refrig. cookies, beverage 3) Broiled meat, cooked veg., relish tray, rolled biscuit, ice cream (prepared mix), beverage
GRADE II	<ol style="list-style-type: none"> 1) Fruit, omelet, quick-bread, hot chocolate 2) Sectioned fruit, waffles or griddle cakes, broiled meal, beverage 	<ol style="list-style-type: none"> 1) Main dish casserole, relish plate, refrig. ice cream, beverage 2) Main dish salad, cooked dressing, yeast rolls, cake, beverage 3) Souffle, raw vegetable, bread, frosted cake, beverage 	<ol style="list-style-type: none"> 1) Oven meal, raw veg., bread, rolled cookies, beverage 2) Skillet meat, raw veg. salad, baked milk dess. 3) Meat or veg. soup stew (press.pan or deepwell), salad, may'naise, quick-bread, fruit pie, beverage
GRADE III	<ol style="list-style-type: none"> 1) Fruit juice, fritters or doughnuts, broiled bacon, toast, beverage 2) Broiled fruit, yeast bread variation, egg, beverage 	<ol style="list-style-type: none"> 1) Main dish salad, steam bread sandwiches, chiffon pie, beverage 2) Croquettes, raw vegetable salad, quickbread, freezer ice cream, sponge cake, beverage 	<ol style="list-style-type: none"> 1) Deep-fried seafood, starchy veg., green veg. salad, cooked salad dressing var., quickbread, refrig. pie, beverage 2) Appetizer, broiler meal, yeast bread, cream pie, bev.

Special Occasions:

1. Punch (tea base), nut or fruit bread sandwiches, party cookies
2. Frozen fruit salad, tea sandwiches, beverages

By Mary Kohler, Beachgrove High School
Beachgrove, Ohio



CHART III

LET'S PLAN CAREFULLY

Kitchen No. _____		A. _____
Period No. _____	Names of Pupils	B. _____
Date to be served _____	Preparing Food	C. _____
Day _____		

MEAL PATTERN USED

MENU TO BE SERVED

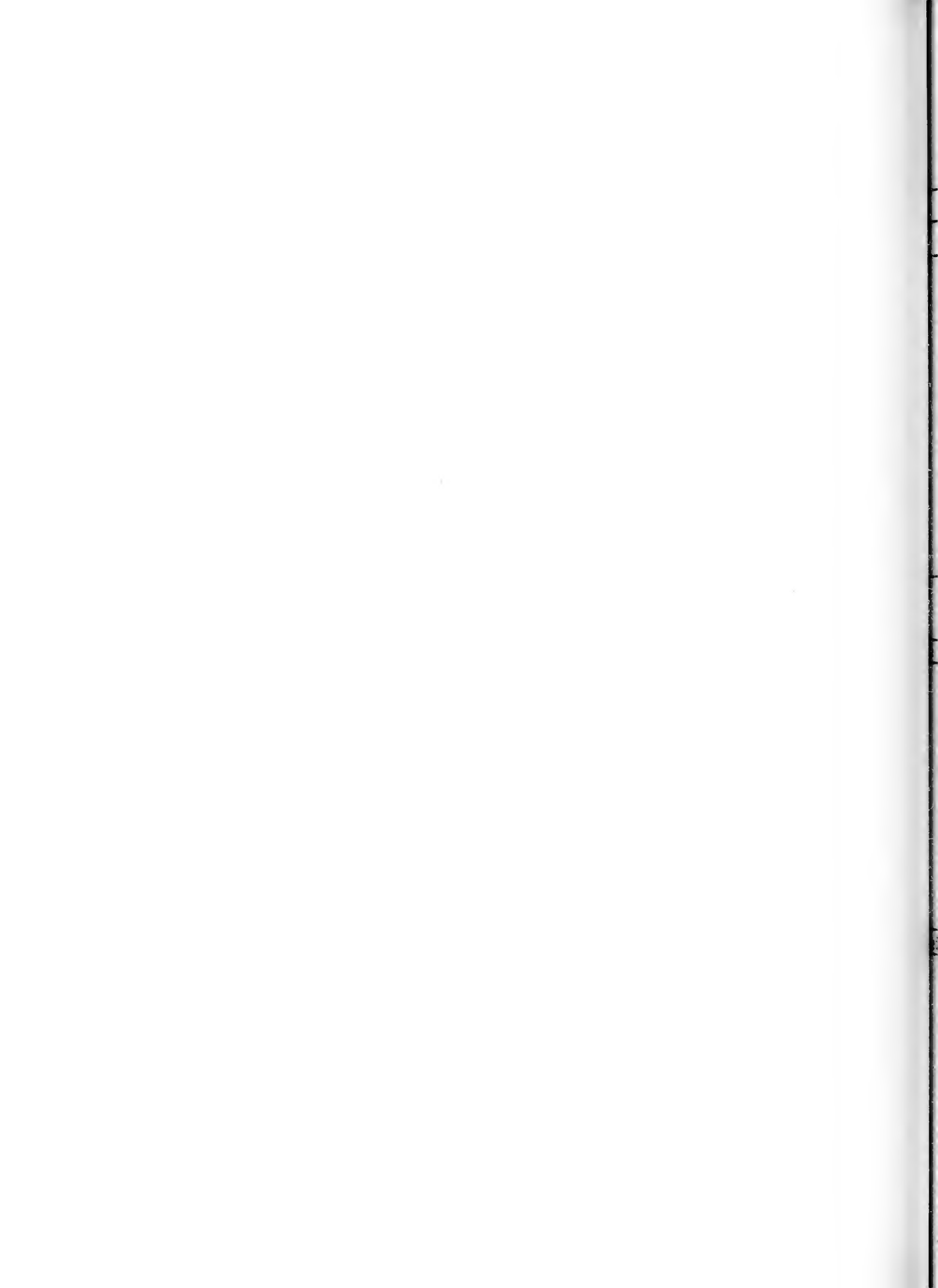
NEW LEARNINGS

WORKING PLAN: Duties for each girl for the whole laboratory period are to be listed. Allot time for each major step in the recipe as well as time for any pre-preparation, clean-up, or extra duties. List first the jobs for pre-preparation day; then draw a line across beneath the last item. Proceed from there to list the jobs for serving day.

Name: _____ Name: _____ Name: _____

Time Procedure Time Procedure Time Procedure

List exact utensils needed. List exact utensils needed. List exact utensils needed



What would you ask for at the grocery?	Cost
--	------

Dishes and Special Equipment Needed: On the left, list the dishes, silver, linens and decorations you will need to serve this meal. List on the right any special equipment needed that is not in your unit.

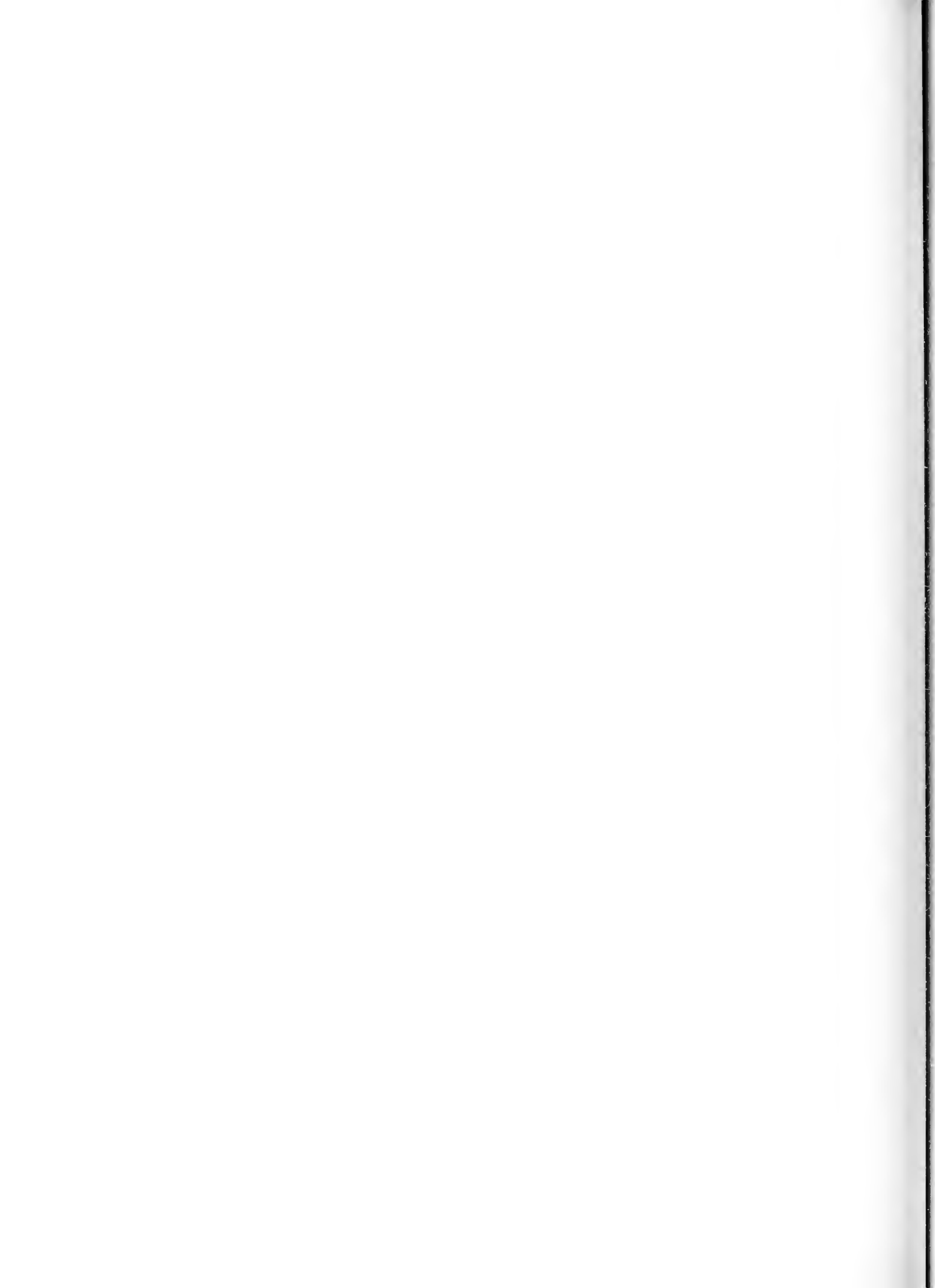
Table Accessories	Special Equipment
-------------------	-------------------

What style of service will you plan to use? _____

Sketch one complete cover

Who will be hostess? _____
 Who will be waitress? _____

List here the source of any recipes not given to you in class. Copy the recipe on a file card. Include the name of the book and the page number.



T W E N T Y Q U E S T I O N S

About YOU and Your WORK in Meal Classes

	1		2		3	SCORE
--	---	--	---	--	---	-------

When You Work Your Plans--

- | | | | |
|--|----|---|-------|
| 1. Do you sit back, act indifferent, do little careful thinking on the problem and make few, if any, contributions? | OR | Do you take an interest in the group activity and take responsibility for making the best contribution you can? | _____ |
| 2. Do you talk so much that others have little opportunity to contribute their ideas? Do you indicate by your attitude that you think ideas of other members of your group are "square?" | OR | Do you encourage and give others a chance to contribute their ideas? | _____ |
| 3. Do you talk, fail to concentrate on the problem and waste the time of your group? | OR | Do you do your best to help your group make progress in its planning? | _____ |
| 4. Do you make your decisions mainly on the basis of what you personally desire? | OR | Do you consider what will be best for the total group in making decisions. | _____ |

When Your Group is Carrying Out Plans--

- | | | | |
|--|----|--|-------|
| 5. Do you generally insist on getting to do the pleasant, more interesting parts of the project? | OR | Do you try to the best of your ability to carry out successfully your part of the group's project? | _____ |
| 6. If you don't, do you sulk when a disliked or uninteresting duty is given you? | OR | Are you willing to do the less glamorous tasks some of the time? | _____ |
| 7. Do you do your own work and then leave it to others to do their tasks regardless of what happens to the project as a whole? | OR | Do you recognize when it is desirable to help some members of the group who are having difficulty with her part of the work? | _____ |
| 8. Do you insist on having these things done in your way and telling others how they should carry out their tasks? | OR | Do you work with others in a cooperative rather than a "bossy" or dominating manner? | _____ |

1

2

3

SCORE

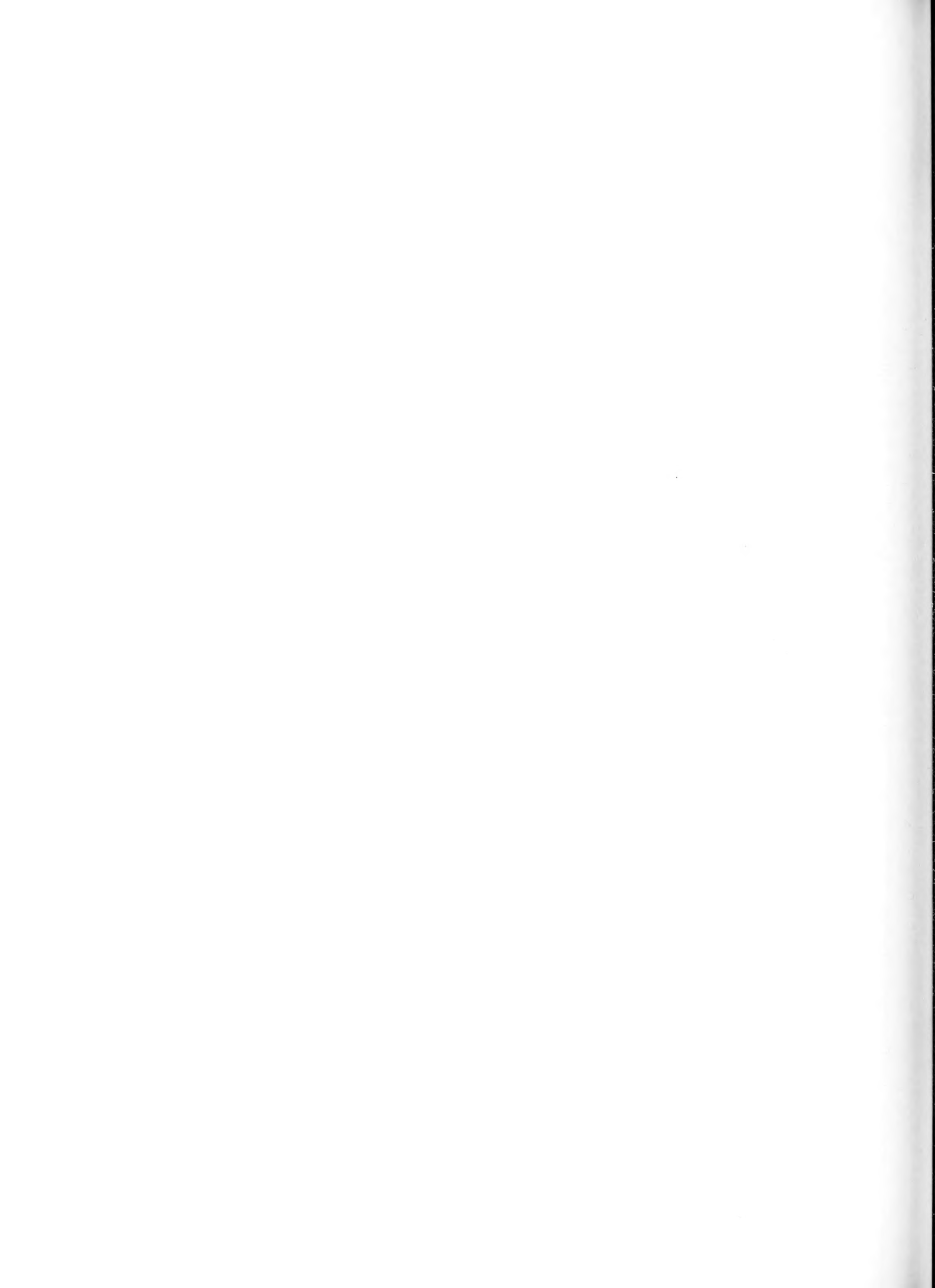
9. Do you go ahead with your part of the work and give little or no attention to the project as a whole? OR Do you try to make your part of the work fit in with what others are doing? _____

When Your Group Eats and Cleans Up--

10. Do you make little or no contribution to the table conversation? OR Do you take your share of responsibility for carrying on desirable table conversation? _____
11. Do you act bored and uninterested when others are talking? OR Do you show an interest in what others say at the table? _____
12. Do you giggle and act silly? OR Do you show a desirable amount of poise while eating? _____
13. Do you try to get out of your share of the clean-up? OR Do you do your just share of the clean-up so the job is done quickly and well? _____
14. Do you try to do only the most pleasant tasks? OR _____
15. Do you try to leave before the work has been completed? OR Do you stay until all are finished and checked? _____

When Your Group "Checks" on Itself and the Meal--

16. Do you show a lack of interest in this part of the Group Project? OR Are you interested in thinking through with your group their experiences and possible ways to improve next time? _____
17. Do you claim more than your fair share of the credit? OR Do you accept responsibility for your failures and give credit to others where it is due? _____
18. Do you blame others for the failures? OR _____
19. Do you blame others or alibi when your work is criticized? OR Can you accept constructive criticism of your own work? _____
20. At the time of the evaluation do you hurt others by your accusations concerning their poor work? OR Do you emphasize possible ways to improve as a group and keep the scoring related to the group as much as possible? _____



SCORE CARD FOR JUDGING MEAL PLANS

	1	2	3
A.			
Menu			
1. Time (Use of)	Meal elaborate; cannot be easily prepared in time available.	Meal somewhat complicated; could be prepared in time but might rush workers.	Meal simple; could easily be prepared in time available.
2. Cost	Excessive, e.g. foods out of season too expensive for school use.	Moderate, some unnecessary expense involved.	Reasonable, no extra expense involved.
3. Contrasts	Little or no contrast in color, texture, flavor, temperature, shape or nutrients.	Some contrasts in either color, texture, flavor, temperature, shape or nutrients. Meal rather uninteresting.	Good contrasts in color, texture, flavor, temperature, shape and nutrients. Interesting meal.
4. Suitability	Menu unsuited to both equipment provided & energy involved in preparation.	Menu suitable for equipment or for energy, but not for both.	Menu suited both to average equipment and for wise use of energy.
B.			
Working Plan			
1. Time	Time not given for tasks, or not accurate.	Time given for two or three of the tasks (preparation, service, or clean-up).	Time given for all three tasks (preparation, service, and clean-up); schedule seems reasonable.
2. Sequence of tasks	Sequence implied but not given or not suitable.	Sequence given for part of work, e.g., for preparation, or for service and/or clean-up.	Sequence given for all tasks--seems reasonable.
3. Share of Individuals	Share of individuals implied--not detailed.	Share of individuals given for some tasks may not be fair share.	Share of individuals given for all tasks, division of work fair.
C.			
Market Order			
1. Order Lists	Not all foods needed included, quantities not stated or not suitable.	Most of foods needed included, quantities may be questioned for service for four (or six.)	All foods needed included in reasonable quantities for service for four or six.
2. Cost	Not given or given for part of foods or inaccurate.	Cost for meal given fairly accurately but not summarized.	Costs, given, summarized, seems reasonable.

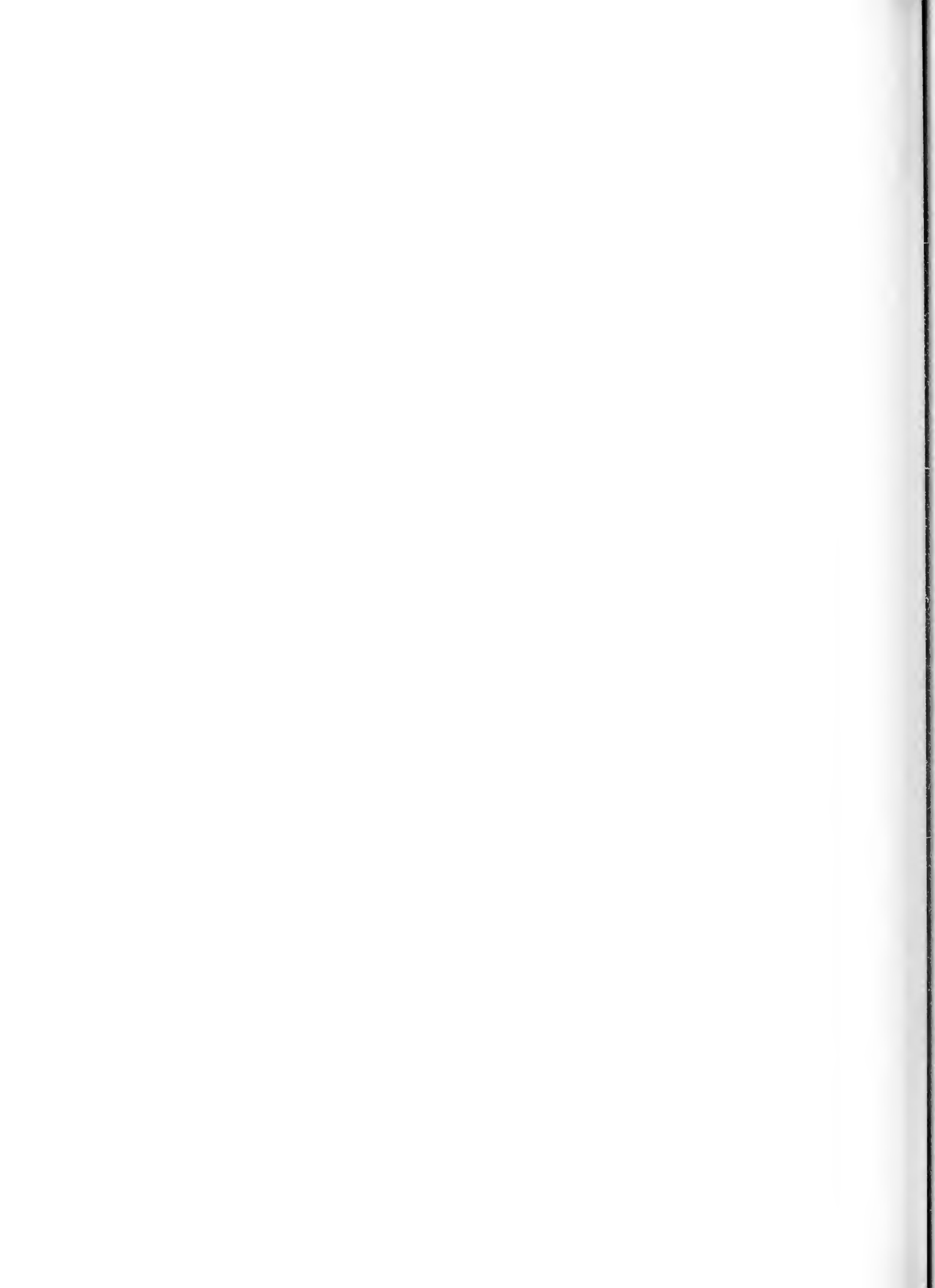


CHART VI

RATING DEVICE FOR INDIVIDUAL WORK IN A FOODS LABORATORY

	Rating by _____	Date _____	Score _____
DUTIES TO BE CONSIDERED	1	2	3
	SCORE		
MEASURING TECHNIQUES	Is careless; spills measured ingredients. Forgets what has or has not been put in.		Is careful, precise. If spills, re-measures. Has scientific thoroughness and accuracy.
ABILITY TO FOLLOW VERBAL DIRECTIONS	Talks while directions are being given. Does not listen. Does not follow given orders.		Listens carefully to directions and follows them. Sometimes takes notes.
ABILITY TO FOLLOW RECIPE DIRECTIONS	Can not understand and follow in correct order the given directions.		Can understand and follow directions as given. Asks questions in case of doubt.
USE OF EQUIPMENT	Does not make use of available time and labor-saving appliances. Uses hand beater instead of mixer, etc.		Uses all available appliances such as mixers, disposals, etc. Asks questions about using if she does not know.
NEED FOR HELP	Asks unnecessary questions continuously. Must be told every step.		Can work alone and asks few questions after lab. work begins. Knows what to do before time to do it.
CONTROL IN EMERGENCY	Gets excited when things go wrong. Cannot take care of situation without help		Is level-headed in an emergency. Repairs damage or clears away debris calmly.

From Ohio State Vocational Department materials.



so that the table settings are just what they want them to be. This variety can be provided rather easily and inexpensively. Bamboo, plastic, paper, oilcloth, nylon, novelty fabrics, linen, rayon and a limitless number of other materials are available either in yardage or in ready-made place mats and table coverings. Sometimes teachers and pupils prefer using place mats because they are easier to store and launder. Useful and attractive luncheon sets, buffet runners, mats or table cloths can be made of 80-square print material which has been selected in an attractive design and color. The napkins can be made of solid colors which pick up some of the outstanding colors in the print. Trimmings of ball fringe, rickrack, fringe or bias tape can add to their attractiveness.

Tableware of dirilyte, stainless steel and plated silver in various designs offers variety. Girls in this age group are often interested in starting their own collections of table accessories and we should be receptive to a variety of materials at varying cost levels so as to help them make wise choices. If we emphasize basing these choices upon such standards as family needs, sanitation and health, art principles, cost within the family budget, ease of caring for them, and the attractive background each provides for food, we are giving pupils some reliable means of evaluating their choices.

What to Wear in the Foods Laboratory

This is, indeed, a controversial subject. In any group of teachers one will find a wide range of differences of opinion. We're going to dodge the issue here and tell you what we've seen being worn in classes. Often girls wear a wide variety of aprons over their regular school clothing; some wear pinafore type aprons because they provide more protection. The girls' choice seems to depend to a great extent upon how quick and easy it is to get into, and the amount of apron storage space available in the laboratory. If pupils serve meals to outside guests it might be better to have some kind of uniformity in aprons. Some departments make the aprons all alike and maintain them as the property of the department. Sometimes these are made of terry cloth so they can be readily laundered in the homemaking department. Other aprons are made of a washable, cotton material requiring no ironing. A terry-cloth finger-tip towel is sewn into the waist band and hangs free at the bottom so that girls may use it for drying their hands. Some schools use a white fabric for the apron and have the pocket and the towel in school colors. Some pupils wear head-bands on their hair, others wear hair nets. Some teachers feel that a head covering is unnecessary for pupils with short hair at least, and still others feel that wearing any kind of head covering is not in keeping with home practices.

What the teacher wears is also determined by the dressing space and time available for change, and how these meal classes are interspersed with other school responsibilities such as hall duty, and study hall supervision. One of the best cover-all aprons which is quick to put on is the pinafore type with a straight unruffled top. The skirt

is full and covers the back as well as the front and the entire apron is similar to those worn by Red Cross nurse-aids. Many teachers prefer wearing a nylon uniform in white or in color to match the predominating color used in decorating the laboratory.

ADDING THE SALT OF NUTRITION

We all agree that nutrition should be an integral part of the teaching of foods. It is truly "the salt that is so important to the recipe." Yet, we sometimes teach it as a separate unit of study and fail to help our pupils make an effective application of their knowledge in this area to meal planning, food buymanship, and food preparation. Perhaps some of us fail to teach it at all.

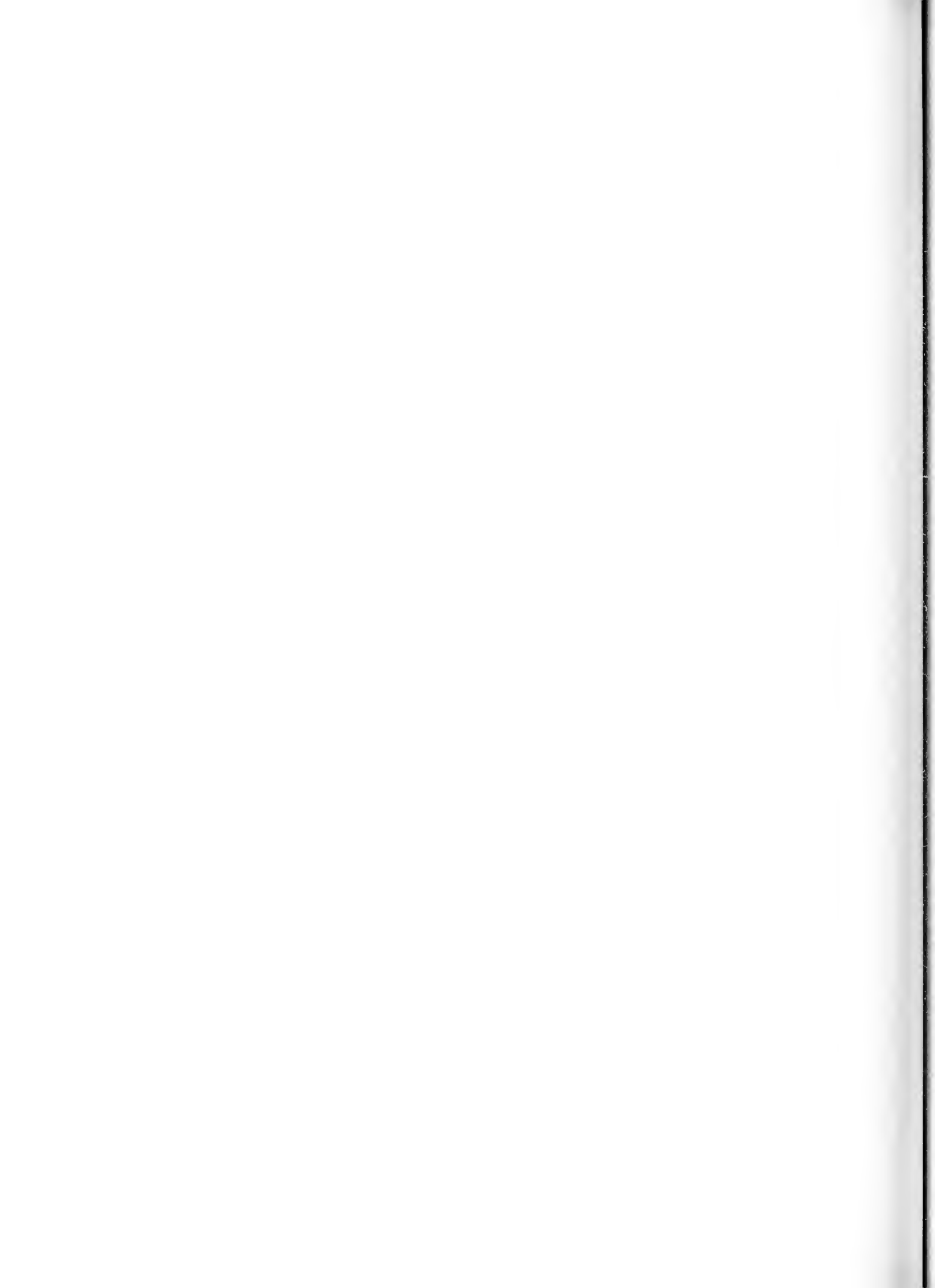
Research Findings

Important for nutrition education is the fact that, in spite of increased food spending by families in recent years, relatively little improvement in the nutritive content of American diets has occurred. From a survey reported by Faith Clark in the October issue of Nutrition News, we find that only about 80% of the city families in the study had food supplies that furnished the recommended amounts of ascorbic acid, thiamine, and riboflavin. Farm families tended to have better diets than the city families in all nutrients except Vitamin A and ascorbic acid, yet 24% of the farm families included in the 1955 survey had food supplies not meeting the National Research Council's calcium recommendation. These facts, in view of the report that the food expenditures of city families have increased in the past several decades from \$25.50 per week to the 1955 average of \$32.00 weekly, makes even more obvious the need for information being made available to these families.

An April 1957 Miscellaneous Publication No. 5 from Nebraska Agricultural Experiment Station reports that of all the members of 46 families, the mothers were found to have the poorest nutrient intake, lowest milk consumption, most excess weight, and the greatest number of complaints of physical abnormalities possibly related to poor nutrition. Teenage girls were close seconds to their mothers in poor eating habits. Many other studies all over the nation support these findings.

A recent publication of the American Dietetics Association, Food Facts Talk Back, has this to say about another common difficulty in nutrition education.

"Food misinformation encourages the waste of money, and it threatens health through misinterpretation of facts, defeating acceptance of scientifically-sound nutrition. For every food fallacy, there is a food fact, and for every over-rated "health food" there is a genuine, readily available product; for every "rage," "vogue," or "fad" diet, there is a basic eating pattern for daily living, built around protective foods."



Frederick Stare has said that nutrition is one of the most important single environmental factors effecting our personal well-being. We know that food selection has been taught, and yet a recent Indiana survey reports that many teen-age girls still omit the morning meal.

An investigation of the role of breakfast in the diet involving seventy different subjects and lasting over a period of six years, warrants many conclusions. Some of these are:

During the course of the studies on the role of breakfast in the diet, an adequate breakfast was defined as one which provides one-fourth of the total daily caloric requirement and one-fourth the total daily protein allowance.

The omission of breakfast results in decreased efficiency in the late morning hours, which is reflected in poorer physiologic performance.

The omission of breakfast was demonstrated to result in poorer attitudes toward school work, to distraction, and to low scholastic attainment.

The content of the breakfast is not a determining factor in the efficiency of breakfast so long as the morning meal is basically adequate from the standpoint of its nutritional content.

The omission of breakfast is no advantage in a weight reduction diet. In fact, it is a disadvantage in that those who omit breakfast not only accentuate their hunger, but also suffer a significant loss of efficiency in the late morning hours.

A recent study carried out in three midwest communities concerned the adequacy of the day's meals as served by the homemaker. The investigator, Audrey Malone, found that foods most lacking in sufficient amounts in the diets of the families in her study were milk and milk products, green and yellow vegetables, and citrus fruits or other sources of ascorbic acid. Many other studies of dietary adequacy have yielded similar findings.

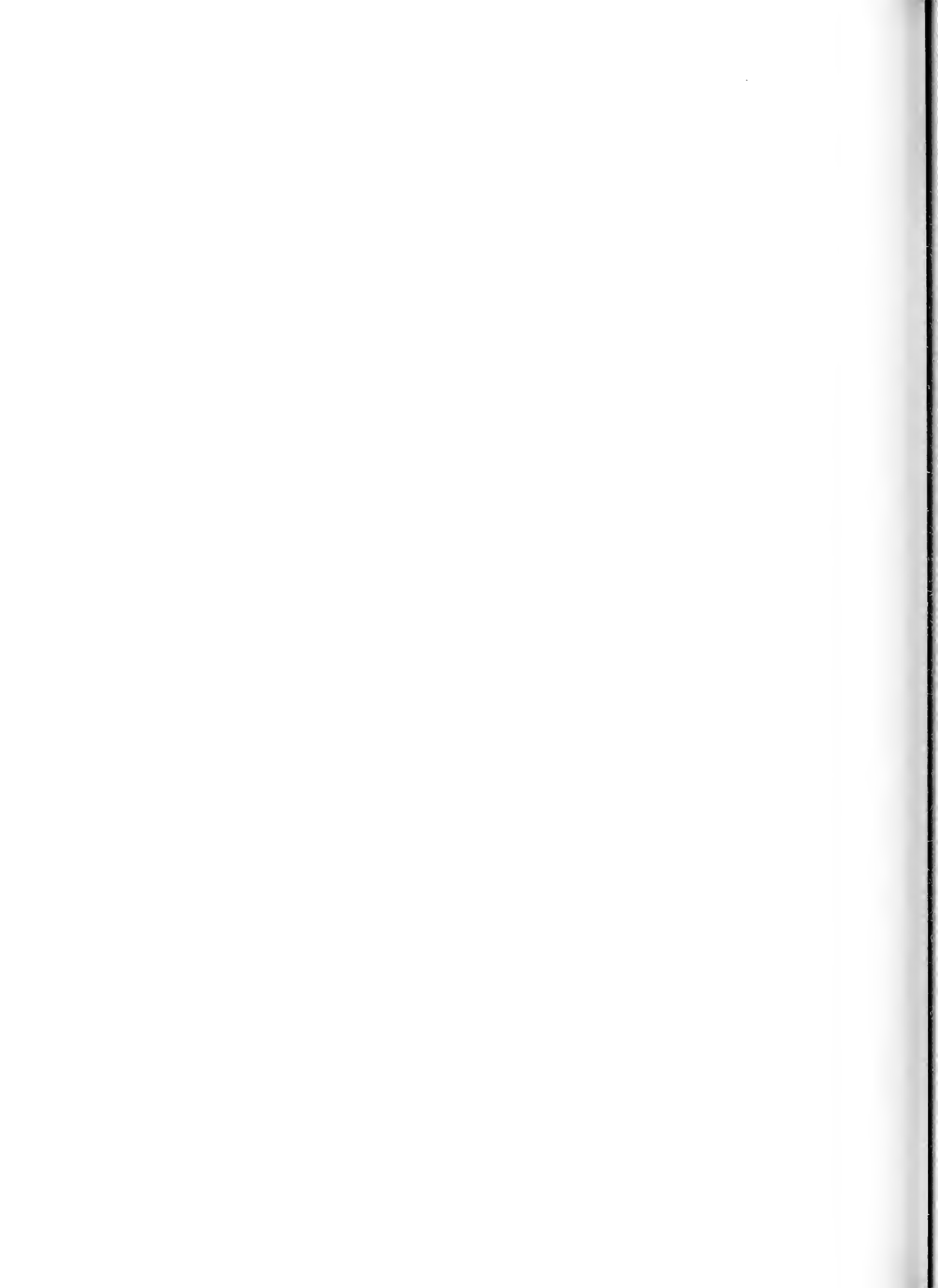
Stimulating Changes in Eating Habits

The dietary lacks mentioned in the foregoing paragraphs might be termed persistent food problems. These problems suggest some implications for the teaching of nutrition to pupils of all ages and both sexes.

Since many studies have revealed that diets are frequently inadequate in respect to milk and milk products, citrus fruits, and other sources of ascorbic acid, and green and yellow vegetables, these foods may be given special emphasis in meals planned and prepared in home-making classes. "Nutritious snacks" is a short unit of study that appeals to junior high school pupils. Cereal and fruit snacks are enjoyed. They may be encouraged to prepare and serve these snacks at home.

Boys and girls and their parents need to recognize the importance of breakfast to physical, mental, and emotional health. Perhaps a school breakfast campaign could be carried out as a means of reaching as many pupils and parents as possible.

- * Pupils in the art classes might prepare posters on "better breakfasts." These could be placed in restaurants, store windows, libraries, and in display cases at school.
- * The homemaking teacher and her pupils might write articles for the local newspaper on the importance of eating a good breakfast. They might add a few interesting breakfast menus. People are getting more creative about breakfasts these days. Perhaps the teacher could suggest a milk soup as an interesting substitute for the beverages of cocoa or milk.
- * Homemaking pupils might enjoy giving illustrated talks on better breakfasts in the elementary classrooms. In one school a co-operative nutrition unit was enjoyed by both freshman homemaking pupils and fourth graders. The homemaking pupils completed a nutrition unit and then discussed ways in which they might teach the basic facts of nutrition to the fourth grade pupils. They gave talks, put up posters, and told original stories on nutrition themes to stimulate pupils to improve their eating habits. The culminating activity of the unit was a delightful experience for all. The fourth graders actually came to the homemaking room and prepared a breakfast that they had planned! They were divided into family groups, each with two freshman "teachers." Breakfasts consisted of fruit, cereal, egg, toast, and milk.
- * In one city junior high school the homemaking pupils carried out a breakfast survey to determine the breakfast habits of all the pupils in the school. They discovered that many pupils ate inadequate breakfasts or none at all. They prepared posters and bulletin boards on the particular breakfast problems discovered.
- * A store window exhibit on better breakfasts might feature nutritious, appealing breakfasts set up with food models and at different cost levels.
- * Pupils in an early morning homemaking class might enjoy entertaining their parents or classmates at a "breakfast party," featuring interesting, nutritious foods.
- * If an all-out breakfast campaign is planned, the teacher will wish to make certain that the various activities are well-coordinated and that a variety of methods are used to teach the importance of eating a nutritious morning meal. She and her pupils will also wish to make certain that they are reaching as many people as possible--both girls and boys, elementary pupils, teachers, parents and other adults.

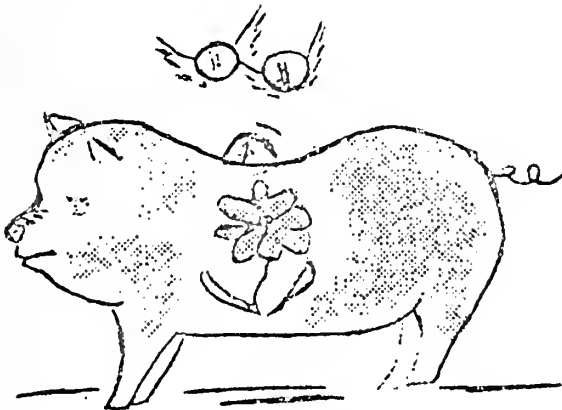


The American Institute of Baking's Consumer Service Department publishes monthly Bakery By-Lines. These issues consist of recipes concerning one project in food preparation, and one of these recipes is analyzed as to its nutritional value. The October issue presented recipes for Halloween--Tricks for Treats. There are several snacks that might be suitable for home practices, FHA parties, and to prepare for those "at-home" snack parties. These leaflets are available in quantities free upon request.

Rather than having pupils calculate the nutritional value of specific foods, the analysis of one recipe, listed each month in the Bakery By-Lines publication can be used for comparison. Two similar foods could be prepared in class, evaluated as to preparation time and taste, and then compared as to nutritional value. Some class members might be interested in calculating the extra nutritional value given to a bread pudding, for example, when a lemon sauce is added. A good opportunity here for challenging the able pupil!

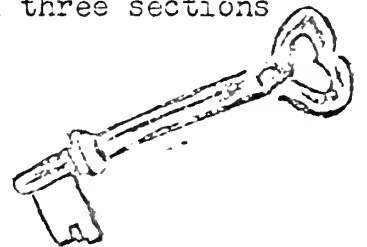
An excellent book entitled Teaching Nutrition is of real help to teachers. It is by Pattison, Barbour, and Eppright and was published by the Iowa State College Press, Ames, Iowa, 1957. An entire chapter devoted to generalizations and facts is very time-saving in planning units and daily lessons.

Homemaking classes often prepare "flyers" of colored paper illustrated cleverly by stick figures, pictures or charts which present a word picture of important information. One which has many possibilities in the realm of nutrition would give pertinent recent facts concerning the status of the teen-ager's diet. These flyers can be handed to pupils as they stand in lunchroom lines, in their first hour class or home-room. A three page folder is outlined here. Make the three sections by folding one notebook size piece of paper in three sections of equal size.



GOOD FOOD IS MONEY IN
YOUR BANK !

IT GIVES YOU
WHAT WHY
Pep
Personality
Glamour



KEYS TO GOOD HEALTH

1. Basic Seven
2. Eat 3 regular meals daily
3. Get 8 hours of sleep
4. Drink milk!
5. Eat nutritious snacks

TECHNOLOGY IN THE CLASSROOM

Modern developments and discoveries have perhaps brought more changes to the field of foods during the past four years than in any other period of history. In our work of teaching pupils, we must accept these changes as embracing both the values of the old and of the new. The preparation and use of these products involve new and different techniques which have a place in every well-rounded course in foods and nutrition. We think differently and live differently, so we must cook differently.

Some experiences helpful to pupils in "meeting the mix" may be suggested:

Evaluate the same product prepared from the purchased mix, homemade mix and from "scratch." Consider the time and money expenditure, as well as other features.

- Skill required
- Cooking time
- Preparation time
- Finished product
 - Color
 - Moisture
 - Texture
 - Flavor
 - Keeping qualities
 - Cost

Experiment with various ways of using a mix. The box labels and advertising features usually give a variety of preparations which might serve as a starting point.

Compare costs of the mixes most commonly used in pupils' homes.

Any cost comparison should be made on a per serving basis and calculated for families of various sizes. These facts should be related and analyzed in relation to some of these social and economic trends:

Between 1923 and 1955, farm families more than doubled their food expenditure while decreasing their home production more than one third in dollar terms.

Women hold more jobs than at any other time in the nation's history.

22% of our farm wives are in the labor force.

The snacks pupils eat have now become an important part of daily eating. Often they are eaten at home as well as at the high school hangout.

Over one third of farm families' food money each week goes for prepared or partially prepared foods.

The farm families wishing to cut food bills will probably stress better selection among purchased foods rather than expand home production or food preservation.

The March-April 1957 Nutrition Committee News gives us this information pertinent to the use of processed foods. Both farm and city homemakers are turning more and more to foods with a higher degree of processing--to shorten and ease the work of preparing meals for the family. The city housewife in the spring of 1955 used for such processed foods 28 cents of each dollar spent for food eaten at home. The farm housewife, who got some of the family food from the home farm or garden, was able to allot 35 cents of each dollar spent on purchased foods for such products.

If we prepare pupils for these experiences in cooking, we must not ignore the products available to us in the supermarket. There are many helpful pupil activities in this area, for example, making a comparison of complete dinners prepared from "scratch" with the same dinners prepared from mixes and semi-prepared foods can be a sixty minute class project. Half the class members can prepare one meal and the remaining members of the class prepare the other menu. Each group will record their preparation time, preparation time, cost and quality of food. The quality must be objectively judged by using a food score card. Some classes like to elect certain class members as members of a "tasting panel," and this group makes these certain judgements concerning the two meals.

Menus for such a project might be:

Frozen Individual Tunafish Pies

Peas and Carrots

Tossed Green Salad

Blueberry Muffins

Instant Strawberry Pudding

Milk

or:

Pizza Pie

Gelatin Vegetable Salad

Fresh Fruit

Cookies

Milk



MANAGING OUR RESOURCES

Webster's definition of managing is to direct and control; therefore, if we manage our resources we control them instead of letting them control us. Some are better managers than others, but each of us can improve if we examine critically our programs and practices to see how we might use our resources more effectively.

Time

Shortened periods have resulted from increased enrollments and scheduling difficulties. In the one-hour class period, there are definite advantages in using family-size groups to make a better use of the available time. There is emphasis on time management and the food is prepared in family-size portions. It is essential for the teacher and the class to consider carefully what they really want to learn.

Studies have shown that classes scheduled in the ninety-minute period did not secure more information about the foods prepared or develop better working habits than did those scheduled with sixty-minute periods. Some of the dangers to avoid in 55-60 minute classes are encouraging pupils to rush too much and to slight certain aspects of the meal preparation. Evaluation and the clean-up are two phases which are commonly neglected.

There are several plans for adapting the meal-service plan to the hour period. Briefly these plans are:

Extending the preparation over two or three class periods.

Planning all the meal but preparing and serving only a part of it.

Having each girl in the class assist in the preparation of one meal. One group would eat the meal or each member could have tasting portions.

One-half of the groups serving one day while the other half of the groups plans or evaluates future and past meals.

Spending some time outside of class planning and preparing the meal.

Classes

The homemaking teacher who is handling large classes in her homemaking department often has inadequate space and equipment. Even if these are plentiful, she has the additional problem of finding a way to work with a large group successfully. Pupils can assume much of the responsibility for helping the work to progress smoothly. They can, if properly taught, take responsibility for many of the routine duties which would otherwise occupy the teacher's time. Taking the class roll, filing materials, checking in food supplies, checking on the class member's clean-up of the foods laboratory at the end of the class time, are some of these routine duties.



Money

Real-life experiences with money are invaluable to pupils in the secondary school. Homemaking teachers try to use buying problems common to high school pupils in teaching situations, but if pupils can actually purchase supplies from the department petty cash fund, this experience will be a valuable one. If such an arrangement is not possible, the teacher should include her pupils in the actual budgeting of the food money used in the department. If foods are purchased in quantity the record of this purchase should be available when the cost of the meals are calculated. The cost of the class meals should be in harmony with the community level of income, but, in any case, there should be emphasis on adequate diets on the low income level. When the department budget for food supplies is low, pupils will profit by seeing some of the ways of "stretching" the money. For example, comparative shopping, and using powdered milk and other substitutes for the more expensive fresh variety.

In order to save money and to regulate the use of laboratory equipment, plan whole meals for ovens, broilers, and pressure sauce pans, including several dishes at one time. For example, when you bake a chicken or meat loaf in the oven, plan to cook at the same time several other foods which might make up a part of the same meal.

The Freezer and Management

We've discussed changes in our way of life which have influenced our teaching of foods, right down to the very recipes we use, and now we must consider some of the equipment which has been developed and is now widely used to save storage space as well as the homemaker's time and energy. Convenience foods have an important place in the modern supermarket today and many of them are found in the frozen food compartments. Passing its twenty-fifth year, the frozen food industry shows a rapid rise in production. Although this production is only about 2% of the slightly more than 64 billion-dollar food industry, a few figures show that consumers are turning more and more to the use of frozen foods. Much research has gone into the development of high standards in these categories of frozen foods:

- Fruits and vegetables
- Concentrates and juices
- Seafoods
- Meats and poultry
- Specialties

This last category of speciality foods contains a wide range of prepared ready-to-heat foods.

The wide use of frozen foods has carried over to the housewife's practice of food preservation. She is interested now in not only preserving the extra garden produce for later use but also in freezing ready-cooked foods for those days when she is too busy to mix and bake

a meatloaf, cake or pie. The home freezer is used for storing, for instance, much food for holiday or other special-occasion meals which have been prepared far in advance of the busy day. Cooking more than is needed for one meal and freezing what is left for use at a later time is another common and efficient home practice.

The homemaking teacher has a responsibility to present her pupils and the homemakers in her community, the best information on the selection, use, and care of commercial frozen foods, as well as to give them up-to-date information concerning the preparation of frozen meals in the home.

The revised edition of the Westinghouse Home Freezer Guide lists important things to remember, such as:

The quality of the food to be frozen should be top-notch
Ready-cooked foods must be packaged properly
Reheating or refreshing procedures must be correct

The use of the department freezer or the frozen food compartment in the laboratory refrigerator saves left-over foods, saves time in the preparation of meals by family groups, and, as far as is possible, gives the pupils a variety of experiences in storing and using frozen foods. Don't be caught short of using time-saving equipment which is available to many pupils in their own homes.

YOUNGER PUPILS IN FOODS AND NUTRITION CLASSES

Younger pupils in the junior high school have a tremendous interest in food. Cooking is of prime importance to them and it is sometimes difficult to guide them in the direction of other important learnings in the homemaking course. If we let them begin their homemaking course with a foods unit, they can be led to become curious about some of the other aspects of the homemaking program. Having contacts with other girls in homemaking classes who are having different experiences or with the senior high school program helps them to see the variety of possibilities for them in other units of classwork. Usually the food preparation unit emphasizes foods for health which places a certain priority upon having some background in nutrition before starting the food preparation.

Breakfast is a meal which is often slighted, and is prepared by many girls for themselves. In a number of instances, they pack or select their own lunch and prepare snacks for themselves and their friends which give clues to the homemaking teacher who is searching for help in directing their home practices. If we hold to the idea of presenting a preview or survey-type course and class time is adequate, all of these aspects might be included. Otherwise, the pupils and their teacher must pick and choose those which offer the most help to the entire group.



The Wheat Flour Institute's Make a Meal Book, is again available. This book is a companion to Classroom Facts and Fun, and contains 100 food models to color, cut out and use in classroom activities. These food models make it possible for pupils to learn more about different foods, introduces new foods, and provides the opportunity to "practice" food selection for an adequate diet.

Youngsters love to entertain their friends. The October-November issue of the Durum Wheat Notes, suggests a Penny-Saver Supper consisting of low-cost foods such as spaghetti and plentiful pork. Junior high pupils might like to have their friends in for a snack party and calling it a "Bread-Spread."

Younger pupils are especially interested in puppet shows. These are often valuable as an interest approach, as review at the close of a unit, or as a means of re-emphasizing an important point in teaching. Pupils as individuals or as committees may volunteer to write a skit to present to the entire class, study hall or a club group. This skit could, in turn, be given through the use of handmade or purchased puppets. The puppets can be made from colored construction paper and mounted on strips of cardboard so that the speaker can hold her puppet in her hand. Of course, these have the disadvantage of being only two-dimensional so you may prefer to have your pupils make more complicated ones or to buy them ready-made. The presentation can take the form of a radio broadcast or a TV show.

Weighty Problem is a puppet show prepared by Helen Denning at Pennsylvania State College which is ready for rehearsal. If the pupils write the dramatization, it is helpful if the teacher suggests several themes to get them started in their writing. One might be, "How do coaches and athletes feel about eating proper food? Why do they feel this way?"

The early adolescent is very much interested in his attractiveness his personality and his peer group. Nutrition education can certainly appeal to each of these interests. Describing important food nutrients as the Go, Glow and Grow foods can glamorize such activities as checking weights, heights and eating habits of members of the class. This age of pupil is interested, too, in recognition. Sometimes ribbons can be cut from construction paper or crepe paper, and a large "A" can be awarded to the best lunch selected by a class member in the lunchroom. Perhaps a "floating" award may be passed from one group or "table" as each member selects a good luncheon or eats breakfast for a certain length of time. A "Drink Milk" campaign or "Eat Yellow and Green Vegetables" week can harmonize with the classwork.

HOME EXPERIENCES IN FOODS

If the teacher keeps an eagle eye trained on her classroom program for ideas to help with planning pupil's home experiences, the foods and



nutrition area will bring forth many ideas. This home experience program including both home practices and home projects, is another teaching method available for the teacher's use. It is another means of extending the class time which seems so limited, and an opportunity to help pupils develop creativeness in meeting their individual needs.

Home experiences in foods can take the form of practicing at home a technique which the girl had difficulty with performing in the classroom. They can provide a means of satisfying the girl who often says, "Why don't we change the recipe to use powdered milk or sour milk," ... "I wonder what would happen if I baked the griddle cake batter in the waffle iron?" ... "Do my homemade cakes REALLY taste better than Susie's cake-mix cakes?"

Home experiences provide the older, often engaged girl, who is looking forward to early marriage, with real life experiences of buying foods and preparing whole meals for her family. They help pupils to solve their real problems--Dad's salt-free diet, what to serve to the gang after the Saturday night game, or helping the scout troop acquire out-of-door cooking experience. There's no charted course, but with confidence in the home experience program, keep trying to correlate it throughout your foods and nutrition program.

SILENT TEACHERS ARE SILENT PARTNERS

The use of the "silent teacher" is often an effective means of reinforcing teaching, reviewing certain important learnings in foods and nutrition, providing interest approaches and helping pupils check up on themselves. Pupils can assume responsibility for creating these and preparing new ones throughout the school year.

Bulletin boards, flannel boards, stabiles and mobiles, display cases, and exhibits can serve as silent teachers. The ideas below are suggestions that pupils can adopt to meet their individual needs and interests.

Bulletin Board Headings that are suitable for nutrition:

1. Keep In The Swim With Good Nutrition
Use the main food nutrients as colored paper fish pasted on a background representing water.

2. The Race Is Drawing To A Finish--Did You

Win with a good breakfast? or Lose with a poor breakfast?

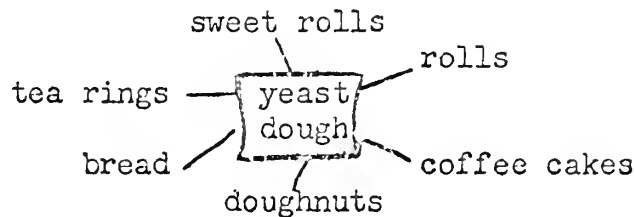
3. She Goofed! Here's Proof!
Pictures of teen-age girls who are too heavy, too thin, have poor teeth or poor posture matched with an undesirable food as a possible cause.



This idea can be adapted for use in a foods laboratory, too. Under the caption place a picture of a girl holding the picture of a poor cake or other poor product. At the bottom of the board, ask certain questions such as, "Did she measure ingredients properly?"

Other suggestions for such silent teachers in the foods laboratory are:

Let's Work With Yeast



At Christmas Traditions Live Again

Holiday foods, some wrapped as gifts, spaced in an interesting manner on the bulletin board.



Don't Be A Goblin At The Table

Watch Your Manners!

Captions which may bring forth good ideas from your pupils are:

- The Milky Way
- Bring The Wolves To Your Door!
- Pack A Lunch That Packs A Punch!
- Eat, Don't Drink Your Spring Tonic!
- Mind Your Platter, Lest You Grow Fatter!
- Your Dining Table Can Do Damage Your Dressing Table
Can't Repair!

Flannel boards have somewhat the same functions as bulletin boards. They are, however, quite often portable and when the class is finished with them, they can be loaned to other classes or sent to the school lunchroom. Pictures of table settings and food models can be cut from magazines and will stick to the flannel board if a piece of flannelette is pasted to the back of each piece.

It is sometimes a good interest approach to present a series of false ideas concerning foods--the ADA publication, Food Facts Talk Back, would provide these--in a box arrangement to represent a question box. The fact or answer can be withheld for a day or so to build interest, or it can accompany the original statement.



Maintaining a library of leaflets; those from Extension, business, and research can be an inexpensive, valuable source of teaching aids. Give your pupils the opportunity to try new recipes which are receiving publicity as contest winners in newspapers' homemaking columns or are found in the food section of current magazines. It's fun to experiment with recipes both for the pupils and those to whom they carry the news and ideas. In this new way of living and teaching foods, it is important to be sure your recipes are keeping pace.

The scientific or experimental approach to a foods lesson often serves as the basis for an exhibit or bulletin board display. A few laboratory lessons on experimental cookery, for example, can give real meaning to the principles of food preparation being taught in the classroom. This approach motivates the pupils simply because it appeals to their natural curiosity. Some precautions in using this method of teaching are to be sure that

the experiment is simple and effective.

the purposes are clear and pertinent.

little or no special equipment is required.

there is only one variable at a time--all conditions held constant

except the one being tested. For example, if your class is testing the results of using different oven temperatures for baking cakes, be sure that every cupcake is mixed in the same manner and contains the same amount and kind of ingredients.

Then the only difference will be the baking temperatures.

Films and Film Strips

The use of film strips and films in teaching foods and nutrition is affected by the amount of money available and the accessibility of a satisfactory room in which to show the films. Food supplies and equipment are expensive and require the use of a large portion of the department funds. For this reason, the use of free and low-cost films in the foods and nutrition area helps the teacher to balance the cost of foods teaching with that of other areas in homemaking.

An annotated list of some of these visual aids is included here to help you make these choices. Details on each film or film strip can be readily secured by writing to the distributor at the addresses listed.

Single free copies of film strips and educational material on eggs, chicken and turkey are available to professional people interested in foods and nutrition. Mail your requests to Poultry and Egg National Board, Department F, 308 West Washington Street, Chicago 6, Illinois.



Some of these film strips are:

"How to Cook Chicken"

This film strip illustrates standard methods of stewing, braising, roasting, frying and broiling.

"How to Cook Turkey"

Film strip illustrating the standard methods of roasting turkey, carving whole turkey, and the standard methods for cooking half turkey, turkey quarters, cut-up turkey and steaks.

"How to Cook Eggs"

Illustrates seven basic methods of cooking eggs with information on nutrition, buying and caring for eggs.

These following films are available free except for return transportation costs from Association Films, Inc., 561 Hillgrove Avenue, La Grange, Illinois.

"Better Bacon and Your Frankfurter Favorites"

"Can You Carve and The ABC's of Beef Cookery"

"Spring Chicken the Year Round and Easy as Pie"

You will find these films full of tantalizing recipes, shopper tips and eye-filling examples of how meats should be prepared and served.

"Design for Dining" presents an interesting look at the frozen foods industry, and shows how its products have lightened our cooking chores and made possible quick, nutritious and satisfying meals.

"Festival of Cheese Recipes" gives suggestions for preparing a variety of cheese dishes, as budget-wise as they are tasty and nutritious.

"Let's Talk Turkey"

This film presents the buying, preparing, cooking and serving the turkey. Carving, menu suggestions and the use of leftovers complete the lesson.

"The Magic Shelf"

Delightful new ways to prepare condensed soups so they add variations to spark any meal-time occasion are found in this film.



- "Quick Meals from the Freezer" This film gives information on how to use frozen food specialties in a variety of family situations, including teen-agers' supper, TV dinners, committee luncheons and company dinners.
- "Treasures for the Making" This is a motivational film to interest girls in making their own satiny-smooth jellies and jams the year 'round.

The following films are available from Modern Talking Picture Service, Swank's Inc., 621 North Skinker Blvd., St. Louis 5, Missouri.

- "A Brighter Day in Your Kitchen" This appealing film brings future housewives those always-needed fresh ideas for menu variety. The menus are based on the latest knowledge of nutritional values.
- "The Canned Meat Story" This full-color film traces man's progress in the art of preserving meat, his basic food. There are also ways of preparing canned meat in a variety of ways.
- "The Golden Touch" This film shows the use of pineapple in turning ordinary foods into glamour meals with very little effort.
- "Never Keep a Good Steak Waiting" Showing the different cuts of beef and how to select the best, with mouth-watering hints on preparing it to be well done, just right or rare is the scope of this film.
- "Vitamin Rivers" This film presents a story of fruit and vegetable juices, reviewing the great advances in agriculture and canning that made possible today's familiar canned juice and indicating their significance for our health.



The following films can be secured from United World Free Film Service, 2138 East 75th Street, Chicago, Illinois.

- | | |
|------------------------|---|
| "All Star Cast" | This film demonstrates the selection and preparation of a variety of cuts of pork. |
| "Pork Round the Clock" | Portrays a taste-tempting variety of ways to prepare and serve sausage. |
| "Thanks to Beef" | Here's a fresh new look at the countless and appetizing thrifty ways to prepare beef for the family meals. |
| "It's Lamb Time" | This film demonstrates time, money and work-saving methods of preparing whole meals around lamb. This should help break down some of the resistance to lamb which is sometimes encountered by the homemaking teacher. |

Other issues of the Illinois Teacher have presented suggestions for using the films and film strips with your classes, so we are presenting here a rating scale which is designed especially for films related to food products. Certain changes may make it more useful to you and your pupils.

RATING SCALE FOR A FOODS FILM

Directions: In the space at the right of the statement, place the number which most nearly signifies your opinion of the film or film strip.

- 5 - Very helpful
- 3 - Somewhat helpful
- 1 - Not at all helpful

YOUR RATING

1. This film showed us how to save time when doing some household task. _____
2. This film showed a new and better way of doing things in the kitchen. _____



YOUR RATING

3. This film showed a method of mixing ingredients for cooked and baked products. _____
4. This film showed how to perform a skill necessary for cooking--like mixing a cake. _____
5. This film showed how to use a kitchen tool; for example, a rubber dish scraper or a pressure saucepan. _____
6. The person speaking in the film explained the reasons for doing things in a certain way. _____
7. The film showed us how to save energy in doing some task. _____
8. We were told or showed how to select foods for nutritious meals. _____
9. We saw the steps in the manufacture of a certain product. _____
10. We were told how to buy the foods shown in the film. _____

BULLETIN BOARDS AS SILENT PARTNERS

Unit - Nutrition

Pupils might prepare bulletin boards on each of the basic food groups. Allow class time for preparation of the bulletin boards following study of the basic food groups. Preparing the bulletin boards and viewing them in the classroom aids in retention of important nutrition information.

Pupils may volunteer for committee work on the bulletin boards. One class period should be sufficient time for their preparation. Of course, the teacher will provide old magazines, construction paper, and other materials for preparation of the bulletin boards.

Foods in each group and the benefits to be obtained from each may be shown on the bulletin boards. Each committee might have one week to show the materials they have prepared on the bulletin board. Meantime, the other materials might be filed in envelopes all ready for presentation at a designated time.

"Nutritious snacks" is a bulletin board topic that should interest most teen-agers, inasmuch as recent studies have shown that 50-90 per cent of adolescents snack between meals. Milk, fruit, cereal, and vegetable snacks might be featured.



"Milk Is A Must" might feature milk beverages and milk used in other foods as soups, sauces, etc.

"Conserve Vitamins And Minerals" is a title for a bulletin board that might feature rules for food preparation to conserve food values.

"Oh, What A Beautiful Morning--When You Begin With A Good Breakfast" This bulletin board may show a smiling teen-ager surrounded by attractive pictures of easily prepared, nutritious breakfasts.

Unit - Food Buymanship

Suggested bulletin board topics:

Stretching The Food Dollar

What's On A Label

What To Look For When You Buy Meat (or Eggs, Fruit, Bread, Vegetables, Cereals, etc.) This may be a flexible bulletin board.

Eggs, Too, Get Grades

Buy-Points For Canned Fruits And Vegetables

Meal Planning Stretches Food Dollars

Planning Shopping Saves Time And Dollars

Budget Food Dollars To Control Spending

Unit - Planning And Serving Family Meals

Suggested bulletin board topics:

When They Bring Home The Appetites

Dinner's Ready

Supper, Buffet Style

Quicky Dinners

Dinner From The Emergency Shelf

Sunday Evening Supper

Entertain At Brunch

Family Breakfasts With A Difference

Menu Magic For Breakfast (or Luncheon, Supper, or Dinner) This may be a flexible bulletin board.

When You Set The Table, Consider: (List considerations in table setting, along with appropriate pictures.)

Dinner In A Hurry

Ten Minute Breakfast

Dinner In A Dish (one dish dinners)

Oven Dinners

Broiler Meals

Eat your way to health and beauty.
To charm is everybody's duty.



TEACHERS' EXCHANGE

Moline teachers of beginners in Clothing use a gay yellow card as a motivation device.

On one side is printed -

On other side is printed -

Temporary Sewing Machine Operator's License

Name _____
Address _____
School _____ Grade _____
Teacher _____

Satisfactory Skills

1. Threading machine
2. Winding bobbin
3. Stopping and starting
4. Stitching straight
5. Naming parts

Will Parents Support You?

Many teachers hesitate to be as strict as they might like to be because they wonder if, in general, parents will approve. A recent Gallup poll seems to indicate that parents are willing to go even farther than are the schools. In reply to a question concerning whether discipline in schools should be more strict than at present,

70% said "Yes, it should be."

20% said "No, it should not be."

10% said "Do not know."

Teachers were in agreement with the parents, although they were inclined to emphasize the need for patience and understanding while parents favored even corporal punishment used with judgement.

Mobiles and Stables

Try something different to introduce or summarize your unit.... use a mobile or stable. You will find them most effective, and your pupils will love them.

The mobile is a free hanging object. The three basic parts are: (1) shapes, abstract or suggesting shapes of things, (2) arms from which shapes are hung, and (3) connective devices. Imagination will play a dominating role in choosing materials. In construction, strive for good form, motion and balance. The relationship of the parts to each other is very important. The continuity of thought, size and shape is another factor that will determine how effective the mobile will be.

A stable is balanced on a base and remains stationary. The main parts of the stable are (1) the base, (2) supporting arms, and (3) shapes similar to the article being represented or abstract forms with names of articles written on them. Form, color, and texture add interest to the shapes. Again the relationship of the shapes and the correlation of thought, size and shape are important.

The time available will determine the elaborateness of your mobiles and stabiles. The students can learn much by creating or helping to construct them. They furnish excellent opportunity for correlation with art classes. Stretch your imagination, be creative and make one soon.

Here are some ideas that teachers have used successfully in various units:

Christmas cookies from other lands were hung on a mobile which brightened the classroom during a unit on "Christmas Gifts from the Kitchen." Pupils enjoyed trying to identify the countries in which the cookies originated.

In a nutrition unit a "pot at the end of the rainbow" covered with gold foil had gold coins streaming from it. On each coin was a colored picture of an indispensable food from the "basic seven."

A stabile with the symbols of "good luck" in marriage was used to introduce a unit on "Preparation for Marriage." Tiny objects included a blue garter, a wee plastic bag filled with rice, a doll's battered shoe, a tiny veil of "new" tulle, and a miniature handkerchief labeled "something borrowed."

Beginners in a unit on "Clothing Construction" were reminded of the equipment needed through a colorful collection of wrist pincushion, thimble, scissors, strawberry-red emery, needles and thread swinging gently on different lengths of colored cord above the teacher's desk.

To summarize the characteristics of a friend, judged most important by pupils studying a unit on personal development, brilliant red apples of foil were suspended from a "friendship banner." When the green leaves on each apple were lifted, a characteristic was discovered.

Sitter's Kit for Grandmother

If there are grandmothers in your adult class, they may be interested in a kit of toys and other play materials to have in readiness when the grandchildren come calling. Use a hat box for the kit. Fill it with story books, toys, games, a "dress-up" outfit, and other materials of interest to children. Perhaps you could make two--one for younger children and one for older children. Exhibit them at a meeting of the adult class or in a store window. Prepare sheets for distribution with recipes for "home-made fun"--clay, paste, finger paints.

"If there is one thing on which all schools of psychology and psychiatry agree, however materialistic their approach to an understanding of human behavior may be, it is the extreme importance of maintaining a stable family unit at all costs."

A GUIDE TO AID IN THE SELECTION OF PARTY ACTIVITIES

- * Pre-party activities for the early arrivals. Examples are group singing, listening to records, and guessing the number of beans in a jar.
- * Activity to mold group unity so that everyone has a sense of belongingness. Examples are group singing and some folk or square dances.
- * Games or activities which provide for "active progression and unified variety." Provide for some active and some quiet games. End each game in position for the game that is to follow. (This is especially important with younger pupils; otherwise you may "lose them" somewhere along the way.)
- * Climax- This should be the game or activity that is most fun. This is usually the most active game.
- * Refreshments should be a part of the party, not served as a signal that the party is over.
- * Molding group unity is again important. This activity brings the entire group together again. It signals the close of the party.
- * Closing- This may be the same activity that molds group unity.

A "CHRISTMAS CLOWN" FOR THE DOOR

Make a jolly Christmas clown with a coat hanger, construction paper, and cotton. Bend the coat hanger into this shape:



Now, cut heavy white paper in the shape shown. Cut it just a little larger than the outline. Staple it around the coat hanger. Add plaid gift-wrapping paper for a hat. Give construction paper features to the face. Place a cotton ball on top and a band of cotton at the bottom of the hat. Hang the "clown" by the hook at the top of the hanger. A few greens may hide the hook. It will look like the sketch on the opposite side of the page.



A FAMILY GAME FOR THE HOLIDAYS

Suspend a holiday wreath in the doorway. Make six small cotton "snowballs" by firmly tying wads of cotton with white cord. Standing back in the room at a designated place, players attempt to throw the balls through the wreath. The person making the most "wreaths" is the winner.



A file of community resources will be helpful as you do your pre-planning for a unit or as you plan with your pupils. One homemaking teacher arranged her file by major teaching areas. The file headings were:

- Art
- Child Development And Guidance
- Clothing Construction
- Consumer Buying
- Family Relationships
- Foods
- Home Furnishings
- Home Management
- Home Nursing
- House Planning
- Nutrition
- Social Relationships
- Textiles

She used 5" by 8" file cards. On the front of each card she wrote the name of the community resource, the address, the telephone number, and the type of help available. On the back of each card she kept a record of the use made of this resource, including dates and type of help that was given. Her resources included organizations, agencies, businesses, and people.

This type of file might be developed over a period of years. A teacher might work on one subject-matter section of the file as she teaches a related unit.

A GIFT FOR GRANDMOTHER FROM THE HOMEMAKING DEPARTMENT

Gay recipe books with oilcloth covers were made in one homemaking department as gifts for the grandmothers of the pupils. The cover, printed with red pots of yellow flowers, had neatly pinked edges. On the first page was the little verse:

WEALTH

Jim's grandma has
a limousine,
and the biggest house
I've ever seen.

But my grandma
is best by far,
for Grandma has
a cookie jar.

Recipes for the cookies contained in the recipe book were contributed by pupils, parents, and teachers who became interested in the project. These were mimeographed, and then assembled by pupils. The grandmothers appreciated this thoughtful gesture.



A THREE-GENERATION PARTY FOR THE HOLIDAYS

Perhaps a Christmas party for mothers is a tradition in your home-making department. This year, it might be nice to include grandmother. A pupil lacking a grandmother might invite an older neighbor or friend of the family. With more older people in our society, it would be wise to use many opportunities to develop increased understanding and appreciation among those of different generations. It would be a valuable learning experience for pupils to learn to plan party activities and refreshments that would be equally appealing to the three generations.

In Your Clothing Classes Do You?

1. Encourage your pupils to hem a head scarf instead of a dish towel--use the selvage and fringe the edges. There are many ways to teach the same thing.
2. Help girls make Christmas gifts, such as sport shirts and barbecue aprons for the men on their Christmas lists?
3. Offer suggestions to girls that help them vary a basic costume or make a wardrobe "misfit" become a valuable asset to her wardrobe?
4. Use the resources available to your pupils--mail order catalogs as well as the local stores?
5. Provide opportunities for girls to wear their completed garments for their class members? Other teachers sometimes can help build up a girl's pride in her workmanship IF they know she made the blouse or skirt she is wearing.

A "Practical" Suggestion

If we are practical in teaching clothing, we consider the fact that the skirt and blouse or sweater are the "back bone" of the high school pupil's wardrobe, and this year's fashion emphasis is definitely on separates. Your local ladies ready-to-wear store would probably welcome the opportunity to cooperate with you in teaching a "mix and match" lesson. Perhaps you might arrange a field trip to the store, or they will permit you to bring some skirts and blouses to the classroom.

Compare the ready made skirts and blouses with those your class members might make themselves by considering their skill and the time they have available for such a project. To stimulate interest in such a lesson, provide up-to-date information on the fabrics from which today's skirts are being made. Use an opaque projector to show patterns requiring varying degrees of skill. A bulletin board arrangement with a skirt in the center surrounded by miniature blouses of different materials and different patterns is sure to bring many comments from homemaking students.



SHOE BOX ROOMS

A culminating activity for a home decoration unit can be the preparation of shoe-box "rooms." Class members can work singly or in groups on one certain room or a group of rooms. Usually the activity begins with selecting the color scheme, painting the walls, and placing the doors and windows. Floor coverings and furniture can be added as well as shrubbery and trees on the exterior of the "house." It might be fun to prepare an entire house for an imaginary family.

"LETTERING" CAN EXPRESS IDEAS

Not only does your bulletin board heading convey ideas through the words used but also through the type of lettering. Following are some examples of various types of lettering and a bulletin board heading that might make use of each type of lettering:

- Cleanliness - - - - - Cleanliness Is The First Requisite of Beauty
- Femininity* - - - - - Self-Service Beauty (hair-styling, application of make-up, etc.)
- Smartness - - - - - Fashion's First Loves For Spring, 1958 (a bulletin board to use around Valentine's Day)
- FRIVOLITY - - - - - Party Ideas For The Holidays
- Cheapness* - - - - - Stretch Your Food Dollars
- STYLE - - - - - Blossom Out For Spring (in your own creations)
- Quality* - - - - - Shopping For Accessories For The Home? Look For----(list qualities to consider)
- ADDED INTEREST *What's New In House Planning?*
- DIGNITY - - - - - May I Present? (How to make introductions in different situations)
- SINCERITY - - - - - Let Your House Say, "Merry Christmas."

For lettering, you may use lettering pens, Cado-Markers, Flo-Master Pens, pencils, crayons, sticks of graphite, prismapastels, or soft chalks.

A guide that may help you in doing neat and distinctive lettering is "ABC of Lettering" by Carl Holmes, published by the Foster Art Service, Box 456 Laguna Beach, California at a cost of \$1.00.

YOU MIGHT ALSO TRY CUTTING OR TEARING BULLETIN BOARD LETTERS FROM:

- Oil cloth
- Fabric
- Gift-wrapping paper
- Colored advertisements
- Newspaper
- Construction paper
- Bright-colored slick pages of a mail-order catalog



PROBLEMS OBSERVED IN THE APPLICATION OF PUPIL-TEACHER PLANNING

Last month the Teacher's Exchange featured an article on pupil-teacher planning. According to Dr. C. M. Allen, Associate Dean of the College of Education, University of Illinois, there are certain problems in the application of such planning of which the teacher should be aware. These problems, as Dr. Allen has observed them are:

- * Too little of it. This is commonly a reflection of the attitude that "the teacher knows best" without recognizing the added breadth of teaching possible if pupils help plan. Added breadth rests largely in the "laboratory method" (to which home economics teachers are committed) in teach such abilities as:
 - group membership skills
 - group membership values
 - taking responsibility for one's own decisions
 - understanding of human motivation
 - improvement in personal goals
 - personal creativity as a product of diverse abilities within the group or freedom of personal choice

- * Teachers who are very skillful predictors and manipulators of youth sometimes conduct spurious or false pupil-teacher planning in which the pupils always reach the conclusion the teacher had in mind.

- * The limits within which pupils are free to plan are poorly defined or improper.
 - a. Pupils need the security of knowing what are the limits within which they are operating. Limits may be defined by setting the problem in the group planning session or individual conference.

 - b. Rarely are pupils permitted to do what they and the teacher plan without regard for the aims of the school or course.

 - c. Pupils are sometimes permitted to make only decisions which they regard as unimportant.

- * In group planning the pupil group frequently does not assign duties in terms of its members' abilities and even more often does not recognize the need for "stretching" these abilities.

Dr. Allen adds that, "Pupils often should learn by observing and participating in peak performances as well as from their self-directed activities."

Pupils need a good standard of performance to guide them. A few activities well-planned by the teacher and well-executed by pupils and teacher help set the stage for cooperative planning in that pupils understand the kind of standards that are desirable.



WAYS IN WHICH PARENTS MAY BE INVOLVED IN PLANNING:

1. Have a pupil-parent-teacher planning session at school. Invite parents to school for simple refreshments followed by a planning session during which they share ideas concerning emphases that they believe important in various units of study.
2. Send the tentative plan for the year, including units in sequence and dates for these units, home to parents. Ask them to suggest learnings that they believe desirable in each unit.
3. Prepare a list of topics that might be included in the home-making program. Ask parents to check those that they believe (1) should be emphasized in the homemaking program, (2) should be taught to some extent, and (3) should be omitted. Summarize the findings of this survey to use as one basis for determining what may be included in the homemaking program.
4. When you make your home visits, ask parents what they believe should be taught in the various units that will be included in the homemaking courses their children are taking.

SOME SUGGESTED HOME PROJECTS FOR THE CLOTHING AREA

Selection of Clothing:

1. Plan additions to fall wardrobe to be purchased with summer earnings.
2. Select a basic wardrobe for travel and vacations.
3. Plan a basic outfit for special occasions; plan accessories to vary the outfit.
4. Study and compare quality, fabric, cost, and care of sweaters-- or some other article of clothing in which pupil is interested.
5. Plan additions to wardrobe that will allow for coordination of separates.
6. Plan a wardrobe for the high school girl who holds a job outside of school.
7. Study qualities to look for in selection of clothing gifts.

Care of Clothes

1. Do the family laundering while mother works.
2. Do a wardrobe check for simple repairs.
3. Renovate a garment so that it may be used by another member of the family.
4. Prepare out-of-season garments for storage.
5. Launder special garments such as sweaters and undergarments-- if this is a new experience.

Construction

1. Make a garment for some other member of family: for example, make a dress for Mother or Sister, or a sport shirt for Dad or Brother.
2. Make articles for the home, as bedspreads or curtains.
3. Make garments of one of the newer fibers.
4. Make gifts, such as aprons, head scarves, and articles for the home.



PANORAMA OF TEACHING AIDS

Household Magazine has published the December issue early, and never have you found a better bargain for 15 cents. A collection of Christmas ideas planned for the Teacher's Exchange has been discarded in favor of calling this special issue to your attention. Not only are the do-it-yourself ideas numerous, but they are simple, inexpensive, and different, such as a real "Home-Ec" Christmas card utilizing rick rack.

Farm Journal, November, 1957, shows pictures of straw decorations that for aesthetic quality and imaginative appeal are far above the ordinary. Step-by-step directions for making these lovely Christmas decorations from straw easily secured in rural areas may be worth the 25 cents charged for a bulletin entitled "Straw Angels" published by Farm Journal Publishing Company, 230 West Washington Square, Philadelphia 5, Pennsylvania.

Baby Sitting is a printed bulletin of about 30 pages prepared by the Inter-Departmental Staff on Children and Youth, Michigan State Department of Health, Lansing, Michigan. Content includes the mental hygiene as well as the physical aspects of children's care. It is simply written and filled with practical suggestions.

Let's Equip a Play School and Observing and Working with Children in the Homemaking Program are two recent bulletins issued by the Utah State Department of Public Instruction, 223 State Capitol, Salt Lake City, Utah. They may be purchased for \$1.00 each so long as the supply lasts. The first offers about 20 pages of simple, carpenter-made equipment and various types of play materials. The second has over 30 pages of helps in organizing and administering a play school as a part of the homemaking program.

What Makes Some Girls Outstanding? is a completely revised version of Bernice Bryant's older Future Perfect. The style of writing is still casual, the topics on etiquette, personal development and social problems of teen-agers about the same, but the content is more extensive and thorough. The book is published by Bobbs-Merrill Company, Indianapolis, 250 pages, \$2.95, 1957.

Consumer Credit Cost Calculator is a five-page printed folder issued by the Household Finance Corporation, Prudential Plaza, Chicago 1, Illinois. Apparently one copy is free to a teacher, with permission to use quotations from it if the material is credited to the Household Finance Corporation. Since credit plays such a large part in the economic problems of today's consumers, learning to compute the true interest rates on loans and installment purchases is essential. In some cases, such teaching may be given in a mathematics class; in others the only opportunity for homemaking students to secure this training will be in lessons on purchase of equipment, foods, clothing, etc.



What Social Security Means to Women is Women's Bureau Pamphlet Three, 1957, published by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. The charge is 15 cents in coins or coupons. Home Economics, more than any other subject matter field in high school, is dedicated to the welfare of women and families, yet too few teachers try to teach this vital part of personal and group economics. Here is a clearly written, simple presentation that even students can use effectively under guidance.

The American Medical Association and the National Education Association are collaborating in the distribution of a series of most attractive and carefully written bulletins on sex education, written by Marion Lerrigo and Helen Southard. These are 50 cents each or \$2.25 for a set of the following titles.

Parents' Privilege - for parents of young children

A Story About You - for children in grades 4, 5 and 6

Finding Yourself - for boys and girls in junior high school

Learning About Love - for youth 16 - 20 years of age

Facts Aren't Enough - for adults responsible for children

Homemaking teachers may refer individual students to single copies of these bulletins in the general library collection of the high school, if counseling along this line is needed.

Golden Rule Series, The Modern McGuffey Readers, are children's books designed to build character and published by the American Book Company. They are for grades one through eight, vary in size and cost, but deal with the same eleven "ideals of personal behavior." These are cooperation, courage, fairness, friendliness, honesty, kindness, patriotism, perseverance, responsibility, reverence and unselfishness. Homemaking teachers can use these stories and let pupils act out endings, then discuss the probable consequences of each type of behavior. Lots better than "preaching and screeching" at girls and boys.

The Birth of a Grandfather by May Sarton will give both you and your senior high school students not only pleasure but genuine insight into the perennial problem of teen-agers understanding adults. Family relationships in a three generation family are pictured with particular emphasis upon the way each older generation gradually transfers its responsibilities to the younger one. This theme communicates to youth who read the book some of the reasons why their elders behave as they do, and interprets parental motives in a way to win cooperation and understanding from younger people. The book is published by Rinehart and Company, and retails for \$3.75.

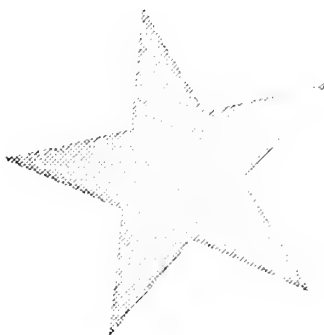
None for the Road, is a 16mm, black and white sound film, approximately 16 minutes in length released in May 1957, and designed to show why beverage alcohol and automobiles don't mix. With holidays coming up perhaps you'd like to call this film to the attention of your driver-training instructor or administrator. The cost of the film is \$5.00 and is available from Mental Health Materials Center, Inc., 1790 Broadway, New York 19, New York.



ILLINOIS TEACHER

HOME ECONOMICS
EDUCATION

UNIVERSITY OF ILLINOIS



Star Feature

BOYS AND THE HOMEMAKING TEACHER

Poised At the Crossroads
Teacher, Spread Your Wings
Start With the Boy
Blueprints
Mirror, Mirror, On the Wall



URBANA
ILLINOIS

TEACHERS' EXCHANGE

TEACHING AIDS

Vol I No 4
December 1957



BOYS AND THE HOMEMAKING TEACHER

Pauline Voelckers, Cerro Gordo High School
Evelyn Rouner, University of Illinois

What are little boys made of, made of?
What are little boys made of?

This little nursery rhyme chant was the common denominator in the requests which were received concerning boys and the homemaking teacher. To be sure, the questions were stated in different words such as, how are boys different from girls in laboratory classes? or, what should be included in a four-week course for boys at the eighth-grade level? Others were interested in methods, curriculum, and all the ingredients which make up this complexity we call boys.

Various phrases come into mind when the question is asked, What are little boys made of? Some of these might be:

"Snips and snails and puppy dog tails."

"Kissed the girls and made them cry."

"Taffy came to my house, and stole a piece of beef."

"Jack shall have but a penny a day,
because he can't work any faster."

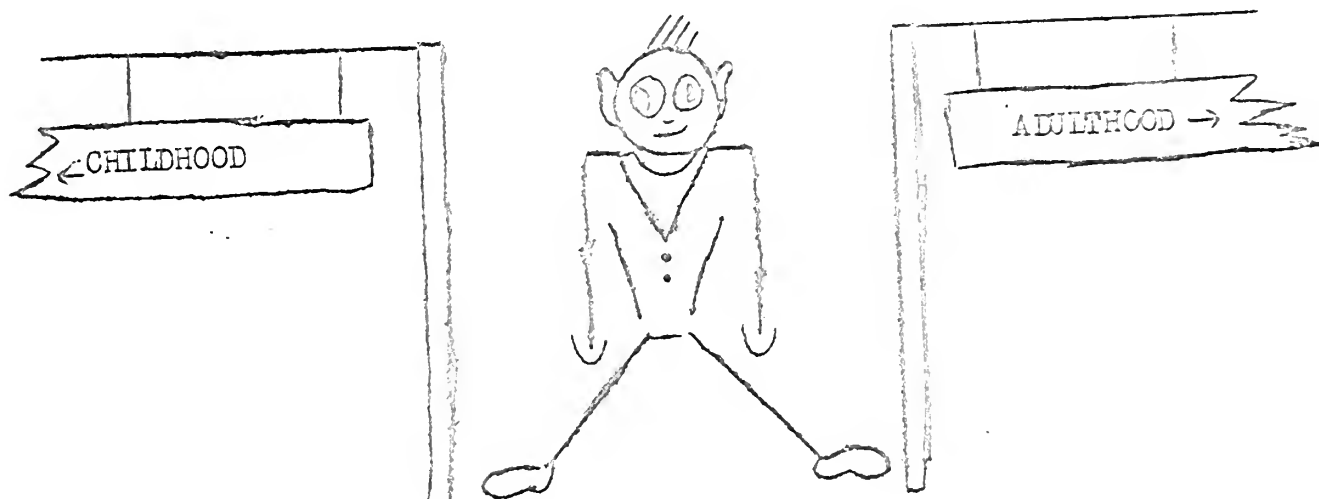
Many of these phrases go back to our first remembrance of someone reading to us or perhaps to our own first reading. Mother Goose is as American as apple pie. Much thinking has been added to these first impressions, but these too may have carried a similar pattern of boys' behavior. Perhaps most of us have put together the mosaic of our thinking and impressions, and have arrived at some picture of an adolescent boy.

No matter how we arrived at our concept, we have been pointed to a problem with many sub-problems from questions submitted by subscribers. With these in mind, this is an attempt to share the literature findings and the ideas and experiences of many successful teachers.

Selection is the key word as you scan these pages. Reading another's idea may be the start of a solution to one of your problems. Seldom, if ever, does the same plan without alteration work in two situations. But with modification, one plan has been adapted to many situations. We are convinced there is no one formula which works magic in trying to discover what makes a boy tick. Neither is there a curriculum which will fit without careful tailoring, nor a trick which functions equally well for the same teacher on every occasion. At the same time, there have been good results when suggestions were combined with reflective thought. It is with this hope that we share these pages.

POISED AT THE CROSSROADS

Poised at the crossroads somewhere between the innocence of childhood and the achieved dignity of adulthood, there is a period called ADOLESCENCE. Marguerite Malm and Otis Jamison ask, "Who is the adolescent?" and then go on to give their description. "He is fifteen-year-old Dick, who, as tall as his father, thinks he ought to be allowed to drive his car alone. He is seventeen-year-old Jim who shaves every morning, but still has to tell his parents where he is going when he leaves the house at night. He is eighteen-year-old Tom, who has been going steady with the same girl and wants to marry her, but knows that he couldn't support a wife. She is thirteen-year-old Peggy, who longs to wear lipstick, but whose mother won't allow it. She is fourteen-year-old Nancy Jo, who loves bubble-gum and who is going to her first formal dance next week. She is sixteen-year-old Helen, who is a junior in high school, but who goes with a college boy of twenty-two and looks to all she meets like a college girl herself. He is--she is--any boy or girl who is on the path from childhood to adulthood."



Physical and Social Growth

With one foot in childhood in many respects and the other foot just touching adulthood, the adolescent casts his eyes in both directions. Often in his experiences it would be easier to put both feet back in childhood. He could escape many of the cultural pressures he feels from his peers and from his adult world, made up of parents, teachers, and community leaders. He not only faces pressures, but he is faced with expectancies from these same people. To make matters still more confusing, these pressures and expectancies are often contradictory and the adolescent is forced to make a choice between the expectancy of the adults and the pressures of the peers.

Along with these social pressures and expectancies are those growing pains of biological origin. The nose seems to grow faster than other parts. The rosy skin erupts with small volcanoes and the feet seem so hard to handle with grace and poise. This is a period of growth--physical growth--social growth--emotional growth--intellectual growth.



Mass of Contradictions

Adolescence is not a carefree, easy transition period through which boys and girls pass quite smoothly. In the prologue of Dr. Bernard Gottlieb's new book, adolescents are defined as a mass of contradictions. These contradictions are subtle and often missed by the well-meaning adult.

One minute the teen-age girl is seen in blue jeans with unkempt hair and the next minute she may be seen donning high heels and spending hours on her hair. Parents and teachers expect adolescents to become independent emotionally and at the same time curb the efforts of the adolescent to become independent. This kind of expression causes love and hate to result in the adolescent's thinking toward the same person. The ice-box raider is known to most mothers of adolescents and at the same time the avid calorie watcher blossoms out of the same stem. These illustrations have pointed out two kinds of contradiction, those in which the adolescent himself is teeter-tottering in his own thinking and those which are caused by the adults in his world.

The adolescent shows contradiction in his moods, his talk, his thoughts and his actions. In fact, Dr. Gottlieb's summary of this behavior is, "Contradiction is the key to the adolescent's behavior." Look again at the diagram of the adolescent. He faces reality and responsibility as he faces adulthood. As he glances back at childhood, he remembers play and phantasy. This is no less strange and fearsome to him than wassailing the ocean for Columbus.

Long, Long Thoughts

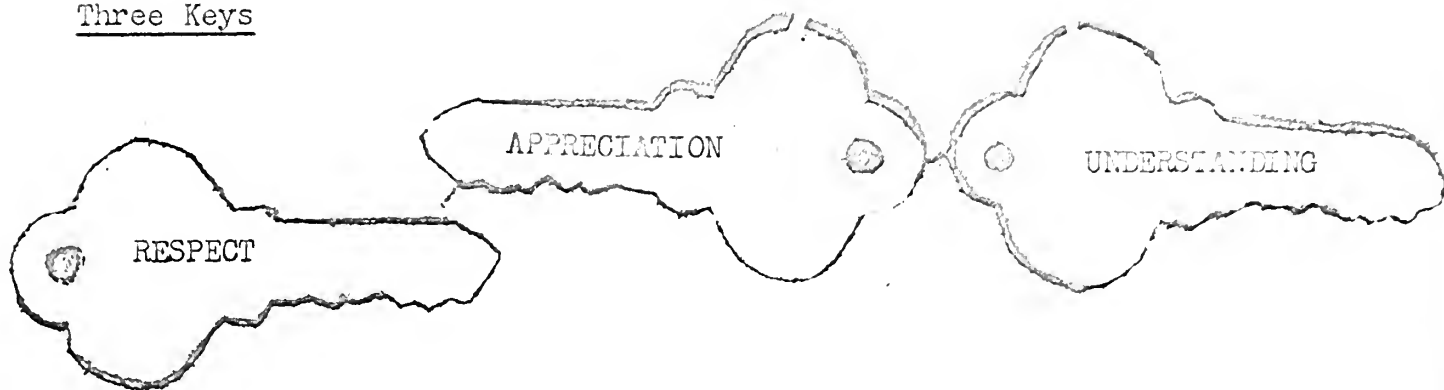
Remember Longfellow's poem, "My Lost Youth?" He closes every stanza with this phrase, "AND THE THOUGHTS OF YOUTH ARE LONG, LONG THOUGHTS." When adults are indifferent, the adolescent is often wounded deeply. When misunderstood, he actually suffers. To be ridiculed is to experience agony. When he fears an adult, he builds defenses. When he hears a different philosophy from that of his home and church, he wonders who is right. When he has difficulty making friends, he wonders, "Are my eyes too close together? Am I ugly? Does everyone feel this way?" As he looks into the future, he asks, "Will I be a great person? Am I capable of doing the job I have chosen? Will Jane learn to like me?" These and many others are the types of thoughts that the American teen-ager is thinking today.

Deep Meaning

All of these descriptions of adolescents are pregnant with meaning for the teacher in the classroom. These are people who are often treated as marginal people--laughed at if they continue to keep one foot in childhood and scolded if they advance too rapidly into the adult world. In reality, the adolescent is just trying to gain equilibrium. He really doesn't want to appear foolish in his dreaming, inconsistent in his behavior, or ridiculous in his attempts. If he takes his foot from childhood too quickly, he may lose his balance. Since he is sensitive to failure, this would force him to build up defenses.



Three Keys



What does youth ask? He asks that his teachers and parents learn how to use three keys. In any new situation, even adults falter and fear, and for a moment may actually feel insecure. So does the boy whose body may seem clumsy and whose feet make so much noise at times. Youth would say, "Remember to UNDERSTAND." The girls who cover up with giggles would say, "Remember to try and FIND THE CAUSE of behavior." They would say, "Try to APPRECIATE the causes for the seemingly foolish actions." When the long, long thoughts seem to offer inconsistencies, and lack mature reasoning, youth would ask for RESPECT. Enveloped in these three keys are the emotional needs of youth for security, response, recognition, and opportunity for new experiences.

Master Key

Perhaps the master key is REMEMBER

Remember behavior is caused
Remember the stresses and strains
Remember youth can think objectively
Remember growth is facilitated through success
Remember to identify yourself with their problems
Remember to APPRECIATE--UNDERSTAND--RESPECT

TEACHER, SPREAD YOUR WINGS

What is your wing spread, teacher? How many students are under your wings? Of those under your wing, how many are boys? How about this question of home economics becoming coeducational? We're reminded of a student who was asked during a chorus tour if the school she represented was coeducational. She looked a bit bewildered and answered, "No, It's a junior college." Suppose someone were to ask a homemaking teacher, "Do you teach coeducational classes?" Would the answer come echoing back, "No, I teach home economics?"

In California, forty-six teachers who teach boys' homemaking, reported less than one-third of their classes were coeducational. Eighty-five percent reported separate classes when boys took home economics. The idea of coeducational home economics may sound new to some of you, to others it may ring a note of "just another gadget," and to still others, it may seem too difficult to attempt. Is it a new idea?



While reading Lita Bane's book on the life of Isabel Bevier, this bit of information caught attention. "In a memorandum to the student newspaper, The Daily Illini, 1905, Isabel protested the University catalog's implication that household science was for women only. She felt the subject was of value to men as well as to women. It was with this kind of vision that the University of Illinois Department of Home Economics was guided. One might ask, is it in agreement with the objectives of our professional organization?

AHEA Specific Objective in 1957

You may have read the statement of objectives in your October, 1957 Journal of Home Economics. Note the first specific objective contains the same idea as the 1905 Bevier statement. "Continue to promote education in home economics for individuals of both sexes for effective family living and citizenship and for competent professional leadership." Some of you may still be saying it is comparable to many other objectives and other visions desired, but actually not wanted by men themselves. What do adults have to say?

One man states there is a need for boys to have homemaking courses. Another says in today's world there is a particular need for coeducation in the practical art of homemaking. A third man declares, American systems have "missed a good bet" in not insisting upon boys and girls completing one fundamental course in homemaking. An Illinois superintendent of a high school where homemaking for boys has been an accepted part of the curriculum for twelve years asks, "Why educate a girl to be a complete homemaker without letting the boy in on his responsibility as the other half?"

A basic principle in curriculum planning is to involve the parents. In a study involving 412 parents (forty percent of whom had children who had not taken homemaking) forty-six percent suggested homemaking be taught to boys and girls in mixed classes.

Expressions gleaned from readings in the journals of Education and the Journal of Home Economics are:

They are getting down to the real situation.
Our boys show more interest in their homes.
We eat whatever he makes, and to date it has been good.
Mike has shown a greater interest in his clothes.
His desire to cook is gratifying

Teachers in Illinois have shared the following comments from parents whose sons are taking or have taken homemaking:

Ronnie has learned to value the family budget.
A father wants his son to learn how to manage a home so he will be prepared for emergencies.
A mother reported her son is cooking for himself and includes fresh vegetables, salads, milk, and even puts lettuce in his lunch sandwiches.



Are Boys Interested?

It may be fine to state an objective, to have a vision, and to gather evidence of satisfaction from parents and educators and still have one important consideration which needs to be considered. The boys must be included and it is quite in order that their interests and comments be considered.

In a California study forty-eight per cent of the boys who made up a group of homemaking students, asked for mixed classes. Forty-four per cent of the boys in the non-homemaking group asked for mixed classes. Several teachers have indicated their first classes for boys were started when boys requested a course in homemaking. Perhaps another clue can be found in H. M. Anthony's report in the May, 1956 Journal of Home Economics, that in the 1944-1954 decade, the enrollment of boys in junior high and high school homemaking doubled in the United States.

Boys' expressions reveal their goals as well as their feelings about homemaking:

My brother said to take home economics because that was the place you learned "you know what" without anyone laughing about it.

This book gave me a chance to sit down and talk to my mother as the girls talk to their mothers.

I know more than my Dad. He can't even feed us when Mom is ill. I shall never laugh at a girl again. Dishwashing and cooking are hard work.

Plunge in Immediately--Don't Stand Shivering on the Bank

It's the getting started that makes a class of boys difficult. Student teachers are often heard to make this remark, "I'm afraid of the boys; I know I can teach the girls." Then, after student teaching experiences, these same student teachers are heard to say, "Those boys are fun. They really want to know."

It isn't only the student teacher who expresses fears. One teacher with years of experience shared her feelings when she admitted, "Boys are easy to teach, but I was afraid the first time." Perhaps articles like B. Greeley's in the November, 1956 issue of Practical Home Economics, would be an inspiration to those who have never tried a class including boys. This experiment was tried in the junior high school and proved so successful that it has become an established part of the curriculum.

The teacher is the central ingredient in any kind of education according to the Carnegie Corporation. What do teachers of homemaking think about having boys in their department?

It's nice to have boys around the department--it provides an excellent opportunity to know how they feel, think and react.



Boys challenge the teacher and keep her on her toes.
They add spice and variety to a class.
Boys sell the department with their enthusiasm.
They are more objective than are girls.
Boys will eat everything once.

In an article entitled, Boys in the Homemaking Department, H. M. Anthony summarizes her points by saying boys give a matter-of-fact approach to family living. And concludes with, "A class for boys alone is good, but a class for boys and girls together is better."

But How Might I Get Started?

Perhaps Harold Willard Gleason has given us some clues in the lines he has penned.

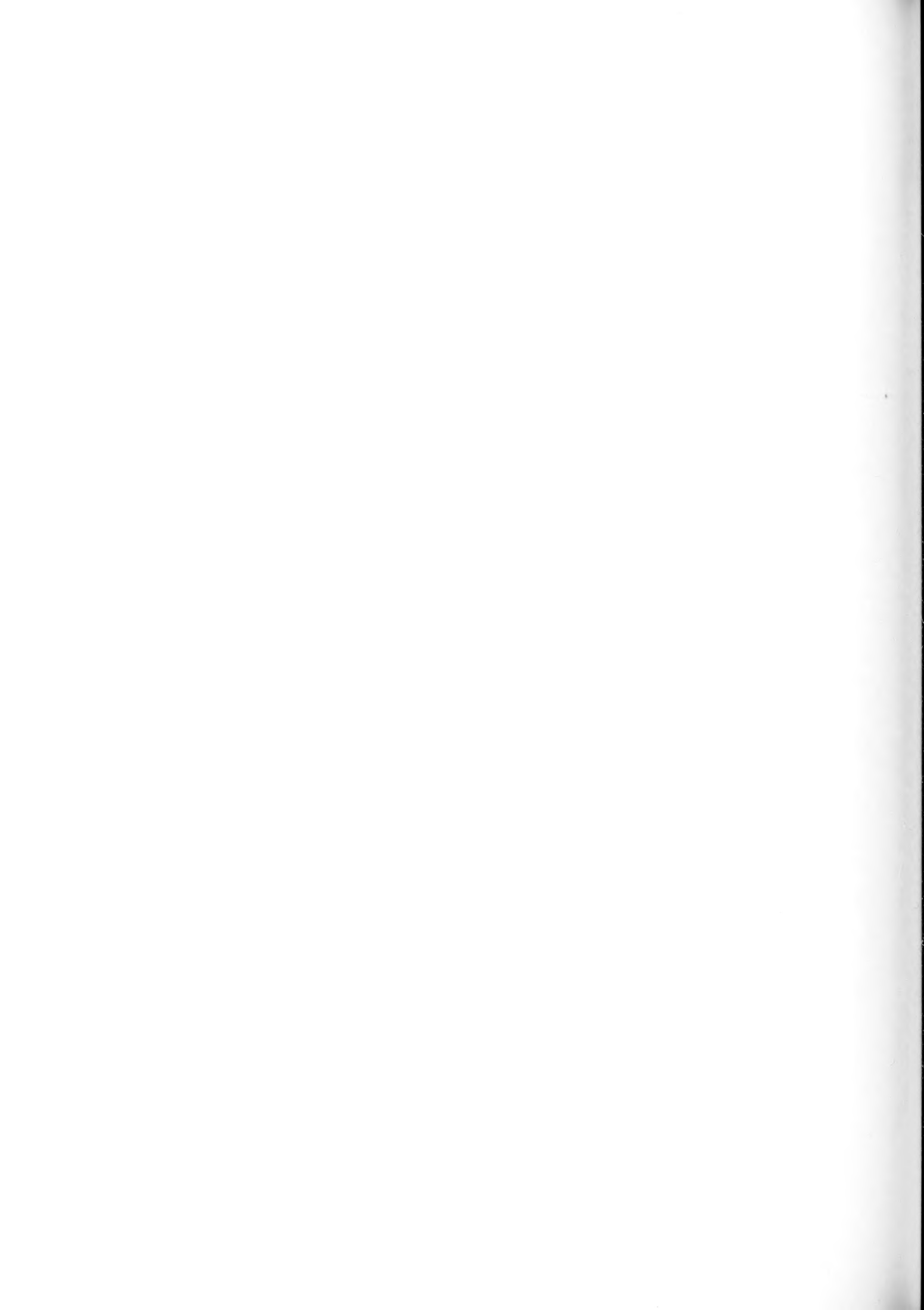
Short-Order Cook

When Daddy cooks, he doesn't read
The cook books Mother seems to need;
He doesn't fuss with pies or cakes;
He never roasts or boils or bakes;
He doesn't use the rolling-pin
Or measure level spoonfuls in;
He doesn't watch the oven clock;
He doesn't fill the cooky-crock...
We watch him with admiring eyes
While Daddy fries and fries and
FRIBS!

The "Daddy" of the future can greatly expand his repertory if he joins one of the ever-popular non-credit groups known as "Chef's Club," "Bachelors' Brigade," or some other name which will make clear the masculine character of the activity. Alert administrators, observing the poor habits being formed in study halls, are more and more trying to substitute a group activity during one or two periods a week.

Ever hollow, growing boys first envisage the glorious possibilities of cooking and cooking and COOKING. They, do indeed, cook with a will, often operating on the premise that if a little is good, more would be better. After a few experiences however, of mashed potatoes turning into a kind of soup, they begin to measure far more accurately than girls. After viewing a baking-powder biscuit made without baking powder, they abandon their headlong rush into action and before long they are making shrewder plans than do their sisters...especially about reducing steps, time and equipment used. At the same time laboratories get a vigorous cleaning by the boys.

Capitalizing on the boys' interest in foods, the curriculum can grow from table setting, serving and manners to all the ramifications of home hospitality. From this point groups move quite naturally into selecting and caring for clothing, arranging extra storage facilities in their own rooms and ultimately into certain aspects of family relationships. In the end, time, proves to be about the only limiting factor to their genuine enthusiasm.



Willing to try anything once, they are frequently highly creative in handling foods. Many a club has won a prize for an original recipe. Earning money from an early age, they recognize its value rather more than girls do and delight in doing the marketing. Most are efficient mechanics and leave sewing machines in better condition than they found them. The no-credit factor seemingly doesn't reduce their whole-hearted, exuberant desire to learn.

Teaming Together

Exchange classes are popular in many schools. The teachers of agriculture, home economics and industrial arts compliment each other's programs by exchanging classes. Boys enter the foods laboratory with almost everything to learn, but this may prove a blessing in disguise. Girls enter the shop without knowing awl from owl, but before they complete the course they will have added many new words to their vocabulary.

Whatever plan is used the teachers need to plan together. The teachers of agriculture and industrial arts very probably have some definite ideas about what they think ought to be taught. Many co-operative class and community projects have grown out of these classes. Some teachers would rather make it a joint class experience and team together.

START WITH THE BOY

The First Step

So often teachers are tempted to begin with an enterprise, especially if it has been a successful learning experience in other classes. But this approach may mean disappointment because the composition of the class makes the difference. Teachers need to know the adolescent so well that they can identify his potentialities and his limitations. Gordon Nelson in December, 1955 Agriculture Education magazine suggested the following types of information are needed.

PHYSICAL FACTORS

Health - Energy - Endurance - Defects

AFFECTIVE FACTORS

Values - Motives - Stability - Effort

CHARACTERISTICS

Needs of youth - Developmental tasks

EDUCATIONAL FACTORS

History - Achievement - Study Habits

SOCIO-ECONOMIC FACTORS

Family Background - Financial Status



INTERESTS

Likes - Dislikes - Clubs - Hobbies

ABILITIES

Scholastic Aptitude - Special Abilities

VOCATIONAL FACTORS

Goals - Aptitude - Work Experience

A Second Step

After you have mastered the information suggested in the eight rubrics of step one, you have a unitary picture of your adolescent student. This is very essential in your thinking before any attempt is made to look at his characteristics. All of these are interrelated and if one looks at any one part as disassociated from the whole picture of the adolescent, a biased conclusion may result.

The Big Four

If we believe the primary aim of education is to change behavior, and that education is more than mere training of the intellect, we must focus attention on the characteristics of youth. For convenience it is conventional to consider the physical, social, emotional and intellectual characteristics of adolescents. These big four areas supply basic information about the adolescent which will aid in preparing teachers to understand, educate and guide students.

The Physical Characteristics

One of the questions we hear asked is--when is pubescence? This is not an easy question to answer in every case. For girls we say it is the beginning of the menses which takes place between the tenth and sixteenth year in the normal range. For males, however, there is no one physical sign which marks the beginning of pubescence. Because of the great variability in the normal range in boys, the sequence of the physical signs is considered a more satisfactory criterion than to name one average or to make a list of generalizations.

The junior high teacher would do well to know the sequence of these physical changes and if she is teaching personal hygiene some casual remark or actual charts might help some later maturing boy understand himself and also help him alter his behavior. Acceleration of the growth of the testes and scrotum accompanied usually with slight growth of pubic hair are the first signs of puberty in males. These are followed by the height spurt which usually extends over a period of from two to three years. While the growth spurt is progressing, the penis enlarges in breadth as well as length and the axillary hair first appears. The first ejaculation of semen usually occurs about a year after the accelerated penis growth. Just one example to illustrate the variability of these evidences of growth--the average American boy is just under fourteen when the first seminal emission occurs with ninety per cent falling between eleventh and sixteenth birthday.



Another trouble spot for the adolescent is acne. The sebaceous glands increase their secretion at pubescence without enlarging to take care of this increment. This causes a blocking up of oily secretion and infected spots result, which cause much embarrassment to the adolescent. The three trouble areas can be seen in the illustration at the right. In the teaching of health or grooming, a teacher could explain this phenomenon without causing any pupil to feel embarrassed.



Social Characteristics

There is a strong social interest emerging in the adolescent boy and a stronger urge to become identified with his peer group. Friendships between boys and girls are much more important now and tend to be more stable. Socio-economic status is quite discernible in the cliques adolescents form. Many of their choices of friends are based upon externals.

If friendships are lacking, the adolescent feels very unhappy. His emotional machinery is set into all kinds of anxieties because he fears he may not be popular, or he may not be liked, or worse than these, he may be ridiculed. This strong social urge motivates certain specific learnings in the social skills, in identification of particular sex-roles; and in personal grooming. The sudden awareness of body-growth changes accompanied by the new focus on hetero-sexual relationships causes new stirrings within the adolescent. Deno reported in Child Development, 1953, boys with admired physiques tend to be socially favored. This admired physique is a kind of stereotype which combines a strong muscular development with a V-shaped symmetry.



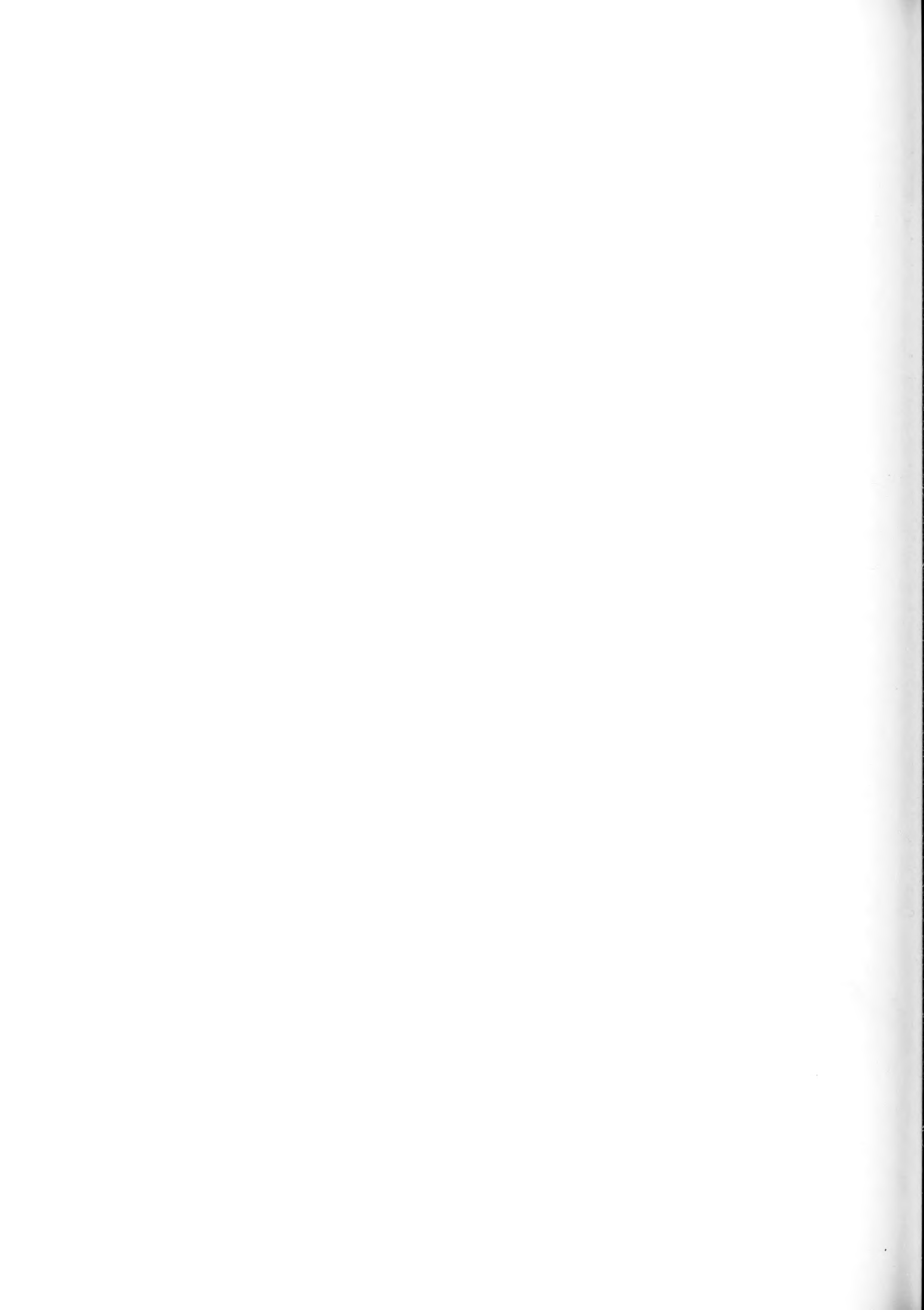
Masculine Physique



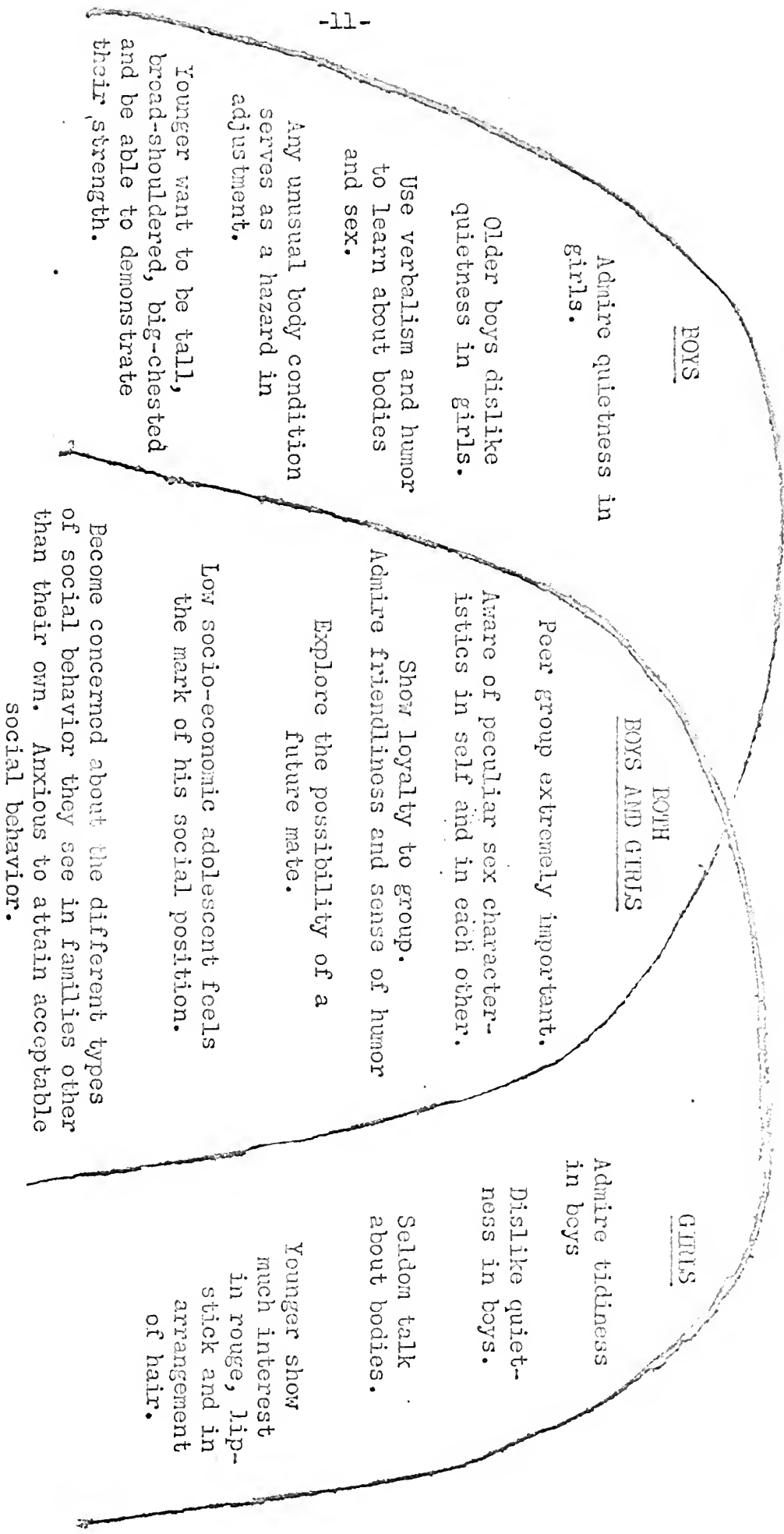
Feminine Physique

Emotional Characteristics

Dr. Remmers found that boys and girls share a great many problems with significant differences between them. These are reported in his new book, The American Teenager. These percentages reported are those from a nation-wide study which included 15,000 youngsters. They represent the geographical areas of the East, Midwest, South and the



SOCIAL CHARACTERISTICS



In this chart we have attempted to summarize the characteristics of boys and of girls by showing the similarities as well as the differences of each. There is more similarity than differences in students of junior high and of senior high school age. This would tend to support the coeducational viewpoint.



Mountain-Pacific, both rural and urban. Both high and low income groups were used and all three religious groups of Catholic, Protestant and Jew. On page 80 of this book these percentages are broken down by school grades, geographic area, religion, rural, urban, low and high income groups.

Problem Area	% of Boys	% of Girls
Easily excited	14	32
Trouble keeping temper	27	38
Worry about little things	25	50
Nervousness	21	32
Daydream	29	41
Feel lonesome	16	24
Feelings easily hurt	19	39
Crush on older person	4	13
Afraid to speak in class	15	29
Stagefright	46	49
Feel need to discuss problems	19	29
Often feel blue	9	11
Socially ill at ease	26	25

Interrelationships

Dr. Remmers has pointed out specific anxieties which plague teenagers greatly about the bodies they inhabit. Here again we see the relationship between the emotional stress and strain experienced when the physical characteristics are high-lighted in adolescence.

52% had weight problems	33% had pimples
37% wanted improved posture	24% wanted to improve figures
13% tire easily	12% had frequent headaches

For the most part it is the junior high student who experiences emotional upsets when his sexual development is evidenced by body changes. The first menstruation for girls is quite dramatic and they may think it serious and alarming. Boys are sometimes worried about enlarging organs showing through their clothing and are embarrassed, disturbed and frightened by seminal ejaculations.

New sweat glands appear at adolescence which differ from the other sweat glands in secretion, size and location. They are bigger glands and are located in the armpits and in the reproductive areas. The secretion of these glands is odiferous and the reason for "BO." Schnell has stated that one of the concerns of an adolescent is how he "smells." Anything which makes the teen-ager appear unattractive is a threat to his happiness.

How often have you wondered just how to approach this problem of body odor? These facts of biological origin would be a matter-of-fact way to discuss the problem and open up discussion of personal hygiene for a class. Or in a conference with a student this might be a very objective approach.



Intellectual Characteristics

Now we are ready to look at the last of the "big four," the intellectual characteristics. It was none other than Mark Twain who said, "When I was fourteen, my father was hopeless, but by the time I was twenty-one, I was amazed to see that any man could learn so much in only seven years." Truly this is the adolescent attitude in essence.

Contrary to beliefs held by some people, there is not a growth spurt in general intelligence at adolescence. Some have thought children who have lagged in childhood would catch up at this time while others thought there would be a slowing down at adolescence. Dr. Lawrence* of New Zealand says there is not a psychologically significant difference in intelligence between the sexes. Dr. Moser in his pamphlet series, Toward Understanding Boys, says an adolescent at fourteen is nearly equal to adults in test intelligence, and he has an excellent memory, can think in abstractions, and loves to argue. Some have indicated girls are superior in verbal abilities and boys are superior in mathematics and science, but even these statements are open to question as they are based on means only. If one would plot these curves and superimpose one on the other, much overlapping would be seen so that many boys, for example, have a high ability in needle-work while girls would show a similar ability in woodworking. This is an important concept for us to consider when we suggest coeducation in applied sciences. So far research would support the idea.

Three Great Bridges To Cross

We found the literature enlightening and yet confusing in the listing of youth's problems. Educators have taught us that basic to any action to facilitate the development of youth is an understanding of the youth's characteristics and problems. Knowing his characteristics aids the teacher in understanding his problems and in guiding toward their successful solution. But whose list is best? Perhaps the best answer here is, "It depends on the use you want to make of the information." However, interestingly enough, when we superimpose list upon list, our three bridges seem to come through every time. All the other problems, which are many, can become sub-problems under these three without losing any significance.

Bridge No. 1
SATISFACTORY HETEROSEXUAL RELATIONSHIPS
& ACCEPTANCE OF SEX ROLE

Bridge No. 2
EMOTIONAL * INTELLECTUAL * PHYSIOLOGICAL
FINANCIAL INDEPENDENCE

*Dr. P. J. Lawrence is visiting professor in the College of Education at the University of Illinois during the 1957-1958 school year.



Bridge No. 3
DEVELOPMENT OF PERSONAL PHILOSOPHY
BASED ON A MATURE SET OF VALUES

Satisfactory Heterosexual Relationships

Physically we said the adolescent is mature enough to associate with youth of the opposite sex. In many cases both sexes are physically able to reproduce, but the social norms prevent this relationship. Emotionally, he is affected by these physical urges and the social norms and his intelligence helps him learn to conform to the culture in which he finds himself.

His two problems in this first bridge become (a) to learn how to achieve satisfactory relationships with age-mates of both sexes, and (b) to learn to accept what is expected of him by society. Youth must learn to adjust to the body urges and the demands of society if he is to become a mature member of his group. This requires the three keys mentioned earlier, namely understanding, respect, and appreciation.

Chaperoning A Party

A party will bring out the side of Jim you never knew existed. When he is trying to make the very best impression on Mary Jane, you see a boy different from the one who attends your ten o'clock class each morning. The school party is an opportunity most schools provide for youth to help them develop social competence. In the November issue of the Illinois Teacher, there was a suggested pattern for party activities. Following this plan should make possible greater participation for all. Have you ever been called upon to chaperone a party?

Some "anticipatory chaperoning" might be very good mental gymnastics. One teacher asked Boisterous Bill along with another boy and two girls to see that everyone had an opportunity to join in the activities and have a good time. Mary Jane, who was a person with kindness and tact, was asked to help Johnny Shy mix with the group. Hal and Marcia, who were known to seize the first opportunity to disappear into the wide blue yonder soon after a party started, were asked to assume refreshment responsibilities which kept them well occupied and required their presence all evening.

At the party, you will enter into the activity and fun--but as an adult. To merely decorate the wall with a bored expression is not playing the teacher role as well as to give freely of your warmest smile. Teachers do not discuss the various pupils at the party either with other teachers or with parents. Make a mental note of any behavior which has caught your attention and discuss it later. One young teacher was appalled to hear an adult at a school party say, "See Virgil over there. He's just hopeless--hasn't an ounce of what it takes." Her heart sank when she was aware that Virgil had overheard. The boy left quickly munching a big candy bar.



Independence

In this second bridge, we find a cluster of types of independence. As the adolescent tries to cross this bridge from dependent childhood to independent adulthood, he meets many problems. Physically he is able to earn his financial independence, but in our society he is kept from entering the labor market. Mentally he is almost equal to an adult, but many of his ideas are considered worthless by adults.

He must make an emotionally independent step from his parental home which has provided so much of his security, recognition, affection, and new experiences. At the same time that he takes this step toward emotional maturity, he must not lose the respect, affection, and security of his home. This becomes complicated, especially when parents fail to understand him when he first tries his wings.

Expect Adult Behavior

The class was outside for a lesson in outdoor cookery and the teacher suddenly realized she had forgotten to bring her large weiner fork and mentioned the fact to the group. Quick as a wink, one boy volunteered to go after it, which meant he needed to drive the teacher's car. She gave him the car-keys and he started toward the car. He turned around and asked, "What if your husband sees me?" She replied, "He knows I never have anyone in the car who is not old enough to handle it."

This boy's chest probably swelled two inches. He gained a type of adult approval which he much needs. This is the type of inter-relationship which will help him become an independent mature personality. Challenges often motivate behavior beyond the adult's expectations. It's when the adult threatens the self of the adolescent that he may try to escape back into childish behavior such as kicking and mumbling.

Development of Values

Questions of "Who is right?" and "How can I find out?" demand decisions from youth. To answer these he needs to know what is expected of him by his society. He also needs to know what kind of action a citizen of a democracy should exercise and why. There is a basic core of values in an integrated society which is inextricably interwoven with the knowledge, facts and skills. We teach these values, but they are often caught by adolescents in observing adult behavior. For example, a seventeen-year-old boy chose baby-sitting as his home experience. He had two younger brothers, one three and one six-months old. He wanted to help his mother so she could do some things away from home, but the teacher was sworn through to secrecy. If this teacher breaks this confidence the adolescent has learned something about values in her code of behavior.



BLUEPRINTS

Having taken a look at what the adolescent contributes in characteristics and problems to the development of the curriculum, we are ready to consider the implications for education. What blueprints will you choose?

Perhaps the three questions most basic to our thinking are:

What is youth like?
What will youth learn?
How does youth learn?

As we try to answer the last two questions, we shall need constantly to keep in mind that adolescence is a process of development and that adolescents are the people who are in the process of becoming.

What Will Youth Learn?

One way to approach this fundamental question is to know the broad and specific goals of the adolescent. Within his goals lie his values, interests and aspirations. Success, according to Mr. Jensen in the December, 1955 issue of Education, is defined in terms of personal goals rather than goals which are set up by someone else. The teacher's expectations and goals, insofar as they are different from those of the student, will bear little fruit in attainment.

The adolescent can express many goals quite clearly, but often for various reasons some goals are vague or seemingly absent in his thinking. If the adolescent could define and identify his goals without assistance the teacher's job might be considerably simpler. He is quite able to state broad goals without seeing the specific goals which are therein contained.

Here again one of the outstanding facts is that there is an absence of a typical or universal pattern of goals for adolescents. The teacher's part is to locate information concerning goals and to integrate within their scope new interests, values, and aspirations for knowledge. Relating the unrecognized goals to those the student has determined can help motivate the student into appreciation of the previously unrecognized goals.

How Can Information be Gained?

Pre-requisite to any course is preliminary planning. This preliminary planning cannot be over-stressed in curriculum building. Information can be gained through:

Individual interviews	Class discussions
Observation	Staff conferences
Interest questionnaires	Parent conferences
Autobiographies	Home visits
Diary records	Surveys of out-of-school activities
Observation and interpretation of community influences.	

In the High School Journal, April, 1954, Mr. Hannen suggested six questions a teacher of homemaking might ask in preliminary planning:

1. In what kind of home does each boy live?
2. What incomes are represented in the class group?
3. What is the level of social life for the families?
4. What type of activities take place in the home?
5. What problems do boys face with family and friends?
6. What types of activities do boys prefer to learn?

Parental Involvement

Another factor to consider in pre-planning is what the parents think. This is based on the underlying belief that the public schools belong to the people and that any innovation or change, to be enduring, must involve the people. Miss Greeley in Practical Home Economics, November, 1956 reports a favorable preliminary planning experience with parents. She gained their approval for trying a coeducational course in homemaking in the junior high school. After the course was completed she had the parents evaluate the results. Now the course which was an experiment has become a part of the curriculum.

A pat-answer for any problem is not only unreliable but very questionable. It is a bit like the expert who knows all the answers because he has read one book on the subject. A changing world demands a curriculum which considers and recognizes changes and makes necessary adjustments. A changing adolescent in a changing world in a curriculum subject to change is the compounded task of today's teacher.

But Principles Hold

However, there are basic principles which are inherent in all curriculum building. There is a core made up of the laws of learning which undergirds curriculum development and the techniques employed in teaching. Sometimes it appears there may be a danger in confusing laws with interpretation. For example, the principles regarding motivation do not change, but the method of motivation, the why (characteristics of youth) of motivation, and the when (timing) of motivation are all matters which demand the best interpretations. Perhaps a role-playing situation would help illustrate these concepts.

In one co-educational class in which questions concerning date etiquette were asked, the teacher suggested the class consider this problem with her. Together the teacher and the students decided the first step was to look for answers in the reference books they were using in a unit on social relationships. The problems were written on the board and the indices of the books used in locating the answers. These were read and discussed.

Then the teacher said, "One feels more at ease in social situations if he has done some practicing ahead of time. Henry, suppose you and I role-play this situation. You be the boy and I'll pretend I'm the girl.

We have been to a movie and you are taking me for refreshments." The class spent a little time structuring the situation further as to time and place. Following this, the teacher and Henry acted out the situation. After the role playing the class discussed such questions as:

1. How did Henry let the girl know the state of his finances?
2. How did he learn the girl's choices so he could order?
3. Was he a considerate date? Cite evidence.
4. What could Henry have done to have improved the situation?
5. How did the girl respond? Did she do her part to make the date a success?
6. Did she permit Henry to play the "gentleman's role?"
7. What might she have done to make the date a more pleasant experience?
8. What guides can we draw from this situation, our reading and discussion which will help us in similar dating situations?

A Check on This Method

Role-playing is one of the newer methods used in today's classrooms. What principles did this situation illustrate which were basic to learning?

- * The questions showing interest came from the class.
- * Teacher used this interest and built it into the unit being taught and involved the class in participating in actual assignment making.
- * The assignment was structured by a listing of problems and references.
- * The teacher played the role of the girl to prevent Henry from becoming self-conscious.
- * Role-playing makes learning an adverb. Someone has said, "We do not learn by doing, learning is doing."
- * The reinforcement theory of learning is applied also--the class not only read, they discussed, and they saw it acted out and discussed again.
- * Social awkwardness is often listed by boys as a real problem--this was recognized by providing opportunity for practice.
- * We learn by imitation--if the role-playing can be used, the students will have a good example to imitate.

We have not exhausted the principles which might be pointed out at this time, but these are a few to illustrate that a new approach is based on principles. Learning is still, by one definition, "the process by which directed relational thinking is done."

Can There be a Status Quo?

Teaching demands creative thinking. Creative thinking is not static, but is rather a continual searching for truth in the light of known facts. Facts and their relationships form new patterns, and new ideas are the result. This is a possibility for any teacher who will take time to think reflectively using her intelligence and imagination. Imitation is one way in which we learn, but making an idea function in a new way is soul-enriching.

A new pattern of ideas without evaluation and open-mindedness to and for change can be just a phantasy. The adjective, continuous, is descriptive of an important principle of evaluation. The various patterns need to be tried on for size, and any necessary adjustments made before an attempt to cut into the woof and warp of adolescence. Check the new idea against all the standards, and then evaluate it as to effectiveness in your situation. You may be one of those who will come up with a new idea. We want to share with you some of the ideas which have come to our attention.

A Junior High Teacher Shares

Ruth H. Thompson, a teacher in a Champaign Junior High School is of the opinion that eighth-grade boys feel a need for separate classes, due to their characteristic growth patterns. She has outlined the following as characteristic of her eight-graders.

Age varies from thirteen to nineteen years.

Intellectual ability extends from 70 I.Q. to 140 I.Q.

Physical maturity varies from boys small in stature and very immature to those who are mature with changed voices and who need to shave daily.

Due to rapid internal physical changes in size of stomach as well as in sexual maturing, there is an intense craving for food and interest in nutrition.

Due to unequal changes in physical maturity, there are unpredictable abilities in coordination.

New fears and worries are magnified, due to irregular physical and mental development within the group and within the individual.

A fear of social incompetence tends to create extreme talkativeness, a desire to react violently, or to completely withdraw.

Understanding, along with consistently firm guidance, is of extreme importance.

In these characteristics, you will note the "big four" mentioned earlier; namely, the social, mental, physical, and emotional. Mrs. Thompson worked out a teaching unit including the aspects of nutrition, meal planning, meal management, storage of food, selection and buying of food, preparation of food, manners, conservation and safety. If we check back, each of these aspects is representative of one or more of the eight characteristics she found true in her group.

Appeal Through One of Their Goals

Mrs. Thompson has suggested the slogan, "All of Us Can Live Above the Safety Line," for an introduction to the nutrition unit. This has a special appeal to these boys since their body is of so much importance and they are becoming conscious of what is required for skills. Thus she capitalizes on their broad goals and opens up new vistas at the same time.

We Must Be Strong

Behind the plow that turns the earth that yields the food--
Behind the machines that make the plow that turns the earth
Behind the train and plane and truck that bear the food
Behind the store that stocks and sells the food
Within the homes, the grand, the small, where food is eaten
We stand--170 million people...WE MUST BE STRONG

We Are Not Strong Enough Now

Forty-five million of us live below the safety line because we do not get the food we need. Below the safety line means:

Bodies that tire too easily
Bodies with minds that are slow to think
Bodies too weak to fight disease

These Mean Danger

Meals that leave the body hungry
Meals that are not well-planned
Meals that are tasteless
Meals that neglect protective foods

These Mean Safety

Meals that are ample
Meals that are well balanced
Meals that taste good
Meals that provide protective foods.

All of Us Can Live Above the Safety Line

We have the lands it takes to grow the foods we need. We have the machines it takes to grow and market all the food we need. We have the hands it takes to plant and harvest, pack and sell the food we need. We have the brains it takes to make lands, hands, and machines all work together. That way safety lies.



The Take-Off

This type of introduction could be used to stimulate discussion for setting up the goals of the nutrition unit. Through such a discussion some of the problems which are troubling boys may find their way out. An observing teacher will make a note of any apparent disinterest and will work out new approaches.

The teacher might introduce the problem of late and early physical maturation and explain the sequence of growth with other factors of biology. If boys understood why their physical development was slow and could be assured they are very normal, for the range is quite broad, much anxiety could be eliminated.

Another way to use this kind of introduction is to make an attractive bulletin board. One might entitle the bulletin board, "A Boy's Day." Work out the activities he is normally engaged in and the task the body has in meeting those requirements. This could be used as an activity with the class working it out during the class period. Eighth graders prefer activity so let them do the labor and you become foreman of the crew.

Remember the Growth Changes

Since we know from research that during the time when adolescents need plenty of protein, iron, calcium and vitamin D, they become food faddists, we ought to give nutrition an extra boost at the junior high level. A brief summary of the chief changes might be a good review for us here.

Circulatory System

- a. Heart nearly doubles in weight compared to the preceding five years.
- b. The veins and arteries grow more slowly so there is an increase in blood pressure.
- c. Pulse pressure increases.
- d. Pulse rate falls eight-nine beats per minute, with girls having two-six beats faster than boys.

Respiratory System

- a. There is a great increase in lung capacity.
- b. Decrease in rate of breathing.
- c. Increase in lung capacity does not keep in pace with body size.
- d. Decrease in basal metabolism during pubescence.

So--What Are the Implications?

What happens when the adolescent exerts himself as we know he does? When his body is undergoing exercise there is an increased need for both oxygen and glucose. Exertion also causes an increase in basal metabolism, systolic pressure and pulse rate. The growth spurt, which we



mentioned earlier, demands three times as much protein in adolescence compared to the adult requirement. More calcium is needed for bone growth, more iron for the blood, and vitamins serve many functions.

Why Are Adolescents Food Faddists

Remember the three bridges we mentioned that all adolescents must cross from childhood to adulthood? One of those was satisfactory heterosexual relationships. Poor food habits are a symbol which represents what the peer group considers "the thing to do." And the adolescent conforms to the peer standard. It also represents independence. The adolescent is anxious to prove he is capable to choose his own diet without adult interference.

Call in the Coach and Judge

No other adult figure can gain as much respect from boys as their coach. His interest in sports can be seen in these characteristics which are typical of an adolescent boy.

- He tends to overdo in sports.
- He is eager to perform well in some sport.
- He craves action, excitement and adventure.
- New games and new skills appeal.
- He shows increasing interest in games, invention, history and travel.

Capitalize on these interests in the junior high school and let the coach give some high lights as to body care. He could also introduce a range of sports in recognition of the early and late maturers. In one high school where an accelerated program is in practice, which means the boys are younger than most boys in the average high school, football was dropped from the athletic program. Perhaps no other one teacher has more opportunity to help adolescent boys than the athletic director. Use him to spark these classes, and work with him whenever possible.

Since teachers realize the tremendous power of the peer group on the adolescent and the struggle he is having to arrive at his value system, we can sometimes help by having community people who are respected by youth come in for a class period. Mrs. Thompson called on a judge to talk to her junior high group on the effect of alcohol on the body. He used a diagram to explain to the boys what increasing amounts of alcohol do to the nervous system. He ended his talk by pointing out the person with a small amount of alcohol is actually the most dangerous to himself, his friends, his family and to society. Often an outside speaker can convey this type of information better than the teacher.

Some Catchy Phrases

Out for a Good Take-Off	At the Controls (Calories for
Taxiing (Proper Food Habits)	Measuring Stick)
Hedge-Hopping	(My Body Requirements)

Now is the Time

In teaching manners to eighth graders and particularly to boys, we are constantly reminded of their long legs, long arms and their uncertainty as to how to act. At the same time they act as if they knew it all, they really crave social know-how. Just as this is good timing for teaching foods and nutrition, it is likewise good timing for teaching manners. Mrs. Thompson has included a story of the Tuckers.

The Tucker Family Dines Out

The Tuckers' Saturday night out was Pop's idea. He said it would be a good way to finish off the holiday season, and the whole family agreed. Bib wanted to go to the Parkview Hotel and Mom wanted to go somewhere to wear her new hat where it would be noticed. The Parkview it was and by the time they dressed in their Sunday best, (Tuck even shined everyone's shoes for the occasion) Pop was really puffed up over his family's good looks.

As they left home about six-thirty Saturday evening, Tuck walked along with Mom. He enjoyed teasing about the things he was going to do--blow on soup, stab bread from the tray with his fork, and use the crust for sopping up gravy from the plate. Mom was reasonably certain he wouldn't do any of these things, but she was none too sure he wouldn't talk too loudly at the table or get excited over some part of the conversation and start waving his fork in the air as he sometimes did at home.

...Blinking was not enough for Tuck, He came right out with, "What's this 'Table dish' and 'alley-cart' business?" "Those aren't dishes," Mom explained. "Table d'hote is a French expression which means literally, table of the landlord. Here it means the regular planned dinner for which there is a fixed price \$1.50, \$1.75, \$3.25, see? You can choose anything you want that is listed there under the words Table d'hote."

"Would alley-cart cost more if I ordered a whole dinner that way?" Tuck asked. Pop was quick to answer, "Indeed it would. Look at your menu and you'll see what a whole dinner would cost a la carte."

From these two brief excerpts given above, it is clear this type of story would arouse many questions for a really good discussion. Unless we choose to live like hermits, we all need to know the rules of the game. Any game is more fun when the rules are known by everyone.

Presented with This Problem

A teacher of the eighth grade was given a class with these characteristics:



- all students, discipline problems
- wide range of chronological ages
- wide range in reading ability

The problem was one of group relations and the teacher was challenged to cope with the situation as best he could.

His Method of Approach

He met with the class and gave the following assignment. We are including the entire assignment because it has many commendable elements which may spark an idea for you.

"There are certain trends in modern education that our school systems and others are trying to put into practice. We are anxious to do the best job of teaching that we can. We will try to help all of you get the most out of this course.

"We are trying to make some advancements in education, just as science is making in science. We cannot do it without your help. For this semester and the next, I'll be trying to plan better for this class. When you are asked for an expression on a question, try to give it as exactly as possible. This will help me most in planning.

"I do not want you to guess what I want. I know that myself. What would help me is for you to say exactly what you think and feel. And certainly, I wouldn't expect all of you to feel alike about any one thing.

"When we get all the papers together, I will study them and then those things which are mentioned by many of you can be taken up in class and studied together. No one will see anybody's paper except me.

"We have talked a good many times about problems people have; one that I'd like to think about today is the kind of problem that you face in getting along with other people your own age. All of us have this kind of problem. It may be, for example, a problem of wanting to be a part of a crowd and being left out. I remember that some kids were going on a sleigh ride and I wasn't invited; it sure bothered me and I wondered why. Or it may be just wondering how I could show other kids that I liked them.

"This could be about girls getting along with girls, boys with boys--or girls with boys. One of the things we ought to learn as we grow up is how to get along with others. These are just some of the kinds of problems we face.

"I will use these papers in planning ways that we could learn how to get along better. Oh, yes, I remember another thing that used to bother me; it was the kind of impression I made on others. Now it could be just any kind of a problem that you have faced with people your own age. Tell how you tried to work it out, how you really worked it out, and how you feel about it."

Why Was This Method a Success?

If you look closely at this assignment, you can easily detect some reasons for its success. A few might be cited as:

1. The teacher made the students feel what they thought made a difference.
2. The teacher identified himself with their problems by relating some of his own feelings.
3. An illustration was given with plenty of room for individual expression.
4. This was a confidential assignment which encourages truth and eliminates fear.
5. The teacher recognized their behavior as multi-causal and respected their viewpoints.

All the Children of All the People

Deeply embedded in our American Democracy is this All Theory. In education for everyone, teachers meet problems of extreme individual differences which are not always easy to answer. Mr. De'Franco has written an article in the September, 1955, Clearing House in which he describes what one teacher did.

The problem which faced this teacher of junior high school home-making was this--26 boys with an average I.Q. of 64, the highest in the group was 80 and the lowest 40. The reading level was 2.7, the arithmetic level 2.6, and the span of attention was from five to ten minutes. The average chronological age was 13.9 and they were all in junior high school.

Several days prior to actual laboratory work in cooking, the class discussed the necessity for cleanliness in the kitchen. They learned how to spell the word, cleanliness. They talked about fingernails, why they grow, why we need them, and how they compared to hoofs of horses. Then they talked about hair and the vocation of barbering. The stove was explained and the gas supply traced. This meant going to the basement of the school and finding out. This led to more questions such as, "Where does hot water come from?" and this took them to the boiler room. Each boy brought his own soap from home. Every day they were checked, "army inspection," before they could participate in class work.

One of the first lessons was puddings in which the following questions were considered:

- What is a double boiler?
- Why do we use a double boiler?
- What is pasteurized milk?

The teacher used an indirect approach and the students were made to feel that they were the ones to plan each new topic. The objective was to teach the boys to manage for themselves so they would develop greater interest in their homes by achieving self-reliance and feelings of self-confidence in domestic activities.



Teaching Tactics

The teacher called on men to demonstrate whenever it seemed wise. The principal demonstrated his culinary ability. This helped the boys gain a feeling that this was very respectable work; even the principal did it. An ex-navyman demonstrated how to sew on buttons, how to repair torn cuffs, and how to mend rips using the sewing machine. Another man showed them how to wash and iron shirts. Needless to say, this teacher met with success, but greater than this, the boys made growth gains in personal achievement and in mental health satisfactions.

Junior High Finale

Purposely, a significant portion of this paper has been devoted to the junior high boy. It seems warranted when we realized the dearth of available information available to teachers. It was not possible to stress every unit which might be included. If more of you have suggestions to offer, you could send them to our Teachers' Exchange.

Calm the Stormy Waters with the Right Kind of Oil

The boy who reaches for something and knocks his mother's vase off may have misjudged the distance. His arms are longer than they were and he isn't accustomed to these lengthened extremities. To further embarrass the boy might stir up anger, but to understand without making him feel self-conscious is a better oil for making his body machinery work more efficiently with more practice.

A girl who is planning to bring her boy friend home for Sunday dinner may suddenly want the whole place redecorated. If parents take all this demand in their stride, the daughter may settle for new candles for the dining room table in place of the renovation job, according to Eliot in the September issue of Practical Home Economics, 1954.

Toward Better Understanding

In the classroom, as in the home, the adolescent shows typical behavior. Miss Elsie Buchanon of Lawrenceville found the following differences in boys' and girls' homemaking classes:

- Boys are better housekeepers
- Boys make more noise while working
- Boys are apt to confide about family problems in conferences with teachers
- Boys brag about their achievements
- Boys publicize the department
- Boys are more exacting in things they do
- Boys more often visit the department after graduation
- Boys interested in man's approach rather than general approach
- Boys love a good argument in discussion



A Boy's Twist

Boys must know the WHY of everything. In fact, their ability to reason out cause and effect and other relationships often leaves the teacher fascinated, even though furious. For example, boys accepted an instructor's dictum about keeping yolk out of the white of egg "because fat breaks down the walls of the air cells." However, when she attempted to explain whipping cream that refused to whip as being due to too little fat, every mischievous face lighted up wickedly at a discrepancy that the teacher herself failed to catch.

While supervising her boys' class one day, Mrs. Kay Gaddis noticed one of her boys seemed to be doing nothing. They were working in groups and had cakes in the ovens. They had been warned not to open the ovens for the first fifteen minutes. She walked over to the unit kitchen and told the boy who was standing in front of the oven, he could forget the cake for a few minutes. She thought this was better than suggesting he help with clean-up. He said, "But, Mrs. Gaddis, I'm guarding the cake."

Well, this was a task no teacher had ever thought of assigning. But the rivalry between the groups of boys was quite visible. When the teacher turned, she saw one boy from another group was standing guard at their oven. Without a hint of a smile, she announced the boys guarding the ovens were responsible for taking the cakes out when they were done.

In the Senior High School

Many voices have given recognition to the fact of world conditions changing the roles of family members. They note the mother and father roles are overlapping and each participates in both roles. In the senior high school, it is important that somewhere adolescents are helped to understand and appreciate the basic roles each sex plays in life. The emphasis is not necessarily perfection in skills, but rather an appreciation and understanding of these skills, together with a certain degree of proficiency in them. One boy having experienced the washing of dishes after a food's lesson said, "I'll never laugh at girls again for not wanting to wash dishes; it's hard work." This chap had gained a new appreciation for one of the humbler tasks which too many times is taken for granted by the non-informed husband.

The Ten Most Important

The University of Kentucky in May of 1950 issued a bulletin in which they suggested a curriculum based on a study of what boys felt they needed in a course of homemaking. Their questionnaire is included in the bulletin and they are happy to have anyone use it.

This questionnaire was given to 295 boys in Fayette County, Kentucky. We took the privilege of checking through their findings and found these problems at the top of the list. Listed in descending order of preference:



How to use my money
Understanding girls
How to be a good friend
Appropriate dress for various occasions
What to consider before marriage
What job or vocation is best for me
What color and style of clothing is best for me
What to do when eating out
What are good investments and savings
How to buy and select my clothes
What is correct etiquette

But This Was Kentucky You Say

That's right, but you can do the same type of pre-planning. It is well to remember, however, that a problem listed might be symptomatic of another problem. And what appears to be a symptom in one case may actually be the problem in another situation. There will be significant variation in the results obtained from teachers in different communities. There are many variables which might influence the results. One would want to use this technique several times in successive years for the best planning and adaptation of curriculum.

Interest Tricks

Many of you have aroused curiosity in students by using various types of motivation. One teacher takes her shopping basket to school loaded with silver, dishes, crystal and menus. Before class time she sets the table and when the boys come in, everyone takes a place at the table. The questions start the minute they enter the room. And when the restaurant menus from different places are circulated, they are bug-eyed with wonder.

Color swatches large enough to be tried on can be real fun for boys. They form groups of their own accord and start asking each other, "How about this color for a shirt?" One Mexican boy was very interested and was anxious to have the other fellows help him. His skin color opened up the "WHY" very naturally and then a searching through the books followed with a discussion.

A trip to a men's clothing store and a talk by the buyer for men's furnishings does wonders. "Why is this suit worth \$200?" They had always wanted to ask before, but now they were not embarrassed and the buyer was quite proud to give them all the reasons. Other questions which were forthcoming were, "Are these fiber mixtures a good thing in men's suits?" "Why do some suits hold a press better than others?"

Twenty long ties were brought to class one day by the student teacher and she said, "Mr. Abernathy taught me how to tie ties all the various ways. Does anyone want to know what he taught me?" Everyone tied and tied ties.



Laundering one of the new type "no-iron" shirts, pressing a pair of trousers, ironing a shirt, sewing buttons, mending clothing tears, and darning socks are some of the skills which challenge boys in a clothing unit.

Probably a new experience for the teacher of clothing is the way a boy "guns" the sewing machine and "steers" the stitching. One teacher was amazed to see a boy pick up a sewing machine and move it so the stool would be in the right location. The two most popular articles boys have made with success are sport shirts and barbecue aprons. It has proven wise for the teacher to supervise closely the choice of pattern and material.

To Be or Not To Be

Boys will most often protest with a howl when "your home" is mentioned. But one teacher starts out by telling them she is against bachelors. Then she tells them of a standing joke about names in her grade book. When a boy says he's not getting married, she writes his name in her grade book and allows him two years; after that time she will treat him to a steak dinner, IF he is still a bachelor. After twelve years she has never paid off.

In senior high school, boys are usually eager to consider choosing a home site, supervising the building of a home, selection of certain equipment and furnishings, and in learning about insurance. However, this is a broad area and demands careful "picking and choosing" by the boys and the teacher.

Furniture renovation sounds too economical and too much like just plain work to many boys. But a piece of furniture in the laboratory all ready for demonstration has encouraged boys to bring their own projects. The resulting finished product gives the boy a new kind of recognition in his home which he is proud to receive.

Field trips looking at new houses is an excellent way to make boys and girls cognizant of housing problems. Boys notice things girls aren't even aware of and the girls make the boys conscious of what women are concerned about in a house. This is an example of high school students becoming conscious of their respective sex roles and those of the other sex.



The Chef Himself

Out-door cooking is a natural for men and it is not braggadocio when they make claims of their success. Since this type of meal is becoming more and more an American Way of Life, the boys have more and more opportunity to express their limitless interest in foods. This is one way an entire family can cook together for recreation and fun. There is no end to the possibilities of recipes, and if you have poor eaters their appetites have a way of enlarging in this atmosphere.

Basically there are three types of meals that can be cooked and eaten out-of-doors;

Meals prepared in the home, packed and carried to the outdoors, and served in the yard or at your favorite picnic spot.

All foods prepared at the grill and eaten near by.

Some foods prepared in the house and some on the grill and served from the grill.

Some menus that adapt to meals of these types are:

Barbecued Hamburger	Barbecued Chicken
Corn Boiled on the Cob	Baked Potatoes
Garlic Bread	Cole Slaw
Ice Cream on a Stick	Bread and Butter
	Cup Cakes
	Fruit

Broiled Sweetheart Steaks	(Flank steaks rolled around a
Roasted Corn	piece of suet and sliced about
Biscuits Cooked on Stick	3/4 of an inch thick.)
Marshmallow-Hershey Melts	

Some boys enjoy making simple equipment for cooking out-of-doors. For example, coat hangers can be used to make hot-dog roasting sticks and portable grills can be made from a variety of materials:

An oil drum cut in half can be mounted on a stand. The top half becomes the lid and the bottom half holds the rack on which the food is cooked.

A bucket inverted over a fire can serve as a cooking surface.

A wheelbarrow with a rack can serve as a grill when a rack is placed over the fire made in the bottom of the wheelbarrow.

An old oven grill or rack can be placed on bricks above a fire made on the ground.



What Units Do Experienced Teachers Include

At Cerro Gordo the course for boys only includes;

DOLLARS AND SENSE

Budgets--Buying and Maintaining a Car
First jobs--Installment buying

MAN TO MAN

For this unit the teacher exchanges classes with a man teacher in the field of science. He teaches hygiene, anatomy, breaking of the conduct code, reproduction, and healthy boy-girl relationships.

WITH MY HANDS

Furniture Renovation

CONSUMER WISE

Color and Clothes

PLANNING FOR TWO

Marriage and Family Relationships

A ROOF OVER OUR HEADS

Housing and Home--Legal Aspects

CHILDREN ARE FUN

Responsibility and Care

FOOD AND CAREER

Man's Role--Nutrition--Skills

Teaching Coeducational Homemaking

Most of these courses seem to be taught at the junior or senior year in high school. Sometimes juniors and seniors are together in class and at other times it is offered only to seniors. Sometimes a young woman or man, preparing to quit the ninth or tenth grade to marry can be held in school another year just to take such a course.

Units at Lawrenceville

Getting Along With People
Look Sharp (Clothing Selection and Care)
From Friendship to Marriage
Home Sweet Home
Then There Were Three

Units at Collinsville

Home and the Family
Home and the Community
Leisure Time and the Family
You and the Family
Dating--Going Steady--Engagement
Wedding and Marriage
The Home
Safety in the Home
The Family and Finance
Meal Planning and Table Service



The arrangement of units is always a bit intriguing. Interspersing those which are of less interest just before one of special interest is just good common sense. Notice in all the suggested outlines, the Foods is placed near the end or at the very end. Someone has said the pupils would go through several other learnings if they knew foods was coming up.

But Can And Will Boys Do Home Experiences

Girls have a tendency to be self-satisfied with their home experiences. They are different from boys in that boys tend to do experiences which stand out to most anyone who enters their homes. Boys aren't as accustomed to receiving praise for anything in the home. When someone notices one of their accomplishments they are really pleased. Some home experiences which have been reported are shared in the following examples.

Richard had been just a bit surly in class. He invited his teacher to come and see his project in his home. He had, with his mother's help, refinished a beautiful walnut desk which had been made by his grandfather, and the bed in the guest room. The desk was beautiful in the living room and the guests were always complimentary when they saw the bed, which really was the focal point of the room.

Tim's mother had wanted a curved white crushed rock drive for years. She had asked and asked her husband but he didn't find the time. Tim made it, concrete forms and all. Everyone entering the yard noticed the drive and made complimentary comments.

Bruce tore down a very ugly chimney in the living room, making a continuous wall in the living room and side-cupboards in the kitchen.

Kevin kept a budget record to determine just how much it did cost to operate a car and how much he could manage to save if he planned carefully.

Bill had difficulty with his younger sister so he chose to control his criticisms and make an effort to improve their relationship.

MIRROR, MIRROR, ON THE WALL

What Is The Best Student Reward

It is the slightest nod of the head, the gleam in the eye, the smile of encouragement and the general relaxed posture which the effective teacher has learned to use that tells the student whether his behavior is approved or disapproved. Perhaps the most potent



reward for classroom learning is the teacher's acceptance of what the student does and how he does it. This acceptance becomes a guide for future activities. Remember the three keys? These express the essential ingredients for acceptance. Teachers learn to cultivate appreciation, respect and understanding. These three keys unlock the door to adolescent potential in the classroom.

What Is Reflected By Our Objectives

One of the shared tasks in the beginning of a course is to set up objectives or goals for attainment. Teachers and students can share in checking at the end of a given course what measure of success has been reached. Mr. Snyder suggested four objectives for homemaking for boys and girls in the March, 1952 Journal of Secondary Education.

Develop wholesome friendly attitudes toward members of the opposite sex.

Enjoy privileges which are theirs as family members.

Opportunity for enrichment of home life through cultural, moral and spiritual values in family living.

Development of appreciation, knowledge and skills is necessary for effective participation in home life.

For Boys Alone

From a man's point of view, Mr. Hannen has pointed up some suggestions for evaluating a boys' course. Read these with care and put in your own sub-points. You may come up with an excellent instrument to use when having parents help in evaluating the boys' class.

Has the course encouraged helpfulness at home and brought recognition of how much work is involved in running a home?

Has it developed an appreciation of the importance of well-adjusted, cooperative family living?

Has it given appreciation, knowledge and understanding of the factors that make a satisfactory home life possible?

Has it developed safe kitchen habits and good working practices?

Has it built in principles of judgement as well as techniques?



Has it brought about improvement in personal habits?

Has the interest level been high enough to help keep some boys in school who would have dropped otherwise?

Has the course provided satisfaction in getting together informally to plan and carry out a plan?

Have situations been life-like and the surroundings home-like?

Have the boys developed a feeling of confidence in areas where they were formerly uncertain and confused?

Looking To The Future

In your observations you will note men and boys are taking a more and more active role in the routines of the home. In no time at all after graduation you meet Jane and John, who have recently been married. In your conversation you are interested to hear John tell of all the ways he helps Jane. When you put several of these encounters into one summation, you find men are helping more with the marketing and preparation of food, much more in the care of children, and they are intrigued with laundering and all the new equipment in today's home. It may surprise you to hear how much boys know about the equipment in the home and how intelligently they can discuss various brands. If boys do not marry early, they often share "bachelor apartments" with other boys, be it at college or work. This demands many learnings which boys may gain in homemaking classes.

As you gaze into your crystal ball of post graduates, you might check the activities in which you find your former "boy students" engaged. The class activities which have proved most successful for other teachers are: care and selection of clothing, family relationships, budgets and family finance, laundering, marketing and preparation of foods, nutrition, housing, child care and development and social relationships.

Nothing can make a teacher happier or sadder than to observe what happens to her graduates. A teacher who is professional will follow her students with interest and make mental notes of what she observes. This ultimately is the reward of teaching; this is the way success is measured for the teacher.



TEACHER'S EXCHANGE

HOURGLASS

December is the year's hourglass
Through which the smallest day
must pass, and, with the
setting of the sun
on that short
day a year
is done.
Then Time ex-
tends a gracious
hand, upturns the glass
which holds the sand; and a
new hope stirs each mortal when
the days begin their course again.
--Author unknown

MEETING CRITICISM IN CRITICAL TIMES

According to Time, November 25, 1957, California's chemist Joel Hildebrand is quoted as saying, "In pleading for mathematics I am not recommending that they replace other basic subjects. Let them replace things like 'how to have a successful date' and 'how can my home be made democratic.'" Indeed, there has recently appeared a barrage of criticism of home and family life education such as our subject has perhaps never before known. This same issue of Time reported that "Health, Education and Welfare Secretary, Marion Folsom, hinted that the Federal funds that now go into the vocational program might well be used to raise straight academic standards." How is so serious a challenge to be met?

Surely, each of us may well try to think through some implications of the current criticisms for our own programs. Common sense tells us that, in spite of the present panic, tremendous changes like that "hinted" by Secretary Folsom cannot be made overnight and without the consent of citizens or their duly elected representatives. Our own intellectual honesty tells us that there are aspects of home economics teaching that need improvement. President Henry Heald of the Ford Foundation cautions us that money alone will solve nothing, nor can the Federal Government decree the study of science. So perhaps earnest efforts of individual teachers may make some small, immediate contributions to improvement of students' growth.

In what directions should these efforts possibly be directed? Critics of education are calling for more rigorous training in thinking. By inference, they are seriously questioning whether actual changes in behavior are resulting from, for example, a study of the democratic family. Implications for home economists appear to be more attention to problem solving and to carry-over of school learnings.



In developing the ability to think, teachers of home economics have one great advantage--problem-solving experiences can be more often focused upon tangibles than in academic classes. This fact makes the problem more meaningful and interesting to students at every educational level. A very good case can be made for the argument that logical thinking can be practiced in reaching a decision about purchasing a sewing machine, for instance. To check yourself on how well you are actually achieving logical thinking by your students, why not locate in your library or send for A Guide to Logical Thinking by William Shanner, published by Science Research Associates for 50 cents?

Why is attention to carry-over important right now?

The public's evaluation of education is based on behaviors observed in outside-of-class situations; it behooves teachers, too, to be informed about actual changes in behavior related to school learning.

Teachers have to acknowledge that the most extravagant education is that which fails to result in desirable changes.

Self-evaluation and a vivid realization of progress, even though minute, motivates students to further self-directed learning.

Perhaps you might consider adding to your semester examinations one or more free response questions, asking for specific evidences on students' carry-over of class learnings into outside-of-class situations? Free response can be very revealing if students are convinced that replies will not affect grades.

VARIETY IN TYPES OF BULLETIN BOARDS

Convenience is promoted if bulletin boards are mobile. The locomotion may be provided in various ways, commercially made or built by an industrial arts class. One one side of the mobile display device may be a bulletin board, on the other side a flannel board. In modern classrooms where storage has been given priority over display space, a mobile combination may be placed within arm reach of the teacher or other demonstrator when in use, later wheeled into a closet when not needed. If a program or exhibit is being presented outside the school, this device is quick and easy to transport.

The use of peg board, natural or colored, offers the advantage of providing for three-dimensional displays. Almost any three dimensional display seems to have more dramatic impact than a flat two-dimensional, no matter how colorful and skillfully done the latter may be. For provoking interest and reflective thinking in a unit on equipment, for instance, compare the effect of a collection of differently priced egg beaters hooked on a peg board with "reasonable facsimiles" sketched on a poster. Viewers, young and old, enjoy and



learn from being able to remove and examine the "real thing," yet these are easily replaced. And sketches take time--lots of time for most of us.

"Permanent panels" are useful for illustrating those facts and processes in homemaking that are sufficiently established to merit reuse at frequent intervals. One city supervisor every semester provides ten dollars to each teacher for materials used on such permanent panels. The panels may be of any desired uniform size that will fit comfortably into the drawer or storage rack where they are to be placed when not in use. They are usually made of fibre board or some similarly strong but lightweight substance. A panel can be quickly hung from an almost invisible wire on a wall or door of a classroom by means of two flat hooks fastened to the back.

Because materials are fastened, the time of removing and replacing items is saved. If money and storage for such panels are not available, commonly used illustrative materials may be stored in folders or envelopes which are labeled, stored in files, removed and replaced by students as needed. Obviously, in the latter plan there is greater wear and tear on the illustrative materials, but only one "model" is needed for each step since the right and wrong sides are available for inspection.

PERMANENT PANELS ON A BASIC PROCESS IN CLOTHING CONSTRUCTION

Here is a way in which permanent displays on some basic process in clothing construction may be thoughtfully planned and developed. Possibilities for permanent panels in other areas of homemaking study are readily recognized. A series of decision-making panels is usually used during the preplanning of a new learning, but often referred to in later lessons and units. Panels illustrating sequential steps are sometimes combined with evaluation devices, but a single emphasis is usually most effective with average and below average students.

It is of first importance that a plan for an entire series be put on paper; of course, your "reach will far exceed your grasp" but it is surprising how a plan will sensitize you to possibilities in use of your own and students' time and work. Most students are delighted to help generously if names of contributors are placed on the back of each panel, even to the "last full measure of devotion" of going down in history as the producer of the sample graded "Failure."

A series of decision-making panels illustrating effect on choices of hems in skirts

- Differences in ability of students
- Differences in sewers' speed or the time available
- Differences in fabrics selected for garments
- Differences in pattern selected for garments

A series of panels illustrating steps in the processes involved in hemming skirts

- Materials, wrinkle resistant and soil resistant
- Panels numbered to insure proper sequence when being studied



- One step on each panel, complete with . . .
- Directions and precautions
- Duplicate models to show both right and wrong sides

A series of panels illustrating thinking necessary in self-evaluation of results as skirt is hemmed

- Illustrations of results from common errors or difficulties due to lack of care and/or skill
- Graded models of various types of hems
 - Grouped into three or four levels of quality from failure to excellent
 - Usually gradually collected from "practice samples" of students

CHRISTMAS PACKAGE

"Crop failure this year,"
Her letter said,
"So we can't buy gifts."
But she sent me instead

A lost trail through timber
Where children once found
Autumn stained nuggets
Dappling the ground;

And the cry of color,
Sharp as pain,
Flung down a frost defeated
Lane...

These in a brown box
Tied up neat,
Lavish with walnuts
And bitter sweet!

--Mary Gerkin Burns

Have you explored with your pupils the many possibilities of "gifts without money" but much love and thoughtfulness? Introduction of such an idea may easily sound patronizing to pupils who have been gazing at the enticing displays in every store window. But it does not have to stimulate resentment, if carefully handled.

"Christmas Package," cheerily mounted on holiday paper, can suggest the idea. A later class discussion can have for its springboard reference to the fact that nuts and bitter sweet are not available but many other possibilities are, such as "Gift Certificates" of work promised that can be "cashed" at stated times by the recipients.

POSSIBLE NEW INGREDIENTS IN CHRISTMAS TEACHING

Sugar and spice, everything nice--that pretty well sums up most homemaking teaching just before the holidays. Home decorations, Christmas foods and games are an important part of family celebrations, and may be managed economically and satisfyingly.

But some recent investigations in Illinois schools and homes suggest that in many communities an equal or even more valuable contribution might be made to family relationships through some class studies in buying of Christmas gifts. In a period of economic pressures from inflation and high taxes, more than sentiment should guide the holiday buying of families. The season's emphasis on sharing can be further enriched if the sharing is intelligent.

From a study of carry-over reported by homemaking teachers in Illinois, one of the most surprising and impressive findings was the great number of girls who received sewing machines for Christmas from parents delighted with the construction skills learned at school. Let's take this as an example of introducing intelligent buying of Christmas gifts. The procedure might follow somewhat the following steps:

Discuss casually with students possible family gifts, including

Inexpensive gifts as well as larger investments such as a sewing machine.

Select a few articles for study by committees interested in exploring the purchase of various types of home equipment; a sewing machine is used here as an example.

Students locate and digest facts gained from charts and articles in recent home magazines, and from USDA Home and Garden Bulletin 38, Buying Your Home Sewing Machine, available from the county home adviser's office or by sending 10 cents to the Government Printing Office, Washington 25, D. C.

Students, armed with this factual background, investigate local market offerings, both new and secondhand.

Students present to the class for discussion conclusions previously carefully checked by the teacher and without in any way implying that every family should or could make such a purchase.

THOSE JANUARY SALES

Because real savings can be achieved through January sales of clothing and other articles, some families prefer to give gift certificates or cash at Christmas. However, a cynic has defined a bargain as usually "something you cannot use at a price you cannot resist." This need not be the case if a review of clothing selection principles takes the form of bulletin boards prepared by class committees and placed in a corridor where all who pass may read. Since the qualities to be sought in a winter coat involve a considerable investment, an illustration of such a "teaching bulletin board" is on the next page. Obviously the stage setting sketched could be utilized for various articles commonly offered in January sales, with only a change of the central picture and the typed characteristics slipped into slits in the background.

THEY LEARN--BUT SLOWLY

You will remember that Abraham Lincoln remarked that the Lord must have loved the common people because he made so many of them. The same might well be said about slow learners in our schools. And probably it is a good thing, for slow learners are certainly not always loved by their teachers! Yet, given adequate attention in school, slow learners may become gay, fun-loving extroverts and teachers' most appreciative admirers.



The consistent patience, good humor and skill needed for such happy results are difficult for a beginning teacher to acquire. One fortunate aspect is the whole-hearted enthusiasm with which junior high school pupils of varied abilities greet classes in homemaking, for in grades 7, 8 and 9 most teachers have a mixture of bright, average and dull pupils in the same class. Beyond grade nine, homemaking classes tend to have an increasing proportion of slow learners in each group. Instead of being discouraged by this fact, we should feel highly complimented because the more handicapped the pupils, the higher must be the level of teaching skill.

Slow learners need our attention perhaps more than most because of their own sense of failure and social inadequacy--feelings that a person bright enough to have graduated from college finds it very hard to understand. But in keeping her slow learners from becoming dissatisfied members of society and from making drastic mistakes in their own life decisions, a homemaking teacher can play a highly significant role.

Pupils who have known failure since the first grade not only get farther and farther behind in elementary learnings but also so discouraged that by the time high school is reached they have developed habits and attitudes that prevent them from using even the capacity they have. Rarely is there a single reason for a child learning slowly; in most cases a pitiful combination of reasons can be identified. A few respond dramatically to appropriate treatment, once the basic cause has been located and the situation remedied. But most show improvement (if any) very slowly.

Nevertheless, it should be emphasized that "slow learners" are only slightly handicapped, not "hopelessly dumb," as a harassed teacher might conclude. If conditions can be improved and school adjustments are made in line with their abilities and interests, slow learners will try to live up to the best of their abilities even more completely than do many rapid learners. Each is no less a person. Ours is the challenge to help each become a reasonably competent worker and a good parent.

TO DISCOVER WHY SLOW LEARNERS ARE AS THEY ARE IS VITAL TO FUTURE IMPROVEMENT

Some Possible Causes
for Slow Learning

Some Ways of Discovering Causes and
Helping Individuals Improve

Physical difficulties may long go
unidentified at home and at school
Defects in sight
Limitations in hearing

Observe physical conditions closely
and report any evidence of deviations
from the normal to the proper health
authorities in your school

Deviations from normal muscular
coordination
Abnormally rapid growth
Embarrassing skin eruptions
Poor home diet and/or eating
habits
Lack of proper sleep and rest
General debility from many causes

Acquaint yourself with the diagnosis
and treatment recommended by these
authorities
Try to consider these when assigning work
in class and setting up expectations for
individuals
Support remedial efforts, where possible,
by emphasizing posture, grooming, nutrition
and other desirable health habits
Develop with individuals home experiences



to establish improvements in physical habits and ways of living within permanent physical limitations

Social difficulties may be operating to affect mental and body vitality
Pupil and/or family feels disapproval of community
Home is severely limited by low economic conditions
General environment prevents pupil from seeing meaning or interest in middle-class standards and values
Personality problems may stem directly from undesirable home situations
 Sibling rivalry
 Overprotection by family
 Rejection by family
Acceptance by peers in classroom society may be uncertain

Collect facts about individual pupils' personal life, home and family conditions, community relationships; on the basis of these determine direction of remedial measures

Collect information about the pupil from the school counselor, principal and other teachers whom the administrator might suggest
Make a home visit, prepared to comment on at least one thing in which pupil has succeeded
Identify possible causes through insight gained from home visit and other contacts
Adjust teaching and expectations to facts learned about each individual
Plan seating, pairing-off of partners, committee grouping on the basis of occasionally administered sociograms, with a minimum of emphasis placed upon the sociogram itself

Emotional disturbance inhibits anyone's ability to concentrate and learn; the same overt behavior, however, may be due to very different causes and call for different treatment, such as

Basic personality needs of every pupil must be met by the school, at least to a reasonable degree

These needs are the same for the bright and the dull; homemaking classes offer many opportunities for all pupils achieving them, but the method of setting the stage for such achievement will vary

The withdrawn child may:
 merely prefer to work alone

 Be shy and timid

 Have seriously withdrawn from the world of reality

 Avoid demanding 100% conformity

 Pair off the shy child with one somewhat more extroverted

 Refer seriously withdrawn child to best professional help available

The aggressive, hostile child may:

Adjust ways of working with pupil to meet basic needs

 See school work as a threat and be too afraid to learn

 Provide opportunities for little successes and be generous with approval

 Feel unaccepted in classroom group, yet certainly does not wish to be "teacher's pet"

 Convince pupil of your genuine liking for him, then help him improve whatever is making him unacceptable to his peers



Think life has "given him a dirty deal"--and often rightly so

Make your classroom a place where he can always expect warmth and empathy from you

Give individual help in admitting his feelings and dealing constructively with them through class and extra-class activities

Mental limitations may be very real but even the cumulative effects may be reduced somewhat

Actual mental capacity should be determined as accurately and scientifically as is possible in each school situation

Authorities tend to group pupils within the range of 90 to 75 or even 70 I.Q. as "slow learners"

Examine the age-grade-progress records of the school for pupils who are over age and grade-retarded by at least one year

In cases where achievement records are not consistent, not only additional tests but other causes of functional slowness should be thoroughly studied

Examine past school achievement records for consistently poor achievement, noting where the first evidence appeared of inability to progress at the expected rate

Many of these other causes can be reduced through improvements in physical and social well-being of the pupil

Examine scores of at least two group intelligence tests or of any individually administered tests

Secure the best counsel available on the meaning of these records for individual pupils

SOME PRACTICAL HINTS FOR TEACHING SLOW LEARNERS IN HOMEMAKING CLASSES

Obviously identifying causes and working with others in the school and community to correct conditions, if possible, require time and effort. In the meantime the pupils must be taught. Unless a teacher gives thoughtful attention to her teaching, an unhappy, uninterested slow learner may withdraw within herself to a degree that is educationally wasteful of the school's facilities and emotionally destructive to the pupil. Or a pupil may express her frustrations and hostility in ways that interfere with the educational progress of the group as well as her own. No one has or probably ever will discover "sure-fire" content and method for teaching slow learners, for they are as varied as any other persons, but some of these suggestions may help.

Goals toward which slow learners think they are working should be as immediate and clear to these pupils as is possible. Moreover, attention needs to be called to achievement of these goals as frequently as is true, even if the amount of accomplishment is small. Slow learners are impatient and insist on quick results.

Work habits that would be acceptable to an employer should be a major goal always.



Expect industry of pupil; take it for granted and pupils are more likely to do so

Generate a workmanlike attitude in class by your own workmanlike habits

Use many interest devices to help pupils to overcome habits of laziness and inattention; attention is only partially a matter of mental resources

Keep standards in work habits within each one's abilities; what appears to be irresponsibility is actually a somewhat more restricted view of the possibilities so that fewer things worry him

Pace of the classroom must be slowed if many slow learners are in the group

Teacher should speak slowly

Pupils will need slightly longer time for thinking and doing than average group

Pupils' slow movements must be accepted; if hurried, they tend to make mistakes and endanger their own safety in the laboratories

Teacher thus gains time for more personal attention to which pupils respond well

Content of units must be separated into absolutely essential and desirable concepts

The irreducible minimum represents a reasonable expectation for the slow learners

Essentials should be developed in class discussion with many illustrations, then duplicated copies of these concepts in simple language and logical order should be provided for further use in class

Purposeful drill on the concepts should occur often--at the close of lessons, at the close of small teaching units, before regularly scheduled tests

Reading is both difficult and distasteful to most slow learners but necessary

Study of printed materials should always be done under guidance of teachers

Materials should be short, appealing, simple in ideas and vocabulary

Texts are often beyond slow learners, even equipped with guide questions



Special information sheets may be mimeographed if teacher's time permits

If materials must be read in class, this should be done largely by the teacher and more able pupils

Slow learners in a class may make it wise for a teacher to read the questions before giving a test

Pictorial materials are usually more popular and effective with slow learners than are printed materials

Illustrations in reading materials aid understanding if conditions pictured are similar to those with which pupils are familiar

Posters, charts, bulletin boards and blackboards are effective when message is limited to a few words and simple concepts

Frequent use of films tends to increase interest but they move so fast that more than one showing is imperative

Filmstrips that can be considered slowly and referred to again and again by the pupil herself are more likely to aid understanding

Various types of realia, illustrative material of true-to-life size, and the slowly-developed flannel board displays "speak louder than words"

Activities must appear to offer variety even though much repetition of concepts and skills is necessary

The more concrete and tangible the activities, the more responsive the slow learner is apt to be; she usually lacks initiative and self-confidence but is highly imitative of anything she can see

If an activity can start with something familiar, the fears of the slow learners tend to relax, and slow but steady progress can be made

Complex or continuous processes should be broken down into small steps

A variety of activities in the one period helps pupils to concentrate for at least brief periods of time

May have an interest approach through some pictorial device, a short directed study period, buzz sessions, general discussion and summary

May have a demonstration, individual or group laboratory work, evaluation discussion, clean up

Plans for teaching should include about three different ways for teaching the same basic principle or skill until achieved to a point of some independence, if not quality



Emphasis in activities must be more on the "how" than on the "why" for slow learners

In trying to get slow learners to identify themselves with a situation under discussion, remember that they may have as rich an experiential background as any adolescent but they remember actions and feelings more than facts

Ask "Did you ever feel like that? What did you do?"

Ask "Did you ever hear someone say something like that? How did it happen?"

Plan all lessons so that at least small parts may be deliberately saved for slow learners so as to give them a genuine sense of accomplishment, even though the question may be an easy one, the task a mechanical though responsible one

Group techniques can be utilized to further individual learning and morale

The teacher has to believe and help her pupils to believe that all kinds and amounts of intelligence should be respected equally because of the various contributions each can make to the welfare of the total group

The importance of class members helping each other can be stressed; a dull pupil working with a somewhat brighter one is encouraged and stimulated to greater accomplishment than when working alone

Frequent evaluation of attainment and progress helps every child in the group achieve a feeling of identity and importance

If emphasis is placed upon how much a group accomplished, the slow learner in the group shares commendation that he could never have won alone

Group solidarity can be strengthened by using references to group members' achievements in other areas as matters of interest and rejoicing

If a slow learner "makes" the school choir, is pictured in the local newspaper as a member of a church group, is listed in the school paper among those pupils perfect in attendance, sincere congratulations are very much in order

Some such reference can be eventually discovered for every pupil if sufficiently sought by both teacher and pupils

THE PROBLEM OF GOSSIP

Is gossip among your pupils a problem? One teacher found that just talking about it wasn't enough. However, she reported that a bulletin board on the subject, followed by the discussion that it stimulated, did help.

The heading of the bulletin was, "Three Gates," a title torn from yellow construction paper. Below this, typed in capital letters on white paper mounted on brown was the poem, "Three Gates," which follows:

If you are tempted to reveal
A tale to you someone has told
About another, make it pass,
Before you speak, three gates of gold.
These narrow gates: First, "Is it true?"
Then, "Is it needful?" In your mind
Give truthful answer. And the next
Is last and narrowest, "Is it kind?"
And if to reach your lips at last
It passes through these gateways three,
Then you may tell the tale, nor fear
What the result of speech may be.

--Beth Day

Three "golden gates" appeared on the bulletin board. Each was partially open to reveal one of the three questions of the poem.

CERTIFICATES FOR ADULT STUDENTS

In one community, adults who attended all sessions of the adult classes in a series were given a certificate which read as follows:

This is to certify that (name) has attended all sessions of the adult class, "Today's Clothes and Fabrics," offered by the Homemaking Department of the Smithville Schools in cooperation with the Smithville School Board.

Signed _____
(President of School Board)

Signed _____
(Homemaking Instructor)

Approved _____
(Superintendent of Schools, Smithville, Illinois)

The above statements were neatly typed on heavy white typing paper and the school seal placed at the bottom as a final, official touch.



Bulletins For Classes in Boys' Homemaking

Agricultural Extension Service, Purdue University, Lafayette, Indiana

1. What Every Husband Should Know
2. Planning Outdoor Meals and Outdoor Cookery HE 281
3. Teen-Agers and Grandparents

Mr. William L. Carpenter, Associate Editor, Publications Section
Division of Agricultural Information, North Carolina State College
Raleigh, North Carolina

1. Family Teamwork 120 .05
2. Your Child Needs Both Parents 133 .03
3. Credit--A Friend In Need 170 .05

Bulletin Room, Agricultural Extension Service, College Station
Brookings, South Dakota

1. Clothing The Family For Comfort And Safety EL-182
2. Family Strength--Getting Along Together EC-539
3. Know Your Investments EL-163
4. Planning: Use Dollars With Sense EL-180
5. Entertaining Informally In Your Home EC-517

Bulletin Room Extension Service, Duncan Hall, Auburn, Alabama

1. Ages 'N Stages 498
2. Family Goals 400
3. Family Jobs 293
4. Have Pimples Moved In On You 74
5. You And The Tots 7
6. Family Health And Safety 444

A Book For The Teacher

Moser, C. G., Understanding Boys, Association Press, New York

This small, readable, comprehensive book is all about "Those amazingly complex and rather baffling bundles of energy whose growth is so challenging and rewarding." The discussion guides from birth through middle adolescence, answering many of those perplexing questions teachers find themselves asking.

A Book For The Boys

Beim, Jerrold, The First Book of Boys' Cooking, Froublen Watts Inc., New York, 1957.

Junior high teachers, here is a book you will want to look at for your boys. It is written for boys with a masculine flavor. Did you ever hear of Wild Salad, Jiffy Stew, or Dinner in a Bundle? There is a good section on out-of-door cooking too.

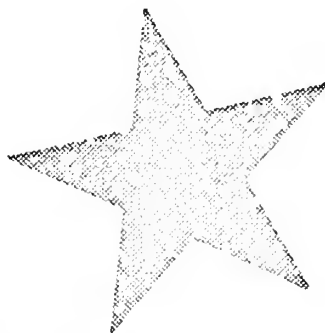
A Book For The Parent And Teacher

Understanding Your Adolescent, by B. S. Gottlieb, M. D.
Rinehart & Company, Inc., New York, 1957

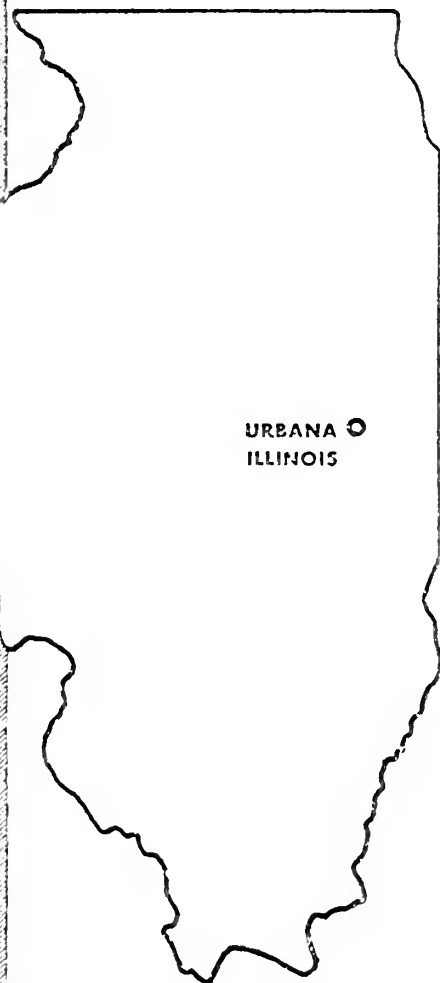


ILLINOIS TEACHER

HOME ECONOMICS
EDUCATION
UNIVERSITY OF ILLINOIS



Star Feature



URBANA ○
ILLINOIS

IMPROVING THE TEACHING OF MONEY MANAGEMENT

Forming Attitudes Toward Money
Having Goals is Important
Choosing Record Form
Following a Plan Takes Self-
Discipline
Teenagers Need Help in Buying
A Caution for All Work in
Consumer Buying

TEACHERS' EXCHANGE

TEACHING AIDS

Vol. I, No. 5
January, 1958



IMPROVING THE TEACHING OF MONEY MANAGEMENT

By

Hazel Hasty, Urbana Senior High School
Dorothy Keenan, University of Illinois

A high school graduate once wrote to his principal as follows:

"I want to know why you and your teachers did not tell and teach me about life and the hard, critically practical world. I am a husband and a father working my way blindly from a high school intellectual to a respectable, self-supporting, voting citizen of the community. In this transition I am beginning to get an upper hand on the lower rung of the ladder of life for which your education never prepared me one whit.

I wish I had been taught more about family relationships, child care, getting along with people, interpreting the news, paying off a small mortgage, household mechanics, politics, local government, the chemistry of food, carpentry, how to budget and live within the budget, the value of insurance, how to figure interest when borrowing money and paying it back in installments, how to enjoy opera over the radio, how to detect shoddy goods, how to distinguish a political demagogue from a statesman, how to grow a garden, how to paint a house, how to get a job, how to be thrifty, how to resist high pressure salesmanship, how to buy economically and intelligently, and the danger of installment buying."

Like the disgruntled writer of the above letter, all of us are concerned with the earning and spending of money. High school students are no exception. In one survey of two thousand high school seniors more than one-fifth felt that the need for money was their most desperate problem.

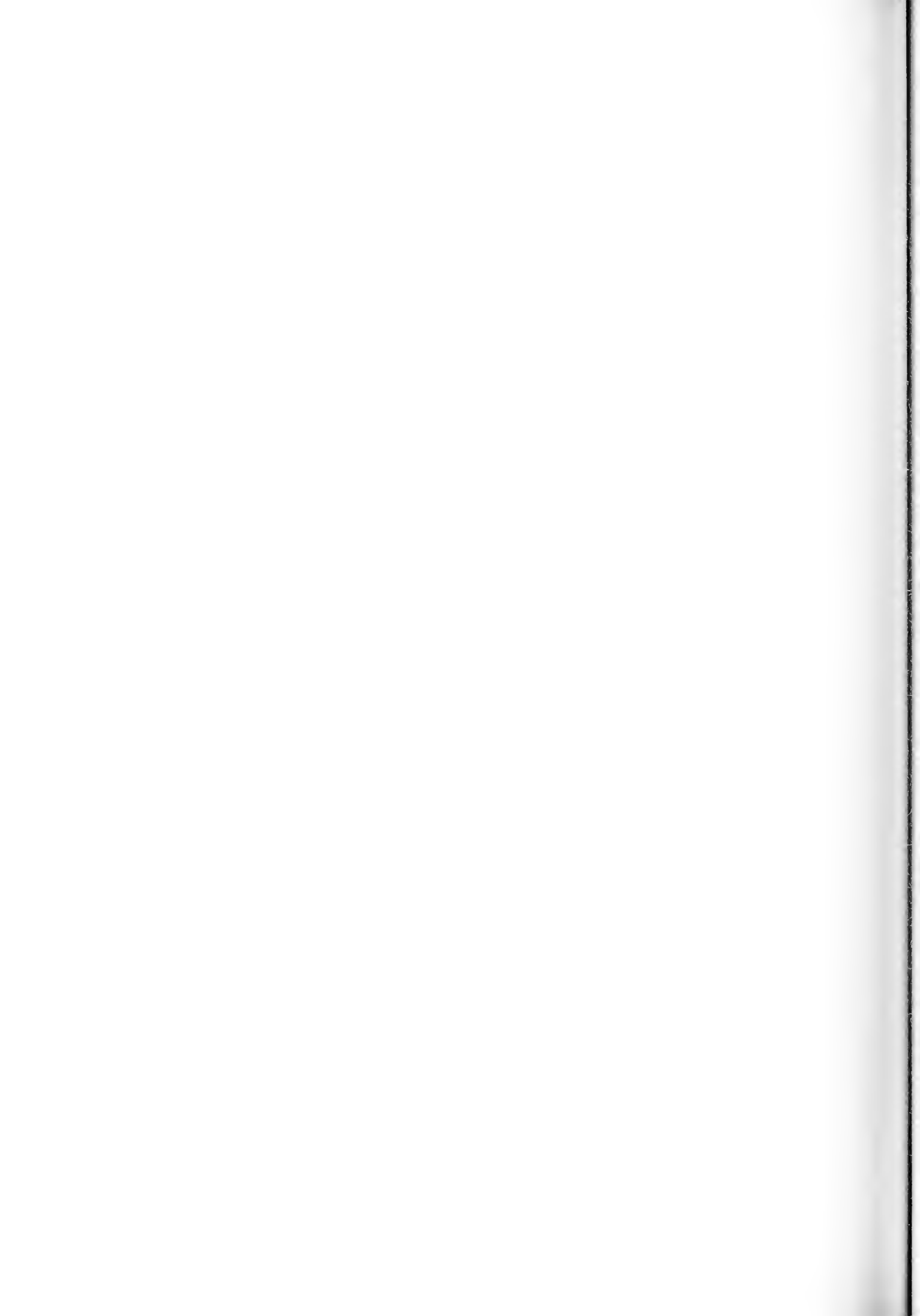
As teachers we know that the ability to manage money can be learned.

We may also have the disquieting suspicion that this ability is not being developed in our students. Studies of disruptive factors causing breakdowns in family life, indicate that a very high percentage of all family difficulties have their roots in money problems.

Surely, then, we will decide that education in money management should be considered an essential part of our curriculum in home and family living.

But, When?

Money management may seem a difficult topic for you to present. But actually, it is a "natural" for inclusion in homemaking courses. Since your teaching is already centered on family problems, you should



not find it impossible to add some material designed to develop the skills and understandings needed for effective financial management. There are ways to include the study of this topic in every subject matter area.

Planning Comes First

Students who have learned how much planning helps in other areas will take more kindly to the idea of planning the use of money.

DO YOU

1. allow your students to share in planning both class and extra-class activities?
2. emphasize the need for having one's goals clearly in mind before starting an activity?
3. insist on evaluation of plans made?
4. encourage revision of plans whenever this seems desirable?
5. let your students know that you plan, too.

Choice-Making is Essential

None of us has enough money to take care of all our wants. We must make choices. And intelligent choice-making involves an examination of one's values.

How much do you know about the things your students value most?

Once a teacher asked her group of senior girls, "What are you going to work for, besides money?" The class pondered this in silence for several minutes and finally one spoke, apparently reflecting the thought of the group. "What else is there?"

An hour of discussion, though, produced a list of twenty-two reasons that people worked, and everyone's horizon had been pushed out just a little.

So few of us take time to analyze our real desires. In the friendly climate of a homemaking classroom, students may be encouraged to start.

Use Any Available Material

A magazine article entitled "Your First Real Piece of Jewelry" presented a new idea to another class. The author suggested that a high school girl would get more genuine satisfaction out of a relatively expensive item which she had chosen after studying the source, history and construction of the metal or stones used, than she would from a large number of inexpensive pieces of costume jewelry.

Not many of the girls were inclined to agree with this value, but again, their world of ideas had been expanded.



In "The Girl and Her Home" the authors, Trilling and Nicholas, suggested this problem:

"On the day you graduate from high school, a wealthy relative sends you a hundred-dollar check for a graduation present, with a letter saying that the giver hopes you will get some real enjoyment from the money, and that you are to use it exactly as you please."

If each class member writes, anonymously, how he feels he would get the most genuine enjoyment from a hundred dollars, the teacher will gain many insights into the values held by the group.

Discussion of some of the possible alternatives might be focused by using questions such as:

1. Which ways of using money will give me the most lasting satisfaction and enjoyment?
2. Which ways will contribute most to my total development?
3. Which ways will help build good habits and desirable character traits?

Of course students need to learn that not all people derive their enjoyment in life from the same things. If a person's use of his money is not harming himself or other people, we should be tolerant of it, even though we might not want to spend our own funds in exactly that way.

Still another way of exploring values would be to ask each pupil to try to make a list of the things which give him the greatest satisfaction. To emphasize the less tangible, these lists may be divided into those things which money will buy and those which do not have an immediate monetary value.

Forming Attitudes Toward Money

According to Hoyt's The Consumption of Wealth, a standard of living is "more than the material things consumed. It is a sum total, not of things, but of satisfactions. A standard of living consists of the satisfactions considered essential by an individual or group."

A large amount of money to spend does not necessarily mean a high standard of living.

We must know the kind of satisfaction a person gets from the things he buys, to determine the level of his standard of living. To get real satisfaction from one's spending requires careful planning.

When one is a member of a family, he must plan, not only for his own interests but for the best interests of the other members of the family as well.

Students can be encouraged to try to think out what expenditures of money will bring them and their families the most lasting satisfaction.

Having Goals is Important

We often think in terms of short-term goals. But long-term ones are of equal or greater importance. Nickell and Dorsey in Management in Family Living list a number that seem worthwhile for all families to seek:

1. good health for each family member.
2. continuous development of each member throughout life--physically, mentally, socially, spiritually.
3. satisfying personal and family relationships.
4. sufficient resources to insure the health and welfare of members of the family and to provide educational and recreational advantages for each member.
5. well-planned housing which meets the needs of the family and is conveniently located.
6. individual and family participation in local and national affairs and an informed interest in world problems.
7. management of the family resources to insure attainment of the above goals.

Could your students be led to see how certain items of expense are actually contributing to the achievement of goals such as the above?

That Word!

Many students, and grownups, too, have an acute distaste for the word "budget". Lead them gently toward this topic!

When emphasis is placed on a plan for spending as a means to a greatly desired end, the idea seems to be more acceptable to many people.

Of course, you know that a budget can help a family to

1. decide what it wants most from life.
2. live within its income.
3. achieve its life goals.
4. find and stop "leaks" in its spending.
5. educate all its members in the management of money.

But your students are apt to be ready with an equal number of objections. You have heard all of these, haven't you?

"We don't get enough money to budget."

"Budgeting takes all the fun out of life."

"A budget is only needed by careless and wasteful people."

"What's the use of a budget? We just spend all we get, and that's that."

"Budgeting is too much work."

The answers are easy, but remember, being intellectually convinced of the value of a practice is only the first step toward the practice.

(By the way, do you have a plan for spending?)

People who have tried budgeting over a period of time tend to keep it up. Mrs. Ruth Freeman reports that those Illinois farm families who have kept records for more than one year recognize that the records help them to improve their money management and generally continue to take part in the farm accounts project.

A budget actually can help a person to get more "fun out of life" by making it possible for him to enjoy more of the things he would like. Even people who are usually very careful of their expenditures will probably be able to do a better job by making a careful study of the problem. It is very satisfying to know where one's money goes, and to be able to have some long-desired item as a result of careful money management.

But the smaller the income, the more necessary it is to plan carefully if one is to get the most value from the amount of money one does have.

If the record forms are carefully planned one can keep an effective budget and expense account, with a few minutes of work each day, plus an occasional hour for evaluation and further planning.

Start Where They Are

As in other areas of education, it seems wisest to begin the study of budgeting with the students' immediate concerns, and on a small scale.

One way to start is to ask each student to keep a record of all the money he spends for a week--or a month--ignoring for the moment the source of the funds.

In one class which was asked to do this, a girl reported her expenditures as follows:

candy bar	.10
2 bags potato chips	.20
ice cream cone	.05
2 pkg. of gum	.10
candy bar	.05
bag of candy	.10
stamps	.09
2 candy bars	.10
2 pkg. of gum	.10
1 pt. ice cream	.27
doctor bill	10.00
	<u>\$11.16</u>

Sometimes keeping an actual record of where one's money goes is a shock, as it was to this student! This particular girl worked in a restaurant where her meals were provided. She could see, once she had the evidence on paper, that one dollar a week was an excessive amount to spend on sweets. Awareness of the facts was thus the first step toward improved practice.

Use The Experiences of Others

The study of sample budgets often helps students to look objectively at the use someone else has made of money. It gives them a chance to discuss choices without the threat implied in the consideration of a personal situation.

Case budgets given in textbooks are often out of date or unsuited to the particular class. The teacher, however, can easily adapt them to her own needs. Such an adaptation might be made of Fred Colbert's budget as given on p. 17 in the useful booklet, Managing Your Money, which is published by the Consumer Education Study of the National Association of Secondary School Principals, 1201 16th Street, N.W., Washington, D. C.

Following the study and analysis of some sample budgets, the class will be ready to try preparing one. It is simpler to start with a small amount of money and agree beforehand on the general items that it is to cover.

Directions for making a budget for \$5 a week are given on page 19 of the booklet previously mentioned. Students should be expected to have definite reasons to support their plans for the distribution of the money.

Later, they may be encouraged to plan for the use of the small amounts that they have available.

Older students will have the need and desire to carry this problem further. Perhaps some will already have part-time jobs. The members of any class will be looking forward to

1. full-time jobs
2. marriage
3. marriage plus a job (two incomes)
4. further education

Students can work out budgets for each of these probable situations. In order to estimate their expenses, they will need to do some study. Consulting persons now living in similar circumstances to ones that they expect to be in will be of great value.

Many high school students have only the sketchiest of notions of what it actually costs to live under present conditions. They expect to save large amounts of money from the low-starting salaries most of them who begin work right out of high school will receive. The teacher who

spends sometime making clear the economic facts of life, will be doing much to prevent disillusionment later.

Also, when a student sees that his income will need stretching, even to cover the items that he considers as necessities, he should be better prepared to consider the values in a spending plan, or budget.

Case studies can help put this point across, too. An interesting one appeared in the February 3, 1957 issue of Parade, a supplement included in a number of Sunday newspaper editions. Actual figures are given to show how one family was able to get more of the things they wanted, as a result of planned spending. A number of very basic principles are illustrated.

If you live in a farm community, your students may think that they cannot make any estimate of family expenses. The vocational agriculture teacher will be able to help you here. In one school, the veteran trainer provided the homemaking teacher with copies of the yearly summaries of income and expense turned in by his trainees. A statewide picture for Illinois is given in the yearly analysis of farm family accounts.

The 1956 bulletin (HEE 3672), A Guide in Farm Family Financial Planning is available from the Extension Service in Agriculture and Home Economics.

Concentrate on Essentials

Throughout class study, the teacher will want to emphasize the basic steps in all budgeting

1. Estimate your income.
2. Estimate your expenses.
Studying records of past expenses makes possible the most accurate estimate.
3. Analyze your needs and wants.
4. Apportion the money available.
5. Plan a way of checking on the money spent.

Choosing a Record Form

There are many kinds of record forms and record books available. Some of them are so complicated that just to look at them is enough to discourage the prospective user. Some require an unnecessary amount of work to keep.

While there is no reason why one may not use a purchased record book, if one can find a suitable one, it may be better to teach students to prepare their own record forms. For single persons, and for those families whose income is based on a wage or salary, these can be relatively simple and can be made so that the record-keeping will take only a few minutes in a week.

The first step is to keep a simple day-by-day record of one's actual expenditures for a period of time. A month is probably best. This can be done in a small notebook or on sheets of paper.

At the end of the month one should study the expense record and decide on the categories into which the expenses fall, remembering to include any items which normally would be bought but which for some reason or other were not included in the expense record. At first one may have a long list of categories, but these can be combined.

The Fewer the Headings The Simpler the Record and the More Likely the Chance of its Being Kept!

Some Category Lists

1. for a school boy or girl

lunches
recreation
snacks (for obvious reasons, it is a good idea to separate this from lunches)
school supplies
toilet articles
church or Sunday school

2. for a young working person living in a furnished room near her work

rent
food
clothing
care and cleaning of clothing
recreation
gifts and contributions
personal care
(cosmetics, haircuts, toilet articles, etc.)

3. for a young couple living in a furnished apartment

rent and utilities
household supplies
food
clothing
laundry
recreation
personal items
gifts and contributions

4. for a family buying its own home

heat
utilities
furnishings, equipment and repairs
household supplies
food

car expenses
 gifts and contributions
 family recreation
 education
 clothing (divided by family members)

To cut down on the number of categories, items which are paid only a few times a year (taxes, insurance, medical costs, etc.) can be itemized on a separate page and left out of the monthly record. Personal allowances should not be included in the general record, either, though the individual may find it helpful to keep his own record--and children might be required to do so.

If, at any time, one wishes to study a particular item more closely, an extra column for it can easily be inserted, so as to separate it from the larger category.

Savings are most easily recorded by putting the amount decided on into a savings account at the time that the pay check is cashed or put into a checking account. Any further investment of the money in the savings account will require only a simple notation on a page kept for that purpose in the record book. Money to pay for a specific expense in the future, such as a vacation, can be "stored" in a savings account until needed.

Once categories have been established, a notebook--loose leaf or spiral--can be purchased and ruled as follows, using the categories decided upon previously.

Date	Rent	Food	Clothing	Recreation
	\$50.00	\$40.00	\$20.00	
Jan. 1				
2				
3				
4				

The amount at the top of the column represents the amount allotted to that category for the month. As expenditures are made they should be recorded in the proper column. Ordinarily, this will take only a minute or two a day. If one goes on an extended shopping trip, she should save all sales slips and record purchases as soon as possible after returning home. If one has great trouble in remembering items of expenditures, it is possible to form the habit of recording cost whenever one spends money. However, unless one is living very close to the limit of his income, small inaccuracies, or forgetting to record an item occasionally will not interfere with the value of the record.

A Quick Trick To Save Time

Don't wait until the end of the month to add up expenses. This takes more time, increases the chances of error because of the length of the column to be added, and doesn't let you see how you are doing until the end of the month. Add up each column as you go along.

It's quick, easy, and lets you know just where you are. Then you can adjust your spending accordingly.

When you begin the next month's record, add any left over from your allotment to the allotment for the new month. This provides for those expenses which tend to be bunched, such as clothing purchases. Of course, if you went over your allotment you should subtract the overdraft from the new figure. This doesn't necessarily mean you have overspent, because, as indicated above, some expenses may be heavier in some months than in others. It does let you know where you stand.

Another Possibility

Is to start out in January with the total yearly allotment at the head of each column and subtract as you go along, instead of adding.

At the end of each month, it is simple to add the expenses in each category to those of the preceding month (only two sets of figures again!) and find out what your total expenses have been to date. If you are interested in over-all monthly expenses, those, too, are easily obtained.

And, at the end of the year, adding the total of your "Infrequent Expenses" page to the monthly expense total will quickly give you the total expenditure for the year.

Of course, this type of record can be kept on a weekly basis, if one desires. And it doesn't have to be a January to January affair either, though that seems wisest, in view of the income tax year.

-----This method requires only a ruler, a pencil and a notebook. If you add a box to store canceled checks, receipted bills and the like, you have all the essentials for keeping simple financial records. The notebooks can be easily stored and provide good material for leisurely study of one's pattern of expenditures.

The Time to Form a Habit is When You Are Young

Students can be encouraged to set up their own individual type of record. The form of the record is not as important as the habit of keeping it and the satisfaction of knowing where the money goes.

If students acquire the habit of keeping records, it is likely that they will tend to continue this practice when they have homes of their own.

Need More Arguments?

Expense accounts are valuable because they

1. show the individual or the family whether they are really progressing toward their goals in life, and getting what they want for their money.
2. show mistakes in spending.
3. indicate whether spending is unbalanced or properly distributed among the different necessary items.
4. show whether each member is receiving more or less than a fair share of the family income.
5. give a family a feeling of security because they know how much they can afford to spend.

Some Tests for A Method of Keeping Accounts

A good method should

1. not require more than 5 minutes a day and a little longer once a month.
2. make it possible to show the financial condition of a family at any desired time.
3. show how the spending is divided among the different items of classification.
4. show in some degree how much different members of the family are spending.
5. show the date of purchase for important items.

Here's Another Method For Planning Family Expenses1. Set aside for the Future

- a. Set down the size of all fixed future obligations which you will have to meet during the year.
- b. Total all these fixed items and divide by the number of pay checks you will have.
- c. Plan to save this amount out of each pay check. Place it in a special checking or savings account. Whenever one of these fixed items comes due, you will be able to pay it from this fund. If your original estimates were correct, there should always be enough in the fund to meet your obligations.

2. Set aside for Past Debts

Follow the same three steps as above to take care of any debts you may have--doctor--dentist--installment payments, etc.

3. Plan for Present

Subtract the amount set aside for future obligations plus the amount set aside for past debts from the total pay check. This gives you the amount you have for day-to-day expenses.

Naturally your past, present and future obligations should be a little below the amount of each pay check. With this type of plan, one can manage without keeping a complete record of expenses, though surely this record would be very desirable.

One of the first goals of any family should be the setting up of a reserve emergency fund equivalent to two or three months wages, for use in case of sickness, accident or other emergency.

Following Any Plan Takes Self-Discipline

No matter what kind of a plan you follow, it won't work perfectly at first. You may find that you have allowed too much for some item, or have forgotten some major expense. In that case you must go back and do your figuring over again.

Or perhaps you are already in debt and will need to run your family finances at a deficit for sometime, making payments from savings or your emergency fund until all your back bills are paid.

Once you have a workable plan, you will need to make a real effort to follow it. For most of us on limited incomes, this takes real self-discipline. Impulse buying can wreck the most carefully planned budget. In a family, every member of the family must be satisfied that the plan is fair. Such a plan is not possible unless there is family cooperation and family agreement and willingness to change the plan from time to time to keep it in line with changing family needs. For no budget can be permanently set.

A Safety Valve

To help relieve the feeling of having to watch expenses closely, many authorities suggest that each member of the family be given a small allowance to be spent in any way he wishes, with no necessity for making an accounting to anyone.

Getting the Most for Our Money

No matter how much or how little we have to spend, we can learn to get more value for the money we pay out.

Our problem as consumers is always the same, to get the best values we can for our money. The first step in getting the most for your money has already been discussed. A plan for buying is essential. Unless you know what you want and need most, you can hardly hope to get good value for your money. The problem usually is to select the best product one can find for the money which one has to spend.

We cannot all be experts, but we can know the basic factors about things we buy regularly and know where to find out about the bigger ones.

Teen-Agers Need Help in Buying

Even a brief look at current advertising will show how advertisers exploit the teen-age market. The habit of free spending, acquired in youth, is often carried over into marriage, with unfortunate results.

Teachers can help students analyze their own buying practices. Asking a class to list favored brands of certain common items is a starter. Then the teacher can probe a little. Why do you prefer this brand? How much of your buying is based on sure, accurate knowledge? How much is more or less guesswork? How do you make up your mind which to buy?

When students start asking, "How can we find out about a product?" they are ready to be introduced to

Some Sources of Help

1. Government Publications

Available from the Superintendent of Documents, Washington, D.C., and also through Extension Services in the various states.

Many titles are available. One can send for the current list.

Did you know that teachers are entitled to a certain number of free copies of these materials, provided the ones asked for are available?

2. Newspapers and Magazines

Much useful information is found in homemaker's magazines and in the women's sections of the larger newspapers. Some newspapers publish a weekly report on the best food buys of the week, which can be used in teaching meal planning and food marketing.

3. Commercial Publications

The material may be developed around the subject or product of the business or around a secondary interest. For example, the Metropolitan Life Insurance Company has booklets on diet, disease prevention, etc.

Booklets put out by commercial companies may include information on

- a. origin, processing, distribution and uses of materials
- b. care and use of products
- c. principles of buymanship
- d. related topics such as health, nutrition, cooking, finances

A careful selection of the free materials offered through women's and professional homemaking magazines will give any teacher a good start on a collection of buying aids.

Be sure that your school library has the complete set of the Household Finance Company's Better Buymanship Bulletins. Such a set will be given free to a school, if requested by the librarian.

4. Commerical Laboratories

These are maintained by manufacturers and retailers

for their own buying studies
for investigation of customer complaints
for discovering information about products
for use in sales and advertising

5. Trade and Professional Associations

Local and national Better Business Bureaus, company or industry wide associations

These establish trade standards and test merchandise. Complaints about merchandise or about unethical advertising or selling practices will be investigated by these agencies..

6. Rating Services

For yearly subscription or membership fee, these give information on buying various articles and list comparative ratings of a wide variety of products.

The general data is helpful. The specific rating has limitations. No such organization can test all available brands of a commodity or keep up with the changes in quality. Also, many items are produced locally and don't have nationally known brand names.

One should read all the explanations to find out why the brands are rated as they are and then weigh this information in the light of his needs and income.

7. Women's Organizations

An example here would be the Money Management Portfolio of the American Association of University Women.

8. Public and School Libraries

Besides books and magazines, libraries often have material filed under subject headings, which gives general principles of buying, as well as guides for particular items.

9. Advertising

You'll probably want to spend more time on this. Our first reaction is to look for all the defects and exaggerations in present practices. And these aren't hard to find, as we all know! The appeals that open our purses are varied. One listing includes

- | | |
|---------------------------------|------------------------------|
| a. health | h. beauty and appearance |
| b. maternal affection | i. efficiency |
| c. appetite and taste | j. vanity, pride and fashion |
| d. attraction of the sexes | k. safety |
| e. economy | l. sympathy |
| f. comfort, pleasure and luxury | m. envy |
| g. ambition | n. fear |

Students will find it enlightening to study ads for the purpose of identifying the appeals used.

You will want also to emphasize the value of advertising in our economic system. In this connection, you might use the article which appeared in the April, 1956 issue of Illinois Education, entitled, "You've Got to Watch Out for Advertising."

Of course, we do want to sensitize our pupils to the extravagant claims, ridiculous exaggerations, and evasive or misleading statements made by many advertisers. A skit in which all items are described in the language of the ad-writer would not only be funny, but would help students remember to read critically.

10. Labeling

A good label will

- a. identify the product with its manufacturer or sponsor.
- b. supply information about product characteristics or ingredients.
- c. give information on product use and care.

Terms like "certified", "approved", "tested", and "guaranteed" are very misleading. Students can be taught to ask:

Who "approves"?

Where was it tested?

How did it perform in tests?

What tests were made?

For what is it "certified"?

What organization backs a "guarantee"?

It is their money they are spending!

Students Can Collect More Information

Students can work as individuals, or as groups, to become experts on one kind of goods.

They can write to the proper organizations and authorities for information, study books, pamphlets and magazines, collect labels, wrappers, tags, and seals of inspection, quality, etc., and then prepare a report for the use of class members. One idea might be to develop a working dictionary of the standard terms used on labels and in advertisements for the product.

Buying guides can be developed by students from available reference material and then used to evaluate garments or products which have been brought into the classroom.

Here, for example, is a guide which gives information about slips.

I. Cut

- A. Princess line
fits best--requires most material
- B. Straight line--two seam-bias cut
smooth line over hips, snug waistline tends to ride up
- C. Two-gore skirt with front on straight of material
seams at side or side back
back panel straight or bias
fitted with tapering skirt pieces
bias midriff section
bodice pieces extended in V lines below the waistline
usually fits well
- D. Circular skirt
to give a wide sweep at the hemline
center of front and back may be on the straight or on the bias
suitable under full skirts

II. Construction

- A. Seams
 - 1. flat fell
neat inconspicuous
wear well if underside isn't cut too close
 - 2. French
may be bulky
 - 3. Lap
usually pinked, pressed down and top stitched with
regular stitching 18-20 stitches to inch--zig-zag stitch
is best.

4. Fagoted
 - decorative
 - elastic, but not as strong
 - found in more expensive slips
5. Plain
 - used chiefly in lower priced bias cut slips
 - thread breakage and fraying of raw edges
 - reduces serviceability

B. Edge finish

1. double bias top, stitched at edges
 - quickly and easily reinforced by additional rows of stitching near the edge
2. fitted facing
 - good, especially when edges are top-stitched
3. Cordon stitched edges
 - single thickness at edge
 - cannot be mended easily
 - dainty, moderately durable
4. machine made embroidery edging
 - usually less durable
 - breaks are difficult to mend
5. bias binding
 - semi-durable
 - not too durable if narrow because trimming has to be closely done
 - cord-like edge is a point of abrasion
6. lace
 - most durable if uniform in construction
 - needs to be securely applied with zig-zag stitching and sufficient lapping on the fabric
 - adds to cost--usually reduces durability

C. Straps

1. double-stitched fabric
2. ribbon
 - grosgrain
 - satin

Should be caught deeply enough if inserted between two thicknesses of the double top. With lace or embroidery, straps should be fastened at top of lace as well as to the fabric.

- a. v-shaped front strap attachment is best

D. Fabrics

Qualities to look for

1. firmness
2. smooth finish
3. sufficient absorbency
4. color fastness
5. ease of laundering
6. controlled shrinkage
7. plain weave (gives better service)

Study Real Things

If a number of slips can be brought to class, students would enjoy using a guide such as the one above to identify the different types of construction and evaluating the possible wearing qualities of each.

In one class, a girl who had a part-time job in a local store received permission from her employer to bring several different styles of slips and bras to the classroom for study.

Another class took a field trip to a larger store. The teacher had made arrangements with the manager to have the girls shown garments at three different price levels. Attention was called to the variations in quality which were responsible for the price differential. Items for study were chosen from those which this particular class would be likely to purchase, such as cotton dresses, storm coats and slipover sweaters. Since many in the group had never eaten in a cafeteria the trip closed with lunch in one--giving an opportunity for choice-making and the weighing of cost and nutritive values.

Foods units offer many opportunities to teach the principles of consumer buying. Projects can be adapted to the age and ability level of the class. This type of activity is a good one for the girl who needs extra activities to keep her busy. Or a committee may be responsible for carrying out the project and reporting to the class.

A few projects which have been successfully carried out can be described here.

1. Prepare juice from

canned orange juice at two price levels
 frozen orange juice concentrate
 1/2 dozen fresh juice oranges
 1/2 dozen fresh eating oranges

Measure the amount obtained and calculate the cost per ounce to find which is most economical. Run a taste test, using other class members as testers. Report your results and answer the question, "Which is the best buy at the present time, considering price and quality?"

[In projects such as these, the teacher can point out the principles followed in taste testing to eliminate as much bias as possible. The girl who finds this type of thing appealing may wish to consider a career in a test kitchen or in food research.]

2. Select 8 to 10 cans of peaches of different brands and prices. (In one small community, fifteen different brands were found on grocery shelves.) Open, drain and weigh, calculating the cost per ounce of drained weight. Conduct a taste test, having the class score each sample as to flavor, texture and appearance. Tabulate the scores and make your recommendations as to the best buy. Would the use to which the peaches are to be put make any difference?

[Finding ways to use the remaining peaches would be an interesting side project. However, they can always be given to the school lunchroom or cafeteria.]

This project can be done with other foods. Peas and tomatoes provide good demonstrations, also.

3. Buy one pound of the smallest potatoes and one pound of the largest, smoothest, baking potatoes that you can find.

Pare the small potatoes as needed for boiling, and weigh them. Do the same for the large. Save the parings. In which case do you get the greater weight of edible potato? Using the figures that you have, how much lower in price per pound must the small potatoes be, if you are to pay exactly the same amount for the edible portion in each case.

Weigh accurately the parings in both cases. What percentage of the original pound of potatoes has become waste?

Report your results.

4. Buy four apples of as many different varieties of apples as are available. Keep one raw, bake one, make sauce from one, slice the third in a custard cup and bake as for apple pie. Taste and evaluate as to suitability for each of these uses. Tabulate your results and report your findings to the class.
5. At the store buy paired amounts of four items, one nationally advertised, the other as nearly like it as possible, but without the "name brand". Conduct taste tests. Can the class detect any differences? How do the costs per unit compare?
6. Select an article of food which can be judged to some extent by inspection. Consult reference books and list the points for which the food should be inspected.

Arrange to have at least six different examples of the food in class, and let each member of the class practice judging quality by inspection, grading the samples from poorest to best. Tabulate results, and present to the class, explaining the basis for grading by inspection and when the method is appropriate.

Do You See Obstacles?

If the homemaking budget, the time available or the conditions under which supplies must be obtained, do not permit projects of the type described above, it is still possible for students to do some studies which will encourage them to think about their buying practices. Some of these could be carried on as home experiences.

1. Compare the cost per ounce or pound of ten to twelve items of food that are available in different size containers. Some suggestions: peanut butter, apples, flour, sugar, oatmeal, vanilla, cereals. How do you explain the differences you discover? Is it always most economical to buy the larger sizes? Explain what other factors must be considered.
2. List all the cereals (whether uncooked or ready to eat) available in the stores. Figure the cost per ounce of each. Consider the amount needed to prepare a serving and arrange in order from the most expensive to the least expensive. If one has little money to spend, which would be the most economical cereals to buy? What does the size of the package have to do with it?
3. Collect food advertisements. Cross out all words which give no information to the consumer. What is left? What appeals to buy are used? Evaluate the advertisements from the manufacturer's and the consumer's point of view.
4. Make a study of labels. Collect at least twenty-five and make a chart to indicate the type of information which is given on them. Study the differences between grade and descriptive labeling and tell the class about each. Interview a number of housewives and ask what they look for on labels. Design a label for a food container that gives the information that would be helpful in selecting that food.
5. In When You Buy, Trilling and Nicholas make this project suggestion:

Ask permission from a meat dealer to watch and listen for an hour while people select their meat. Choose a busy hour. How many ask for meat and name the cut? How many ask for a certain grade? How many ask for "stew" or "roast" or "boiling piece" instead of naming the cut? Do you think that consumers need to be educated about how to buy meat. Why?

Some Other Ideas

Much can be done to improve the shopping habits of pupils. If it is possible for them to buy groceries for the department, this can be made a valuable experience. They can be taught to make lists, to itemize lists according to the layout of the store, and to weigh values on the basis of cost and quality. They will also become informed on the kinds of items available. High school students often have little understanding in this area. But the girl who returns with evaporated milk when the group needed the condensed type, will not be likely to repeat this mistake! She will learn from experience, the value of reading the label.

Sometimes it is possible to give pupils the actual money which is to be spent for a given meal. In this case they can take advantage of "specials" and have a real experience in keeping within a planned expense budget.

Students may be allowed to plan meals on a low, moderate and high cost level. In this case, it is always wise to use actual income figures from the surrounding community. Allotments made for people "on relief" give a reasonable low income figure and are often available from newspaper reports. The average monthly earnings of industrial workers are published at intervals. So are such items as a comparison of the nation wide average food bill per family with state and regional figures, or the percentage of the dollar that goes for food out of the total expenditures in a given city. The teacher who keeps her eyes open for such information can use it to make class problems more than academic exercises.

Students can figure costs of dishes prepared in class. One can point out the additional cost of adding such "luxury" items as pickles, olives, dates, nuts and marshmallows.

It is enlightening to study the least expensive sources of various nutrients. A problem set up for this purpose is described in The Young Consumer by Schultz. The tables on pages 166, 168 and 170 may be used to calculate the cost of nutritional elements when found in different foods. When carried on by professional workers, such a check gave the following results:

Inexpensive sources of six nutrients

1. white potatoes
2. whole wheat bread
3. rolled oats
4. beef or pork liver
5. peas

Inexpensive sources of five nutrients

1. rutabagas
2. large turnips

Inexpensive sources of four nutrients

1. spinach
2. bulk carrots
3. milk

Inexpensive sources of three nutrients

1. dried prunes
2. canned tomato juice
3. molasses
4. pork chops

Most good buys for vitamin C, furnished only this one nutrient at lost cost, which indicates the special effort that must be made to include adequate amounts of this vitamin in the daily food intake.

Experiences in shopping need not be confined to food. What new items of equipment does the department need? In one case it was mixing bowls. A student committee visited all the stores where these items were available. They obtained prices, noted differences in quality, weighed the values of buying sets or separate bowls, and then made a report to the class, giving their recommendations.

The same thing could be done with other items--paring knives, egg beaters, kitchen curtains--most anything needed.

The more one knows about an item, the more intelligently one can shop for it. How much do your students know about fabrics, for example? Ignorance is responsible for many poor buys. The fabric buyer in a department store of any size is a good source of information. He can show students such things as natural and synthetic fiber characteristics, the difference between 80 square percale and the less durable variety, and variations in quality even at the same price. At least he can help to eliminate the idea that "cotton is cotton" and that all fabrics made from it have the same properties.

Some Pointers For Field Trips

1. Talk to the person in charge first and make your purposes clear. It is a good idea to leave a written outline of the points one wishes to have covered.
2. Prepare the class by some study. They should be familiar with the vocabulary likely to be used.
3. Don't plan too much for the trip, and try to keep the group as small as possible. Sometimes it is possible to arrange to take a class in sections.
4. Always allow time in class to talk over the new ideas gained.

5. One way to insure "intelligent questioning" is to make up a list in class beforehand, and ask each girl to be responsible for getting the answer to one or more of the questions.
6. Sending a "thank-you" note afterwards is only common courtesy and good human relations. A student may write this for the group.

You may be lucky enough to find a frustrated teacher in business in your town, as was the case with one furniture store manager. He did an excellent job of pointing out signs of quality in furniture and in rugs. When the homemaking teacher complimented him on the thoroughness and clarity of his presentation, he admitted that he had really wanted to be a teacher;

Ordinarily, nonschool people are more effective in their own settings. When a grocery store manager, who had given the teacher much helpful information, was invited to talk to a class, he was obviously very ill at ease. The hour was not a success. However, another year, when a group visited his store, he was able to speak to them easily and freely and they gained much from the trip.

Tradespeople may become more effective with practice. The first time an appliance salesman and repair man was faced with twenty girls, he found it extremely difficult to concentrate on the material, which he knew well. He was willing to keep trying, and, over a period of years, this trip, where the construction, selection and care of refrigerators was discussed, became a very valuable one.

If You Can't Go To the Mountain, Don't Give Up

Perhaps the mountain can come to you! Sears, Roebuck and Company put out excellent traveling packets in several different categories. These contain samples of items of varying qualities and varying uses. The inclusion of the price of each item is a particularly helpful feature. The fact that one can keep a packet for two weeks makes it easier to use the material in daily lessons. The only cost is return postage. With a number of the packets, leaflets for the students to keep are included.

A teacher can build up a collection of items for study. If a few dollars each year are set aside for this purpose, such things as lengths of fabric of different qualities, "art objects" from the dime store, and children's books, can be purchased and used for illustrative material in many units.

And don't forget the students themselves. A shop student did a lesson on furniture construction for one group. He had been well taught and his explanations were helpful. He could demonstrate the methods clearly, too. After all, he had done it himself!

A CAUTION FOR ALL WORK IN
CONSUMER BUYING

Don't soar too far above student home conditions and practices.

If we do this, students may reject most of what they learn and our purposes will not be achieved, in spite of the best of intentions.

A teacher will find it profitable to spend a Saturday studying the retail stores in the community. She should notice who buys in each, as well as shopping habits in evidence and the level and range of quality of the items sold.

Do we make all our field trips to stores where the teacher shops?

Cash or Credit?

Once we have decided what to buy, the problem of paying for it comes up.

There is much printed material available on installment buying. How much time should be given to the topic in homemaking classes will depend on how adequately it is covered in other courses.

We will want to emphasize the cost of credit. A class may

1. make comparisons of the cost of using various credit facilities, when buying household articles.
2. collect contract forms used by furniture and appliance stores and read the fine print.
3. arrive at some principles to follow in deciding when the use of credit is desirable.
4. learn what is meant by a credit rating.

If your town is large enough to have a credit bureau, a representative could be asked to explain

- a. why such an organization is needed.
 - b. who its members are.
 - c. what its purposes are.
 - d. what services members receive.
 - e. what advantages are given consumers.
5. understand that one's credit rating depends on
 - a. character
 - past performance in regard to financial obligations.
 - b. capacity
 - ability to pay in immediate future.
 - c. capital
 - amount available as savings, or "net worth".

Some good films are available to show how the decision to use credit may involve a number of factors, including one's values. Installment Buying, available from Visual Aids Service, University of Illinois, shows a young doctor deciding to use credit for new office furniture. It shows how he shops for it, and stimulates thought and discussion on the part of the audience.

Saving For Rainy or Sun Shiny Days

One would hope that an individual or a family will be able to do such a good job of planning that there will always be a little left over. The question of what to do with "spare funds" will arise next. A class might study the possibilities. Various forms of saving may be listed and an investigation made of their relative advantages and disadvantages. Local officials of credit unions, banks, or savings and loan associations may be asked to explain the purposes of their organizations and the procedures to follow in making savings in each type of institution.

Since many high school students are already wage earners, emphasis might be placed on the types of savings most suitable for high school boys and girls.

Protection for the Family Enterprise

The life insurance salesman is an early caller on the young wage earner. It seems useful, then, to help students so they may more intelligently select their first, as well as later policies. The homemaking teacher should find out what aspects of insurance are taught in other courses, so that she may avoid needless duplication. Certainly, however, the common terms used in policies should be understood. An insurance dictionary will be of help, as will the study of sample policies.

In all areas of homemaking, emphasis can be placed on reducing losses covered by insurance. If there were fewer losses, the cost of insuring would be a smaller item in the family budget. The value of good health habits and safe practices for the protection of lives and money can hardly be overstressed. To teach by example, the classroom should be as free from hazards as the teacher and class working together can make it. Home projects which involve correcting unsafe conditions may be encouraged.

The Educational Division of the Institute of Life Insurance, 488 Madison Avenue, New York 22, has many teaching aids in this area and will send a list of those available if a request is made. The materials include a set of film strips available on free loan from the Institute. These are:

- How Life Insurance Began
- How Life Insurance Operates
- How Life Insurance Policies Work
- Planning Family Life Insurance

The Next Generation

When you teach child care, remember to include some study of ways to help little children learn to handle money. A child's attitudes toward money and the things it will buy, like other attitudes, are built up when he is small. Such questions as these may be considered:

1. Should children have allowances?
2. When are children old enough to have money of their own?
3. Should children be paid for work they do around the house?
4. How much should children know about the family finances?
5. How may children be taught so that they will avoid the extremes of miserliness and wastefulness in the use of money?

Two Bibliographies

1. Annotated Bibliography on Money Management, Consumer Education Department, Household Finance Corporation, 919 North Michigan Avenue, Chicago 11, Illinois.
2. Annotated Listing of Free and Inexpensive Teaching Aids on Education in Family Finance, National Committee for Education in Family Finance, 488 Madison Avenue, New York 22, New York.

TEACHERS' EXCHANGE

AN IDEA FOR A "HOMEMAKING REVUE"

Emily Heath, Head of the Homemaking Department at Thetford, Vermont, writes that a group of her sophomore boys presented a skit as part of the annual "Homemaking Revue". The boys had visited a chef at work in a hotel kitchen. They repeated the interview, with one of the boys taking the part of the chef. The others asked him questions which he answered, thus sharing the information gained on the field trip with those who attended the revue. The "chef", with the aid of two assistants, also demonstrated the preparation of vegetables for soup or salad and the making of "Roux" or white sauce.

An attractive "kitchen" for the presentation was achieved through the use of a table with a simple framework around it. Copper pans hung from the frame. The "chef" and his helpers wore large paper chef hats.

THE RAPID LEARNER-- NUISANCE OR INSPIRATION?

Democracy, in the best sense, implies an opportunity for each individual to make the most of his capabilities and to enjoy the best advantages his community can provide for that purpose. Equal opportunity, however, does not mean identical opportunity or that everyone should do the same thing. Denying bright pupils the opportunity to try their wits on many aspects forever closed to the slow learners is quite as undemocratic as forcing slow pupils to attempt things they cannot do.

"Rapid learners" are those intellectually superior pupils having IQ ratings well above 110 as measured by tests of general intelligence and/or reading comprehension. In other abilities they range from high to low in specialized areas like art, music and mechanics, from leadership to isolation in social traits, and even from excellent to poor in school marks and achievement in school subjects. Each is what his environment has made him. But the intellectual potentialities are there. Critics of democracy declare public schools are geared to reducing all pupils to a "dull mediocrity". If this should happen, the future of our nation would indeed be in jeopardy. Empirical evidence is overwhelming that individuals who make high scores in youth are much more likely than others to attain distinction in adult life.

Rapid learners are not only quick in learning subject matter but also capable of abstract reasoning power far beyond that of other class members. They are imaginative and creative in developing new and original concepts and processes. However, they are also inclined to great diversity and independence with very definite ideas about their own needs and interests. A teacher's leadership

of rapid learners usually has to be earned through demonstrating superior knowledge and ability which these pupils recognize and respect.

Like slow learners--indeed, all adolescents--rapid learners have the same need for meeting basic personality needs and have the same developmental tasks to achieve. For this reason authorities do not often recommend acceleration beyond their own age group but instead a richer educative experience in mixed classes of slow, average and bright pupils. Certain fundamental understandings and skills desirable for all youth will be presented in such classes, with the outcomes differing in degree or quality even more than in amount or quantity. To handle such a wide range of individual differences in one class is a challenge to the best of teachers.

Sometimes a high level of intelligence is concealed because of the difficult personal problems of a bright pupil. Hence the physical, social and emotional background of the pupil as well as his intellectual capacity need to be known, just as much as in the case of a slow learner. This need of having accurate information about the two extremes in a class has too often taken precedence over studying the background of the average students because, when all is said and done, most lessons are geared to the latter, hence, more effective for them.

SOME PRACTICAL HINTS FOR TEACHING RAPID LEARNERS IN HOMEMAKING CLASSES

A bored and sometimes almost contemptuous bright pupil can often be a nuisance to a mixed class--and also to herself. On the other hand, given freedom to experiment beyond the confines of the class assignment and encouraged by appreciation for the depth and logic of her thinking, she can become an inspiration and help to the class and teacher. In the following suggestions perhaps you can find some hint that will make a big difference in your success in guiding some potentially superior pupils.

Goals should be achieved so far as essentials are concerned but should then be interpreted broadly for rapid learners in terms of their particular talents (and weaknesses) in mind. For instance, most superior pupils are reliable enough and capable enough to work with a minimum of direct supervision. But if this is not yet so, a project that will keep the pupil under the eyes of the teacher will have to suffice until the individual has learned sufficient dependability.

Pace of the classroom must be set by the abilities of the majority but a rapid learner can go forward at her own pace in special interest projects and other types of enrichment activities.

Content of units for bright pupils includes both the minimum essentials and the desirable additional concepts and skills.

Emphasis should be upon experimentation which might lead to original and creative thinking and doing.

Emphasis should also be upon extending both the breadth and the depth of the pupil's intellectual background, ultimately leading to the habit of doing logical thinking with abstract concepts, rather than the trial-and-error method or imitative learning to which less gifted persons are limited.

Mimeographed sheets of minimum essentials developed in class serve merely as a point of departure for independent work by rapid learners.

The drill necessary for most pupils is put upon a higher plane of responsibility for rapid learners if they accept responsibility for helping the less able class members review fundamental learnings.

Reading should be a pleasure to gifted pupils if previous school experiences have overcome any limitations in attitudes and skills engendered by a home environment where facilities were nonexistent and parents considered reading a waste of time.

The less affluent school system may have to be satisfied with adding more difficult reference books, pamphlets and magazines to the general and/or classroom library.

The larger and wealthier school system may offer extensive opportunities for viewing films, listening to transcriptions, watching classroom television, etc.

Pictorial materials are taken in at almost a glance and the truly creative pupil then is likely to be ready to experiment with making some additional materials that they can share with class members. Examples of these types are listed under "Activities".

Activities differ beyond the minimum essentials desirable for all in terms of length of interest span, in independence of planning, executing, and evaluating, and in diversity appropriate to individual pupils' talents, interests, and needs.

Differentiated assignments in reading are most commonly used.

Increased breadth of reading that can later be shared with the class in some interesting form seems to satisfy most pupils.

Increased depth of reading is often the choice of the more nonconforming (and often more gifted) pupil among the rapid

learners. For example, even a ninth grader, especially interested in science, has been known to develop through depth of reading and some simple experimentation quite a respectable report on "Cosmetics and Skin Hygiene" while she would have been extremely bored and impatient over the repetitive practicing of good grooming processes necessary for achievement by slow learners.

Developing, administering, and tabulating a simple questionnaire before the teacher-pupil planning of a unit cannot only fascinate a superior thinker but help her to realize that objective evidence is most potent in helping a group to think clearly.

Inviting and making other arrangements for an outside speaker for her class, interviewing selected individuals for collection of information needed by whole class, and other community contacts should be carefully checked beforehand by the teacher, then are usually about as satisfactorily done as she herself could do.

Presenting demonstrations as well as possible at first, then with correct and incorrect techniques presented to promote problem-solving thinking by class members can be done by individual or a group of rapid learners.

Taking leadership in developing dialogues, symposiums, panels, debates, dramatizations, and reality practice or role playing cannot only help bright pupils to develop leadership qualities and skills but also materially reduce time-consuming tasks of their teacher as pupils grow in these abilities.

Writing newspaper accounts of class activities, imaginative diaries or stories about characters studied in various aspects of home management and family life, nonsense rhymes or limericks for use on posters may delight a youngster talented in this respect.

Writing and making a tape recording for adding to a permanent collection of the school a dramatization concerned with debatable topics like "The Use and Abuse of Credit", writing and putting on a radio script in a near-by station in some popular form such as a "Quiz Program" based upon fads, facts and fallacies of nutrition, etc., require more extensive facilities than many schools have but are fine for not only pupil growth but also public relations if well done.

The girl with marked interest and ability in art can illustrate class generalizations with drawings of cartoons, comic strips, posters, and take and develop pictures useful for interpretation of homemaking classes. Where quality is high, such pictures may be made into slides for a permanent collection or even into a film strip which, of course, is more technically difficult and costly.

More mature pupils can often share responsibility for such community projects as taking a poll among citizens, putting on a "campaign" in the community after achieving success in such a classroom or school project, planning and carrying out community programs, displays and demonstrations as at Fairs, PTA meetings, etc.

Helping elementary teachers, taking responsibility for caring for small children at club meetings, churches, etc., require dependability and good judgment rather than intellectual superiority but pupils who have developed all these abilities should be allowed their share of such responsibilities, even though a teacher always has to keep in mind the need for saving firsthand experiences within the abilities of slow and average pupils for these pupils.

Group values always have to be balanced with opportunities for individual initiative and creativeness.

If enrichment experiences were to be forced upon a rapid learner by all teachers at the same time, the pressure upon the pupil would be too great; moreover, any pupil who secures an undue number of the "prestige-carrying" experiences in a high school can easily lose the benefits of group give-and-take and group support.

Emphasis should be placed upon how and where other less capable pupils can make very necessary contributions to most of the group projects suggested.

Obviously average as well as rapid learners can profit from many of these suggested activities, but superior pupils will profit to a greater degree.

----Letitia Walsh

Go through professional magazines which have been neglected and make a note of the articles helpful for second semester classes. If I don't do this, the unit has been taught and then I find material I could have used.

At the completion of the first semester jot down things you particularly want to remember to do or not to do when repeating those units next year and file those notes with materials on the units.

----Ruth Henschen

A SHORT, SHORT STORY ABOUT A PLEASANT HOME VISIT

"I'd like to visit your homes and get acquainted with your parents. I should like to discuss our plans for the year and get their suggestions. Will you please let me know when it would be convenient for your parents to have me visit them." This was my request of the freshman homemaking pupils in the small high school in the friendly little town.

Within two weeks all but three of the pupils had invited me to visit their homes. So, in class I said, "I have Wednesday and Thursday evenings free if any of you would like to have me visit on one of those evenings." Within a few days, all but one pupil had arranged for a home visit.

Susan alone had not asked me to visit her home. I thought about this for some time and decided to wait for a definite invitation from her rather than insisting on making the visit minus an invitation.

A year passed. I had not been invited to Susan's home. However, the rather ramshackle house where she lived was pointed out by another faculty member as we went for a Sunday afternoon drive.

The next fall, Susan and her sister enrolled in homemaking classes again. One day, Susan came into the classroom all aglow. "Miss Smith, could you come to our house for dinner next Wednesday night. We have just moved; we have the Granville farm over near the highway. We butchered, Miss Smith. We could have steaks if you'd like that. Would you like that?"

I accepted the invitation. I further assured her that I would enjoy whatever they would have for dinner.

The whole family was lined up to welcome me. Everyone was scrubbed and neat. The round dining table was placed cozily close to the heating stove in the dining room. It staggered under an array of food; a large platter of beef liver was a feature of the dinner. During the dinner, I was urged to eat a great deal of the liver--and it was delicious. I chuckled inside when Susan said, "We decided to have liver because you are always urging us to have it for our laboratory meals and I figured it was probably your favorite meat." I made a mental note to clarify the reasons for eating organ meats--heavens, I laughed to myself, have I given them the idea that they plan meals to suit my appetite?

After dinner the girls and their brother left to go ice skating. An offer to help with the dishes was refused. The parents and I sat around the stove and put our feet on its base for warmth. They told me how happy they were in their new home, what hopes and plans they had for the children, how much they appreciate all that their children were learning in school. It was a good home visit. I was glad that I had waited until the family was ready for my visit.

I believe that waiting resulted in a better home-school relationship than might have been achieved otherwise.

Let the Community Know

More active interest in and support of the homemaking program may be expected from parents and others in the community if they have been kept informed about the homemaking education program. Use the daily or weekly newspaper as one means of informing the community. Suggestions for writing the news story appeared in the article, "New Dimensions in Adult Education", in the October issue of The Illinois Teacher.

Invite parents to visit the homemaking department. They probably will not come unless they have an invitation for a specific occasion, but if they do come they will enjoy the experience. Why not arrange several "special occasions" during the year so that all parents will feel especially welcome in the department at least once? A pupil whose mother is unable to attend might invite another member of the family, perhaps her grandmother or an aunt-- or she might invite a neighbor. You might consider inviting parents to:

*A tea party

*An apron style show--showing off the aprons made by the junior high school pupils

*A demonstration that might be especially interesting for parents as well as pupils. Perhaps you will demonstrate "party refreshments for holiday entertaining."

*A lesson on "qualities to look for when you buy clothing for the family".

*A "family fun night" sponsored by the Future Homemakers of America.

CASE STUDY FOR A UNIT ON "LOOKING AHEAD TO MARRIAGE"

The following case study was used to introduce a unit on marriage. The situation described was typical for the community in which the school was located.

Mary Summers and Jim Crawford are a young, engaged couple. Mary is twenty years old. Since her graduation from high school she has been employed as a clerk in a local dress shop at a salary of \$35.00 a week. Jim, at 23, has completed his military service and, at present, is employed in a bakery at a salary of \$60.00 a week.

Mary lives with her mother, father, and younger sister, Joan, who is a junior in high school. She pays \$15.00 a week to her parents for room and board. She has difficulty budgeting the other \$20.00 wisely. Just now, she is trying to purchase clothing for herself and a few articles for her future home.

Jim is an only child. He pays \$20.00 a week to his parents with whom he lives. He owns an ancient jalopy which he calls "Hercules". It seems to be in constant need of repair. He works many evenings, so he usually sees Mary on Mondays, Thursdays, and Saturdays.

Jim's parents have already located what they describe a "darling apartment" for Jim and Mary. Both families approve of the marriage.

After this case situation was presented to the class, the pupils were asked to list the things that Jim and Mary would need to consider before their marriage. The following questions were listed by the pupils--senior boys and girls in a Family Living Class.

1. Is Jim's income adequate?
2. Should Mary plan to continue with her job? If so, for how long?
3. Do Jim and Mary have mutual interests?
4. What chances of success will their marriage have?
What determines the success of a marriage?
5. What does Mary have a right to expect of Jim as a husband?
What does Jim have a right to expect of Mary as a wife?
6. Will Mary and Jim have in-law problems? How should such problems be solved?
7. What preparations for marriage should each make?
8. What should they consider in planning for children?
9. What are the state marriage laws?
10. Where might Jim and Mary live?
11. How should they budget their income?
12. Should they have a certain amount saved before they marry?
13. What will they need for their new home? How may they buy these things wisely?
14. What will Mary need to know in regard to housekeeping?
15. What will Jim need to know in regard to homemaking and supporting the family?

These questions were used as a basis for planning a unit of study on "Looking Ahead to Marriage". The case situation and the questions also were used in introducing a unit on planning and furnishing the home.

DEVELOPING CREATIVENESS IN PUPILS

"...the creative spirit is something more than a product in clay and canvas: it is dancing rhythmic living, a laugh, a flash of the mind, strength of control, swiftness of action, an unwritten poem, a song without words; it is life adding its invisible living cells to more and abundant life".--Hughes Mearns.

Creativeness in thinking and doing is necessary to a free people in order that they remain free; it is necessary for appreciation of the world about us; it is required for emotional stability. We may develop creativeness in the classroom by:

- *Providing opportunities for pupils to experiment, to themselves discover some important principles.
- *Providing many opportunities for the application of principles. Pupils may themselves suggest experiences or projects which provide such opportunities.
- *Providing opportunities for the application of judgment to problems with real meaning for pupils.
- *Using problem-solving methods. (The problems should be ones that are important to the pupils.)
- *Using cooperative methods of setting up goals, planning and carrying out learning experiences, and evaluating.

A teacher who wishes to develop creativeness in her pupils will also observe the following suggestions, several of which are adapted from those suggested by Viktor Lowenfeld in Creative and Mental Growth:

- *Do not interfere with the child's creativeness. Permit freedom within certain defined limits. Some limitations are necessary and help to give a sense of security.
- *Don't impose your images or ideas upon the child developing a project.
- *Appreciate the child and his "expression". Never show preferences for the creative work of one child over that of another.
- *Never give the work of one child as an example to another.
- *Discourage "copying".
- *Provide the materials necessary for creative activity.
- *Provide stimulus through good reading materials, attractive bulletin boards, resource people, etc.,--also through carefully planned lessons, including many opportunities for pupil-teacher sharing.
- *Share the child's enthusiasms and interests.
- *Watch for signs of special interest. Encourage creative expression. Give help where it is needed and wanted--enough but not too much help.
- *Provide experiences with the good in creative expression.

The teacher should have a creative approach to her job if she is to encourage creativeness in others. She should see all of the possibilities in her pupils, should be really interested in each child as an individual. David Jordan, in an article in "Education and the Nature of Creativeness", in the New Era, June, 1949, states that, "Observation in schools shows quite clearly that the most important quality in a teacher in this capacity for creative human relationships. The teacher who possesses it finds in each successive group of children the source of new discovery and the possibility of a new cooperative venture."

IDEAS FOR YOUR HALL BULLETIN BOARDS FOR THE MONTHS AHEAD

Now is the time to begin planning your hall bulletin boards for the months ahead. Decide on topics, titles, and general layout. Plan to change the bulletin board about every two weeks. When you have your plans made, check your files for appropriate pictures or very short articles that might be used on the bulletin board. Perhaps you have a stack of magazines that should be checked for good bulletin board materials. Why not spend one or two of the long, cold winter evenings clipping your magazines.

Incidentally, while you are looking at your magazines, notice the attractive layouts in some of the advertisements. Here are some excellent ideas for bulletin board layouts. Sketch your ideas on paper. Decide what materials will be suitable for backgrounds and lettering. You will find these suggestions helpful in achieving more interesting effects than may result from just "planning as you go"

Following are some suggested titles for the hall bulletin boards for the months of January through May.

January

How's My Social Security?	(social relationships)
Time On My Hands	(time management. The beginning of the new year is a good time to "take stock" and see whether or not we are using our time most effectively)

February

Boy Meets Girl	(for Valentine's Day, Boy-girl relationships)
Family Fun In The Holiday Month	(parties appropriate to the February holidays, free dittoed sheets of party plans nearby)

March

March Menu Magic	(new and interesting ideas for good breakfasts to start the day right in blustery March weather)
Let's Make A Kite	(pattern for a kite for a young brother or nephew; cooperate with the art department on this one)

April

"Though April Showers May Come Your Way"	(in-door games and other recreational activities for rainy days and evenings)
Family Fun At Easter	(hints on coloring eggs, games, food for Easter, provide dittoed sheets with games, recipes, etc. for pupils)

May

Blossom Out For Spring	(good grooming, clothing selection)
Summer Sports--And Some Aren't	(social relationships)

A FOUR-SIDED BULLETIN BOARD FOR 7TH AND 8TH GRADERS

Sometimes when pupil committees prepare bulletin board materials, you would like to display the work of several committees at one time. Here's a suggestion that you might like to try.

Find a large cereal box. Make certain that the top edges are clean-cut. Cover the box with a plain wallpaper, construction paper, flannel, or plain percale in a soft, neutral color. Use each of the four sides of the box as a bulletin board.

Place the box near the front of the room. Use it during a class discussion, turning it as the material on each side is used.

ADULT EDUCATION ACTIVITIES FOR FEBRUARY

Looking for ways to broaden your program of adult education? Here are some suggestions for February.

- * A single lesson or a short series on "Family Fun in the Holiday Month." Include games appropriate to the season, food with holiday touches, party plans.

One evening might be devoted to an old-fashioned "family sing." In one community this was quite a success. A resource person who assisted with the program was a young homemaker active in musical groups. She spoke on "Music For Family Fun." Then she and her husband and little daughter sang for the group. This was followed by group singing of popular songs, old favorites, and "fun" songs. A cup of hot chocolate, a last "good-night" song, and everyone left humming!

- * A newspaper article on "Family Fun When It's a Birthday" Ask some of the community leaders or the best cooks in the community to contribute their favorite birthday cake recipes. Include games for small fry in your write-up.

- * An exhibit of holiday centerpieces on the night when the PTA meets. Plan centerpieces for Valentine's Day, Lincoln's Birthday, and Washington's Birthday.

CASE STUDY FOR A UNIT ON "LOOKING AHEAD TO MARRIAGE"

"Not Required Reading," a short story by Margaret Cousins, in the December, 1957 Good Housekeeping magazine, is a case study that seems made-to-order for a unit on marriage. It tells the story of Linda and John, young people who marry while still in college. Their problems are those facing many of today's young men and women who marry early. Perhaps you can guess the happy ending from this closing paragraph: "It may be said by certain cynics that this event was in the nature of life imitating art. But neither of them had ever heard of 'The Gift of the Magi,' written so long before they had been born. O. Henry wasn't on the required reading list."

REVIEW AND DRILL?--OF COURSE!

Suppose someone should tell a mother that she has to choose between feeding milk or feeding babies. She would be mildly astonished, no doubt, and without replying to such a foolish remark would go right on feeding milk to her children. Yet some critics seem to imply that there are two philosophies of education. One says that we should teach subjects; the other that we should teach children. Of course, good teachers teach home economics to students. Both are important.

To be sure it is essential for us to study learners, as suggested in "Evaluation Is Insurance," and to fit the activities of the school to what this study reveals. But contrary to some theories, students' natures and purposes do not wholly dictate the content of what they are to learn. To adapt themselves to the requirements of the material and social world in which they live, each must master an organized body of subject matter in our own and other areas.

Is Systematic Practice Obsolete?

The principle of incidental learning, acquired as projects and activities are carried on, in some high school classes has led to the almost complete abandonment of systematic summary, review and drill. If it is not completely abandoned, it is introduced apologetically or because the school requires certain periods to be devoted to reviews before examinations.

One high school teacher, whose students were preparing meals in which no common pattern of knowledge or skill could be detected, told a visitor, "But of course! I teach the modern way, meeting every student's interests and needs." Without being a relic of the horse and buggy era, one might well question the teacher's abdication of her responsibility for selection of the essential learnings that would best meet the demands of the society which these young people would soon enter.

Moreover, these are days of dynamic changes: new dangers, new products, new responsibilities. These changes come so fast and often are so complex that even the most able find it hard to keep up with the Space Age. Never has there been greater need for selectivity of content. And never have students so urgently needed fundamental facts and skills on immediate recall.

Skipping Summaries

You never do such a thing? Well, most of us do--and far too often for good retention by students. Somehow time runs out and there is barely enough to "cover" the lesson, much less to summarize. When that occurs, does this not mean that selectivity of important points has been inadequate? The proud boast of poor teachers may be "Shakespeare and I never repeat." The slogan of today's teacher has to be "Teach less but teach it more thoroughly."

Let's take time, then, near the close of each lesson to ask such questions as:

What were the major facts or processes that we learned today?

Why are they important to us?

What aspects of this lesson do we still not understand?

As students offer what seem to them the most important points, the teacher may write them on the chalkboard, arranging them in logical sequence and occasionally rephrasing slightly if necessary. Of course, too generous help with rephrasing will tend to give students the idea that they cannot please you and they'll "let George do it."

Since an oral summary of this sort involves a relatively small proportion of the class, the remainder need to take their own notes from the chalkboard summary. In many classes the job of "secretary" is rotated among class members with the arrangement that the notes taken will be typed and duplicated for all. Even when the teacher emphasizes the reasons for studying the specific material, most students find a concise summary at the beginning of the next day worthwhile for fixing facts, clarifying ideas, and recalling the setting for the new lesson. Remember that students have five or six subjects a day, none of which have any organic relationship to any other; no wonder they can use a preview in each.

Drill in Teaching Homemaking

Used rather loosely, "drill" may be of two kinds in homemaking classes. One type may provide intensive repetition of such elements as must be available without a thinking-through each time they are needed in everyday living. For example, a hurried young homemaker should not have to laboriously seek out correct proportions in commonly prepared recipes or the exact directions for how to cut and fold in stiffly-beaten egg white. Again, selectivity of items appropriate for drill is all-important. A second type is used when steady, consistent habit formation is the goal, ranging from making a neat, speedy knot in thread to budgeting and account-keeping.

Learning is always a cooperative venture. The teacher's role in drill is usually to make sure the students realize the necessity for acquiring the facts, skills or habits, then to provide a setting that will help to reduce the monotony. For example, adolescents who were fervently interested in good grooming last September may be backsliding by January. Perhaps this is the time to introduce Madame X. Every week all class members draw slips of paper. The one girl who found an X on her slip keeps this a secret but must do everything she can to look well-groomed that week. The other students may do one thing to improve their appearance. Each day the class tries to guess Madame X's identity, usually succeeds before the week is out. When interest begins to lag, Madame X disappears.

Review at Close of Units

The object of review, as distinguished from that of drill, is to reconsider what has been taught in the unit to increase students' understanding of relationships between learnings. Retention is greatly

aided by such an understanding of relationships, especially those of cause and effect. For that reason the WHY of a fact or procedure is just as important as the HOW.

Students' preparation for review may be "quiz questions" collected periodically but used at the end of the unit. Since students quickly see that the more of their questions in the box, the more likely they are to show up well in the review, response is excellent. "Teams" sitting on different sides of the classroom may draw and answer questions for an oral review. The unfortunate results of "choosing sides" is thus, avoided, but enough competition is aroused for interest and attention.

Teachers' preparation for review of units that have involved many judgment problems may be cards on each of which is one problem-situation, concisely stated and provided with two or three plausible alternative solutions. The student drawing the card would read it, indicate his choice of solution, and try to state a principle or generalization that would support this choice. Any class member is then free to challenge the speaker's answers. Often the teacher finds class attention and thinking better if, instead of letting each student draw and read a card, the problem and possible solutions are thrown on a screen for all to read at the same time. In both cases some type of systematic distribution among students is advisable or those least needing the review will get most of the practice.

TO ALL OUR GOODNATURED SUBSCRIBERS

A Happy and Professionally Satisfying 1958! The Editorial Board would like to take this opportunity to thank you generous souls who have taken the time and trouble to write such warm commendations of our maiden efforts. We wish that we might reply to every one of you, but suspect you might prefer that we use our time in improving the issues.

Some of you, in sending in your subscription, suggested ideas for the "Teachers' Exchange." We hope to write each of you about your contribution very soon, indicating when we would like to use it. Won't the rest of you be good enough to drop us a card with an idea for the "Exchange" or "Teaching Aids" sections, please?

Above everything else we would welcome suggestions for improvements. We are keenly conscious of our most serious problem, but cannot find a solution. We are most apologetic about the late arrival of each issue. Here is the explanation. In order to make the present subscription price possible, all issues have to go through the University Mailing Center. Apparently, the delay is in Chicago and nothing can be done about it. We realize this delay annoys you. It annoys us too.

Next year we can arrange our production to take account of this delay. Because our busy authors' schedules can't be changed, this year we can only "compose our souls in patience."

TEACHING AIDS

Council on Consumer Information is an organization that provides the consumer with useful information not provided by other sources. Accurate, up-to-date, hard-to-find facts are assembled and distributed to members through newsletters and pamphlets. A membership of \$2.00 per year entitles you to all publications during the year and registration privileges at the annual conference held each spring.

Examples of completed booklets are "Consumers Look at Fair Trade," and "Consumers Look at Burial Practices." Titles of some of the forthcoming booklets are "Use and Abuse of Consumer Credit," and "Consumers Look at Home Appliance Servicing." Information about memberships and publications can be obtained from Ramon P. Heimerl, Executive Secretary, Council on Consumer Information, Colorado State College, Greeley, Colorado.

Home Living Programs for the Early Adolescent, by Mary Lee Hurt, is a new publication from the Bureau of Educational Research, Michigan State University, East Lansing, Michigan. The booklet's foreword states that it is intended to be an idea-giving resource, designed to give the homemaking teacher some possible program and curriculum emphases based on a study of the problems, concerns and activities related to the home life of early adolescents. There are nine unit outlines, "Making Our Pennies Count" and "Understanding Our Growing-Up Process," for example are complete with possible goals, suggested learning and evaluating experiences and teaching aids. This material should be helpful to both junior high and secondary teachers. It can be secured from the address given above for 75 cents per issue or 65 cents for 25 copies and over.

The Family In a Money World, by Frances Lomas Feldman, is published by the Family Service Association of America. This bulletin is based on a study conducted by the Welfare Planning Council, Los Angeles Region, with the help of its member agencies, its Research Department and the Family and Adult Services Division of the Council. The contents are A Money World, Family Need and Social Agencies, Beginning the Cycle of Family Life, The Expanding Family, The Contracting Family, Variations in Living Patterns, Counseling Goals and Techniques, Income Maintenance Programs, Loans or Grants?, The Place of Fees in Money Counseling, Human Needs and Values, Family Resources, Augmenting Income Through Credit, Design for Living in a Money World. An extensive bibliography organized for each of these topics completes the publication which is available for \$2.50 from the Family Service Association of America, 215 Fourth Avenue, New York 3, N. Y.

Expectant Motherhood by Nicholson J. Eastman, M.D., has been revised and is available from Little Brown and Co., for \$1.75. The book is quite practical, easy-to-read and presents a clear picture of the physical aspects of pregnancy. It should be helpful in teaching advanced classes concerned with such topics and to recommend to young adults in night classes.

The Grade Teacher, December issue, presents a "Christmas Everywhere" bulletin board which gives us ideas for bringing the seasons of the year to the classes' attentions. Near the center of the posterboard is a globe of the world (or one could substitute a map of the world). Five Christmas scenes are pictured with red streamers radiating from the various scenes typical of certain countries on the globe. It would be an interesting project for pupils to use this idea for Easter Around the World, The New Year Around the World or Foods Around the World. Some advanced homemaking classes have a unit on foreign cookery and this might serve as an interest approach to such a unit.

This Is For You, the second draft of a Handbook for Education in Personal and Family Finance, is available for 35 cents from the National Committee for Education in Family Finance, 488 Madison Avenue, New York 22. This handbook was prepared by a post-graduate workshop for education in family finance held at the University of Pennsylvania, and presents a guide for the administrator or teacher to use in making education in family finance available to all the pupils in their schools.

Good Housekeeping magazine presents each month "The Better Way," a service portfolio designed to keep their readers informed on numerous matters. One section suggests booklets that are worth writing for and may give you some worthwhile materials for your files. Recent issues have contained: Insuring Against the High Cost of Used-Car Repairs; Fever Thermometers: One as Good as Another; Buying Typewriters; There's a Difference in 'Insured Savings Accounts'; This is Kosher Food; and All Their Works in a Single Volume--the latter a list of books containing all the works of one author.

Be sure to see the 75 Best Cookie Recipes in the World in the November issue of this magazine.

The Complete Family Fun Book is a new Random House publication. The authors are Phyllis Cerf and Edith Young who are perhaps familiar to you through their Saturday Evening Post writing. The book gives a wide variety of games and puzzles suitable for the enjoyment of all ages. There is even a mind reading section! Families sometimes have more fun together after the rush of the holidays is over so perhaps your pupils would appreciate hearing about the book or seeing it in the school library. The price is \$3.95.

If your classes have a play school for younger children, or need ideas for entertaining the children with whom they baby-sit, the December issue of Parents Magazine provides a wealth of interesting activities for the children in the article "What Can I Do Now?" The article is written by Elizabeth Stonorov and Margaret Bacon of the Charleston Play House, Charleston, Pa.

The December issue of The National Business Woman contains an article that we would like to recommend to teachers. It is written by Velma A. Adams and the title is "Pretend You're Quitting." Pretending that you are leaving your job to get a new perspective on it is just one of the reasons for the pretense.

ILLINOIS TEACHER

HOME ECONOMICS
EDUCATION
UNIVERSITY OF ILLINOIS



Star Feature

CO-CURRICULAR ACTIVITIES--BOON, NOT BURDEN

Some Points of View
The Role of the Adviser
Evaluation of Activities
A Look to the Future

TEACHERS' EXCHANGE

TEACHING AIDS

URBANA ○
ILLINOIS

Vol I No 6
February 1958



CO-CURRICULAR ACTIVITIES--BOON, NOT BURDEN

by

Ruth Henschen, Pana High School
Mary Mather, University of Illinois

How often have you said, "If I could just teach school and not have so many extra things to do, I would be happy."

Would you? Perhaps. Let's look at some of the things you do outside of class. Are they "extras" or are they part of the job?

It is Thursday. You look at some notes you have written to yourself. See F.H.A. president and suggest that she prod the program chairman so that the program books get finished before the deadline. Also talk to membership chairman--she has some people to see about dues. If dues are not paid, their names will not appear in the program book.

Tonight is Daddy Date Night. The girls seem to have plans well in hand for that. You have no class the seventh period, but it won't be free since some girls will come in to make the chili for the party.

Some time during the morning there is a telephone call from the committee chairman of the Music Boosters asking you to please put out the coffee urn for them to use tonight--and may they also have about forty cups--there are not enough in the cafeteria.

At noon a girl asks you to chaperone the G.A.A. dance tomorrow night. You suggest that she is asking rather late. She replies, "I know it is late. I had enough teachers to help, but this morning two of them told me they are going out of town tomorrow night."

After school, Tom, whom you have had in family living class for six weeks, remains to talk. He has decided that he would like to graduate after all, but he is failing in English. He also has the second semester of last year's English to make up. He thinks it is probably hopeless for him to expect to graduate. Maybe he should quit school and join the army. You had hoped to have time to go home and change clothes before the F.H.A. supper, but right now Tom's problem is important to him and therefore it is important to you.

There are many activities besides the actual teaching of scheduled classes that are a part of the homemaking teacher's day. She may be a class as well as a club adviser. If she happens to be adviser to the Junior class, her big responsibility might be the Junior-Senior Prom, or money-making activities to meet the expenses of next year's Senior trip. Supervision of the school cafeteria may be one of her duties. The faculty have regularly scheduled social meetings and because she is the homemaking teacher, she will be consulted about refreshments and will probably serve on more than one committee. All teachers are

expected to attend games, plays, and other school functions whenever possible as well as give assistance at these affairs. Co-curricular activities will be a boon and not a burden if

- (1) activities are correlated with regular class work; and are used to enrich the curriculum.
- (2) one plans in order to use all resources wisely.
- (3) the results are satisfying.

SOME POINTS OF VIEW

Co-curricular, extra-curricular, extra-class, education beyond the classroom, the wider curriculum, student activities--whatever the term different people may use, the activities concerned may be quite similar. The acceptance of responsibility by teachers may vary considerably, however. Are these activities to be considered a boon to the students and a burden for the faculty? Not necessarily. Every teacher could probably cite instances of students to whom numerous activity responsibilities have become somewhat of a burden, and every teacher can remember times when she has had real satisfactions in working with students outside the classroom. Let us look at the students' point of view first.

Value of Activities to Students

Taking a look at the adolescent as he enters the secondary school we see an individual who is rapidly maturing, but whose progress is uneven. There is lack of coordination and awkwardness. He is concerned about personal appearance, but is self-conscious and restless. Socially he is liable to vacillate between childish and adult behavior. There is great desire for peer status and liking to be in groups. A resistance to home may be evident even though the need of home and family is felt. He is likely to be rather intolerant of younger siblings, wants privacy and resents questioning. Interest in the opposite sex progresses from ridicule to enjoyment. The desire to conform and not feel different is strong. Ethical and moral problems are of concern.

The older adolescent is at the height of his development, begins to accept adult responsibility, and is interested in sex, morals, recreation, money, work, vocation and future education. High optimism and idealism may also characterize him. He needs freedom from dependence, feelings of self-sufficiency and self-reliance and a theory for life.

These characteristics suggest the following kinds of activities:

1. Socializing activities--boys and girls enjoy each others' company in groups.



2. Administrative activities--students learn to accept responsibility for own conduct and for the school and community in an increasing degree.
3. Social service projects--these appeal to sense of altruism and develop a feeling of community responsibility.
4. Varied sports and recreation programs to prepare for adult life.
5. Creative and exploratory activities--experiences in literature, music, and art give chances to learn self-expression.

Adolescents are probably more influenced by their peer group than any other group. During the adolescent years, there is a strong desire for acceptance by their age-mates for status and recognition which group activities can give. The answers of juniors and seniors in a large city school give testimony to these facts.

Why did you join a club?

- "My friends were members."
- "Provides a place to go"
- "To meet people and make friends"
- "To make me more social and less shy"
- "To get together with people as a group"

What are the value of clubs to you?

- "Helps you understand others and be helpful to them"
- "You meet important and interesting people"
- "You attend social events"
- "Makes you popular"
- "Gives me confidence"
- "Keeps me interested in a lot of things"
- "You learn respect and courtesy."
- "Learn to understand actions and opinions of others"
- "Helps me to assume responsibility"
- "Helps young people face problems"
- "Gives meaning to what I study"
- "A time and place to relax"
- "Gives me leisure time interests"
- "Feel that I am contributing to something"

Clubs can have many values to students, but perhaps these can be summarized into two categories--citizenship training and personality development.

Citizenship training can come through all types of clubs. Since the club is a social unit established for the purpose of better achieving the objectives of its members, each one must carry out his



responsibilities if he is to be an effective citizen of the group. When personal interests are identified with group interests, excessive individualistic tendencies are curbed. The adjustments a pupil makes within himself to achieve group interests help make him a worthy citizen. Clubs can help to develop both individual and group responsibilities.

There are many opportunities in clubs for leadership roles. When these are widely distributed, latent leadership talents of members that otherwise might have been overlooked may be discovered. Broad participation and frequent activity in leadership roles is to be desired for good citizenship.

Properly conceived, clubs should give members opportunity for initiative and self-expression. The student should be encouraged to try out his ideas for analysis and criticism by his peers, not merely adult appraisal and approval.

The attitudes students develop during high school are important to him now as well as to his future group memberships. The basic contributing factor in the formation of attitudes is the quality of experience the student has had. We learn what we live, and in school organizations with his peers, the student does a great deal of living. Club programs and activities can play a significant part in helping students learn socially desirable attitudes.

Personality development is often strengthened through club activities. Undesirable traits could result as well as desirable ones, however. Students may use activities as an escape from academic work, or an activity program heavy on the social side may give a false sense of values as to what is important. Some students may conceive and practice leadership in an authoritarian or benevolent manner, thus learning manipulative skills and undemocratic means of working with groups. Alert and conscientious advisors can change the direction of this learning, however, as they work with their groups and the individuals in them.

On the positive side of personality development, we often see students "bloom" as they have a chance to express themselves in club work. Clubs give a student opportunities to contribute something on his own which justifies his acceptance in the group. Many teachers may have had a girl like Phyllis described as always doing little things to attract attention in class, both from the teacher and the class members. Since she was eager to recite, the teacher called on her frequently. Although her answers were usually correct, Phyllis wasn't content with just the answers. At each opportunity, she would start to tell of incidents in her life (some of doubtful veracity) that placed her above others and made her appear as a heroine. As she related these incidents, Phyllis would look around the classroom to see if the pupils were paying attention. Some would smirk or giggle, and some would go so far as to say "Oh no, not again, Phyllis!" At times Phyllis would embellish her remarks with elaborate contortions of face or body to further attract attention.



Classmates in the Dramatics Club invited Phyllis to join them and help with their productions. She didn't get the lead in their school assembly program, but she said a few lines, helped with the props and seemed happy with this beginning. The physical education teacher persuaded Phyllis to come out for intramural basketball and promised to make her an umpire when she became a proficient player. Both suggestions worked well. Phyllis was able to receive attention in a socially acceptable and profitable way.

Social experiences and parties give a student a chance to try out new responsibilities and contribute to his personality development. As adolescents are learning to get along with the opposite sex they need opportunities to practice new relationships and social amenities. Well-planned social occasions with a variety of activities and a distribution of responsibilities can help to put adolescents at ease. Learning new relationships with adults is another task of growing up which can be aided by social experiences in club activities. Students need practice in relations with adults in an easy, informal setting, they need to see their teachers and parents as people as well as in their usual roles.

Activities have values to the students, but let us be careful not to overuse the able, responsible student. Young people need help in making judgements about how much to undertake. We would not want activities to become as burdensome as they seem to be in the following situation. Are you guilty of encouraging, even unwittingly, situations similar to this among your girls?

(A conversation between a high school senior and a guidance counselor about poor grades in math.) Adapted from Case Studies In Human Relationships In The Secondary School, Bureau of Publications, Teachers College, Columbia University

"What's the trouble, Harold? You've always done well in math. I remember when you came in at the end of your freshman year to show me your straight A record. You were especially proud of your A in algebra. You did well in geometry and Math III, too. What's the matter? Don't you understand it?"

"No, that's not it, Mr. Stern. I guess the trouble is that I just don't have time to study. The senior play goes on in two weeks and you know how much time rehearsals take in the last two weeks before the play. I have a pretty important part so I'm on call for all three acts. Then the Oratorical Contest is being held next month. Dad won it when he was a senior and I want at least to try out. So far I've just barely started working on my speech. Besides it takes time being sports editor of the paper. I'd be going to all the games anyway, but it's an awful grind meeting the deadlines on writing them up."



"Well," asked the counselor, unable to keep a touch of sarcasm out of his voice, "Do you have any other activities for your spare time?"

"Oh, yes," replied Harold, missing the sarcasm entirely. "Those weekly meetings of the student council usually last a couple of hours and I'm also on the constitution committee. Lately we've been meeting one evening a week trying to get our proposed revisions ready for the student election in May. Dad was disappointed when I quit the track team a couple of weeks ago and the coach was pretty mad, too. He said that I didn't have much school spirit. He was sure that I could have picked up some third places in the broad jump in dual meets and that you never know when one point will mean the difference between winning and losing a meet."

"Isn't it pretty obvious, Harold, that you are just involved in too many things? What you might do is list all the things you are now doing and then rank them in order of their importance to you. Then you could drop one or two activities from the bottom of your list. First of all, let's take a look at your program. What subjects are you taking?"

"Math IV, French II, English IV, journalism, and physics."

"That's five subjects. Four would be a normal program. Is there any one you could drop?"

Harold thought a moment. "No, there really isn't. I need the French, English, and physics courses to get into college. Math IV is practically a must for the engineering course that I want to take. That leaves journalism, and I like that a lot. Besides I can't let Mrs. Forbes and the rest of the staff down. There's no one else who could take over the job of sports editor this late in the year."

"I gather that you consider all your subjects essential and that you place your academic work at the top of your list?"

"That's right," said Harold. "My school work really comes first, particularly since what I want to do most is go to college."

"Then it looks as though you'll have to eliminate some of your other activities. What about the student council?"

"Oh, I can't drop out of that. The council is an important responsibility to which I was elected by my fellow students. I couldn't quit now. I can't even resign from the constitution committee. I've been in on all the discussions from the very beginning and a change in the make-up of the committee now might mean postponing the revision for a whole year."

"What about the senior play?" queried the counselor.

"Haven't you ever been in a play?" Harold asked scornfully. "Once you're cast and you've gone through the preliminary rehearsals, you just can't quit two weeks before production."

The counselor sighed and decided to try once more. "Well, you've hardly started working on the oratorical contest. Surely you can drop out of that."

"But I've already told you," Harold explained. "Dad won that when he was a senior here. He'd feel awful if his own son didn't even try out."

The counselor shook his head. "Harold, I'm afraid I can't help you. It seems to me that you simply have to decide whether it is more important for you to carry on all your endeavors, perhaps doing poorly in some, or to eliminate some of them."

Value of Activities to the School

As well as activities serving the students they are of benefit to the school as a whole, to the teacher and to the total program.

School morale is improved. The quality of student morale makes quite a difference to the instruction and management in a given school. Factors that favorably affect morale are: recognition of capabilities of adolescents, provision for student leadership, opportunity to promote individual interests, provision for the gregarious nature of adolescents, opportunity to plan and work with others, opportunity to participate in management, and opportunities for success. In a diversified activity program all of these factors are present.

Another factor resulting from a good program of activities which can contribute to morale is improved student-teacher relationships. In informal club work students learn to recognize teachers as persons, they discover teachers are as human as anyone else. As students find satisfactions in working with teachers in club work they are likely to try to achieve similar satisfactions in other situations. The degree to which this is done by students, however, depends upon the attitudes displayed by the teacher in all situations.

The need for disciplinary control is decreased when students are absorbed in worthwhile activities. Club programs and other school activities can make a big contribution here. Energies that might otherwise be devoted to undesirable actions are used to promote experiences that make a more wholesome contribution to the life of the school.



Classroom instruction benefits. Clubs can serve as a supplementary laboratory to the classroom, providing opportunity to practice skills learned in class. As co-curricular activities grow out of instruction, their benefits should return and enrich the classroom. Students are freer to follow their own special objectives in club work than they may be in class. As their interests deepen classroom work will often become more meaningful.

As a teacher works with a club planning committee as they block out work for the year she should keep in mind the plans she has for class instruction which could dovetail with club projects. Sometimes a slight rearrangement of sequence in plans can make for a better juxtaposition. For instance, if one of the Future Homemakers' projects is to give baby-sitting services at the time the Red Cross Bloodmobile is in town, why not plan to be teaching child guidance just before and during that time? Pupils may be better baby-sitters as well as have opportunity for the direct observation of children.

If a special meal is on the schedule as a service project of your club, schedule class work in meal management at the same time. Learnings from one experience can thus be used in the other. If the project involves large numbers to be served, include some instruction in work simplification for repetitive tasks. As community members, homemakers may often face problems of large quantity food preparation and service.

In studying the development of fashions, the influence of ideas from other countries may be acknowledged. Perhaps the FHA is planning to highlight world neighbors at its annual banquet and expects to use clothes-pin dolls dressed to represent other countries as favors and centerpieces. The designing and execution of these gives good opportunity to put class learnings into practice.

If a club or chapter collects donations of clothes for needy families or for world relief projects, why not schedule the unit on care and repair of clothing to coincide with the project. Thus supplies will be available for laboratory experiences and the donated clothes will be in better condition.

With ingenuity and imagination the homemaking teacher can find many times and ways when club and class experiences will enrich each other. In addition, club experiences may also vitalize home experiences and make the home visits of the teacher easier and more informal than if activities had not been shared in club work.

The holding power of the school is improved. Lack of interest in school is one of the high-ranking factors that cause students to leave before graduation. Pupils find it difficult to maintain an interest in class work and feel that the school offers no particular attraction to them. The pupils who leave school early

are often the lonely ones who may seek companionship out of school if they are not getting it in school.

Success and satisfactions in club work can help a great deal in making a more contented student. If the club program can be organized to help students find congenial social groups whose interests are allied to their own there may be at least one reason for staying in school. As individual capabilities are uncovered the student can be helped to find meaningful experiences in the regular curriculum. When club activities are integrated with class work new interests in subjects may accrue.

Opportunities for social participation at school have definite bearing on the attitudes of pupils, and may promote interest and attendance. These should be more than just entertainment. Properly planned they can give adolescents confidence and poise in adjusting to new social situations, and experiences in developing wholesome boy-girl relationships. To be successful, pupils, especially the younger ones, will need preparation for their participation. Instruction in manners, dating, dancing, and even appropriate clothing may be necessary. Home room and assembly programs could aid in this, presentations being given in assembly and practice opportunities provided in home rooms.

THE ROLE OF THE ADVISER

We tend to think of co-curricular activities as student activities but the adviser's role is one of significance and importance. In one study of why clubs failed, although a variety of reasons was given, many pointed to some inadequacy of the adviser. Of thirty-one different causes suggested, fourteen were related to the personality and interests of the teacher in charge, while twelve causes were largely under teacher control.

The following tests for a club adviser may help a teacher measure her contributions to the success of a school organization.

1. Do I really like to associate with boys and girls of high school age? A sympathetic interest in boys and girls ought to be expected of every teacher, but it is absolutely indispensable in the informal relationships in club work.
2. Do I enlist the confidence of boys and girls? Even though a teacher likes boys and girls she may be so out of touch with their points of view as to make impossible a free, natural, unconstrained relationship which is essential to club success. Of course, this quality can be developed in a teacher.

3. Am I keenly interested in the world around me? If the club is to develop a constructive program of expanding interest and increasing educational activities, the adviser must be keenly alive to the significant events happening around him every day.
4. Have I enough enthusiasm to make it contagious? The adviser who is not the least bit excited about the things the club is doing is not likely to be a stimulating companion or leader to the group. Enthusiasm is a flame which kindles from a contact with a glowing interest. But the flames must be kept under control; an unbalanced or unintelligent enthusiasm may do a great deal of harm.
5. Am I, or can I become, expert in some of the fields in which the club is engaged? A fund of knowledge and sound experience commands the respect of members and would be a distinct asset to a club adviser.
6. Am I able to give constructive suggestions for activities of the club? The difference between a lukewarm attitude and an enthusiastic interest on the part of club members may simply be the difference of a club adviser who is able to think of something new when interest flags, to redirect energies into constructive outlets, as compared with one who has no suggestions.
7. Can I guide without dictating? This is a corollary to the previous test. An adviser who has many good ideas but is too insistent that they be carried out in her way may hinder rather than encourage pupil growth. The adviser must be able to keep hands off to the extent that pupils may learn by organizing, planning and executing. If you are not able with perfect good humor to see your suggestions modified or disregarded, you had better not make them.
8. Am I willing to give time and thought to making club work a success? A "punching the time clock" attitude will not go far in making one an effective club adviser. A club adviser needs to feel that the time invested with club work pays dividends even though it may mean long hours. Can you find your chief satisfaction in pupil growth and not in direct appreciation of your efforts?
9. Am I democratic in spirit? Are you as keenly interested in the inconspicuous pupil or one from a poor family as in the school leader or the socially prominent? Advising a club gives opportunity for the development of latent talents of many-- the club should give every pupil a chance.

10. Have I a sense of humor? No single characteristic may be a greater asset than the ability to see a joke, even when it is on herself. Advisers must be able to endure the exuberance of youth, and even its occasional silliness, without becoming annoyed.

Responsibilities of Faculty Advisers

The adviser may serve on policy making committee with fellow teachers and school administrators. The adviser, as well as understanding the program of her own group, must see that it coordinates with other school activities, both in purposes and scheduled events.

The adviser helps her organization relate its program to the basic purposes of the school, and helps the group conform to school policies and regulations. It is especially important for new advisers or new teachers to become acquainted with the opportunities or limitations in a given situation before suggesting or approving activities which may not be possible. When pupils are allowed to proceed without checking policies they may have frequent disappointments.

For a special-interest club growing out of a departmental interest the adviser has the responsibility of helping her group plan its program in harmony with the basic goals of the department to which it is related. This is especially true of an organization like the Future Homemakers of America which is considered an integral part of the total homemaking program.

When clubs are affiliated with state and national organizations, such as the Future Homemakers of America or the Future Teachers of America, the adviser should see that local programs are planned in harmony with the basic goals of the larger groups. In addition the adviser often serves as the "executive officer" for the local chapter in its relation to the state and national organizations.

The adviser serves as a consultant. She should be a person to whom one can go for information, consultation or advice, but not merely ready-made answers. She should be a source for program ideas and materials, and, with the help of the club girls, build a file of resource material for organizational use. She should give advice and instruction about making a budget to fit into the purposes of the organization. Help may be needed in deciding about the worthwhileness of money-making projects in terms of what experiences would be of value to members, and in terms of how badly the money is needed in the budget. When thinking through money-making ideas it may be well to have club members consider such questions as the following:

Will it be in keeping with the goals of our organization and our purposes?

Will it be fun? for a few? or for many?

Will members really learn something?

Will it provide opportunities for members to work together?

Will there be enough time to carry it out?

Will it be in keeping with school policies and state laws?.....

Can it be completed in a reasonable length of time so
that it won't become a drudge?

Will it make enough money to be worth the time put into it? :

When products are to be sold are they really worth something
or will the people buying them merely be doing the organi-
zation a favor?

Students will likely need help in learning business-like procedures for the keeping of books in relation to the organization's money. Whether there is a centralized system for all school accounts or whether the club handles all its own money the example of an expenditures record shown on the opposite page is an easy form to follow or adapt.

The adviser usually provides continuity from year to year as each new membership and group of officers works with its yearly plan. But a word of warning about too much "continuity." When an adviser gets a system or way of doing things she may have the tendency to stick to this system through thick and thin and not let a new group work out its own methods. The adviser may have a definite tendency to superimpose her ideas on the group rather than to present a problem and let the group solve it in its own way. Some continuity in organizational work is good, but new ideas and ways of working should not be stifled. On the other hand, an adviser may have the opposite problem; that of stimulating the group to new ideas. The pupils may be the ones to prefer to stay in a rut.

The adviser has a responsibility to develop leadership in her group. Knowledge of group dynamics can be of help here. The adviser must be aware of the behavior of the group with which she is working and be skilled enough in the processes of groups so that she can help members develop an appreciation for and some skill in using these group processes. The adviser should understand and help the student leaders to understand the importance of:

- a. the feeling of belonging and security of the group members.
- b. the assumption of responsibility of all the members.
- c. the need for broad participation in planning, solving problems, and evaluation.

EXPENDITURES RECORD EXAMPLE
Chapter Expenditures

Period: (From) _____ (to) _____

Date		Check No.	Dues	Supplies	Meetings	Projects	Socials
Sept. 25	State & National dues for 50 members (25¢ each state; 15¢ each national).	211	\$20.00				
Sept. 30	Riggs Office Supply Co.	212		\$ 5.00			
Oct. 24	International Project	213				\$10.00	
Oct. 29	Postmaster (postage for gifts sent to other countries).	214		\$ 4.00			
Dec. 1	John Doe Book Co. (for books)	215		\$ 7.00			
Jan. 10	High school treasurer (for picture in high school annual).	216		\$10.00			
Mar. 15	Chase's Department Store (materials for parent night)	217					\$ 5.00
Mar. 18	Kroger Company (grocer- ies for parent night)	218					\$20.00
May 15	Daily Florist Shop (flowers for install- ation.)	219			\$ 4.00		
May 30	Mary Jones (state meeting expenses)	220			\$25.00		
July 15	Sallie Smith (toward national meeting expenses).	221			\$25.00		
	TOTALS		\$20.00	\$26.00	\$54.00	\$10.00	\$25.00

- d. the need for a climate that is conducive to member participation.
- e. the need for the group as a whole and each member in it to have a sense of independence with real recognition of the individual and her importance.

The adviser needs to remember that individuals may conceive and execute leadership roles in various ways. Role-playing the autocratic, the laissez-faire, and the democratic leader characteristics may help students to recognize and understand these possible differences, and to develop in them leadership skills that will be beneficial in life after high school as well as in school organizational work.

The adviser can usually serve best in leadership training by giving guidance in executive officers' meetings, or by interviewing committee chairmen as plans are made prior to a meeting rather than by giving direction at the meeting. She should have a high regard for the student's ability to take responsibility. When there is a good working relationship between adviser and student and when students are encouraged to report progress on projects under way, the adviser will find it easier to sit back and be one of the group at the meeting rather than being too dominant.

The adviser needs to help her students run their organization in a business-like way. Duties of officers and chairmen should be clearly defined and understood. Guidance may be needed in parliamentary procedure, how to keep the treasurer's books, how to make a budget, or how to carry on any other office. It is not unlikely that one may become discouraged when you meet a new group of officers who don't know how to do these things. One experienced club adviser says it helps her to remember that extra-class activities are like classes. Each year when you have new students in a beginning course you have to begin where they are. Why not follow the same basic principle in club work? Just because you have helped the two previous treasurers to learn how to keep books, or have helped many presidents to assume responsibility, doesn't mean that the new officers in the years ahead are going to be any better. However, it is heartening to realize that if we try to have leadership development as a continuous process for members in our groups, those in key leadership positions will have "come up through" and then there will be less need for counseling them when they are in office.

Helping students reach objective decisions is a responsibility of the adviser who is interested in the development of her students as persons. When a new group forms they tend to be so many separate persons with individual ideas and interests. They need to learn to think and act impersonally, in the light of objective evidence, and in terms of what is best for the total group. It is hard for an adviser to sit back and not voice her opinion or interfere, but students have to learn not to make snap judgements by living with the results of their decisions. Advisers can raise pertinent

questions about whether or not enough is known about a situation before action is taken. Yet occasionally some one may want to get her "licks" in before the group has time to think, and a motion will be made and passed. Then an adviser may point out the lack of objective thinking, but not permit the action to be rescinded so that students have to live with the results of this quick action. Future motions may not be passed so hurriedly.

The adviser has a responsibility to help her group and the individuals in it grow through evaluation. Conferences with officers can provide opportunity for an evaluation of their performance. Often a good time to do this is when an officer seeks help for some new responsibility and you can raise questions about what she has learned from previous experiences and observations that would help her be more effective now. As committee reports are made, some assessment of the strong and weak points of the activity with suggestions for improvement can be incorporated. As pupils assume new responsibilities they should be encouraged to refer to previous reports about past experiences. The adviser should encourage the executive group to set goals for club activity and then to look at the work of the total program and measure it against these goals. Examples of possible goals might be:

increased membership, or increased membership from certain groups.

greater participation in club activity by all members.

broader spread of committee responsibilities, not using the same people over and over.

balance in type of programs offered or in types of projects undertaken.

improved attitudes and behavior during club meetings.

greater support to officers by members carrying out responsibilities without frequent reminders.

increased understanding of our club or chapter in our school and in our community.

carrying out our club business efficiently, and doing reports promptly.

In the new Chapter Handbook published by the Future Homemakers of America specific responsibilities of advisers are given on page 37. Many of these have been discussed above; the list will serve as summary.

1. Know the organization in terms of its purposes, program of work and relationship to the total homemaking program; then interpret it to members, prospective members, school personnel, parents and others.



2. Familiarize yourself with state and national publications and other resource material related to the chapter's work so you can refer members, chapter parents and advisory board members to necessary information.
3. Understand the purpose of the composite plan and the relationship to the chapter program of work.
4. Help all members develop, carry out and evaluate their local program of work.
5. Know the needs of members, their homes, the school and the community in order to help them plan chapter experiences that will fulfill some of those needs.
6. Know the duties of the officers and members so you can help them assume their duties.
7. Understand the philosophy of FHA--be able to interpret it to others.
8. Comprehend the principles of the democratic way of living in order that you can assist chapter members in practicing these principles.
9. Keep the school, parents and the community well informed about the activities and progress of the chapter.
10. Provide a place in the homemaking department for filing records and chapter materials.
11. Work with state advisers and other local advisers in developing the state FHA program.

In addition, in this chapter of the new Handbook, there are very practical suggestions for new advisers in case there is no organized chapter in the school and you wish to start one and also how to get started with a chapter that is already organized.

Does all of the above sound like a lot of work for you? The "do it yourself" idea has become very popular in the home. It is often much easier for the teacher to follow that plan with co-curricular activities. If she does that, they are not truly co-curricular for the student. Most of the activities are learning experiences in leadership for the students. If the teacher thinks of them as such and adopts the slogan "let's do it together" she will obtain satisfaction through seeing the progress of the students in accepting responsibilities. Co-curricular activities need not be burdens.



The Teacher and Assembly Programs

Assembly or PTA programs are often a "chore" for the home economics teacher, but why should they be considered burdens? Regard these assignments as other opportunities for teaching; another way to teach your own pupils and ways to reach larger audiences about the work of your department. You are a teacher in the school just like everyone else, and should want to make your contribution to the total school program as one of the team in that situation.

Programs may grow out of club or departmental work. They may be related to holidays, to special emphasis weeks, such as "better-baby" week, or to certain campaigns in school or community. Usually programs are planned and executed by the students, but sometimes your department or club may sponsor an outside speaker, or adults may be brought in to serve as resource persons, such as members of a panel, or to be interviewed by students.

Assembly programs can serve a variety of purposes. The administrator may expect them to

cultivate school spirit, unify the school, mold public opinion.

correlate school and community interests.

help pupils learn good audience habits.

motivate school activities.

develop leadership.

be an opportunity to recognize worthy achievement.

Through assemblies the student sees himself in relation to others and can learn to be socially effective. The following specific purposes may be served for the students, as audience or as participants:

training in self-expression

development of poise and self-control before an audience

acquaintance with current affairs

development of aesthetic sense

development of ideals of citizenship



A good assembly program should have a worthy purpose, be of concern to the group to which it is presented by reflecting their interests, have variety and be well-timed. This, of course, means careful planning. A good audience is also desired if assemblies are to be successful.

Rapport between the audience and the performers is necessary. Students need some preparation ahead of time about the program. Why should we expect them to respond in an attentive and courteous manner if they have no idea of what to expect? When students walk in "cold" because of no advance information, or the time for the assembly suddenly interrupts their daily schedule, it is no wonder their reactions may be different than when there has been some anticipation. As a teacher responsible for an assembly program, make sure your colleagues understand enough about your plans and purposes that they can give correct information to their pupils.

When students in the audience have a chance to participate in the program in some way, assemblies are often more successful than if students are merely observers. A program by outside talent, or one put on by a school organization, which is primarily for entertainment, information or edification of the student body may seem like "you sit still and listen while I tell you." Adolescents never like to sit passively very long at a time. While, on the other hand, if each student can participate in some way and have a feeling of identity with the performer or the elements in the program, he will likely be more receptive and get more out of the experience.

As well as singing or reciting creeds, which may be fairly typical for school assemblies, participation could consist of asking the audience to score results, to render decisions, to ask or to answer questions. In a panel discussion type program, followed by general discussion, questions or ideas for further discussion could be given to key students ahead of time. Another way could be for each home room to be asked to prepare a question or idea for discussion to be presented by their chosen representative.

Representatives from certain classes might be selected for audience participation rather than using home room units. This would be a good technique when you are trying to show relationships between home economics subject matter and other areas in the school. If your program were about health or nutrition, science and health and physical education classes could contribute viewpoints. A program about money management could bring in viewpoints from business education and social studies classes.

When skits or short dramatizations are used as programs audiences can be asked to vote as to which way of doing something they thought best, or did they agree or disagree with certain parts. For example, baby-sitting is a typical activity of many high school students. Home economics students could present a program of skits showing possible ways to handle certain situations. Students could be asked to vote which they thought best or least satisfactory and then representative pupils could be asked to state why the decision was reached. The



buzz-session technique, if your students are familiar with it, could be used as an opportunity for them to develop reasons for their choice. As in role-playing, a situation could be replayed to incorporate suggestions and to make sure the last impression was a positive one. To further reinforce selected principles of child guidance these might be printed on large placards and displayed as the principle was being demonstrated, or used in a summary by the mistress of ceremonies. If the ideas to be developed in baby-sitting techniques revolved around employee-employer relationships invite parents to serve as reactors in the audience.

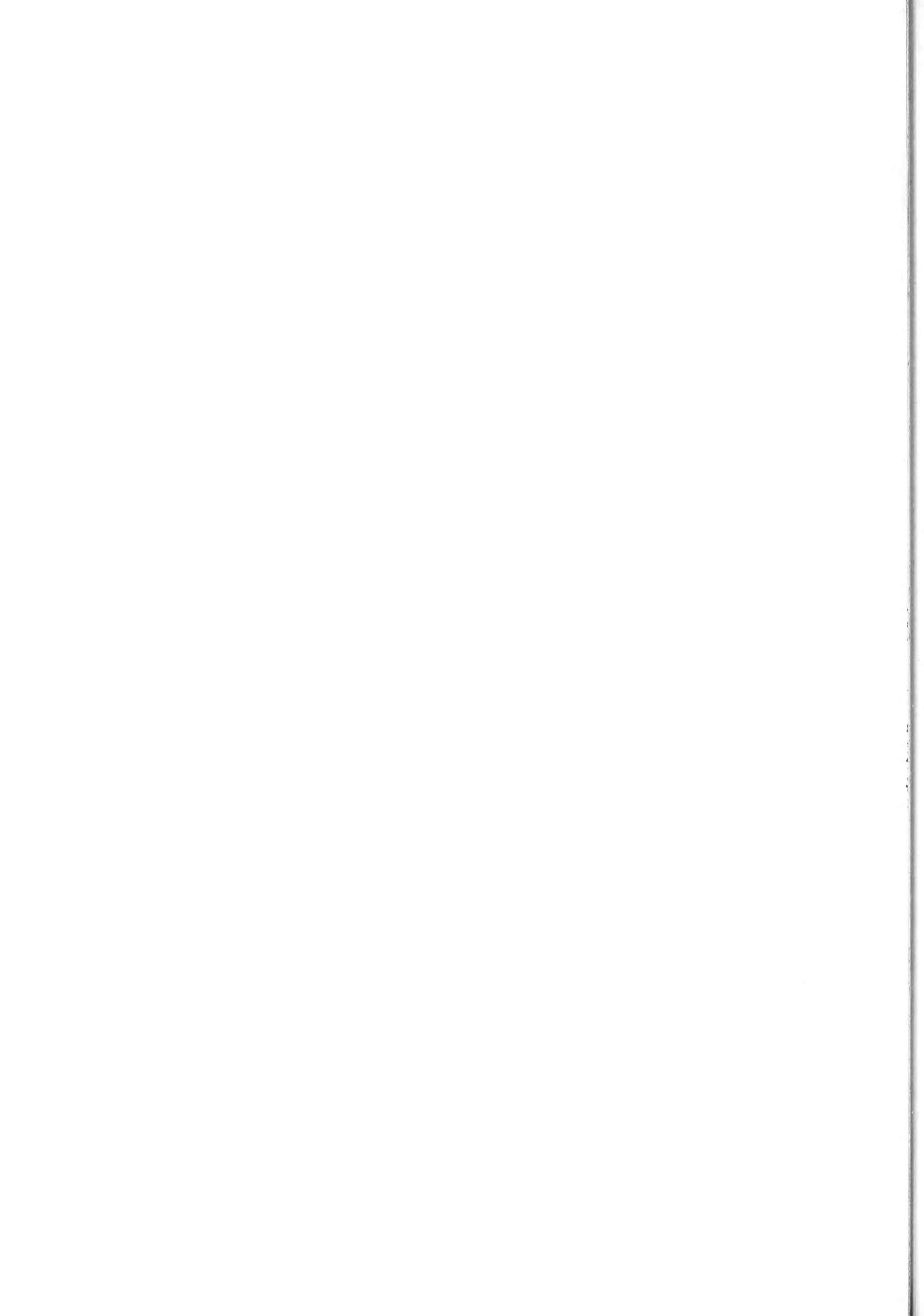
Fashion shows are an old favorite for home economics programs, but let's get some audience participation into these, too, as well as some integration with other subjects. The program can be more than a "show" with some information about fashion and good taste in dress. Art students may voice opinions about colors and line, economics or social studies students about how new promotions in fashions contribute to business, distributive education students on the problem of selling new fashions. Becomingness or suitability of clothing could be judged by the audience. This assumes that your participants would not merely be showing the garments they constructed, but costumes would be planned to emphasize or to violate certain principles.

In addition to showing completed outfits some short demonstrations could be combined with the fashion show, or developed into a separate program. The dramatic difference the addition or subtraction of accessories can make could easily be done on the stage. Another idea is the good and poor combinations of sweaters and skirts or shirts and slacks. Get the boys to participate as performers, too.

It should go without saying that programs need to be within the understanding of the students. But we have to be careful that they are not too simple or condescending in nature, otherwise intelligence will be insulted and poor behavior may result. If they are too far "up" poor behavior may also result from feelings of confusion and inability to grasp the ideas.

There are two elements every program should have - security and surprise. For those elements that are already familiar the student thinks, "Gee, I know that." But if this were all boredom would soon result. However, if everything were new and strange, there was no contact with what the students already know, no basis for comparison with previous experience, no old familiar landmarks, the students may toss the experience aside, much like rejecting a new food. Students then may become restless, personal pride is hurt if acknowledgement has to be made that one has come up against something too unfamiliar to assimilate. It takes a long time to grasp the significance of a new idea - don't have too many.

Homemaking teachers have an excellent opportunity through assembly or PTA programs to tell the story of their department or activities in student organizations. Let us be sure the presentations give a good sample of the breadth of the programs. Over a period of time plan for all phases of the work to be shown. Do not become dependent on one or two "traditional" affairs.



EVALUATION OF ACTIVITIES

When you wonder about co-curricular activities what kind of questions come to mind? A conscious effort to set down specific questions and then find the answers would help in objectivity rather than jumping to conclusions about your problems.

If many teachers in your school think "something should be done about all these activities", suggest a workshop. Invite teachers, pupils, administrators and parents. Develop criteria for school activities based on purposes the workshop participants think they should serve. The following questions could serve as guides:

Does the activity have a well-defined and worthy purpose?
Is it interesting and important to enough pupils to justify its existence?

Does it deal with matters of present concern to high school pupils?

Do its activities fit in with established purposes of the organization and the school?

Are pupils aided to discover and develop special talents?
Does activity in the organization develop desirable skills?
Is provision made for group planning by members?
Does it provide for development of desirable social behavior?
Is sufficient rotation of positions provided to enable all members to gain breadth of experience?

Are membership policies clearly established and based on interests of pupils and on their ability to participate in, benefit from, and contribute to the activity?
Are fees limited and well within the ability of members?

Is provision made for improving and expanding the activity?
Do benefits from this organization extend to other persons and groups?

Does the program correlate with the regular school program?

Can the sponsor keep in the background and yet so exercise leadership that the purpose of the activity is met?

Following the development of criteria have factual reports from all activity representatives, and have each club, or group, state what they think is their biggest problem. Through various kinds of group discussion techniques or committee work recommendations for change and improvement can be drawn up.

If questions deal with whom are we serving in school activities, or you are interested in your club alone, make a survey of the membership lists over a period of years. Who are not members who could be? Why aren't they participating? If this were a school wide survey you would want to find out what kind of pupil was being missed entirely by school activities. Do any of the following factors seem to make a difference in participation? economic level? academic ability? age level? town or rural residence? curriculum followed? The same question about whom are we serving could be thought of in relation to the influence school activities have in the community.

A more specialized study might be the relationship of co-curricular activities to school marks. The school, or you, could make a study of pupil records including their average grades, their extra-curricular participation, and scores on some test to measure mental ability. A Philadelphia school did this for their seniors one year and found that activities did not interfere with grades. The better students tended to be more active, and grade averages were often better when they were the most active.

In any one club you may want to check whether or not the goals of development of more leadership, or wider friendships among the members are being met. Sociometric techniques are useful here. To identify potential leaders before a nominating committee makes up a slate of officers, or before chairmen are assigned for special projects a sociometric test question could be given. For example ask members for their first, second (and third, if you wish) choices to questions like the following:

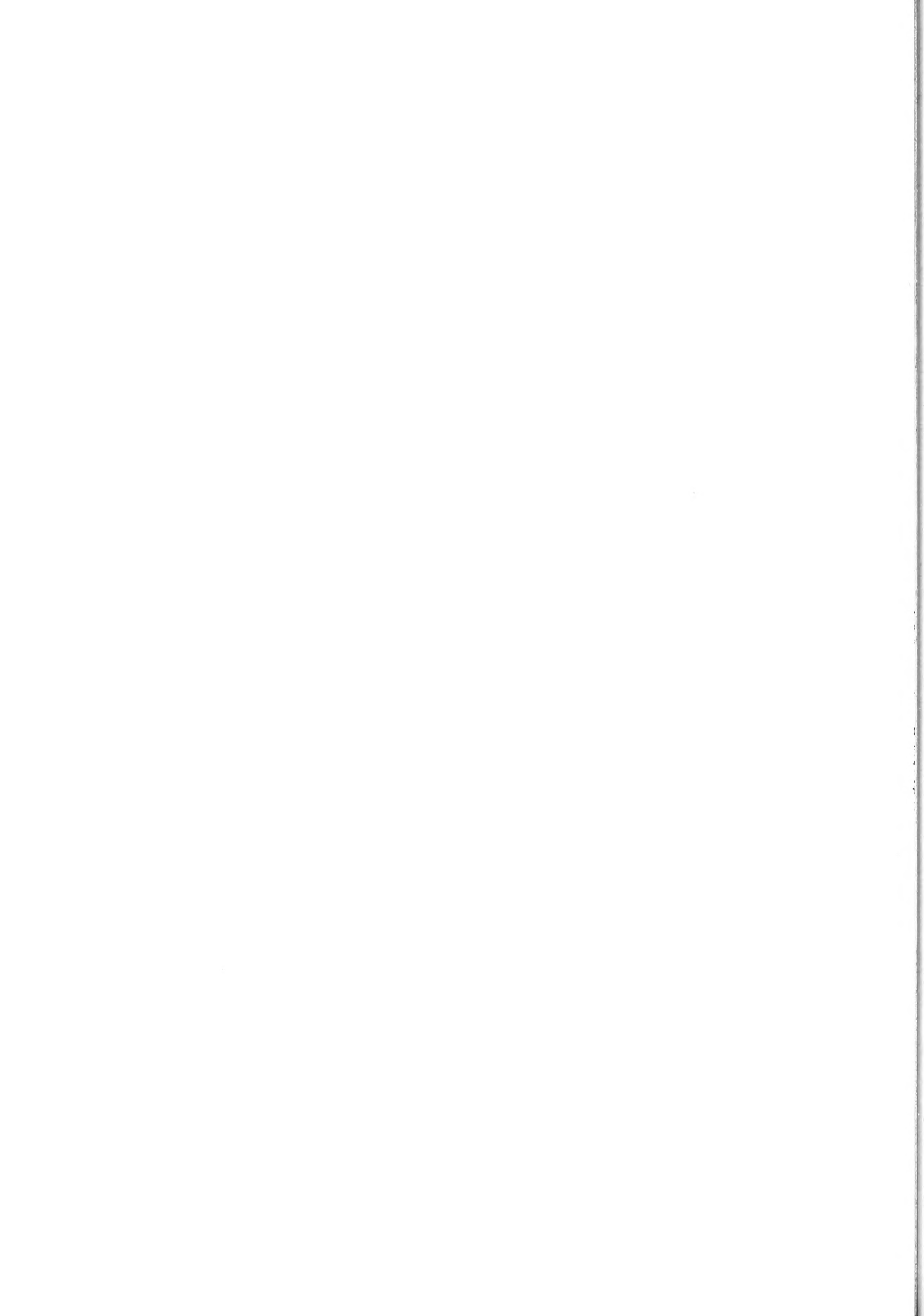
Whom would you like to have as chairman of the social committee? (or any other appropriate committee)

With whom would you like to work on the public relations committee?

Name your choices for the person you think would make a good reporter for our club (or any other officer).

With whom would you like to go around on our field trip to the city? You will be in sub-groups of four who will stay together for the various activities.

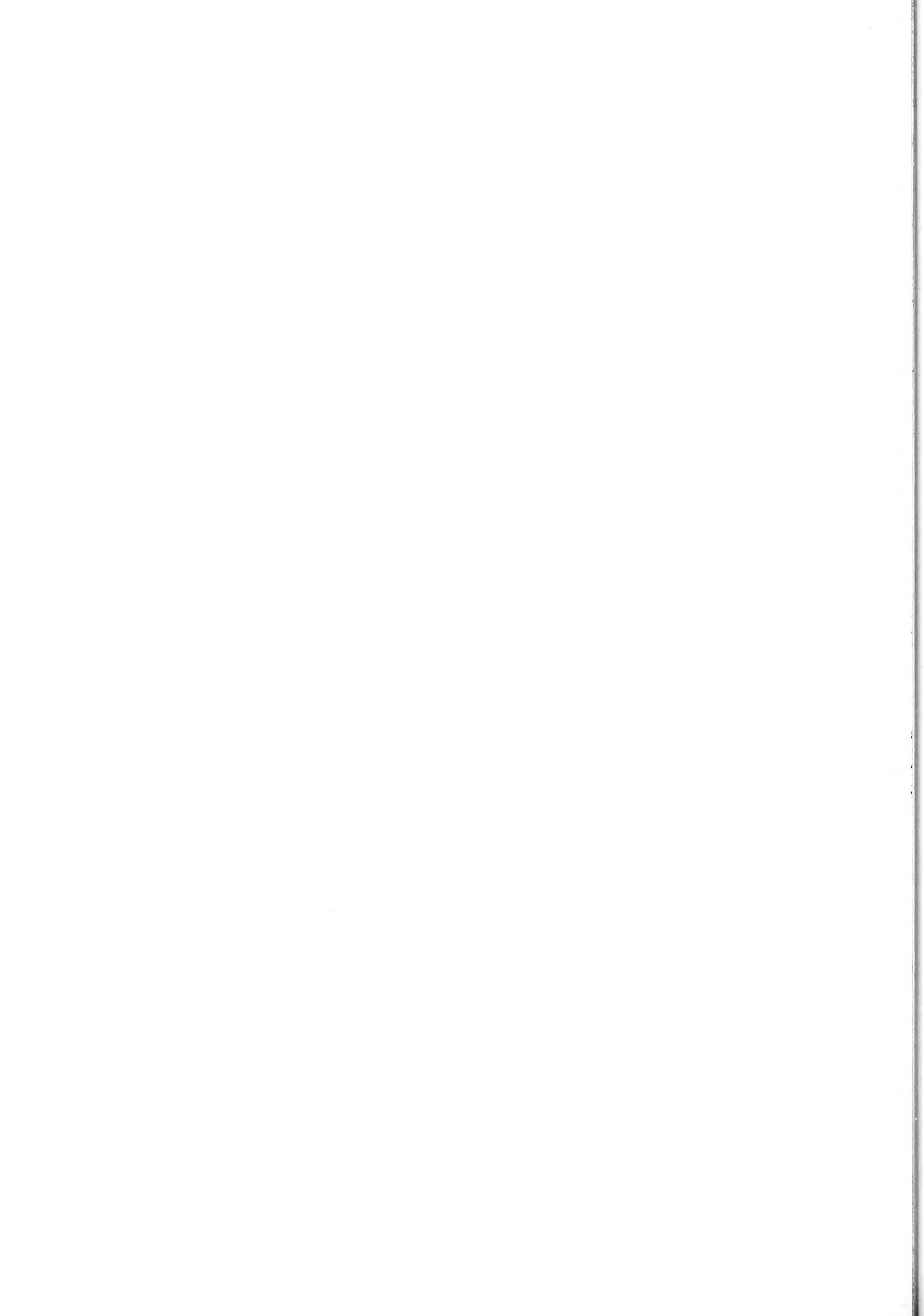
When questions are asked for different purposes and in different ways, but not too frequently, new leaders and new relationships may be evidenced depending upon the form and intent of the questions. The results of the sociometric test must be acted upon. Nominating committees should use the suggestions. If committees are being assigned, groups should be formed to take pupil choices into account. If social groupings were asked for, use the data pupils have provided you. If results are not used students will not take future questions seriously. The questions should always be real, and tied to an actual situation when choices are possible or necessary.



When the results of choices are charted to show the interrelationships of the group one can easily see what cliques may be there, which individuals are most frequently chosen, and for what purposes, which are really chosen and those rejected. On the basis of this information leaders may be able to improve relationships within a group and to assist individuals who are isolated or neglected. When you know certain facts situations can be arranged which give favorable opportunities for acceptance.

Another way to look at the evaluation of activities is to ask are we applying principles of learning to co-curricular activities as well as to class activities? Do we recognize that:

1. Motivation is necessary. Merely because the activity is a student activity does not mean every student is eager to be in it.
2. Interests of students need to be utilized. And new interests developed. Students will plan programs for things they want to do. It is wise to "start where they are", but don't leave them there too long.
3. Transfer of learning is not automatic. We hope students see relations between group activities in school and citizenship in the community, or between studies in class and projects in clubs. But the similar elements in the situations will need highlighting and generalizations about the experiences developed to aid in the transfer.
4. Individual differences should be recognized. Are we sure we give more than lip service to the idea that a strong point of club work is that they provide for individual differences? Are we careful to have broad participation and seek out new talents? Or are we glad that the capable ones can take over and manage efficiently?
5. Experiences should come when the student is ready. We may expect too much of officers without giving them the necessary training for their jobs or opportunity to learn them. Or we may, in our desire to let students make decisions for their group, expect them to exercise judgments that are beyond their knowledge and maturity.
6. Knowledge about the learner helps us guide his learning. We probably know our own homemaking pupils fairly well, but when we are called upon to sponsor clubs or groups outside our immediate program do we try to find out about these other students? What are their past experiences, their motivations, their environments when out of school? Even with our own students their interests for club activities should be surveyed from time to time.

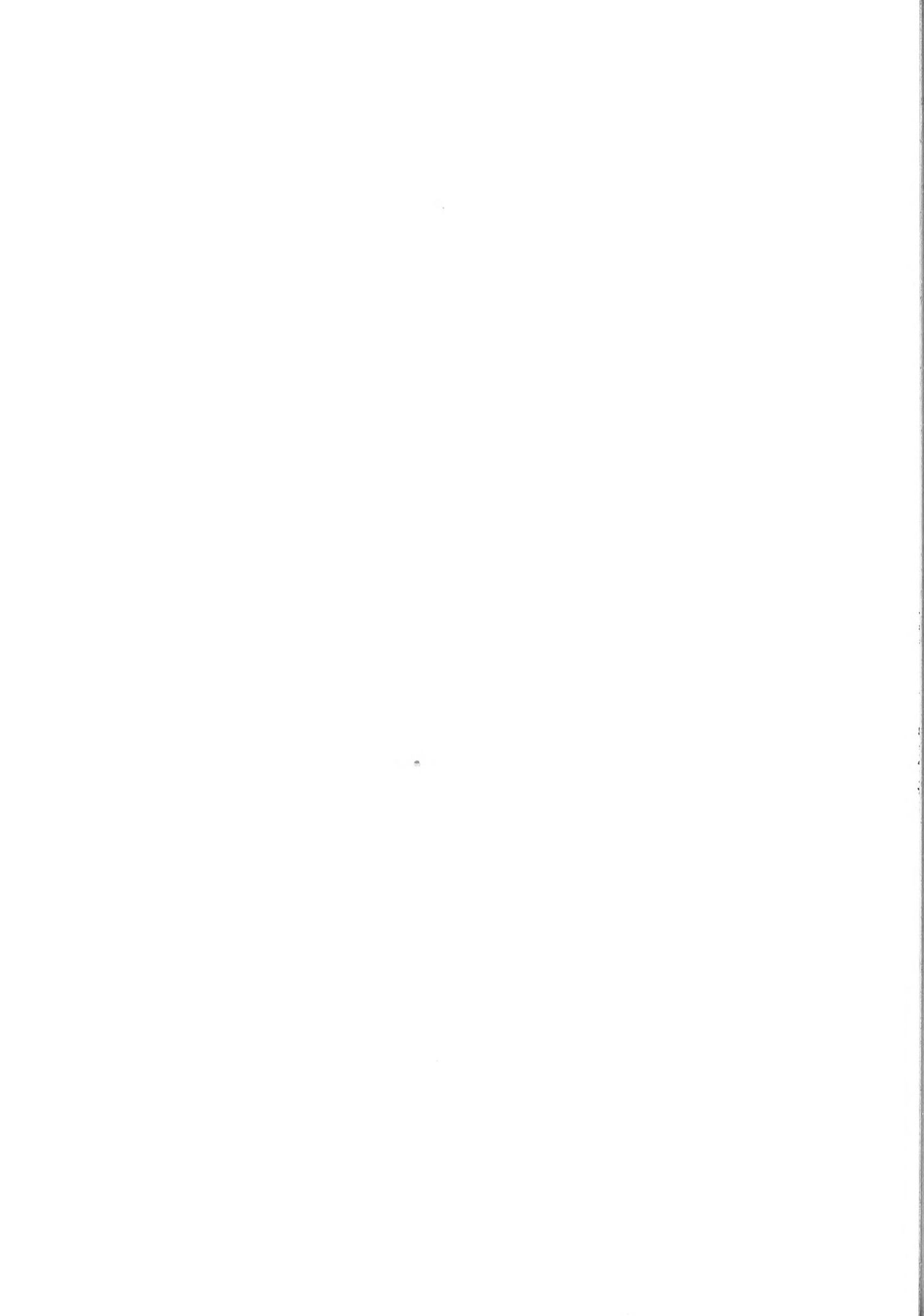


7. Whoever does the doing acquires the learning. Are we sure pupils are actually getting chances to learn, or are they merely being yes-men to adult authorities? Are pupils having experiences in setting goals, making plans to achieve them, working towards them, and evaluating the results of their plans as well as of their work? Life after graduation will have problems that need to be faced in this manner. Practice in such skills in club work is possible. The attitude of expecting to meet problems this way can also be encouraged in club work.

8. Concomitant learnings come about as well as direct learnings. The kind of concomitant learnings depends on the way an activity is conceived and conducted. For example, will the student find it pleasant and profitable to think things out for himself, or will it be more appropriate to let someone else do the thinking for him? Whichever method brings approval or success is likely to be the more thoroughly learned and used in later life.

If improvement is sought in club meetings, these sixteen questions suggested in the FHA Chapter Handbook could be used by any club. Some of these are factual, such as 11 and 12, but others may be a matter of opinion. For these a check list asking for members' ideas could be circulated, and the results then compared to what the program committee thought they were accomplishing.

1. Are meetings well-planned in advance?
2. Do meetings really help you achieve objectives?
3. Is there a good balance between program, work, social and business meetings?
4. Has every member had an opportunity to participate individually or through group activities such as singing, relaxers, or saying the creed?
5. Do meetings provide opportunities for members to work and think together?
6. Have many members had opportunity to serve in leadership roles?
7. Are meetings imaginative--full of variety?
8. Are persons participating in meetings adequately prepared?



9. Do meetings challenge each member to greater efforts toward broader objectives?
10. Have some meetings given emphasis to devotional or inspirational material?
11. Do meetings start and stop on time?
12. Are meetings held on regularly scheduled dates?
13. Are provisions made for physical comfort at meetings?
14. Do meetings have a "cooperative" atmosphere?
15. Has good parliamentary procedure been used when necessary?
16. Has time been used wisely?

Another suggestion for evaluation is the following outline which was developed by the executive group of a student club who wanted to improve their organization. Questions were circulated to all officers and committee chairmen who were asked to answer "Yes", "No", "Perhaps", or "To some extent". The group then met to discuss their opinions. For every item that received a number of answers other than "Yes" recommendations were drawn up for future action.

"Evaluation Of Our Club"

1. Membership:
 - a. Have new members joined the group?
 - b. Have the same members returned to many meetings?
 - c. Is the group interested in working on the plans of the club?
 - d. May anyone who is really interested become a member?
 - e. Do members volunteer to be on committees?
 - f. Is recognition given for helpful participation?
2. Aims:
 - a. Are the aims clearly stated?
 - b. Are the aims attainable?
 - c. Do you check progress toward aims?
 - d. Are meetings planned with aims in view?
3. Programs:
 - a. Do you have a long-time yet flexible plan for programs?
 - b. Is a copy of program made available to all club members?
 - c. Is the program developed from suggestions of the group?

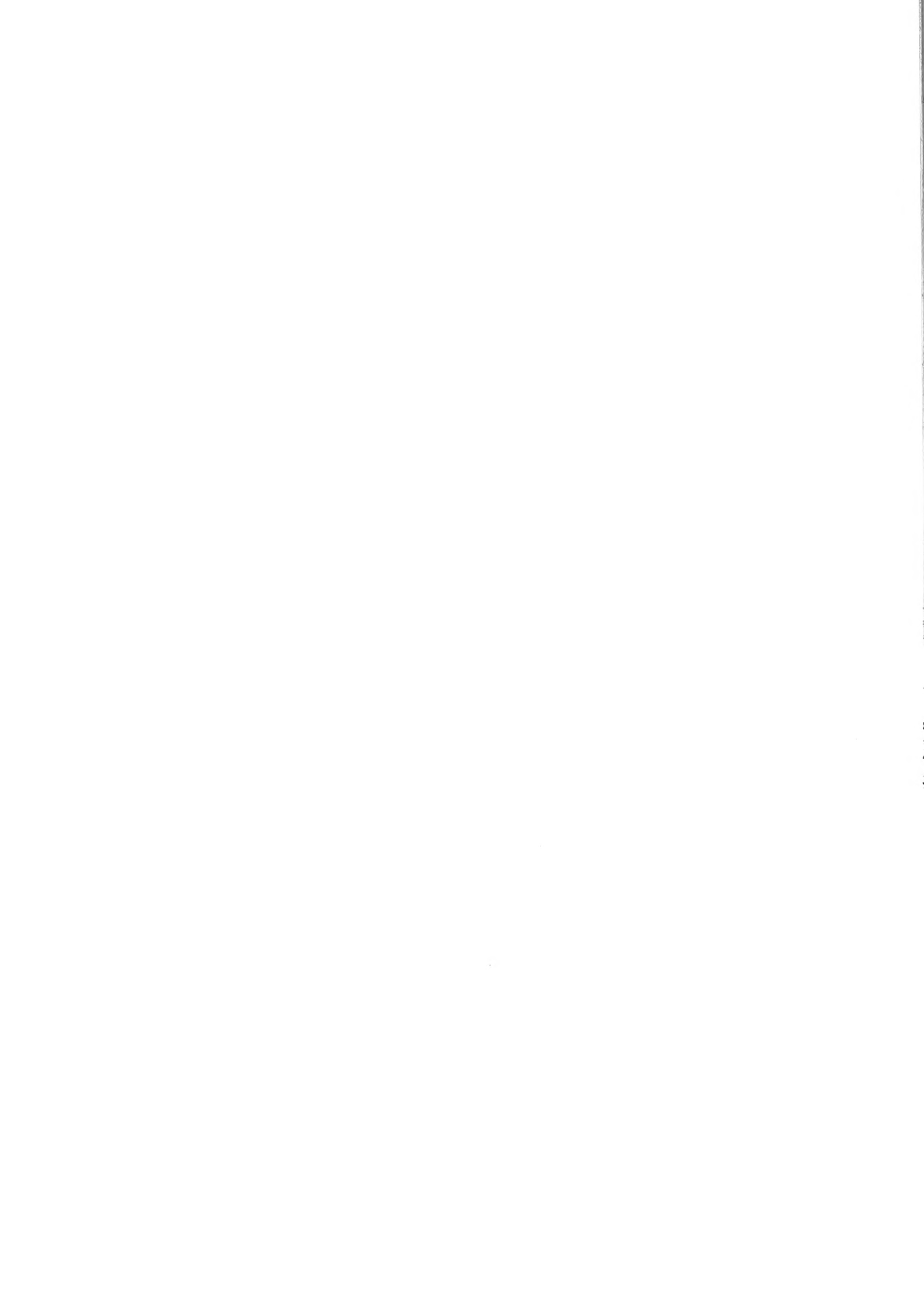


- d. Is there a program committee consisting of members of the group as well as the adviser and officers?
- e. Is there a wholesome variety in the programs of work, play, and doing for others?
- f. Do members have an opportunity to make new friends?
- g. Are plans made to include many different members on committees?
- h. Is an attempt made to find each member's special interest or special talent so that these may be used most effectively?
- i. Do programs show variety from year to year?
- j. Is ample time provided for working out details for well-organized individual meetings?
- k. Is there a regular time and place for meetings?

4. Administration:

- a. Are officers elected early enough to make plans for the following year?
- b. Are members initiated and dues collected early in the year?
- c. Is a plan for financial needs developed which includes:
 - (1) Dues to national and state organization?
 - (2) Contributions to special projects?
 - (3) Expense of delegates to state and district meetings?
 - (4) Money for local program needs?
- d. Are reports sent in promptly to state and national offices on forms provided?
- e. Is a place provided to house club materials adequately, as:
 - (1) Newsletters
 - (2) Magazines
 - (3) Handbooks
 - (4) Scrapbooks
 - (5) Secretary's books
 - (6) Program supplies
- f. Is there a plan for securing desirable publicity for the club which includes:
 - (1) sending in well-organized materials to local newspapers, or state and national magazines
 - (2) displays and exhibits in school or community
 - (3) programs for larger audiences

Whatever the method of evaluation remember that data must be summarized and interpreted before valid recommendations can be made. Critical judgment is necessary, cause and effect relationships should be established whenever possible. Evaluation can help us improve co-curricular work, and it can also help us get satisfactions from the program.



A LOOK TO THE FUTURE

Change is ever with us and growing more rapid. But let us hazard some guesses as to hoped-for trends in co-curricular activities.

The wise use of leisure time will receive much attention.

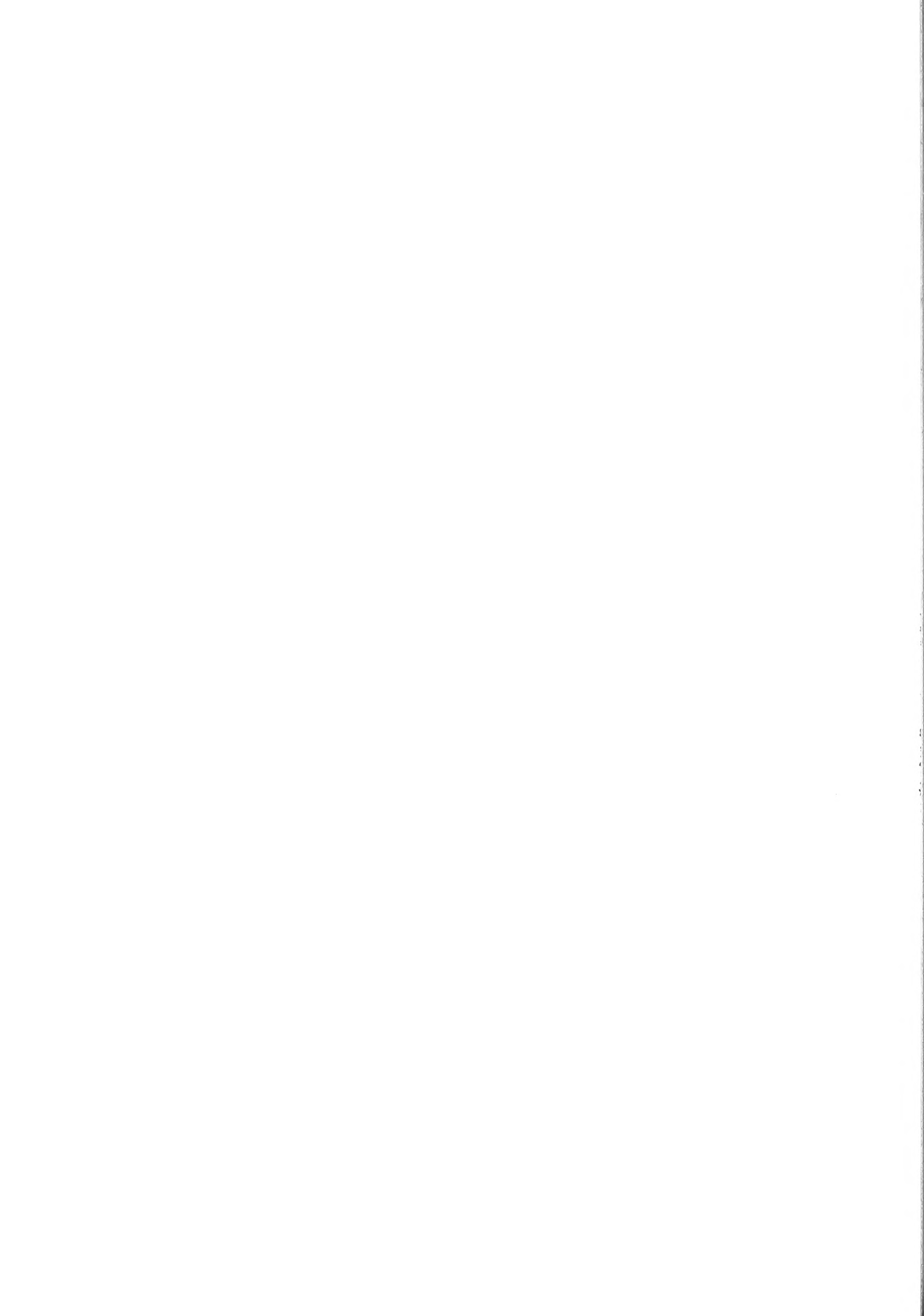
This may be the area where school clubs make their most significant contribution. Thus far little has been done to prepare students for the age of leisure that lies ahead. Our young people need education for the challenge of leisure as much as they do for earning a living. Since time made available by the furthering shortening of the working week will be daytime, it is to be expected that interest in outdoor recreation will continue to grow rapidly. But leisure involves more than physical recreation. The mind and spirit need exercise, too.

As groups with similar interests band together hobbies may be explored that turn out to be a fascinating investment of time. The current "do-it-yourself" movements have been a type of hobby activity which have also made the use of the hands respectable and have increased the social status of able craftsmen. With new leisure, everyone, not just the aristocracy, will have time for the creative arts. All forms of these could well find a place in the leisure age.

As learning to live fully becomes an increasingly important part of education all those features of school life in which children live as well as learn are justified. These can include sports, music and art, gardening, dramatic and literary clubs, civic and international projects. The "Families Together" projects of the Future Homemakers of America give good opportunity for families to explore and practice leisure time interests.

Opportunities will be provided for more pupils to learn more about the world in which they live.

This will include an extensive study of their own communities, visits to other communities near and far, round-table discussions, lectures, contact with people from other countries, reading and exhibits. Goals of the Future Homemakers of America include these ideas in the objectives of understanding our neighbors at home and abroad and preparing for community living. Do you recognize these goals as real challenges in preparing your pupils for the world of tomorrow? Increased communication and transportation make broader understandings imperative. Do the assembly and club programs and the service projects you sponsor contribute to these understandings?



Helping youth to become effective leaders and followers will be encouraged more than ever before.

Many practical experiences must be employed, not merely talked about. It is here that home rooms and school councils as well as clubs can make significant contributions. Officers and committee chairmen should learn the qualities of good leadership and exercise leadership responsibilities. Will you as an adviser encourage and aid this, or will you retreat to being "just a teacher" and want to keep the reigns of management and enforcing of rules in your hands?

The home room will come into its own.

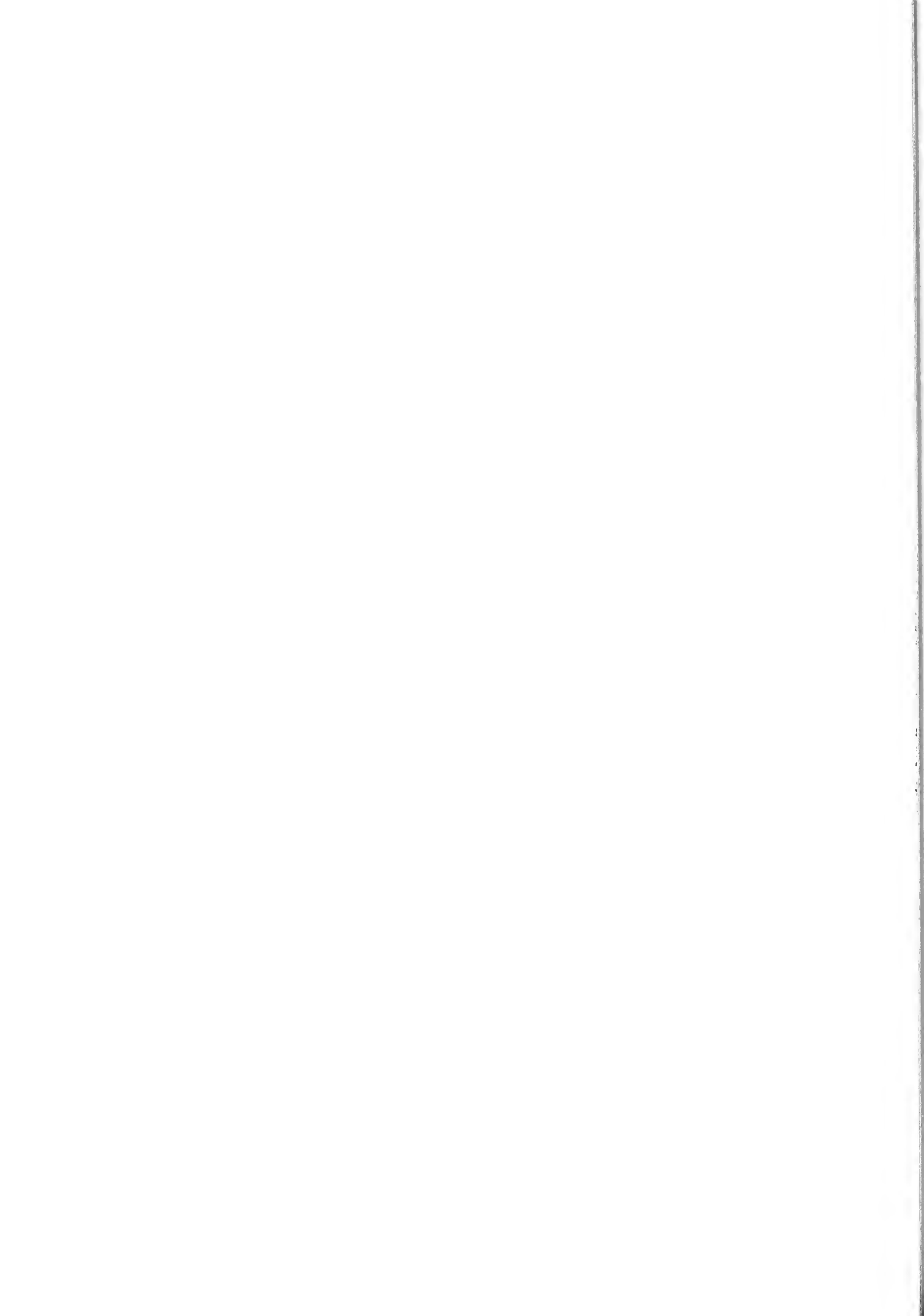
Here the major emphasis will be on guidance--both individual and group. Teachers will look upon the home room as a valuable part of the program important to the total efforts of the school, not just a supervisory period or another study hall. Will you as a homemaking teacher welcome this opportunity to be of service to your school and a portion of its population? Will you see this as an opportunity to use your skills in guidance and understanding for others besides your homemaking pupils?

Cooperation rather than intensive competition will become the keynote of activities.

There will always be a place for friendly competition but the kind that engenders bitterness, encourages unsportsmanlike conduct, and results in broken hearts should be brought to a minimum. Cooperation lends itself to effective growth of individuals whereas competition often hinders such development. In cooperation, everyone contributes in some way, but not in the same way. In competition, too often, everyone tries to contribute in the same way.

To illustrate, suppose a County Fair Committee invites the home economics clubs in your area to prepare exhibits for the Fair, and announces that first, second and third place awards will be given. Let us further suppose that there are only four clubs to prepare exhibits. When the representatives of these four clubs get together to make plans it is evident that one club would have to lose; they wondered how the girls in that group would feel. Consideration was given to the kind of exhibits that might be prepared for competition and to the kind if they arranged exhibits just to tell their story. The club representatives also considered the amount of time and money each kind would take and the way the exhibits could be related to their program of work.

As a result of the above deliberations the girls make a counter proposal to the Fair Committee. They would put up a series of four exhibits telling the story of the work they were doing, but would not enter competition. If the Committee wished to divide the award money



among the four clubs they would be glad to accept it; otherwise they would just consider the exhibit a contribution to the Fair. The Committee agreed to give them the space needed and the money to the four clubs. The exhibits were planned by representatives from all four clubs, and when completed all agreed that the series of exhibits told of their work better than any one could have done. The girls had a lot of fun and each club had a sense of satisfaction.

If we believe that unique abilities should be recognized and encouraged, then we will be thoughtful about the kind of competition we encourage. Competing with one's own past achievements, for example, is a commendable type of competition. The individual, however, should not consider himself alone without regard to the welfare of others. Cooperation highlights the fact that individual and group welfare are dependent on one another.

Perhaps home economics teachers, as well as others, have complained about undue emphasis on competitive sports, music contests, or the like, yet these same people have probably been proud when the school representatives won. As teachers and advisers let us use good judgment about the kind of competition we encourage by our attitudes or by our conscious planning for certain experiences. Let not the taking part in a contest be a thinly disguised exploitation of pupils to enhance the reputation of a sponsor or department.

Participation in contests can be educational. The ideas supplied and the standards set can make for worthwhile learnings. When the emphasis is on the learning activity, on what happens to the girl, or to the club, through the process and not so much emphasis on the end product, or who wins, contests may have value when discriminately chosen. Let us remember that there is a difference in an award given on the basis of a contribution made or to some student who shows herself worthy of special help, and an award given when winning the prize was the only purpose.

Let us set the stage for many opportunities for cooperation, the kind where each class or club member can contribute, since cooperative endeavor is one of the keynotes of American family life.

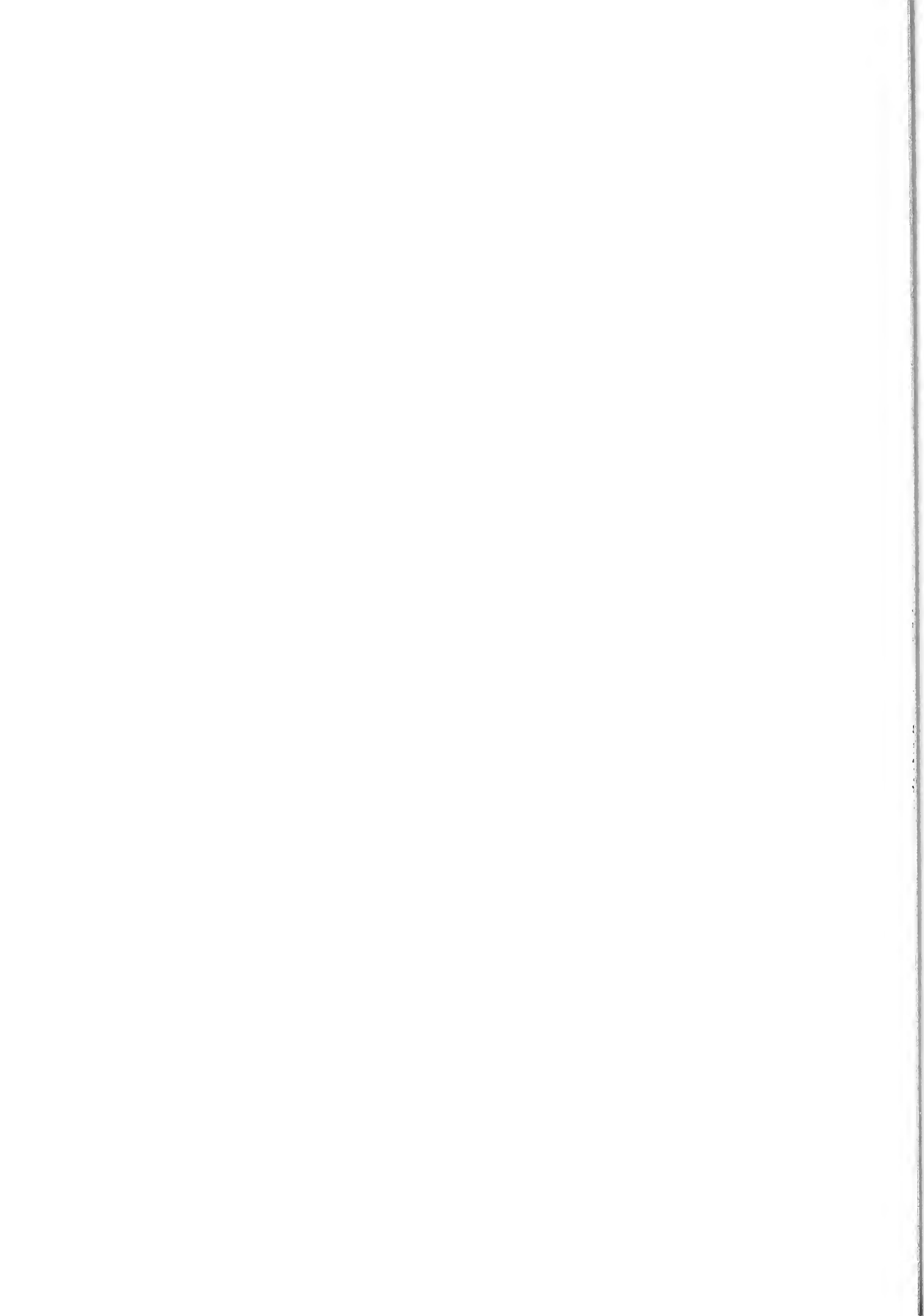
SUGGESTED REFERENCES TO HELP YOU AND YOUR STUDENTS IN CO-CURRICULAR WORK

Books

Bailard, Virginia, and McKown, H. C. So You Were Elected. New York: McGraw-Hill Book Company, 1946. \$3.95.

Blumenthal, Louis H. How To Work With Your Board and Committees. New York: Association Press, 1954. \$1.00.

Cruzan, Rose Marie. Practical Parliamentary Procedure. Bloomington, Illinois: McKnight and McKnight, 1953. \$2.50



Eisenberg, Helen and Larry. How to Lead Group Singing. New York: Association Press, 219 Broadway, 1955. \$1.00.

_____. The Family Fun Book. New York: Association Press, 1953. \$2.95.

_____. The Family Pleasure Chest. Nashville, Tennessee: Parthenon Press, 1951. \$1.00.

Frank, Lawrence K. How to be a Modern Leader. New York: Association Press, 1954. \$1.00.

Haupt, Enid A. The Seventeen Party Book. New York: J. B. Lippincott Company, 1955. \$2.75.

Keltner, John W. Group Discussion Processes. New York: Longmans, Green and Co., 1957. \$4.50.

Klein, Alan F. Role Playing in Leadership Training and Group Problem Solving. New York: Association Press, 1956. \$3.50

Knowles, Malcom and Hulda. How To Develop Better Leaders. New York: Association Press, 1955. \$1.00.

McIntosh, David S. Singing Games and Dances. New York: Association Press, 1957. \$3.00.

Roberts, Dorothy M. Leadership of Teen-Age Groups. New York: Association Press, 1950. \$3.00.

_____. Partners With Youth: How Adults and Teen-Agers Can Work Together. New York: Association Press, 1956. \$3.50.

Sorenson, Roy. How To Be A Board Or Committee Member. New York: Association Press, 1953. \$1.00.

Spicer, Dorothy G. Folk Party Fun. New York: Association Press, 1954. \$3.95.

Strauss, Bert and Strauss, Frances. New Ways to Better Meetings. New York: Viking Press, 1951. \$2.95.

Sullivan, Dorothea F. How to Attend a Conference. New York: Association Press, 1954. \$1.00.

Sutherland, Sidney S. When You Preside. Danville, Illinois: Printers and Publishers, 1952. \$2.50

Bulletins

Adult Education Association. Leadership Pamphlet Series. Chicago: Adult Education Association of the U. S. A., 743 N. Wabash. 60 cents per copy.



- #1 How to Lead Discussions
- #2 Planning Better Programs
- #3 Taking Action in the Community
- #4 Understanding How Groups Work
- #6 How to Use Role Playing and Other Tools for Learning
- #8 Training Group Leaders
- #9 Conducting Workshops and Institutes
- #11 Conferences That Work

American Home Economics Association. Home Economics - On Stage, Family-centered Scripts and Programs for Radio-TV, and Other Presentations. Washington, D. C.: American Home Economics Association, 1600 Twentieth Street, N.W., 1957. 50 cents.

_____. For You - A Double Future in Home Economics. Washington, D. C.: American Home Economics Association, 1600 Twentieth Street, N.W. 1957. 25 cents.

Dearborn, Ned H. and Andrews, Bill. Your Safety Handbook. (Junior Life Adjustment Booklet.) Chicago: Science Research Associates, 57 West Grand Avenue, 1954. 50 cents.

Haithcock, Mary D. Improving Learning Through Pupil-Teacher Planning. Danville, Illinois: The Interstate Printers and Publishers, 19-27 Jackson Street, 1952.

League of Women Voters. Tips on Reaching the Public. (Publication #126). Washington, D. C.: League of Women Voters, 1026 Seventeenth Street, N.W., September 1948. 25 cents.

_____. Tips on Television. (Publication #218). Washington, D. C.: League of Women Voters, 1026 Seventeenth Street, N.W., 1954. 25 cents.

McDowell, Nancy E. Your Club Handbook. (Life Adjustment Booklet). Chicago: Science Research Associates, Inc., 57 West Grand Avenue, 1951. 50 cents.

National Recreation Association. Let's Plan a Party. New York: National Recreation Association, 315 Fourth Avenue, 1949. 50 cents.

_____. Parties A-Z. New York: National Recreation Association, 315 Fourth Avenue, 1948. 75 cents.

Osborne, Ernest G. Exploring Your Community. (Junior Life Adjustment Booklet) Chicago: Science Research Associates, 57 West Grand Avenue, 1954. 50 cents.

Science Research Associates, Inc. Guide to Good Leadership. Chicago: Science Research Associates, Inc., 57 West Grand Avenue, 1956. 50 cents.

Sondel, Bess. How to be a Better Speaker. Chicago: Science Research Associates, 57 West Grand Avenue, 1950. 50 cents.



Note on a Special Reference

Many readers may already have seen the recently published Chapter Handbook from national headquarters of the Future Homemakers of America referred to earlier in this article. But in case you have not, it is worth your while to know more about it and to get it for use. Whether or not you have a FHA chapter you will find excellent suggestions for club work in general.

The section on meetings is particularly good. Differences between a work session, a social hour, a business meeting and a program are pointed out with suggestions for ways to execute each. Ways of working to develop leadership is also excellent and written in a way to appeal to high school girls. Specific suggestions are given as to how group discussion can be carried on successfully through such devices as buzz-sessions, brainstorming, pop-corn sessions and role-playing.

The chapter on committees suggests ways committee work can be divided in large and small organizations so as many members as possible can carry responsibility. The delineation of possible activities for the committees is clear-cut and well presented. Ideas for interpretation of club programs of work are many, including tips on TV, radio, news stories, displays, assemblies and banquets.

This Chapter Handbook can be obtained from Future Homemakers of America, Department of Health, Education and Welfare, Office of Education, Washington 25, D. C. The price is 65 cents.

* * * * *

TAKE TIME

Take time to work--it is the price of success;
Take time to think--it is the source of power;
Take time to play--it is the secret of perpetual youth;
Take time to read--it is the foundation of wisdom;
Take time to worship--it is the highway to reverence;
Take time to be friendly--it is the road to happiness;
Take time to dream--it is hitching our wagon to a star;
Take time to love and be loved--it is the privilege of the gods.



TEACHERS' EXCHANGE

"PAY"--ABOVE AND BEYOND THE SALARY CHECK

Teachers who make that little extra effort to be warm, friendly, and thoughtful are repaid a dozen times over in closer relationships with pupils and their parents.

- * When 12-year-old Martha said that she wanted to make a birthday cake for her mother, but she was afraid that her mother would see it before it was ready, her homemaking teacher invited her to come to her home after school and make the cake there. The result of their combined efforts was a lovely white butter cake with snowy frosting and pink and green decorations. Martha nearly burst with pride as she presented the cake to her mother. Her teacher was equally proud and happy!
- * Grace was a little unresponsive in class. One day her teacher heard her mention her music lessons and how much she enjoyed playing the piano. The teacher also enjoyed playing the piano. She mentioned in a casual conversation one day that she would like to find a particular piece of popular music. Grace said, "Oh, I have that. I'll loan you my copy." The teacher said, "Suppose we work out an exchange. I'll bring some of my music for you." Through this interest that she shared with her teacher, Grace became more responsive to the teacher and even to other pupils.
- * Mrs. Harrison was irate because her freshman daughter, Harriet, had received a lower grade in her homemaking class than she and Harriet might have liked. After she understood the reason, she appeared to be a little embarrassed about her tirade. Asking the mother for the recipe for her famous chocolate cake helped to heal the breach. This was the beginning of a friendlier, more cooperative relationship.
- * It was quite a struggle for the Smith family to find the money for Shirley's clothing project. She bought red and white tissue gingham and a more complicated pattern than the teacher had expected--or wanted. Her brown eyes fairly danced when she showed the fabric and pattern to her homemaking teacher. The teacher hadn't the heart to say, "No." Shirley was eager to get the dress ready to wear on Easter morning. She and her teacher had several after-school sessions in addition to the regular class periods. Finally, the Friday before Easter vacation, her goal was accomplished; the dress was beautiful.

The kind high school principal, who had taken an interest in the project, called an "assembly" before school was out that evening. He asked Shirley to stand and said, "Here is a young lady who has set a goal for herself and accomplished it. Shirley, let everyone see that lovely Easter dress." Everyone in the whole school rejoiced with Shirley.

- * When Mrs. Trueblood visited her son's teacher in order to discover how he was progressing in the Family Living class, she was delighted to find that the teacher had saved the boy's papers for her to see, had plans for the course ready to share with her, and even asked for her suggestions regarding the content of the course.

WHAT IF I HAVE SIX "FAMILIES" AND ONLY FIVE KITCHENS?

When classes are crowded, a teacher needs to use ingenuity to find ways to keep all of each group busy. Once, when faced with the above problem, a class and teacher worked out a rotation plan. Six girls formed each group, instead of the usual four. With a carefully planned menu, all were able to share in the preparation of the meal. Then, while four were served, the remaining two acted as waitresses and cleaned the kitchen. Of course, they were also able to sample the food prepared! Because duties were rotated, each had valuable experiences in addition to that of preparing food. And the class always finished in the prescribed time.

The method described above absorbed ten "extra" students into a class. If only one additional girl per kitchen is involved, rotated activities might include

- serving as a waitress.
- rating the work of the group on a previously developed scale.
- planning the next meal to be served, subject to final approval by the group.
- figuring the cost of the meal served for later reporting to the class.

Or an extra family might be formed and given tasks which had educational value even though not directly related to the meal being served. For example, this family might

- put up bulletin boards.
- work on consumer buying projects, such as comparing flavor, appearance and cost per ounce of two cans of the same vegetable that sell for different prices.
- make objects to use in centerpieces, such as vari-colored candles.

Whatever the extra tasks students do, they should be planned to make an obvious contribution to the worthwhileness of the class, so that the label of "busy work" is avoided. That they both learn from and enjoy the experience is also important.

THE TEST OF A GOOD TEACHER

He must be a person of character and integrity beyond question. What a teacher is, as a human being, is as important as what he knows or can learn.

A good teacher has a first-rate, orderly, creative mind. Teaching is hard work and people are impressed by the zest and spirit with which a healthy energetic person tackles a difficult but interesting job, whether the person be a teacher or the President of the United States.

A teacher must be enthusiastic about his subject. If it does not interest him, if he does not consider it one of the most important things in the world, he is not likely to inspire young people.

A good teacher must have a sturdy personality. A teacher embittered by personal disappointment can hurt and repulse with corrosive wit the timid and groping student.

A good teacher teaches for the right reason. He has a friendly interest and liking for young people. He believes that there is no more certain way to better life for man than through the improvement of the young by means of education. Teachers who don't like students are as misfit as doctors who don't like to make sick people well or the businessman who would rather lose than make money.

As a good teacher develops, he finds that he is teaching more than he knows. Almost any subject worth teaching is a growing subject which man is only beginning to understand. A good teacher tries to show his students the relation between what was known and what is unknown.

A good teacher is almost certain to have some view of life and the universe that to him "makes sense", and that is a part of his way of life. He has some firm convictions about what is worth living and dying for.

A good teacher understands the nature of the learning process, and tries to help students acquire critical and creative habits of mind by thinking about problems that have meaning and urgency to the students. The good teacher frequently asks: What does my subject mean in terms of the student's experience and life? What can I do to help this young person see the significance of these facts, this method, this point of view? And when he sees the significance, how can I help him to lead a more effective life?

.....according to D. H. Morrison
former Dean at Dartmouth College

NEWS FLASHES ON YOUR BULLETIN BOARD?

Have you thought about devoting a section of your large bulletin board or preparing a special one to feature current news items of interest to homemaking students? It can be made especially unique and outstanding by color, captions or an attention-getting drawing. High school students can be encouraged to read their daily local and city newspapers if you feature the picture of someone prominent in the local or national news picture and underneath the picture place questions which can be found in the local papers. Be sure you make them "teasing" enough to bring about that trip to the school library or a "long" look at the home papers. The homemaking teachers would occasionally want to feature the article or person especially interesting to students studying a specific unit. Directions for making something might become a "news flash". A good example of this type news could be the "Fun with Spuds" directions from the first page of the November 1956 issue of the TEEN TIMES magazine. Students will usually want to assume the responsibility for at least some of the surprises which greet their classmates each day.

PLANNING A YEAR'S PROGRAM OF WORK IN FHA

A Suggested Pattern

1. Have the planning committee consist of officers and class representatives.
2. Equip them with old programs, state handbook, newsletters and TEEN TIMES.
3. In preparation have them review the eight purposes of FHA, the four objectives in the current program of work, state and national project ideas.
4. Select a major theme.
5. Use the nine standing committees to be in charge, one for each month's activities.
6. Consider community customs and school activities.
7. Select potential leaders from the active members for the important jobs.
8. Have everyone contribute ideas, Chapter Mothers and Advisers, too.
9. Present the proposed program to the entire Chapter before its final approval.

Some Generalizations About Planning Programs of Work

1. Make tentative plans before school starts; later let all members have voice in the final decisions.
2. Set up all committees at the beginning of the year. Give everyone a job.



3. Collect materials and resources needed at beginning of the year. It may take time to obtain some materials.

4. Check programs to be sure they contribute to the purposes of Future Homemakers, the goals in the state program of work, and the state and national projects.

5. Don't try to do everything in one year. A few well-selected and well-done programs and projects will give FHA members a greater feeling of satisfaction than many things which are poorly done or which become a burden.

6. Advisers and members should read TEEN TIMES and state newsletter regularly for new information and for program ideas. Copies should be kept on file for ready reference.

7. Programs should be planned for the local Chapter and consider local school and community conditions. Future Homemakers Association is not a "keeping-up-with-the-Jones" organization.

* * * * *

SUGGESTIONS FOR SOME WAYS IN WHICH THE HOME ECONOMICS DEPARTMENT MIGHT
COOPERATE WITH OTHER DEPARTMENTS IN PROVIDING LEARNING EXPERIENCES
FOR STUDENTS

A. Home Economics and Art

1. Art instructor may serve as resource person for lessons on color and design in areas of:
 - a. Clothing
 - b. Home furnishings
 - c. Food
2. Cooperative projects such as planning furnishings for a room or a home might be carried out. (Other departments, such as Industrial Arts, Mathematics, etc., might also share in such a project.)
3. Homemaking and art students may cooperate in preparing an educational exhibit.
4. Homemaking and art students might meet together for a study of costume design.
5. Art students might sometimes use facilities of homemaking department for dyeing materials, drying pottery, making costumes for puppets, etc. with help of homemaking students.

B. Home Economics and Music

1. A music student may play the piano for: dress revue, "play school" activities, etc.
2. The music class might plan the music for a style show or tea or other party.
3. Homemaking students may assist with costumes for music programs.

C. Home Economics and Health

1. A short unit on "Clothing in relation to health" might be cooperatively planned and carried out.
2. A survey of students' diets might be cooperatively planned and carried out. A follow-up school and community nutrition project might be worked out by the two departments. (Other departments such as Art, Agriculture, English, might also share.)
3. The Homemaking and Health classes might visit a Red Cross Center or hospital together.

D. Home Economics and Physical Education

1. The two departments might share in sex education. For example, junior high school girls are frequently concerned with understanding their own development. The two departments might share in helping them to understand and accept their maturing bodies.
2. Most physical education teachers have had a first aid course. They might, therefore, help with lessons in this area.
3. During a grooming unit, the P.E. teacher might aid the students with posture problems.
4. A study of folk and national dances might coordinate well with a study of national foods.

E. Home Economics and Mathematics

1. The mathematics classes might deal with such problems as:
 - a. Dividing recipes.
 - b. Adapting recipes for large quantity cookery.
 - c. Figuring insurance premiums.
 - d. Figuring the cost of furnishing a home.
 - e. Working out personal or family budget problems of various types.
 - f. Figuring costs of carpeting, painting, papering, draperies.
 - g. Number of calories students need in relation to body weight and physical activity.
 - h. The amount of material to buy if one must allow for shrinkage.
2. The homemaking department might provide some materials for practical problems in mathematics--e.g., butter, flour, milk, measuring cup and spoons for a problem in measuring ingredients.

F. Home Economics and Social Studies

1. A unit on "family and community" might be cooperatively planned and carried out.
2. A study of such problems as "how did the four yards of material Nancy bought for her dress reach the shelf of the department store?" might offer possibilities for cooperative activity. The same kind of question applied to butter or margarine might lead to some study of food laws in the state, problems of the dairy industry, etc.

G. Home Economics and Foreign Languages

1. A unit on foreign cookery might be developed cooperatively.

2. The homemaking teacher might assist with laboratory preparations for a Roman banquet, German dinner, etc. She might also serve as a resource person.
3. As part of a unit "Family Fun at Christmas", foreign language students might report on Christmas customs in foreign countries.

H. Home Economics and English

1. If students give book reports in English class, some might read and report on books dealing with subjects related to home economics--grooming, etiquette, "family life" stories, etc.
2. Reports of home projects might also serve as creative writing experiences.
3. A unit on "entertaining" might be cooperatively planned and developed. English teacher might give special help with writing invitations, etc.
4. The speech teacher might assist in planning commentary for a style show and also help prepare the commentator.

I. Home Economics and Agriculture

1. Agriculture students might exhibit and report on different types of apples, potatoes (or other produce) and their uses. Later, the homemaking students might prepare the food correctly and invite agriculture students to "sample."
2. Agriculture-home economics exchange classes offer good possibilities for real cooperation.
3. Future Homemakers of America and Future Farmers of America may plan cooperative activities.

4. A study of meat cuts might be a cooperative venture.
5. As part of the house planning unit, the agriculture students may share in a study of landscaping.
6. Gardening and canning-and-freezing projects may be cooperatively planned and carried out.

J. Home Economics and Industrial Arts

1. Industrial arts students might demonstrate simple home repairs--might in turn be taught how to make simple repairs of a sewing machine.
2. Preparing equipment for a play school might be a cooperative project.
3. Industrial arts students in some schools build a house; homemaking students might plan the furnishings.
4. Students from both departments might share in making Christmas decorations.
5. The industrial arts teacher may teach a lesson on "features of construction" to look for in buying furniture.

* * * * *

IS THIS YOUR NUMBER ONE PROBLEM?

Research reports indicate that the problem to which nearly all beginning teachers give first priority is that of improving pupil behavior through improved classroom management. Perhaps you would like to check yourself on this list that supposedly represents the direct in which success in this area seems to lie.

How Are You Doing?

In Establishing Certain Desirable Personal Habits in Teaching

_____ Making adequate preparation of daily lessons, putting first things first in your use of time?

- _____ Sensitizing yourself to awareness of those trying physical conditions (e.g., poor ventilation) that can be corrected?
- _____ Meeting each entering pupil with an alert, cheerful expression?
- _____ Keeping every member of a class within the range of your vision and attention at all times?
- _____ Pitching your voice low enough to be pleasant, loud enough to be heard by all pupils?
- _____ Recognizing and accepting behavior that is good for each age of girls?
- _____ Seeing something interestingly different and likable in every pupil?
- _____ Talking as little as possible for maximum effectiveness as well as to try to avoid becoming a "nagger"?
- _____ Making necessary demands quietly, reasonably and firmly, but with no threat to your friendliness to the pupil?
- _____ Maintaining respect for your authority and integrity by consistently following through on any statements made to pupils?
- _____ Reviewing any weak spots in your pupils' behavior at end of each week--why each occurred and what might be done about it?
- _____ Developing gradually the ability to make quick but reasonably wise decisions with a minimum of strain on yourself?

In Establishing Certain Desirable Habits in Classroom Procedures.

- _____ Basing your units on socio-economic practices in homes as well as on pupils' needs and interests?
- _____ Using planned interest approaches to each lesson, even though very brief?
- _____ Varying your methods so that different types of pupil ability can be recognized and sincerely praised?
- _____ Having a system whereby every member of a class is held responsible for all that takes place during daily class periods?
- _____ Starting and stopping classes on time?
- _____ Saving unostentatiously the easier questions and jobs for the less able pupils in each class so that they, too, will enjoy their homemaking study?
- _____ Avoiding vague and non-stimulating forms of questions, frequent repetition of pupils' answers, concentrating attention on only a few class members?
- _____ Foreseeing possible problems and working out solutions with pupils before they go to work?
- _____ Expecting pupils to progress gradually from accurately following directions to more and more self-direction?
- _____ Making systematic and periodic checks on pupil progress so each may know where she stands and how to go about improving?

Providing for and encouraging every individual's desire to improve an unsatisfactory record?

Trying to work out your own procedures by analyzing why each pupil behaves as she does, but seeking assistance on baffling problems before they become complex?

* * * * *

OH, FOR A NEW IDEA!

Pupils and teachers alike are firmly convinced of the great value of "putting into practice" what has been learned at school. But when anyone tries to think of a specific idea for that worthwhile practice--well, that's a different matter! So here's a long list of ideas other pupils and teachers have liked. Some are hard; some are easy. Some are managerial; some are manipulative. Some take a long time; some very little time.

Of course, choices are cooperatively determined by the teacher and pupil, after the latter has talked over possibilities with her mother. And in the process of discussion, ideas in this list can be so adapted and developed that they will hardly be recognizable. But sometimes a mere start on an idea is still necessary and helpful.

Child Care

1. Baby sitting
2. Plan and make playthings for my little brother or sister
3. Care for a young child
4. Assume responsibility for bathing, feeding, and/or dressing a young child
5. Make garments for a young child
6. Plan, select and buy clothing for younger brother or sister
7. Select, make or buy some toys and play equipment for organized groups.
8. Make inexpensive, constructive toys
9. Make over garments for a young child
10. Help a young child learn to bathe himself
11. Plan wardrobe for a young child
12. Entertaining young brother or sister--story-telling, playing games, etc.
13. Help a young child learn to play with and care for a pet
14. Make mealtime more attractive for small children
15. Help a young child learn to appreciate nature

Clothing

1. Care for my clothes
2. Make some of my clothes
3. Make clothes for other members of the family
4. Renovate usable old clothes
5. Take care of family mending
6. Buy accessories and make accessories
7. Take care of family laundry
8. Plan and make a stain removal kit for family use
9. Make a clothing budget for self and family
10. Store the seasonal clothes.

Foods

1. Plan, select, prepare and serve adequate family meals
2. Plan and carry out family party or entertainment
3. Improve eating habits of myself and family
4. Plan meals to save money, time and energy
5. Plan, prepare and serve refreshments for party
6. Plan and prepare meals for special occasions--birthday, etc.
7. Plan an emergency shelf for the family pantry
8. Plan and prepare special diets
9. Plan and buy groceries for the family
10. Store and use "left overs"
11. Assume responsibility for table decorations
12. Care for the milk
13. Do the "family baking"
14. Budget time and energy in meal preparation
15. Plan and keep food budget for family
16. Keep record and compare cost of canned, fresh and frozen foods for family use
17. Make gifts "from our kitchen" for Christmas and other occasions
18. Make our kitchen a "safe" place to work
19. Plan and rearrange the small equipment in the kitchen
20. Plan meals based on home canned or frozen foods
21. Make a canned food budget; label and store canned foods
22. Raise and care for poultry
23. Care for a calf
24. Prepare and freeze foods for busy days
25. Plan and prepare meals to be stored in the freezer
26. Prepare and can food for the family

Health and Home Nursing

1. Care for the sick room
2. Care for the patient

3. Improvise sick room equipment
4. Prepare food for the patient
5. Plan entertainment for a patient
6. Make and equip a home medicine chest
7. Get rid of insects in and around the home
8. Improve sanitary conditions.

Family Relationships

1. Help my family in planning responsibilities for various family members.
2. Organize a family council for discussion and solving family problems
3. Plan family "fun" nights
4. Plan a hobby which my family and I could enjoy together
5. Get up a TV schedule for my family so that each member can see his favorite program
6. Plan a "special" day for each member of my family
7. Entertain relatives--grandparents, etc.
8. Plan ways to share a room with a family member
9. Plan a trip or outing for the entire family
10. Make and keep a budget
11. Learn to be a better friend with brother and sister
12. Plan and carry out a family reading hour
13. Plan a recreation room or nook at home
14. Plan and give a party for family for Christmas

Home Improvements

1. Care for yard
2. Arrange flowers
3. Room arrangement for convenience and comfort to meet the needs of each member
4. Reorganize my closet
5. Arrange a utility closet
6. Arrange a suitable storage space for young child's toys
7. Clear and rearrange all clothes closets; add necessary accessories
8. Clean out and rearrange the drawers in tables, dressers and chests.
9. Arrange a serving corner in some convenient nook
10. Create a study center at home or in my room
11. Create a recreation room out of a basement or unused room
12. Plan laundry storage arrangement
13. Make an improvised closet in my bedroom
14. Convert an old radio cabinet or other pieces of furniture into a storage unit
15. Make a dressing table for my room

16. Make spreads, curtains and dressing table flounce for my room
17. Make place mats, napkins, table cloths and other linen
18. Plan and care for a flower garden
19. Refinish furniture
20. Select furniture and home accessories
21. Paint a room, or wallpaper a room
22. Decorate my home for special occasions
23. Daily care of house
24. Decorate home for Christmas

Home Management

1. Assume responsibility for care and cleaning of house.
2. Assume responsibility for care and cleaning of equipment
3. Find most efficient way of doing household chores
4. Study cleaning agencies for efficiency

Personal Improvement

1. Improve my figure
2. Make a small grooming kit that can be used in my purse
3. Select color and style of clothes best suited to me
4. Plan and carry out a good grooming schedule
5. Take care of my clothes--daily and weekly
6. Care of skin, hair, nails and teeth
7. Improve habits such as being more punctual--overcoming slowness in dressing and working, being on time for all appointments
8. Improve habits, such as: courtesy at home, school and public places

* * * * *

THE FUNCTIONING FLANNEL BOARD

The flannel board is a many-purpose teaching tool. It is useful as:

--a teaching aid. For example:

in a discussion pointing up furniture arrangement, the "furniture" can be moved with the discussion.

the color wheel can be built up as secondary, tertiary, or harmony of colors is developed or explained.

A black flannel board is one of the most versatile of backgrounds and scraps of corduroy hoarded from class sewing projects provide a wealth of backing material.

--Isabelle Reynolds
Marsilles High School

PANORAMA OF TEACHING AIDS

Management for You by Cleo Fitzsimmons and Nell White of Purdue University is just off the press from J. B. Lippincott Company and seems to fill a long-felt need because it applies principles of management to specific aspects of home economics. Its 422 pages contain application chapters to personal development, foods, clothing, laundering, and cleaning and caring for the home, as well as more advanced materials on managing and spending the family income. Throughout the approach is experimental, a necessity in a world of such rapid changes. Since most enrollees in home economics classes learn best from concrete phenomena, this book of specific applications of principles should greatly enhance the value of our present teaching of home management in secondary schools.

Home Economics, Curriculum Bulletin No. 40, Grades 7-9 and Home Economics Curriculum Bulletin No. 41, Grades 10-12 are two exceptionally helpful courses of study that are available to every teacher at \$3.50 each. So few city and state courses can be purchased that the availability of such complete curriculum materials is most welcome news. Although prepared for a city system, the ideas are adaptable to any size of school. Remittances should be in the exact sum of money to cover cost and should be addressed to the Clerk-Treasurer, Board of Education, 608 East McMillan Street, Cincinnati 6, Ohio.

A Curriculum Guide for Foods is another of the small bulletins prepared at Iowa State College under the sponsorship of the Iowa State Vocational Board, Miss Louise Keller, State Supervisor, and is available from the Iowa State College Book Store, Ames, Iowa for \$1.00 per copy. Previous bulletins in this series are the same price and are guides dealing with the teaching of housing, clothing, and child development and family relationships.

Creating with Materials for Work and Play, Bulletin No. 5 is a publication of the Association for Childhood Education International, 1200 Fifteenth Street, N.W., Washington 5, D. C. While it is designed mainly for primary teachers, it is of most practical help to home economics teachers who provide experiences for their child development units through cooperation with some elementary teacher. Developing the philosophy that "the best toys in life are free," twelve leaflets offer a wide variety of inexpensive, how-to-do-it ideas. If your elementary school library does not include this recent portfolio, you may secure it from the Washington address for 75 cents. Single leaflets, such as the one on "Cooking," cost ten cents each.

Your Food and Your Weight, Division of Nutrition, Department of Health, Commonwealth of Pennsylvania, Harrisburg, Pennsylvania is a most appealing four-page leaflet prepared specifically for teen-agers. Based on the philosophy that weight control should start at adolescence, humorous sketches and catchy slogans help to bring about the sound knowledge and wholehearted acceptance of the eating changes necessary

for reducing or even maintaining desirable weight. A series of corridor bulletin boards might be developed from this bulletin as a contribution from a nutrition class to all high school students.

Food Choices of Montana Teen-Agers, Circular 263 of the Extension Service, Montana State College, Bozeman, Montana is a 1956 bulletin but is mentioned here because its graphic presentation of nutrition findings is so exceptionally well done that it offers a teacher a good idea of how to secure facts about the eating habits of her own teen-agers and especially how to make charts for displaying the results for use on programs or in exhibits. Few changes can be made without the cooperation of parents, hence the importance of such programs and exhibits.

Quip-Quotes, collected by Jo Lee Rogers, edited by Herbert Prescott, and sold for \$1.00 by J. Weston Walch, Box 1075, Portland, Maine may be in your administrator's or general school library. If so, you may find a few suggestions for clever headings for bulletin boards. Some that may be useful are--

"The Girl or Boy Who Succeeds in This Day and Age is the One Who Gets All He Can Out of Work, Instead of Getting Out of Work All He Can," page six.

"The Person Who Knows HOW Will Always Find A Place in Life, but the Person Who Knows WHY Will Be His Boss," page seven.

"A Successful Person Keeps Looking for Work After He Has Found A Job," page sixteen.

"With Responsibility Resting Upon One's Shoulders, There Is No Room for Chips," page twenty-four.

"Be Sure You Take an Interest in the Future; After All, That's Where You'll Spend the Rest of Your Life," page twenty-five.

Space for Home Sewing, Bulletin 619, Research Publication 138, Agricultural Experiment Station, the Pennsylvania State University, University Park, Pennsylvania is a most complete analysis of space needs, adaptable to planning clothing laboratories as well as home arrangements. Advanced clothing classes usually have members who, due to special interest and aptitude or necessity, will be likely to sew a great deal when they establish homes of their own; for them the facts for problem solving supplies in this bulletin could be of great value.

Fundamental Procedures in Home Furnishing

The Story of Table Service

Infants' and Children's Clothing, Equipment and Toys

Apparently all Illinois teachers of home economics received these three fine bulletins from the Consumer Education Division, Bernice Dolling, Director, Sears Roebuck and Company, Chicago, Illinois.

They offer such excellent teaching material, well illustrated and free from advertising, that they are mentioned here just in case some one failed to receive her copies.

Potatoes in Popular Ways, for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. for 15 cents or possibly available free at the office of your county's Home Adviser, is new and pertinent when some families are trying to reduce their food bills, yet maintain good family diets. Every person in the country, according to this leaflet, eats an average of 5 - 6 medium potatoes each week. One of these potatoes can supply vitamin C, thiamin and niacin in considerable amounts, plus lesser amounts of the minerals iron, phosphorus and potassium. A high return for money spent!

"New Worlds in Education: Television, Tape, Travel and Teaching," Saturday Review, February 15, 1958 gives an up-to-the-minute picture of trends in education today, both on secondary school and college levels. Perhaps the most fascinating section for teachers of home economics is the description of how a high school is using tapes previously prepared to provide for the special needs of the three levels of ability found in most classes. Although the development of these ideas in home economics would require money for experimentation and the production of tapes for general distribution, almost any teacher who has the use of a tape recorder can adapt a few of the ideas in her own school.

"The Middle Way Is Best," The Saturday Evening Post, February 22, 1958 issue, is a description of the type of high school curriculum recommended by the President of the Illinois Education Association, Dr. Earl H. Hanson. Illinois education was honored in being invited to present this middle road between education extremes, complete with reasons, in so widely read a popular magazine as The Post. If your ideas are in harmony with Dr. Hanson's, why not write him a letter of congratulation? If you believe that Dr. Hanson missed some point that you consider vital, he worked within the restrictions of limited space.

* * * * *

MYSTERY OF TIME

This seems to be
The usual plot;
The day is done;
My work is not.

--Stephen Schlitzer

ILLINOIS TEACHER

HOME ECONOMICS
EDUCATION
UNIVERSITY OF ILLINOIS



Star Feature

THE PLAY SCHOOL IN TEACHING
CHILD DEVELOPMENT

Reasons for Having a Play School
Seeing Is Believing
Bases for Success
Suggestions for Operating a Play School
The Administrator and the Play School
Introducing the Unit
Common Denominators
Achieving Major Goals
Equipment for Play School
Schedule of Activities

URBANA
ILLINOIS

Vol I No 7
March 1958

THE PLAY SCHOOL IN TEACHING CHILD DEVELOPMENT

Irene Liebig, Alton Senior High School
Marjorie Savage, Ed. D., University of Illinois

Miss X looks at her calendar and discovers that the unit in Child Care is scheduled to begin in three weeks. Her deep sigh reveals a lack of self-confidence with respect to the goals she can help pupils attain. Miss X feels that maybe she needs a vitamin pill to combat spring fever. She vaguely remembers a principle learned in one of her courses which had reference to the value of accepting a child's feelings and helping the child express these feelings constructively. At the present time, she realizes that her own feelings of insecurity are difficult to accept and express in desirable channels.

At a recent meeting, she heard some educators expound concerning the values derived from a play school. Miss X reviews her notes from this panel with a bit of skepticism. First of all, a play school entails responsibility for young children assumed by the high school students in her second and third year classes. Some of her students have been very irresponsible in past situations. Did she dare to assume that each girl could be responsible for her own job in the total program of play school activities? After all, the cakes which did not turn out well were still consumed by the amateur cooks. A good job of pressing corrected some of the sins in those skirts worn in the recent style show. But the reactions would be an entirely different matter if a child were hurt or received improper guidance in the play school.

Teen-agers seem to need so much supervision that Miss X wonders how they could guide anyone else. From all that has been said about the importance of generalizations, Miss X is puzzled as to how a teacher or her pupils would have time to think of any of these in a play school situation.

Will it be wise for Miss X to take some vitamins for spring fever and try her first play school or skip the idea altogether? To read subject matter out of a text with occasional case situations and movies would be so much easier!

Miss X decides to consider the possibility of a play school to provide interesting activities for her child care units. According to the bulletin by Mildred Weigley Wood, Play School in the Homemaking Program, "A play school is used as a teaching device; because, in this way, high school students learn faster about children, about personality development, and about getting along with others, than they do by the method of class discussion alone!"



EXCELLENT REASONS FOR HAVING A PLAY SCHOOL

In order to explain the needs involved in directing a play group, it is necessary to illustrate and thus define the purpose of play school. It is possible then to take one teacher, Miss X, and see how she copes with typical problems. Within her scope, must be understanding of the high school students who are learning the processes of good sound play along with their own emotional development. So rewarding are these real experiences to students that the play school, once tried, is accepted as a must, no matter how much additional work is involved.

Seeing Is Believing

What one sees and does impresses more than what one hears. When Billy overturns his juice that first morning at play school, the teacher shows that she is really able to practice what she tells students. Susan believes that seeing her high school teacher, Miss Smith, in action in the play school is adequate proof that she really accepts the feelings of children.

Susan has little difficulty responding to the problem which appears on the weekly evaluation sheet. In fact, she enjoys a test for a change. Billy, a three-year old, overturns his glass of fruit juice and the juice lands on the table at Jane's place next to him. Billy does manage to catch the cup before it reaches the floor. Select the statement or statements which you feel would be most suitable for the teacher to use.

- a. Have Billy remain in his chair while you clean up the juice.
- b. Tell Billy he should be more careful. Ignore the fact that he caught the cup.
- c. Give him a towel to help clean the table as Jane is using his paper napkin to clean the spilled juice.
- d. Tell him that nice children keep still while they are drinking juice.
- e. Say to him, "You reached for the cup quickly. That's fine. Together we can wipe up the spilled juice in no time."

Even though Billy and Tommy each had separate accidents at juice time, Susan feels she understands certain principles which will transfer to future situations. Thus evaluation can be seen based upon real happenings. Real life situations which accompany reading and discussion can give new meaning to many generalizations. Without the experience with children, Susan feels she would have had some difficulty understanding certain principles.

Another example of the value of real experience occurred. The excitement over an earthworm which one child found at school could have resulted in a quarrel because several children who were near claimed the worm. Class discussion was directed toward ways in which this incident could have been handled.



One spring morning a group of five children who were digging become quite interested in the worms they are finding. At one place where they all appear to be digging, an unusually large worm comes to the surface. All the children are fascinated with the size of the worm. Each one wishes to take the worm home with him. Select the statement or statements which you feel would be most suitable for the teacher to use.

- a. Explain to the children that around the stump is the worm's home where he lives. Therefore, it is best to let the worm stay there.
- b. Scold the children for spending time digging in the dirt.
- c. Use their interest in worms the next day at story time.
- d. Destroy the worm in the presence of the children.
- e. Provide opportunities for the children to discover and to observe insects of different kinds.
- f. Require the children to transfer to another type of activity since they disagree about the ownership of the worm.

A teacher's action will establish within the child an evaluation of his own seeing and believing. If the teacher contends that the worm should be allowed to live, she will influence the children more positively than if she were to scold them.

Susan had read that the attention span of children is short. Opportunity is provided at play school for Susan to recognize that activities such as clay and marbled sand are well-liked and result in holding the attention of the children much longer than some other activities. One day Susan notices that the children are enjoying marbled sand for twenty minutes; another time, clay is enjoyed for twenty-five minutes.

The grocery store idea provides another activity which helps Susan understand how happy children can be in their shifting play groups for some time. She is surprised that empty cartons, boxes, and paper sacks from home can provide the materials for a grocery store.

Susan finds that she has fun and learns a great deal from observing the grocery store activity. As a result of her observations on three different days, she gives the grocery store a high rating on most of the items in the following check list:

The activity allows the children to have freedom of movement and expression and is not definitely restricted to one type of movement.
Excellent _____ Average _____ Needs Improvement _____ Comments _____

Activity provides opportunity for the child to broaden his environment with a variety of things about him.
Excellent _____ Average _____ Needs Improvement _____ Comments _____

The activity is one which bears repetition.
Excellent _____ Average _____ Needs Improvement _____ Comments _____

Opportunity is given to verbally express and convey his ideas and experiences to others.
Excellent _____ Average _____ Needs Improvement _____ Comments _____

Activity provides opportunity for the child to express needs and feelings.

Excellent _____ Average _____ Needs Improvement _____ Comments _____

The activity provides for spontaneity on the part of the individuals in the group.

Excellent _____ Average _____ Needs Improvement _____ Comments _____

The content of the activity is familiar in the everyday life of the pre-school child.

Excellent _____ Average _____ Needs Improvement _____ Comments _____

Eye-opener for Parents

The entire homemaking program gains respect as a result of play school. One mother said she never realized that home economics was much more than cooking and sewing. Another parent, as a result of visiting the exhibit of toys at school, was stimulated to make some of the same equipment for her children at home. Some teachers have found time spent on informal publicity is a way of interpreting the breadth of the program to the community. Informal cues to interest adult classes can stem from parents' contacts in play school. Miss X found that a frequent remark from parents was that their children seemed to enjoy eating a hearty lunch after attending play school. From the group meeting and informal conversation over coffee, she recognized that the child's appetite at the age of three and three and one-half was a real problem to parents in the group. What an excellent opportunity to schedule the film which has been widely accepted by educators, "Food as Children See It," (General Mills Company). Miss X already has the interest and basis for discussion at an early meeting of her adult class in the fall.

Adolescent Interests

As homemaking teachers, we recognize that the child development unit will fall short of the needs it can meet if advantage is not taken of the adolescents' interest in children.

After an analysis of adolescent characteristics, the Nevada Course of Study concludes that a major objective for the young adolescent in junior high is increasing ability to undertake responsibility for baby sitting tasks. For the older adolescents, who feel that they are close to marriage and a home, a major objective to be emphasized is that of performing effectively with young children. In the process of play schools, both ages of adolescents inevitably learn to better understand themselves through their growth in understanding young children.

Adolescent Needs

Adolescents are groping to understand themselves, their own feelings and aspirations. The adolescent has certain needs which will be important for a teacher to recognize in every phase of her program. Much of the adolescent's striving occurs because she is interested in satisfying

these needs. The environment of the school can provide for each of the following needs of the adolescent:

- a. The need for security.
- b. The need to love and be loved.
- c. The need for companionship.
- d. The need for ego satisfaction, that is, for a sense of worth through accomplishment and through the regard of others.
- e. The need for variety.

Under adverse or insensitive conditions, an adolescent can be deterred because of lack of understanding.

Concerning the need for security, the environment of the school may be too difficult for the adolescent because scholastic requirements are beyond her ability, the teacher is sarcastic, and discipline is too strict and inconsistent. With respect to the need for love and companionship, the school environment may picture unfriendly teachers and very formal classroom situations. This type of environment in a play school situation would inhibit learning of young children as well as adolescents. The need for ego satisfaction could not be met in the school if the work is too difficult, leadership positions are given to only a few, and the grading system forbids success to some. As for the need for variety, a classroom environment in which we find unimaginative teaching and sedentary activities seem to discourage learning.

Spot Light on Young Children

Throwing the spot light on young children is one of the most practical, profitable and stimulating ways to help adolescents meet their need of understanding human relationships. Yet it is very important that an interesting and satisfactory experience be provided which is geared toward meeting the needs of young children.

Needs of Pre-school Child

This paper will not attempt to fully list all the possible needs of the pre-school child. The pertinent ones are listed. For a fuller reference, consult the small book Understanding the Young Child by James Hymes. (It should be in your library).

Some needs of the pre-school child which may be satisfied through a play school are as follows:

- *To develop a feeling of belonging
- *To develop habits of eating, resting, dressing, and toilet habits which represent a sound foundation for further growth
- *To use his imagination and express his ideas, needs, and feelings through use of materials

- *To begin to solve his own problems and to think independently
- *To learn to share
- *To learn to do what is important for group welfare

Values Derived From Play

Pupils must be helped to realize that play is the media through which the child achieves physical, mental, social and emotional development. Dr. Ernest Groves has stated that "children do not play because they are young; they are young, so they can play." Charlotte Garrison once said that the child begins his study and mastering of objects around him when very young. The value of these early childhood experiences depend largely upon the wisdom of adults in providing him with materials which stimulate desirable habits of thought, feeling and action.

Play is a time for experimenting, attempting to reproduce a world he can control and conquer. To the child, play is a serious business. The child gains much through play. Play provides:

- *Development of muscular co-ordination
- *Opportunity for self-expression
- *Ability to solve problems
- *Habits of caring for materials, for neatness and orderliness
- *Habits for developing social adjustment, leadership, co-operation, self-control, consideration of others, self-reliance, resourcefulness and independence
- *Opportunity for correct concept of things.

Toys are the tools of play. Just as adults need the correct tools and materials, the child needs appropriate play materials for productive play.

BASES FOR SUCCESS

Before trying to sell a play school to others, some teachers learn the hard way that they must really believe in it themselves. This is a simple idea, but it is important before expecting others to identify with the project and to be enthusiastic! Most teachers enjoy the lift given to high school teaching when they include spring units in child care, centering around the play school. The teen-ager perks up, and there is no time for spring fever when true-to-life experiences with children give meaning to and reinforce what is presented through reading and discussion.

Personal Attitudes

A teacher's attitude toward children influences the success she can hope to achieve in the play school. The degree of success or satisfaction the teacher has derived from her own past experience with children will determine whether or not she has a genuine liking for them.

As young children are quite sensitive to the attitudes of people around them, it will not only be important that the teacher have a genuine liking for children, but that the students have wholesome attitudes also. At an early date, the teacher should determine how the high school students feel about young children. In order to obtain valuable information concerning the attitudes of students, the test, "Bringing Up Children: An Inventory of Attitudes," by Remmers and Stedman is quite pertinent.

Varieties in Past Experience

Although past experience in working with children will vary for individuals, some teachers are able to utilize knowledge derived from such experience in planning a play school. The high school teacher may have had pleasant experiences with children in college nursery schools, church nurseries and/or summer camps. Married teachers can profit from experiences they have with children in their own homes.

Information Concerning Students

Some information concerning a group of students enables the teachers to plan more intelligently the nursery school schedule and provides opportunity for the teenager to have some degree of success in working with small children. Furthermore, the teacher can feel more secure as she recognizes or takes into account the assets of her students. A number of items on a personal data sheet would be available as a result of the teacher's having worked with students in other aspects of homemaking. However, a summary and tabulation of information concerning the total group would help the teacher have an over-all picture of what the group is like.

The hypothetical Miss X decides to take a look at the past experience of her students with respect to pre-school children. Students will vary in terms of their past experience with young children. Different opportunities will have been available to individuals.

Personal Data Sheet

From examining a few personal data sheets, Miss X finds that being able to hold the attention of children with interesting stories and musical activities has been a part of the past experience of several of her students. Often students have regular jobs in community baby-sitting; these girls seem to have received a variety of experiences, while other students reveal that they have had only limited experience with young children for short periods of time.

An example of the personal data sheet she used with her students is as follows:

Personal Data Sheet

How many sisters? _____ Their ages? _____

How many brothers? _____ Their ages? _____

Are there additional young children living in your home?

What age children are they?

Are there young neighbor children?

Do you have nieces and nephews?

Do you earn any money by baby-sitting?

Have you taught a beginners' Sunday School class?

Have you cared for children while the parents were away?

Do you like to play with children?

Have you bathed and dressed children?

Have you directed play activity for children?

If so, what was the type of activity?

Did you ever teach finger plays to children?

Did you ever read a story to a pre-school child?

State the greatest problem you have had in dealing with children?

As a result of summarizing the information from the personal data sheets, the teacher finds particular assets revealed for different students. In cases where specific problems and limitations seem evident concerning other students, Miss X decides to utilize these results to advantage in early planning.

Unless some data sheet reveals a highly personal problem, a student committee can be given an assignment to summarize information from this sheet. Then, both teachers and students have common information with which to work.

Good Mental Health

According to Redl and Wattenberg, a person who has mental health is well-adjusted, mature, and normal. They further state that complete adjustment is very rare; perfect adjustment is unknown. Most people seem to fall in between the two extremes. Yet, it is wise for a teacher to be aware of the conditions which foster good mental health.

Miss X is interested in trying to meet both the needs of young children and adolescents in the play school experience. If she and the high school students have learned to achieve reasonably good mental health in their day-to-day relationships with others, they will have more likelihood of succeeding with the children. Then, Miss X and her students will be more able to give attention to the needs of the children rather than to concentrate upon their own unmet needs!

Recent Course Work

Miss X realizes that the recent summer workshop which she attended at one of the state universities gives her a basis for feeling secure. Knowledge derived from her undergraduate courses in Child Development, plus a workshop on the graduate level, better enables Miss X to understand and explain to her high school students ways of dealing with behavior situations.

Access to Available Materials

Resource materials can greatly enrich the thinking of a teacher who wants to succeed in the play school venture. In the following references, suggestions can be derived. Some of these recent materials which Miss X asks for her library before attempting to plan with her students are as follows:

Books

- Landreth, Katherine, Education of the Young Child, New York, John Wiley & Sons, Inc., 1949.
Read, Katherine, The Nursery School, Philadelphia, W. B. Saunders Co., 1955.

Pamphlets

- Baruch, Dorothy, How to Discipline Your Children.
Source: Public Affairs Pamphlets
22 East 38th Street
New York 16, New York
Price 25¢

Bureau of Maternal and Child Health, New York State Department of Health,
The Pre-School Years, 1957.

Source: Health Education Service
P. O. Box 7283
Albany 1, New York
Price 60¢

Colina, Tessa, Finger Plays and How to Use Them.

Source: Standard Publishing Company
Cincinnati, Ohio
Price 50¢

Extension Service in Agriculture and Home Economics, Your Child and his Money, Circular 741, Your Child the First Six Years, Sex Education for Young Children, and Caring for Young Children at Adult Group Meetings.

Source: University of Illinois
College of Agriculture
Extension Service
Urbana, Illinois
One copy of each bulletin free to teachers

Grossman, J. S. and Leshan, E. J., How Children Play...for Fun and Learning.

Source: Science Research Associates
57 West Grand Avenue
Chicago 10, Illinois
Price 50¢

Jackson, Janet, Finger Plays for Little Folks.

Source: Church School Press
Elgin, Illinois

Langdon, Grace, How to Choose Toys and Children Need Toys.

Source: American Toy Institute
200 Fifth Avenue
New York 10, New York
Free in quantity

Michigan Inter-Departmental Staff on Children and Youth, Baby-Sitting.

Source: Gerbers Products Company
Freemont, Michigan
Free

National Safety Council, You're in Charge and Truly Yours.

Safety Educational Data Sheets:
No. 4 - Toys and Play Equipment
No. 29 - Play Areas

Play Schools Association, Inc., How to Make a Play School Work.

Source: Play School Association, Inc.
119 West 57th Street
New York 19, New York
Price 35¢

Ridenour, Mina, Some Special Problems of Children Aged 2 to 5 Years.

Source: National Association for Mental Hygiene, Inc.
1790 Broadway
New York 19, New York
Price 30¢

Taking Care of a Pre-School Child.

Source: Child Care Booklets
Box 125, Martha Van Rensselaer Hall
Ithaca, New York
Price 25¢

Utah State Department of Public Instruction, Observing and Working with Children in the Homemaking Program, and Let's Equip a Play School.

Source: Utah State Department of Public Instruction
223 State Capitol
Salt Lake City, Utah
Price \$1.00 each

United States Department of Labor, Children's Bureau, Your Child From One to Six, Publication No. 30, 1945.

Source: Children's Bureau, U. S. Dept. of Labor
Washington, D. C.
One copy free from County Home Adviser's Office

Tests

Army, Clara B., Dyer, Dorothy T., and Proshek, Margaret F., Minnesota Tests for Household Skills--Child Care.

Source: Science Research Associates
57 West Grand Avenue
Chicago, Illinois
Price--75¢ for entire set

Chatterdon, Hester, Evaluation Materials in Child Development, Ninth Grade, Price 50¢, Evaluation Materials in Child Development, Eleventh and Twelfth Grades, Price 60¢.

Source: Iowa State College Bookstore
Iowa State College
Ames, Iowa

Remmers, H. H. and Stedman, Louise A., Bringing Up Children: An Inventory of Attitudes.

Source: Science Research Associates
57 West Grand Avenue
Chicago, Illinois
Price--\$3.00 per 100 copies

Co-operation Necessary

Plans must be completed to a point where the help of others has been worked out in detail. Co-operation from the following will be necessary in most situations:

Administrators
Students
Other teachers from whom help is requested
Custodian
Parents

Sometimes a form letter to other teachers and parents is the most effective and time-saving method for reaching these people.

Alton Senior High School
2200 College Avenue
Alton, Illinois

Dear Parents:

The first and seventh hour Family Living Classes are setting up a three week play school on Wednesdays and Thursdays, beginning Wednesday, May 1 and ending Thursday, May 16 as part of the Child Care unit.

We are inviting your pre-school child to participate in our Play School, which will meet in the Living Room of the Home Economics Department on the second floor of the Olin Building.

In order that both first and seventh hour class members can participate we will conduct the Play School from 8:40 - 10:20 on Wednesdays and from 1:40 - 3:20 P.M. on Thursdays. We hope your child will be able to participate in both Wednesday and Thursday sessions for the three weeks.

Eighteen girls are enrolled in our class. At each Play School session half of the class members will observe and half will help with the Play School.

We are hoping to have an enrollment of 10 to 15 pre-school children. Since we have classes following and preceding the Play School period, we would like for you to bring and come after the children. There is no charge in connection with the Play School. If you have any questions regarding the Play School, you can contact our teacher, Miss Liebig, by calling at the Olin Building, 2-0093, Extension 5.

We are hoping that you will find it convenient to participate and help us make our project a success.

Very truly yours,

Addie Ilch, Class Secretary

Prevention Better Than Cure

Some points that have been suggested from experienced teachers have been enumerated. From people who have had successful experiences, one may secure the following pointers which help to avoid trouble:

- *Provide a conveniently placed listing of names of the children with addresses and telephone numbers.
- *Check constantly on mothers' whereabouts in case of an emergency. Try to encourage a mother to tell you if she expects to be away from home while the child is at school. Also secure information as to where the mother can be reached.
- *Have an awareness of daily absenteeism.
- *Encourage parents to telephone of the child's absence with reasons.
- *Have suggestions for the children's needs at play school.
- *Emphasize the value of treating in the strictest of confidence children's personal information at school or revealed in their behavior.
- *Give parents some help with respect to marking and identification of children's clothing. In one play school, the shoes were so much alike in shape and color that one child wore another child's shoes home. Another incident was quite vivid when one little boy screamed all the way home because he lost his cap.
- *Leave out of sight those play materials which will not be used until a later time. In one play school, the free play period almost became a free-for-all confusion because there was so much to do.
- *Provide labeled temporary storage for each child's clothing.
- *Emphasize to the parents that children must not come to play school with colds, fevers, or disease symptoms.
- *Secure knowledge of school liability in case of accident or injury to a child.
- *Plan to alternate play school sessions with class meetings so that adequate educational value is gained by students as well as the pleasure gained by the children.

Other problems will arise which will have to be cleared according to the individual situation. No one answer covers all questions. The individual problems must be met as they occur.

SUGGESTIONS FOR OPERATING A PLAY SCHOOL

Time Period

The time period usually lasts three to six weeks. Many teachers have more satisfactory results if children come two or three days a week. The remaining days, then, could be used to evaluate results, to analyze how generalizations were applied, and to plan the ongoing program.

Bases for Selection of Children

Ages three to five years--It is best not to have too wide an age range among the group of children. Some teachers find the problems connected with a play school too difficult in terms of supervision when children as young as two and one-half years are included in the group.

Number of children--Limiting the number of children to a group of not more than ten or twelve is recommended for the average-sized high school class. Most room arrangements and physical facilities in the high school laboratory will not accommodate a larger group. According to the purpose of a play school, the teacher is not only attempting to guide the small child but also to assist the adolescent who is assuming responsibility. It is, therefore, very necessary to limit the number of children.

Toilet habits established--A number of toilet accidents may occur in the early days of play school. The teacher, however, should find out for certain from parents that the child has established bladder control before she enrolls him as a member of the group.

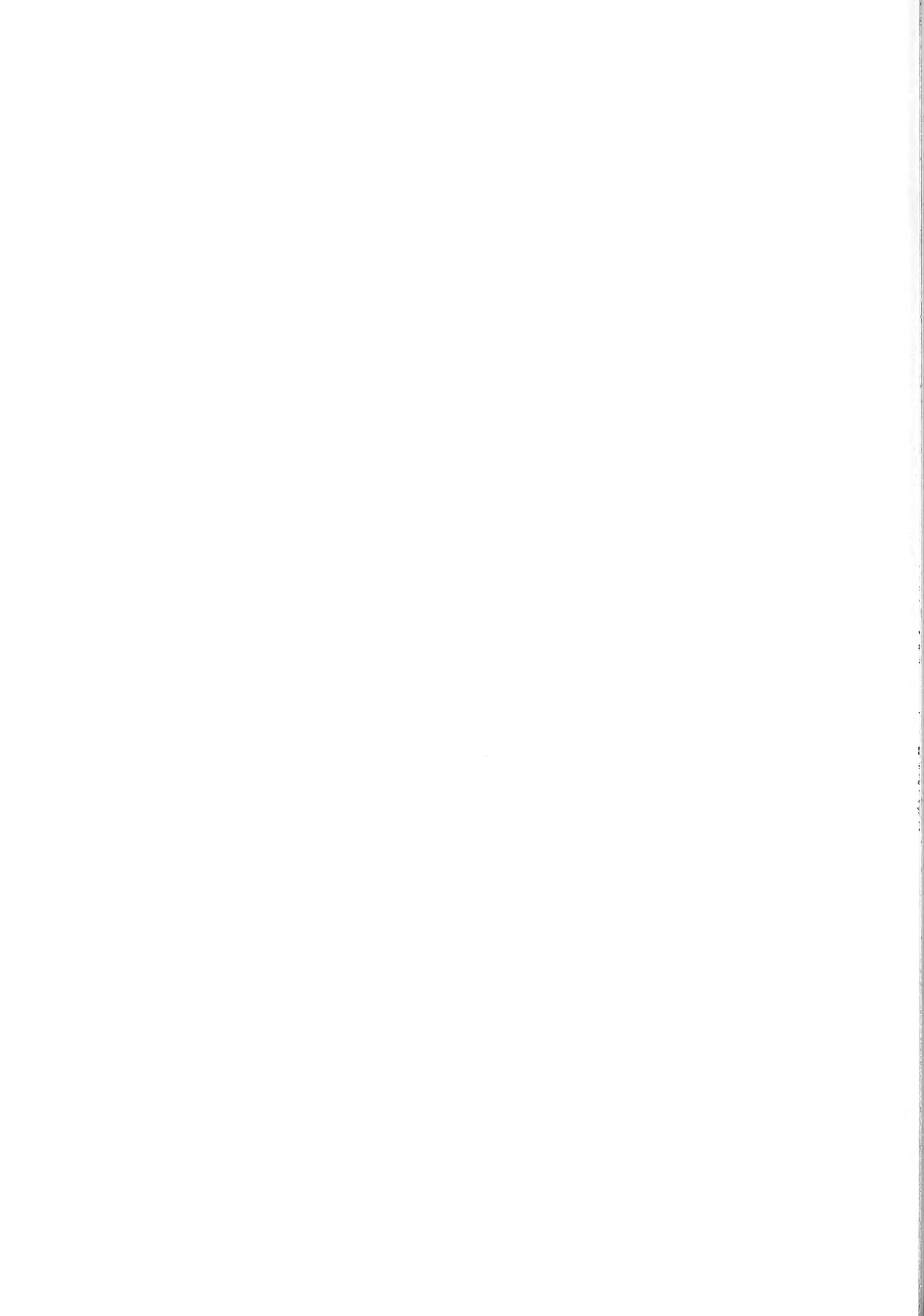
Division between sexes--An approximately equal number of boys and girls is the goal of teachers setting up a play group. This division makes it possible to see whether or not play interests and abilities differ between children of the opposite sex.

Source of children--The plan for securing children will need to be carefully worked out with the administration and explained to students. Other arrangements may be quite simple and satisfactory. Each pupil could be responsible for securing one child of a given age.

Transportation of children--The administration may require the parents to transport their children to and from school. Whatever the policy recommended by the school, Miss X will need to have it defined and clearly understood. Serious consequences could result for a teacher if high school girls have this responsibility.

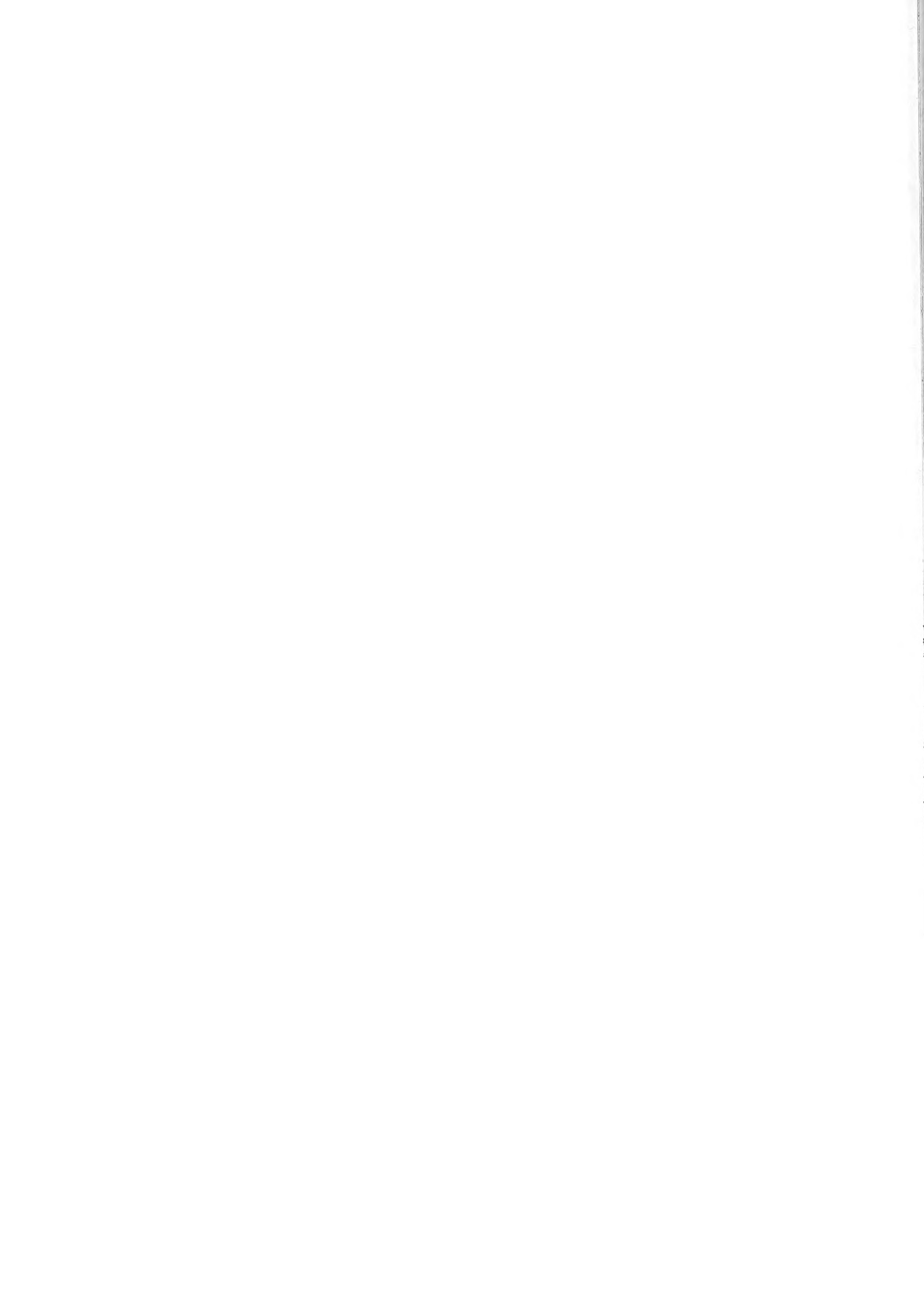
Physical Safety

Protection of the children is of utmost importance. It would be extremely helpful if a unit on first aid could precede the play school experience. This unit would probably be taught by the health or physical education teacher.



Some of the following suggestions are adapted from the bulletin Taking Care of a Pre-School Child published by the National Safety Council and are very important:

- *Do not plan to take care of a child if you have a cold, or know that you have been exposed to a contagious disease. A teacher in charge of a play school should be responsible for the high school students and herself in the observance of the above rule.
- *Discourage planning of field trips for children attending play school. There is usually enough of interest which can be provided within the bounds of school itself.
- *Control danger spots in and around play school. The teacher and her students will need to determine the safe areas in which children may play.
- *Be sure that refrigerators are within your sight when little children are present. Be definitely sure that the lock cannot be manipulated by children.
- *Pay attention to the child when he is near a stove, hot water heater, electric cord, sewing machine, windows, or stairs.
- *Avoid any use of balloons at play school. Children have been known to suck a balloon down their windpipe.
- *Check sand in the sandbox and have it strained periodically for glass or other hazardous materials.
- *See to it that horns, bubble blowers, etc., are strong enough to prevent the user's sucking parts of it into his throat.
- *Check frequently to see that crayons and paint brushes are not being held in the mouth. In case of a fall, serious mouth or throat injuries could result, or part of the object might be swallowed.
- *Be sure that blocks and toys are not within the passage areas of the room.
- *Require the children to wear rubber-soled sneakers, if the floor covering of the room is such that wax is used or there is any danger of falling.
- *Have available short blunt-edged scissors if the activity of cutting is to be provided.
- *Have children help you pick up toys, such as blocks, after they have been used. When toys are left on stairs, floors, or sidewalk, it is possible for others to stumble over them.



- *Be aware of the danger involved in a moving swing. The supervision of children in a swing plus those moving in the direction of a moving swing is a heavy responsibility requiring constant attention.
- *Check outside play equipment, such as boxes on which children may be climbing. Play equipment should be dry because wet pieces are often slippery.
- *Sterilize bubble pipes with proper disinfectant if they are to be used for blowing bubbles.
- *Know what first aid supplies are available and where they are located.
- *Have some knowledge as to how to treat a slight burn, scratch, or bump.
- *Always remove pins, matches, medicines, and cleaning agents from the child's reach.
- *Inspect grounds daily for bottles, nails, and other harmful rusty metals.
- *Restrict pushing and rough-and-tumble play, which is unnecessary.
- *Keep children away from strange dogs and cats. Do not allow children to play in areas where there are wild squirrels.
- *Check all the locks on doors. Be sure that it is not possible for children to lock themselves in the bathroom or any of the rooms where play school is being held.
- *Children who seem to be showing the first signs of a cold should not be left with the group.

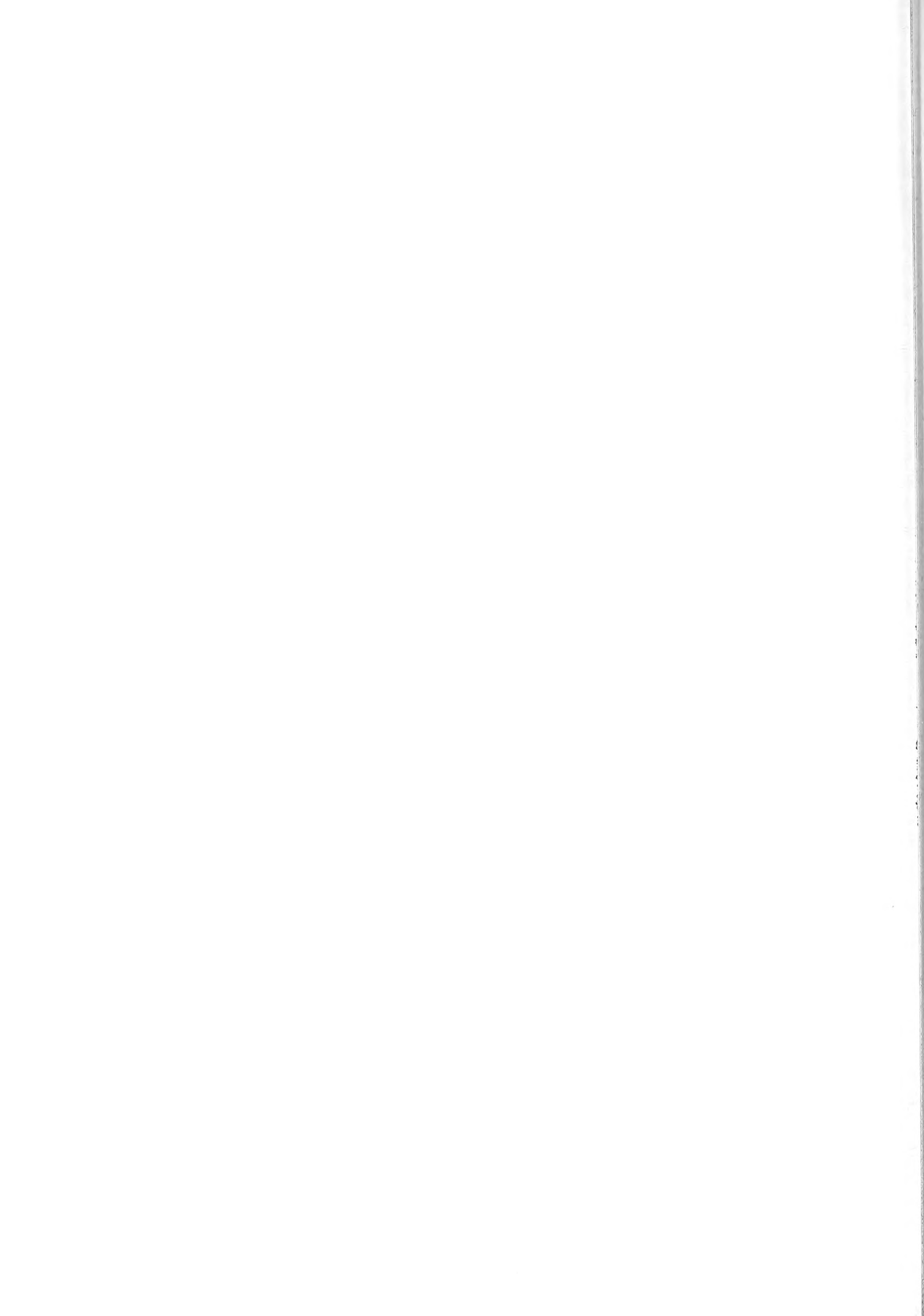
The bulletin, You're In Charge, a part of the National Safety Council packet, asks the question, "What safety reminders are most frequently needed by children?" See this bulletin for the answers.

The Administrator and the Play School

Encourage the superintendent to participate in making suggestions regarding policies of conducting a play school. In addition to helping with a policy concerning physical safety, administrators in the local school need to understand the educational goals of a play school, budgetary needs, plans for space and equipment, method of selecting children, and the place of the play school in the total yearly program.

Prior to a play school venture, let your superintendent help evaluate the policy regarding safety and react to these suggestions:

- a. Parents who wish to send their children should have their family physician sign a health record sheet prior to attendance at play school.



- b. Parents should sign a slip saying they do not hold the school or teachers liable in case of an accident.
- c. Services of the school nurse should be made available for the informal inspection of the children each day.

Discuss your plans for dealing with parents with the administrator. Follow his suggestions, because he is accepted by the community as the administrator. Moreover, once he has approved your plans, he is responsible for supporting these plans in every way possible.

Consider the suggestions of parents. Often a teacher finds visiting the home of each child extremely helpful. However, in other instances, the teacher may ask each parent to come for a conference before a child is accepted as a member of the group. At the time of the conference, a personal information sheet is filled out.

Nursery School Information Sheet

Name of Parents

Street Address. Telephone.

Name of Child. Date of birth.

Child's sisters and brothers.

Names and ages.

Does Mother ~~work~~ outside of home; if so, during which hours?

.

INTRODUCING THE UNIT

If the Family Living course includes a unit on Child Care, and if the Play School is a traditional part of the unit, the teacher needs to spend little time on an interest approach. The young teacher, or the teacher who is contemplating the play school as part of the Child Care unit for the first time, may be hesitant. However, if she recalls the fact she so well knows that "adolescents are groping to understand themselves, their own feelings and aspirations," the child development unit would fall short of the needs it can meet if advantage is not taken of the adolescents' interest in children by means of a play school.

Throwing the spot light on young children is one of the most practical, profitable and stimulating ways to help adolescents meet their need of understanding human relationships.

Preliminary Steps

"Bringing Up Children," form A, by Remmers and Stedman, is helpful



to the teacher and interesting to the class members. After having completed the inventory, each pupil scores her own test and determines her own percentile. This score which tells how she compares with others of her own sex and age arouses interest and serves as an incentive for further study.

A bulletin board display of "Play-School Activities" is all that is needed to arouse interest in having a play school as part of the Child Care unit.

Understanding the adolescents' interest in children, we recognize why high school students are impatient to set up the play school. The teacher knows the type and amount of study, understanding, and pupil preparation that must precede the play school period. Therefore, before beginning a play school, the teacher must help students recognize the need of a basic understanding of child guidance principles so that a happy experience may be provided for the children and a worthwhile, educational experience for the class.

What Students Must Understand

A brief outline of the requisites in setting up the play school may be an aid in helping the class members understand the need for careful planning, the amount of work that is involved, and the need for an understanding of the child guidance principles, which means reading and study on their part.

As previously discussed, there are certain important matters to clear with the administration, such as:

1. Available space
2. Insurance in case of accident
3. Transportation of children
4. Securing certain basic equipment
5. In emergencies securing cooperation of other teachers if necessary to release students from another class
6. Securing permission for a student to be excused from assemblies during the play school time

Class members should realize the need for committee work as well as assignments. The class will undoubtedly have to be reminded that the first question they must answer when contacting the faculty and other students is "What are the objectives of a play school?"

This brings in the matter of available books and pamphlets for the unit. A suitable bibliography of books and pamphlets needs to be in readiness. The class needs to know where the material is, whether in the school library or the classroom.



Over-all Objectives

From class study and discussion, pupil interest, and unit goals, the following over-all objectives for the play school would evolve:

1. To better understand how growth and learning take place in young children.

To achieve this objective the class would realize that another objective would be:

2. To provide a good environment for children in the play school.
3. To help students realize why children behave as they do, to learn to see things from a child's point of view, and thereby guide children more intelligently.

To attain these objectives requires study on the part of both the teacher and her students. The point of view of the authors is that both the teacher and her students can work together to determine some of the principles of child guidance from films, filmstrips, and pamphlets.

COMMON DENOMINATORS

The material presented in this section deals with what is called a "norm" or average. Some understanding of the characteristic reaction of children who will attend play school should be helpful. What can we expect of children at certain ages?

What the Experts Say

According to Franks', How to Help Your Child in School, "growth charts are general guides only; they are statements about averages, not about individuals." The common denominators, if used wisely, can be of value to parents and teachers of a play school. It is helpful to know that certain behaviors are characteristic of a particular stage of growth. If we know what to expect, we may plan the environment or set the stage for children to exercise their growing powers, as well as guide undesirable behavior into constructive channels. At the same time, parents will become more willing to accept a certain range of behaviors on the part of the child.

Dr. James Hymes speaks of the sequence in the growth process in this way: "A child must be a complete and utter capitalist when he is first developing a sense of property--'Mine, mine, mine'--or there are no grounds to nourish sharing at a later stage. . ." "Messing and dirt and goo and goosh when you are small are the basis for accepting cleanliness later." Certain behaviors which are annoying are often necessary for him to really grow as he normally should.

Individual Differences

The fact that there are individual differences in the time at which each child arrives at a particular stage in the growth sequence is most important. Emphasis is being placed on the right which each child should have to live out a particular stage. Although every child will go through each of the stages, the time for arriving at a particular "turning point" will vary according to the rate and pattern of growth of individual children. Therefore, any anxiety on the part of parents may be due to their lack of knowledge concerning this range.

The importance of the "Common Denominator" needs to be recognized; however, there needs to be developed an understanding that each child is a unique individual whose own individual characteristics must be respected and aided toward optimum development.

A logical goal might be "to learn what can be expected of the 2-3 and four-year old child." Pupils can be guided to work out various procedures by which the age characteristics of the common denominator for each age level is ascertained.

After a discussion of films and filmstrips, and after studying books and pamphlets, individuals or committees should prepare written reports on the characteristics of each age level. These reports must be carefully read and analyzed by the teacher.

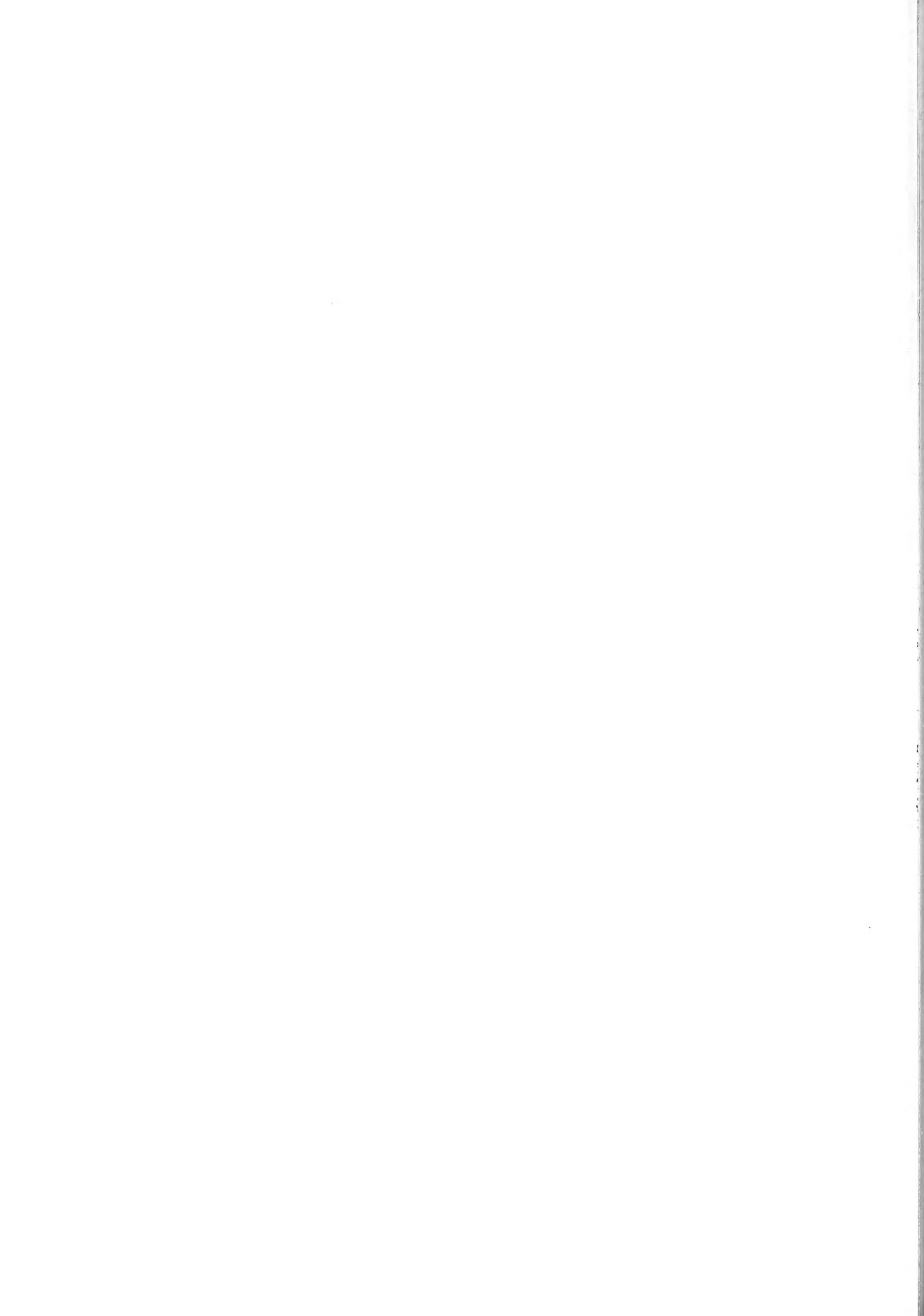
Use Filmstrips

An important generalization is that a mature behavior exists at any stage of development. In order to arrive at this generalization, an essential requirement on the part of the learner is some basic understanding of the maturity indicators. Through the use of a filmstrip available from McGraw-Hill text films, "Child Care and Guidance", which shows the growth process, the teacher enables students to get a clear view of the special learnings which are typical for a given age and the order in which they occur. After the filmstrip is shown, there is a review of the major principles of continuity of development and growth sequence. The filmstrip is shown again to the class and at definite intervals the teacher stops the filmstrip and gives opportunity for the class members to suggest problems which may normally arise from a particular stage of development.

At this time students begin to think in terms of how they believe certain problems should be solved on the basis of former situations. This discussion may lead to some difference of opinion among students. Near the end of the class period, the teacher lists problems on the board and suggests available resource materials as a means of guidance in the solution of these problems. She plans to use the problems for later lessons in development of the unit.

Later Use Films

The viewing of the films, "The Terrible Twos and the Trusting Threes," and "The Frustrating Fours and the Fascinating Fives," will also help in understanding what to expect from each age level.



Three-Year Old

Language--One of the child's achievements about this time is his ability to use language effectively and to be responsive to verbal guidance. Since maturity of the nerve centers which govern inhibition has taken place, the child does not get lost between opposite extremes as he formerly did and can make a choice. Certain words like surprise, guess who, etc., are attractive to him. Many children respond well to whispering when there is a group pressure situation. At this age, the child seems to be able to solve his problems more successfully than earlier.

Routines--Routines are enjoyed and fairly well accepted by most three-year-old children. It is interesting to see the child at this age do many things he does not particularly like to do if he is given a reason, along with the fun of participating in a game and some adult help. Patience is needed in helping the child develop independence as he participates in certain routines, such as dressing himself. Since the child has advanced so much in language development, he frequently has difficulty combining dressing and talking. Therefore, he may wish to pause and finish his story before he completes an activity.

In regard to toilet habits, the three-year-old seldom has daytime "accidents." Usually he makes known his desire to go to the bathroom by action or speech. The three-year-old can wash and dry his hands without help. In dressing himself, he can usually assume some responsibility.

Schedules--In adapting to the schedule at play school, the child seldom experiences difficulty in making transitions from one activity to another, provided the one guiding him does not pressure him and warn him of the need for changing activity. A schedule needs to be flexible for a child of this age.

Activities--The child at this age needs some time for "free" play when he can exercise some choice in terms of what he would like to do. In activities, such as drawing with crayon, building with blocks, dressing dolls, looking at pictures, and working a peg board, the child tends to keep himself occupied without too much supervision on the part of the adult. Of course, the stage must be set to stimulate the interest of children in these kinds of activities.

Children at this age like to take part in group activities, such as simple games and music. They like acting out or "let's pretend" activities.

Sociability--By this time, the child seems to be arriving at a friendly and sharing "we" stage.

Although sharing or taking turns may be difficult for some children, it is accepted by most children of this age when they have had adequate past experiences. At this age, one sees a glimpse of cooperative play. Yet many children engage in and enjoy parallel play, which is often quite helpful when tensions seem to be evident.

Three and One-Half--Growing Pains

The parent and teacher of play school begin to say goodbye to the delightful stage of equilibrium which was present at three years. The degree of dis-equilibrium manifested by individual children at this time will vary.

Language--Children may begin to stutter when no previous signs of stuttering have been evident.

Routines--If parents and teachers understand that insecurity and incoordination characterize the child at this period, they can understand the value of patience and can more wisely guide routines.

Schedule and Activity--The children at play school often respond better to a planned activity, such as soap bubbling or marbled sand, to start the early morning play time. Outside active motor play needs careful supervision as motor in-coordination may be evident. The child may show a tendency to stumble, fall, or fear heights.

Sociability--The child who may be uncertain and insecure during this period, may discriminate against other children and give annoying commands. Sometimes he resorts to hitting and pushing and displays extremes of behavior.

Four-Year Old

Language--At this time, the child becomes very curious about his environment and frequently asks "why" and "how". He responds well to verbal direction. Sometimes, as he boldly uses language, he may wish to exclude certain children from the group. Guidance is necessary for the talkative, lively four-year-old who may engage in tattling, disputes, and have difficulty distinguishing between fact and fancy.

Routines--The four-year-old engages in routines more smoothly than he did at the age of three. A certain out-of-bounds behavior may occur in connection with toileting. Therefore, adult guidance is needed in connection with this part of the routine. At this age there are few daytime "accidents". Most children are able to go to the bathroom alone and without help.

The child of four years has achieved more independence in dressing himself. In certain instances, he may need help with outdoor clothing, close-fitting clothes and shoe laces.

Schedule--The child needs more carefully planned activities. He shows improvement as he engages in group activity. The schedule should still provide for alternating periods of active and quiet play because he has a high motor drive now.



Activities--As the child at this age is imaginative and versatile, he likes to engage in dramatic play. Children often like to act out certain stories, such as "Little Red Hen" and "Billy Goat's Gruff".

The fact that at this age the child is usually able to draw with pencil and crayon a simple, but recognizable picture of a man, animal, etc., shows that maturity is taking place.

Sociability--The child is highly sociable. However, guidance is needed to curb his characteristic out-of-bounds behavior.

Four and One-Half--Pulling in from Out-of-Bounds

Language--They like to discuss various things in the environment as well as stories they hear. Their desire for realism is shown in their response to certain happenings and in their desire for detailed information.

Routines--There is less need for adult control. Children show a tendency to stay with a routine much better than at the age of four years.

Schedule and activities--Again the tendency is seen to stay with activities, such as block building, and achieve a certain goal. Children at this period sometimes need more time to complete an activity in which they are interested. They are interested in making their drawings look more like the real thing. Increased motor control is seen in outdoor play as well as in drawing pictures.

Sociability--Since the child at this time seems to be pulling in from his out-of-bounds behavior which is characteristic of four, he seems to be a more sociable individual.

Sometimes it is wise for a high school teacher to secure her first group largely from five-year olds. This reduces her problem of guidance and parents appreciate the opportunity for their children to experience play school before attending first grade.

Five-Year Old--Delightful Equilibrium

Language--The child has a good command of language and talks freely. He seems to enjoy talking and expressing his ideas.

Routines--Abilities, such as washing, dressing, feeding, and toileting himself are often seen on the part of individual children. However, the child may need occasional help.

Schedule--The child needs alternating periods of active and quiet play. Although the child is noisy and vigorous, he may become tired rather easily. At storytime, he likes to hear stories concerning the here and now world.



Activities--His activity seems to have definite direction or be purposive at this time. The child enjoys some group activity but he may become tired of the group. Although he may enjoy playing in a small group of five or six children, his interests are still self-centered. Dramatic play is enjoyed by the five-year old child. Children need opportunity for plenty of activity.

Sociability--At this stage, there seems to be a good balance between self-sufficiency and sociality. He is interested in staying near the home base.

ACHIEVING MAJOR GOALS

When a class decides to learn about young children, the goals of the class vary in accordance with changing aspects of interest in early and late adolescence. The objectives and desired outcomes for either age level might be to help the students get an understanding of how growth and learning take place in young children and provide a good environment for children in play school. Since the juniors and seniors are interested more in preparation for the care of their own children, the objectives and desired outcomes for this age level would be to help them realize why children behave as they do and how to guide children more intelligently.

Application of Principles

Whatever the age of the group, the primary purpose of the play school is to provide opportunities for observation of small children and to apply the principles of child guidance learned. The class members must be helped to realize that a basic understanding of the principles of child guidance is important in order that observation and guidance may be as meaningful as possible.

The material which is featured at this point stimulates thinking in terms of the kind of emotional climate which is suggested for children. It is, however, important that teachers and high-school students have some understanding as to the use which can be made of this type of setting by individual children.

Adjustment-Maladjustment Scale

Because of the nature of the background of each child, there may be either acceptance, rejection, or utter frustration by individual children who are present in the play school situation where the following principles are applied. It is important for teachers to help students recognize that variety in types of background will color the individual child's reaction to the situation and produce different behaviors. In a home situation where the child has been unfamiliar with anyone saying "let's" or "shall we" do a certain thing, he may experience a great deal of anxiety in the absence of the commands of his parents or others. Some children may experience a certain amount of distrust in a setting which has entirely different expectations from those of the home base. Other children may display a tendency to be negative in the new situation at play school. In other words, a child can react anywhere on the continuum of an adjustment-maladjustment scale.

Individual Differences

Informing students of the fact that children may not only be from different kinds of backgrounds, but also have arrived at different points in achieving various degrees of learning may enable them to work more intelligently with the children. One child, who comes from a democratic family, may feel very secure and have experienced the feeling of ownership. Therefore, when he comes to play school, this particular child may have little difficulty participating in the business of sharing, taking turns, or giving up to another child. Whereas, a child who has been reared in an atmosphere of complete freedom may not have any awareness of social values, such as sharing. Therefore, it is quite understandable that he behaves the way he does.

Emotional Climate

Finally, in absence of any scientific documentation, the principles below on How to Handle Youngsters are those which we have found worthwhile.

Do This

Plan for opportunities for children to feel that they belong to the group. Each should have a chance to be a leader in the band if he wishes.

Look at the child's life as a whole to find the reason for undesirable behavior and try to eliminate the causes.

Help the child feel that he can do some things well.

Let the child know that you like him, even though you dislike what he is doing.

Have more than one of the more popular and much used toys. Remember that duplicate toys simplify situations.

Let children have a chance to experiment and enjoy the process as they engage in creative activity.

Permit the child some freedom of choice in joining a group activity as long as he does not disturb the larger group.

Not This

Allow certain children to assume responsibility repeatedly.

Work on the symptoms and fail to find the root of the problem.

Have him develop a negative picture of himself.

Say "I don't like you if you bite other children."

Demand concepts of sharing before children are mature.

Furnish a model or standard for children to follow, e.g., teacher asks child, "What are you making?"

Pressure the child to participate in what most of the other children do.

Do This

Keep your hands off the children unless they initiate the contact. For example: steady the equipment instead of the child.

Use positive clear statements when a request is necessary. For example: "It is clean-up time."

Allow a choice if it is really possible for the child to exercise choice.

Appear as calm as possible. Show no outward irritation no matter how trying a child or group may be.

Manner and tone of voice can invite the co-operation of the child. For example: whispering is effective with three and four-year olds.

Remember that words like "let's" and "shall we" help children want to carry out suggestions.

Remember that a few reasonable clearly defined limits help children feel secure.

Form the habit of re-directing undesirable activity.

Use the positive approach, "puzzles are used at the table."

Enforce desired action by physical presence and direction, e.g., even though the teacher might say, we take it easy going down the steps, one at a time--her presence and the reminder may be needed.

Forestall undesirable activity by making desirable behavior attractive. The teacher says to the boys approaching and preparing to burst the cakes of sand, "Maybe you would like to be the guests and come to Janie's birthday party."

Not This

Immediately help the child or show a distrust in the child's ability to use the equipment.

Ask him, "Would you like to clean up?" which may result in a "no".

Insist upon certain action at precise time.

Become angry because the group displayed out-of-bounds behavior (maybe there had been too much quiet activity and this was needed).

Invite resentment by the quality of a dictatorial tone in giving a command.

Give a forceful command which may invite negativism.

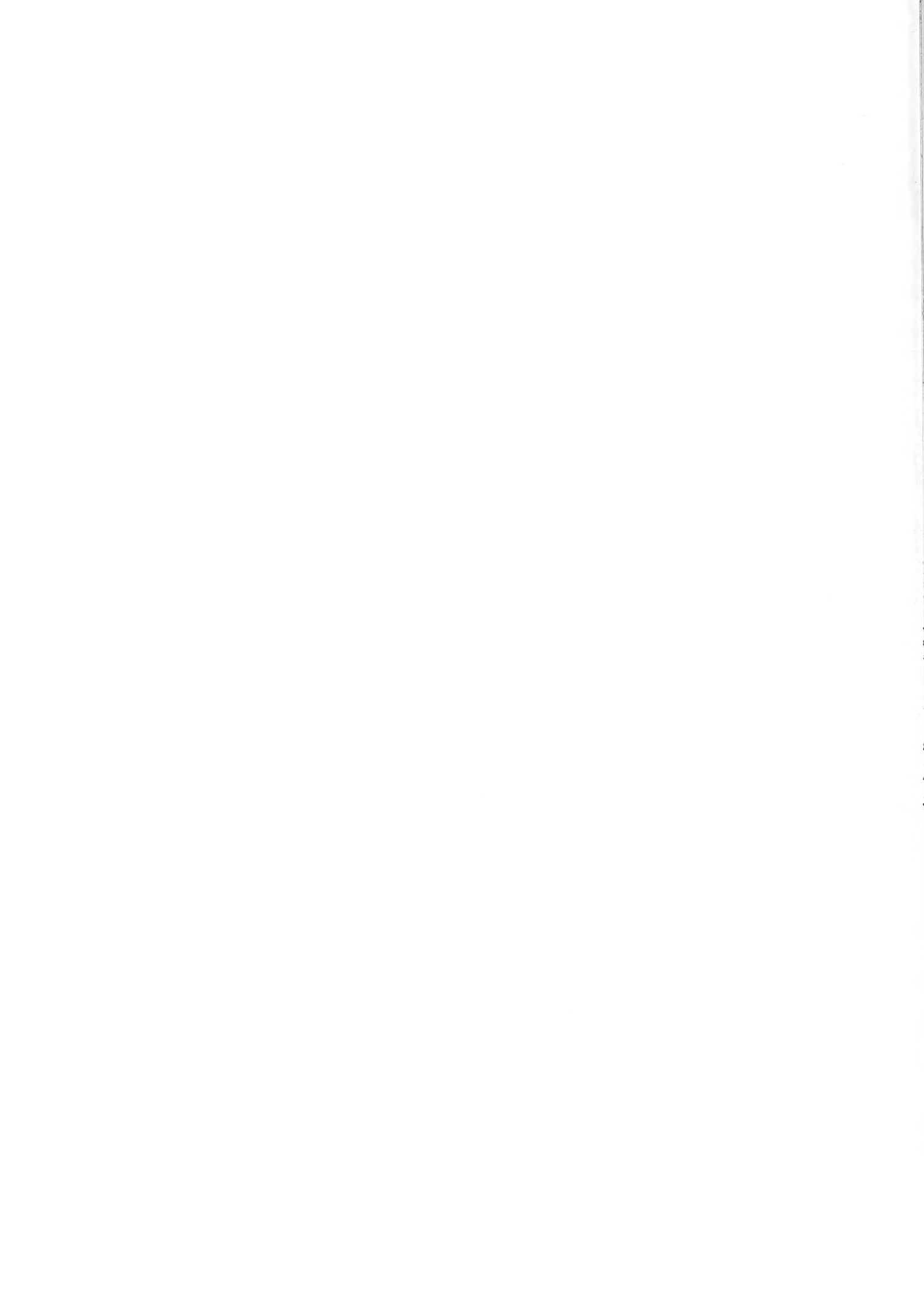
Furnish complete freedom by absence of limits.

Say immediately, "Don't do that."

Say, "Don't use puzzles on the floor," and encourage negativism.

Expect each child to remember correct performance in the excitement of leaving the building.

Give the child opportunity to get reward through being destructive.



Do This

Suggest to children desirable social techniques to use, e.g., The child seems to want to join the group but needs help in making a constructive approach.

Channel the child's energy and interest. "Here's something you might like to do."

Differentiate between "indoor" and "outdoor" voices by setting an example.

Help children want to learn new things because the process of learning is fun and interesting. New textures in foods can be exciting, e.g., the finger foods at juice time are crisp and easy to handle.

Let child approach a new activity through watching, feeling some security and wishing to participate before he tries it, e.g., children often like to observe the finger paint or clay being made before they have opportunity to use it. The first approach to paint at least for awhile may be with just a poke with one little finger.

Be willing to observe children and let them proceed in their own way as long as they are playing safely.

Try to see things from the child's point of view.

Treat the personality of little children with the same respect that would be given an adult.

Remember that a busy child tends to be a happy child.

Not only accept a child's feelings, but also help him express them so the desirable feelings can take the place of negative ones.

Not This

Allow children to fail to be included and accepted by others.

Punish him for inability to wait his turn.

Threaten the child by ridicule, sarcasm or shame.

Use rewards like stars to bribe them into better eating habits.

Have child feel he must immediately participate.

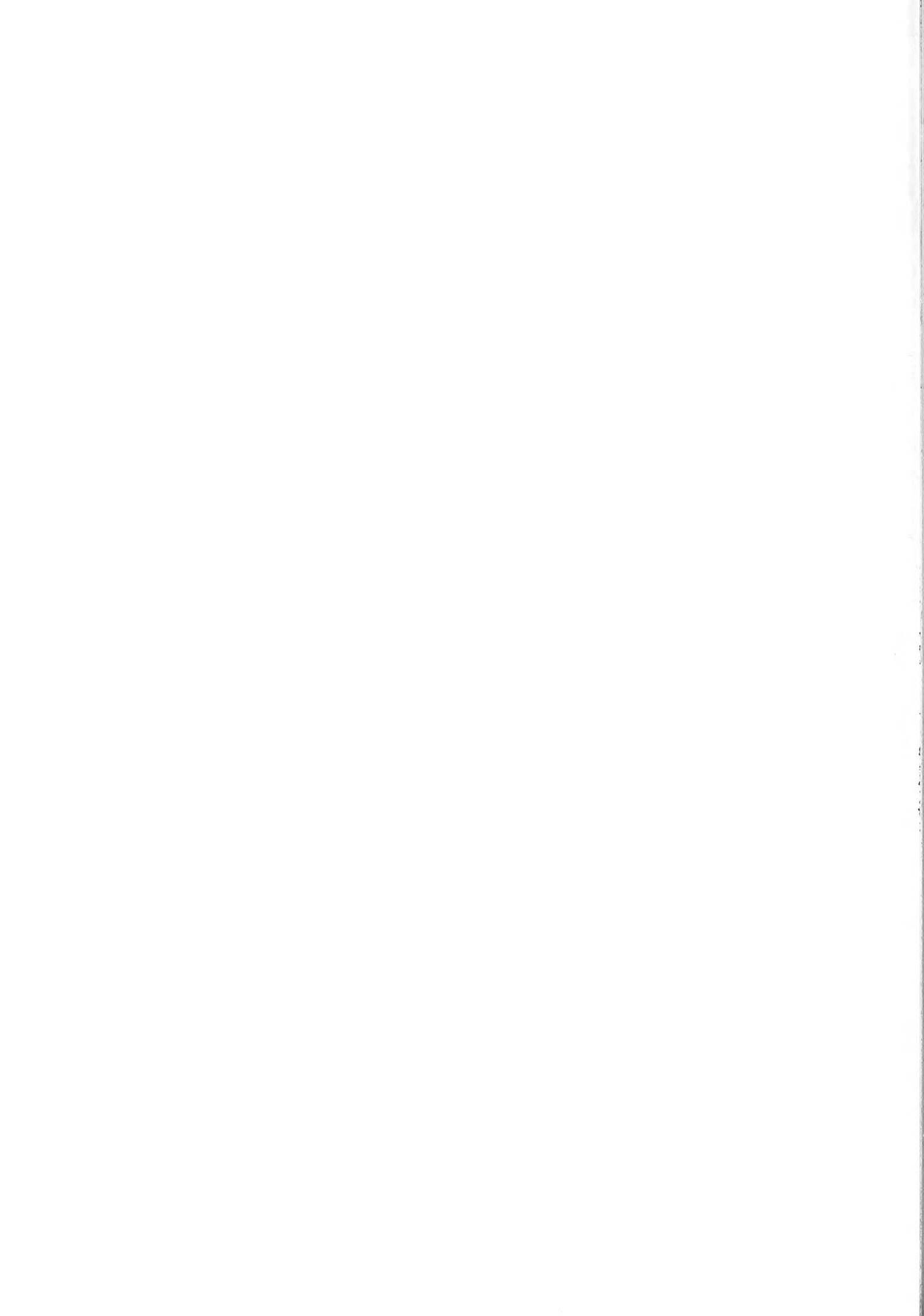
Hover over the children; interfere; try to do something when help is not really needed.

Expect children to act as miniature adults.

Shame or ridicule a child into prescribed behavior.

Provide one activity at a time only.

Fail to provide opportunity for him to express negative feelings in a constructive way.



Do This

Not This

Set the stage for constructive play, so that participation is possible and attractive for children.

Make it difficult for him to participate by having to use carelessly mixed easel and finger paints, inadequate materials.

Respect and appreciate differences in performance among individual children.

Encourage competition among the children or respect only those children who excel in certain ways.

Give child opportunity for responsibility.

Do all complicated jobs for the child.

Be willing to make adjustments in the schedule to meet immediate interests.

Have too definite a schedule.

Direct child toward another activity if he is upsetting the group.

Scold him for being uncooperative.

Enter situation where quarrel is brewing and help children to settle difficulties themselves.

Decide for the children what should be done.

Remember your promise that the child who needs a scarce item will have a turn, see to it that he does have a turn very soon.

Allow each child to look out for himself.

Attempt to show without punishing or scolding, that blocks, for example, are for building, not for throwing, except in special cases.

Threaten the children because they are incorrectly using the blocks.

Assist children in putting their things away, e.g., "We need to put our blocks away, because we will soon be going home!"

Command the children to take over the task.

Assure the child of acceptance and approval whether he is a success or failure.

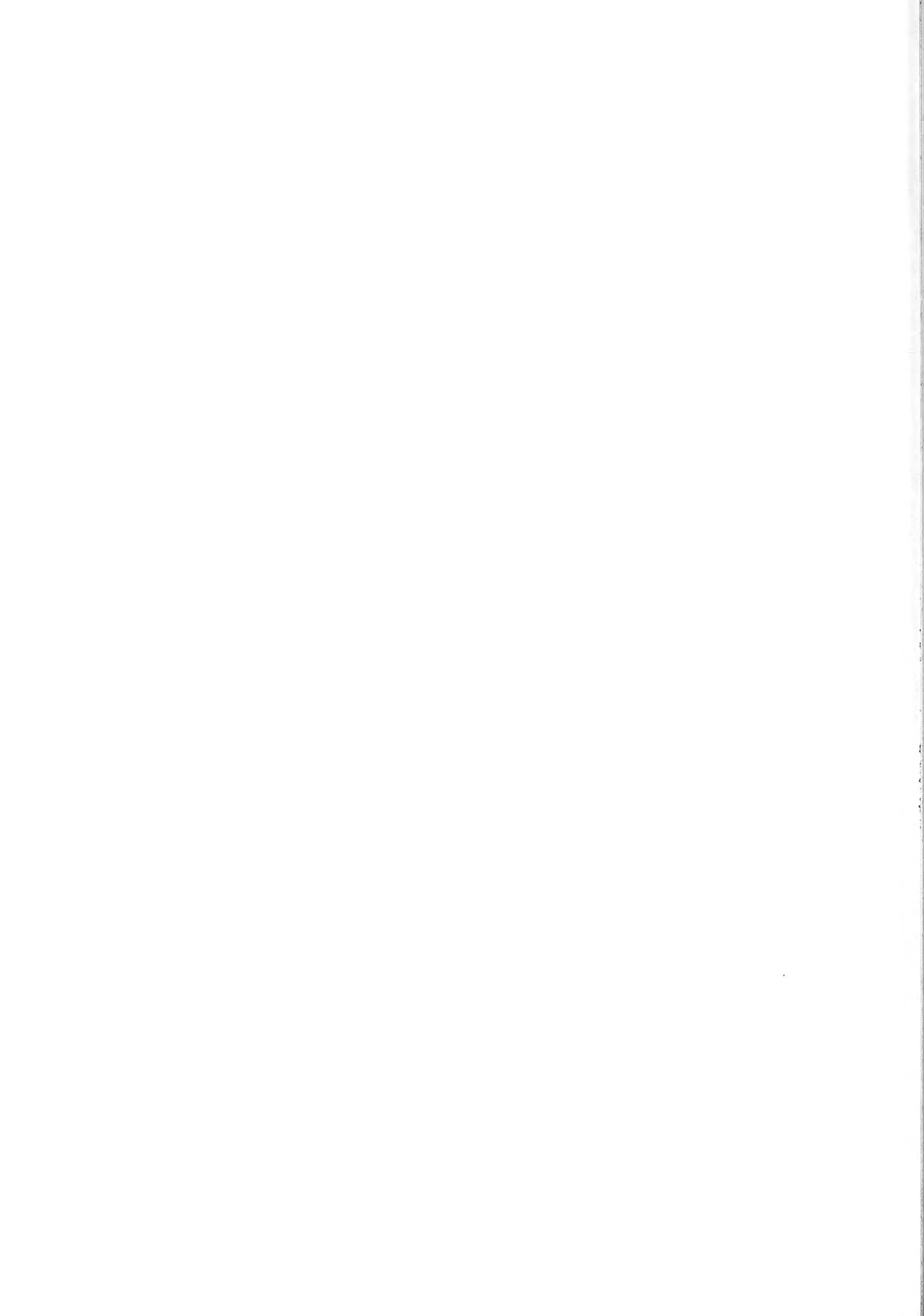
Encourage an atmosphere of competition and being first among children.

Respect the personality of each child.

Form the habit of labelling behavior as good or bad and using these terms.

Carry out routines without evident fuss, commands, or tense preparation.

Use command and expect sudden adjustment to new activity.



Do This

Not This

Avoid using pressure in introducing children to new experiences. If one child does not want to join the group he may play quietly away from it.

Have patience; children make many mistakes when they are trying to learn.

Frequent punishment is unwise; use it cautiously.

Remember that the experience play school gives can only be supplementary to life at home.

Remember it is easier to prevent problems rather than try to cure those which have occurred.

Remember that the child learns through enjoyable activity.

Give opportunity for children to express their feelings.

Offer a substitute when a squabble begins to brew over use of a toy. For example, "Can't we find a special toy for Janie?"

Set the stage and plan arrangements so that the child enjoys being with others.

Realize that many difficulties children get into are a part of growing up.

Realize that children need positive help, such as genuine praise.

Help children want to take responsibility by making certain kinds of activity fun. For example, make a game of helping them pick up blocks.

Make an issue about the child who refuses to join the group.

Blame children for making mistakes.

Believe punishment can have the opposite effect of reward.

Try to place too much responsibility for a temporary experience.

Fail to set the stage for constructive activity (adequate space for block building, etc.)

Allow dissatisfaction to be the result of activity.

Have behavior problems as a result of bottled up feelings.

Expect disputes to be settled according to adult standards.

Make sharing an issue in itself.

Scold and be cross when certain difficulties arise.

Be critical and set impossibly high standards.

Challenge his ability.



Evolving Principles or Generalizations

Because of the enormous information which is available, generalizations must be evolved. No one individual can retain more than some selected generalizations that might be expected to apply to most situations. To test the validity of a generalization, it must meet specific criteria:

- must be clearly stated
- must be true
- must be significant enough to influence behavior
- must apply in most situations

The teacher is faced with the question of how to teach principles or generalizations. This can best be accomplished by means of the problem-solving method. Case situations from filmstrips, films, and books can be presented and pupils encouraged to discuss their ideas of desirable solutions to the problem. From these solutions, a general statement can usually be formulated. The test of whether it is a generalization is to try whether it applies to two or three other, but similar situations.

After student acceptance has been achieved, the teacher should arrange that periodically these generalizations can be applied in new situations. Only through the three steps of problem solving can principles or generalizations become working knowledge for each student.

Generalizations to Support Selected Objectives

The following material presents only some of the generalizations to develop the selected objectives.

Objective

1. To better understand how growth and learning take place in young children.

Generalizations

- a. A relaxed atmosphere is conducive to learning in a play school.
- b. Young children learn by example, imitation and experimentation.
- c. The attention span of young children is short; however certain kinds of activity encourage a longer playtime.
- d. Toys can be made to encourage learning if they have the following characteristics: safety, sturdiness, suitability for age, interests, and abilities; stimulating to active participation on the part of the child.
- e. Each individual faces particular needs as he grows and matures.
- f. Simple stories about familiar things help a young child to better understand his world and the people in it.
- g. A child learns through having a variety of play materials: for large muscular development, for sensory, experience, for developing his imagination, for engaging in dramatic play, for stimulating interests.
- h. Growth and development follow an orderly sequence.
- i. Each child has his own individual rate of learning.



Objective

2. To provide a good environment for children in the play school.

Generalizations

- a. Children should not be interrupted in their play as long as they are achieving some degree of success and not interfering with others.
- b. Children like to engage in different types of play according to their particular stage of development.
- c. Young children frequently engage in parallel play.
- d. Shifting play groups are characteristic of the pre-school child.
- e. A good schedule provides for alternating periods of active and quiet play.
- f. Dramatic play will take place both inside and outdoors if appropriate materials and climate are provided.
- g. Dramatic play fosters good mental health by providing opportunity for a child to express his feelings, protest against certain conditions, and better understand adult roles.
- h. Acceptance of children by both teacher and students is the first requisite in setting the stage for constructive play.

Objective

3. To help students realize why children behave as they do, to learn to see things from a child's point of view, and thereby guide children more intelligently.

Generalizations

- a. There is always a reason why a child behaves as he does.
- b. The same behavior may result from causes which are entirely different.
- c. The same cause may produce behaviors which are entirely different.
- d. Most children are sensitive to the feelings of people in their environment.
- e. Children often appear stubborn and negative in an atmosphere of hurry and pressure.
- f. Bad feelings need to be expressed before a child can be expected to have good feelings.
- g. Children need to express their feelings but they also need guidance in directing their feelings into constructive channels.
- h. In order to help a child, it is most desirable to deal with causes rather than external symptoms.
- i. Each stage of growth has particular characteristics.

Case Situation

Objective: To better understand how growth and learning take place in young children.

Generalizations: Young children learn by example, imitation and experimentation. A child learns through having a variety of play materials: for large muscular development; for sensory experience; for developing his imagination; for engaging in dramatic play; for stimulating interests.

John is playing at the ladder bar, falls to the ground, and gets a slight scratch on his knee. It has taken John longer than the other children to feel at ease on the ladder bar. Select the procedure which you think it would be wise for the teacher to follow. Place an X to the left of the statement or statements which you choose.

1. Smile and say, "That's right; up you come," as he examines the scratch and asks for a bandaid like his mother uses at home, say "That's right, we do need some merthiolate and a bandage!"
2. Say, "Mean--bad ladder bar!" "We will play somewhere else."
3. If he cries, tell him to stop crying. When he asks for a bandage, ignore his request and scold him for being careless.
4. Show John how to hold on and swing his feet so that he will not be as likely to fall next time. With a little help, enable him to experience success.
5. Be abrupt with John while placing the bandage. Also spend time talking about how terrible this accident might have been.

Objective: To help students realize why children behave as they do, to learn to see things from a child's point of view, and thereby guide children more intelligently.

Generalizations: Bad feelings need to be expressed before a child can be expected to have good feelings.
Children need to express their feelings but they also need guidance in directing their feelings into constructive channels.

A field trip to the neighboring farm had been planned for a week and the children came to school with the intention of going. Unforeseen circumstances over which the teacher had no control prevented the group from going to the farm. One child named Kenneth, who had many pressures at home, was much more disturbed than anyone else concerning the change of plans. Following the news, he hit the teacher and started tormenting the children. Place an X in the column to the left of those sentences which you feel would be helpful to the teacher in handling this situation.

1. The teacher, after taking Kenneth to her lap, said "It looks as though you are feeling mean. It's all right to feel mean. I know you are angry with me because I told you we couldn't go to the farm today. I know how you feel."
2. The teacher said, "Let's play nicely today--you didn't really want to go to the farm."
3. The teacher has the janitor go to the special storage room early in the morning and bring a surprise which is a group of car seats for bouncing which the children have not used for a long time.
4. The teacher said to Kenneth, "You are a naughty boy because you hit the teacher and bothered a part of the group."
5. The teacher constructed the play situation with blocks in order that Kenneth might play with two children with whom he liked and got along well.

EQUIPMENT FOR PLAY SCHOOL

If kindergarten tables and chairs are available from within the system or from a near-by church school, one big problem of equipment is taken care of. If such equipment is not available, the boxes, orange crates, benches made from boards or children's chairs brought by class members, may be the answer.

Booklets of play school equipment may be of help in getting assistance from the industrial department in making some simple equipment. After several years of conducting a play school, several suitable pieces might be collected.

From the compiled list of equipment the class must decide what is essential equipment and what are some of the articles and equipment that will make the play school more interesting and contribute to the greater development of the children:

Needed Equipment

Basic Furnishings:

- Toilets equipped with step arrangement for children.
- Two to six tables.
- Twelve chairs.
- Boxes for storage toys.
- Two wash basins or washing facilities in or near the room.
- Rag rugs for resting, or placing heads on table for resting.

Play materials:

- Easel painting paper, newsprint 18" x 24", wrapping paper, or back side rolls of old wall paper.
- Easel and paint--red, yellow, and blue.
- Shelf paper and finger paint.
- Aprons or smocks which girls can make out of daddy's old shirt or plastic.
- Paint brushes.
- Old pie tins, spoons, and sifters to be used in play with marbled sand and in dramatic play.
- Dress up clothes--hats, shoes, purses, etc.
- Books and scrapbooks.
- Blunt scissors.
- Colored chalk.
- Sand or salt.
- Clay.
- Three dolls.
- Colored construction paper.
- Paste.

For outside use:

- Wooden sawhorses and kegs.
- Boards and packing cases for playhouses, boats, and cars.
- Hollow blocks (5½" x 11" x 11") for furniture or seats on trains.
- Supplementary toys to enrich block play; cigar box trains.
- Old car steering wheel mounted on a wooden block.

Transportation toys--source, cheesebox
Wedgies and standpatters--source, clothespins on wooden bases
Airplanes--source, clothespins
Sandbox made from tractor tires, plenty of shovels, pie tins,
large strainers and cans with edges smoothed
Provision for water play--large tub with floating toys
Bouncing apparatus such as old car seat

Be Resourceful

With such a variety of suggestions for equipment for the play school, the initiative and creative ability of every class member can be challenged. A class requirement might be that each member contribute either a piece of equipment or work in a committee to prepare and be in charge of some type of activity.

Securing Needed Equipment

Visit to the local junk yard

Tractor tires make excellent sand boxes and provide opportunity for parallel play. More than one tire can be used with a group of eight children. Two or three children can play in one tire.

Old inner tubes with a leak and pieces of old hose may be used for dramatic play. These materials when combined with an old pump provide excellent opportunity for children to assume various roles in dramatic play. Such activity can last for as long as twenty-five minutes with the same children participating. In fact, this activity is so popular that two sets of such material is recommended for eight or nine children.

Old car seats provide experience in active jumping and bouncing. The children will like to take turns bouncing and will enjoy playing "follow the leader."

A steering wheel or old car wheel can be mounted on a wooden block. The wheel will need a shaft 25 inches long. One-half inch water pipe can be welded on the wheel for the shaft. After the wheel and shaft are attached to a box, a crutch tip on the end of the shaft will guard against cuts from the end of the shaft. An old radiator cap on a round block of wood can be nailed to top of the box for realism. Hand tools are adequate for all the work needed to make this simple toy. An entire car without wheels can be made for \$3.00.

Visit the local paint store

Broken lots of wallpaper can be used for easel painting and coloring with crayons. Many dealers are glad to give away broken lots which they do not plan to re-stock. Old wallpaper books furnish material for paper-cutting and pasting.

Visit the school cafeteria

Obtain large size cans (No. 10) which can be used for drums. Large glass containers may also be secured for storage of finger paints, easel paints, etc.

Band instruments at little cost

Maraccas can be made by parents saving old light bulbs and the cardboard rolls from inside toilet tissue. With these two items, plus a recipe of paper mache, eight or nine instruments can be made in a short time. The socket end of the light bulb is broken off and the roll from the toilet tissue inserted. The bulb and roll are entirely covered with paper mache. When the exterior is thoroughly dry, it is necessary to beat on the light bulb section with a hammer. The last step results in an attractive sound. Girls will like to decorate each maracca with attractive paints, etc.

Rattle-paddles can also be fun. Save your coca-cola bottle tops. Another easy way is to buy enough old-fashioned roofing discs for each child to have his own paddle. Enough discs for eight or nine children would cost about fifteen cents in some hardware stores. Dimensions of each paddle should be approximately 3" x 4" and can easily be cut out of scrap lumber by the Industrial Education Department. Girls would have fun painting the paddles, nailing on the discs for each paddle, and supplying simple decorations.

Xylophones may be secured and excellent opportunity provided to experiment with sound when three milk bottles are filled with varying amounts of water and tapped with a spoon.

Drums may be made from old pieces of inner tube. No. 10 fruit cans open at both ends, a large needle, and cords for lacing. Children may bring pieces of inner tube from home which is pulled tightly over each end of the cans. These sections of inner tube are then laced between the ends of the cans.

Tambourines can be made from paper plates, jingle bells, large needle and heavy cord. Two paper plates are placed so as to have flat sides outward, joined together with threaded needle and jingle bells at both top and bottom of plates.

Toys Can Be Evaluated

Name _____

CHILD CARE

Score card for evaluating the suitability of toys for children
1 is superior; 2 is adequate; and 3 is poor

1	2	3	Score
<u>Safety</u>			
Rough edges, sharp edges and corners, poisonous paints, small pieces that can be swallowed or put in ears and nose.		Smooth edge, blunt edges, rounded corners non-poisonous paint, large pieces	

Durability

Easily broken, chipped or bent

Solid pieces, not easily chipped or bent. _____

Sanitation

Paint peels, material falls apart, fades in water

Easily washed, fast color _____

Attractiveness

Dull, muddy color

Bright, clear colors realistic (life like) in color and design _____

Suitability

Mechanical toy that is only to be watched. Fanciful.

Leads to constructive play, stimulates child's interest, makes noise. _____

Size

Too large and awkward to be handled by the child

Easily stored, small enough to be handled easily by a child but also large enough to be interesting to him. _____

Cost

Too cheap; too expensive in relation to type of toy. Difficult to repair

Inexpensive in relation to value child may derive from it. Easily repaired. _____

Construction

Wobbly, unsteady, corners ready to fall apart, loose screws

Steady, solidly built, nicely fitted in corners, tight screws. _____

SCHEDULE OF ACTIVITIES

It is advisable to have a day, or better, two days, after the play school is equipped before the actual opening of the school. During the time other committees are at work, one committee works out a schedule for the play school period. In case there are two Family Living Classes, the two-hour sessions must be dovetailed with the foods or clothing laboratory sessions. An afternoon session of play school is not advisable as it will mean that children will miss afternoon naps; however, if the Family Living Class meets in the afternoon, that may be the only time a play school can be scheduled. In this case, each class works out its individual schedule.

Example of Schedule

	<u>A.M.</u>	<u>P.M.</u>
Opening time	8:40	1:40
Nurse Inspection		
Bathroom	8:40-8:45	1:40-1:45
Drink		
Free indoor play	8:45-9:10	1:45-2:10
Rest--ready for lunch	9:10-9:15	2:10-2:15
Lunch period	9:15-9:30	2:15-2:30
Story telling or Records or Music or Movie		
Walk or outdoor play	9:30-9:45	2:30-2:45
Drink and bathroom	9:45-10:10	2:45-3:10
Ready to go home	10:10-10:15	3:10-3:15
Class members put room into order	10:15-10:20	3:15-3:20
	10:20-10:30	3:20-3:30

Preparation of Room

The arrangement of the activity centers of the play school must be given some consideration before articles begin to arrive. A rough sketch on the chalk board or on a large sheet of paper may be helpful. If an adjoining foods or clothing laboratory is available, more activity centers may be provided.

If the regular Family Living room is to be transferred into a play school, consideration must be given to the clearing out of the regular class room furniture.

ASSUMING RESPONSIBILITIES

A very important experience for the class members is to work out a class schedule of student observation and participation. After experience with several sessions of play school, it has been discovered that the play school session is more enjoyable and more profitable to the student if she participates for fifty minutes as well as observes for the same period of time.

Participation-Observation Schedule

Class members are scheduled for participation and observation before the play school starts. If there are few absences or schedule changes, the class schedule should work out quite satisfactorily. All members must understand the work involved in each job as set up. Two girls work at all jobs so as to inter-change at the end of the fifty minute period or to replace the one who is absent. A summary of duties for each job is worked out and placed on the bulletin board, thus serving as reference:

Date	Register Toilet	Lunch	Play School Schedule			Recreation Stories Records
			Housekeeping Corner	Boys Corner Large Equipment	Paints Color Clay	
Participate						
Observe						

Attendance

The registrar has an important job. She must take roll, have the sheet of names of enrollees, parents' names, and addresses and telephone numbers in a convenient place so anyone can procure the sheets in case of an emergency. She must at all times keep her eye on the school enrollment. Of course the teacher also does this, but the registrar must feel the responsibility of being able to account for each child in attendance. This last requisite means that all class members have been instructed how to call and inform parents in case of an emergency. The teacher does the calling in most cases, but students need to know what to do in case the situation arose.

Attendance Sheet

Parents' Names	Address	Phone	Age	Child's Name	Girl's Name

Role of Observers

In order that class members can derive the greatest benefit from their observation periods, they need guidance in how to observe and what to look for. The observer should be seated on a low chair so she is on a level with the children. The observer should not disturb the children's activity by her movements or conversation with other adults, either observers or participants.

Hints for Observers

The observer should remain in the background, at no time giving any indication of amusement or making comments or conversation with the children. If the child asks questions of the observer, he should be answered in a pleasant matter of fact manner.

Observations should be completed during the observation period. It might be wisest to have observation sheets turned in at the close of each observation period.

Students observing the same child might find it interesting and help to compare observations. Opportunity should be provided for the discussion of observations.

Observation Record Sheet

Since high school students need much help in interpreting their observations as well as in preparing for their participation duties, play school should meet every other day or only two days a week.

The teacher needs to be present at all times, first to be of assistance in problems pertaining to the children and secondly to observe and make recordings of student observation and participation.

Observation Record

General Instructions

The chief object of your observation is to give you a greater knowledge and better understanding of little children. You can best gain this by (1) remaining in the background, giving no indication of amusement, making no comment, and starting no conversation with the children or with others; (2) locating your chair so you are not in the way of the children, and not hiding any of the playthings; (3) not disturbing their activity by either your coming or going.

A. What does the child do?

1. How many different activities does he engage in during the period observed?
2. How long does he engage in each activity?
3. Does he play contentedly and satisfactorily with others?
4. Does he play contentedly by himself?
5. With whom does he play?
6. What toys does he use?
7. Does he imitate someone else, or do others imitate him?
8. Is he enthusiastic in his play?
9. When he changes from one play to another, what reason do you see for the change?
10. What appear to be his favorite activities?

B. To what extent can the child help himself?

1. What personal care is he able to give himself?
2. What personal care that he should give himself is done for him?
3. Does he get out his toys?
4. Does he put them away?
5. Does he often say, "Do this"?

C. How does he act toward other children? (Give specific example.)

1. Is he bossy?
2. Does he interfere with the play of other children?
3. Is he selfish?
4. Is he generous?
5. Does he show off?

6. Is he shy?
7. Is he irritable?
8. Is he quarrelsome?
9. Is he sympathetic?
10. Does he tease and annoy others?
11. Is he cooperative?

D. What guidance measures did the teacher or mother use?

1. Did she give verbal instruction?
2. Did she tell the child to stop doing something? or,
3. Did she suggest he do something else?
4. Was corporal punishment of any type used? What? Was it desirable? What other means of discipline might have been used?

What conclusions do you draw concerning the characteristics of the child observed?

PLAY SCHOOL ACTIVITIES

In this section, some activities are presented and discussed with respect to a few of their values, needed student responsibilities, and materials.

Easel Paints

- Values: Provides opportunity for gradual development of skill
Provides opportunity for the release of feelings and emotions
Provides opportunity for manipulation and experimentation
with colors
Provides opportunity for freedom of movement

Materials

- Non-poisonous, washable paint
Newsprint, wallpaper, or other large unprinted paper
Long brushes (3/4" x 1") and long handles (8")
Easel with rack and proper height
Aprons and smocks

Student Responsibilities

- Display paintings on wall with each child's name on his picture
Limit the number of children who easel paint--recommended
number to paint at one time is two
Avoid asking what child is making
Provide full colors, large paper, brushes, containers for
paint so that each child has his own equipment
Avoid hurrying children to finish

Finger Paints

Values: Opportunity for experimenting with color and messing
Opportunity for expression of feeling and release of tension
Opportunity for maximum freedom of movement
Opportunity to experience a feeling of rhythm and real satisfaction
Opportunity to directly handle material of different consistency

Student Responsibilities

Arrange adequate table space
Limit the number of children who finger paint at one time to three children
Provide proper materials: adequate supply of finger paint; paper with wax-like surface
Provide for auxiliary materials, such as mops, sponges, and water
Display painting on wall with each child's name on his own picture
Avoid hurrying children to finish
Cover some types of table surface with oilcloth
Immerse shelf paper in water or use sponge to wet paper
Smooth paper before child begins
Provide place where children may wash
Never ask what they are making

Materials

Aprons and smocks for children and students participating
Paper with slick surface
Deep pan for wetting paper
Non-poisonous paint, clear in color
Sponge for additional wetting of paper

Recipe for finger paint:

1 Cup Limit Starch 5 Cups boiling water 1/2 Cup soap flakes

Mix the starch with enough cold water to make a smooth paste. Add the boiling water and cook mixture until it is glossy. Stir in the dry soap flakes while the mixture is warm. Cool. Add vegetable coloring or powder color. Put into jars. This mixture will keep a week or longer if covered with a tight lid.

Blocks

Values: Opportunity to develop balance and coordination
Opportunity to grow familiar with sizes, weights, and shapes
Opportunity to provide basic play material
Opportunity to have experience with a medium which may stimulate dramatic play

Student Responsibilities

Enforce simple rules concerning safety in use of blocks
Point out to the children that a few may be removed from
the shelf and carried at a time as needed for building
See that children respect other people's building
Provide adequate space for building
Provide for accessory toys

Materials

Blocks and accessory toys
Cabinets for storage of blocks

Housekeeping Corner

Values: Provides opportunity for children to engage in dramatic
play and to act how they feel

Children have a chance to better understand what it is like to be big,
feel closer to adults, and look forward to assuming adult roles at a later
time. In one house corner, a little girl, who was pretending to be the
"mother," told the child who was playing "daddy" that she didn't like
pouting "daddies." The little boy from the point of view of the teacher
seemed to be in a good mood. This was not true through the eyes of the child.

Student Responsibilities

Sit near the doll house corner and be aware of what the children are
doing.
Make it possible for the child who wants to play with the group but
is unable to do so alone to be accepted.
Redirect a few children to some other activity in case the house
corner becomes too crowded.
Re-arrange the house corner at certain times.
Provide special activities, such as washing doll clothes, washing
dishes, or giving the doll a bath.
Allow their placing blankets and doll clothes on the floor, to be
picked up later
Discourage children climbing on furniture in house corner.

Materials

Old clothes, furniture made out of orange crates and boxes, dolls,
tables and chairs.
Accessory toys, such as telephones, dishes, cooking utensils

Clay

Values: Provides opportunity for release of tension through pounding, etc.
Provides experience with a solid medium and makes possible
alteration of shape and size
Stimulates constructive parallel play
Provides opportunity for children to enjoy each other, and
exchange ideas

Student Responsibilities

Set the stage in terms of adequate space and clay
Provide protection for clothing
Encourage children to use clay at table
Avoid furnishing a model for children to follow
Sit so you will be on child's level and try to enjoy the progress
of manipulation

Materials

Adequate amount of clay for each child
Aprons

Recipe for cooked clay:

Mix 1 cup flour and $\frac{1}{2}$ cup corn starch with 1 cup cold water in large bowl or pan.

Boil 4 cups water and 1 cup malt in large-based pan.

Pour boiling water slowly into bowl mixture. Return milky-looking fluid to the pan and stir on low heat until thickened (3-5 minutes). Cool and stir in 4 - 5 cups of flour. Color now if using powder paint. Separate into batches for different colors. If vegetable coloring is used, add color before flour is added. It takes a considerable amount for a good color. Knead in 4 - 5 cups of flour, until correct consistency, pliable and soft, but not sticky.

This play-dough is spongier and less drying to the hands than uncooked salt dough. It is more usable in that you can add flour to it if it draws moisture due to weather changes while stored. If it becomes too stiff with flour from use or drying, work more water into the dough. It keeps indefinitely in a covered crock, pottery jars, foil-lined tin or pliofilm bag.

Note: Takes more water for Faultless.

Dissolve Faultless in more cold water; $1\frac{1}{2}$ cup

Stories

Suggestions: Stories may be offered informally if children ask for them
See that children do not bring playthings or other books
to the story group
Children who do not wish to listen to the story can find
something else to do in the form of some quiet activity
which does not distract the story group
A check list can be a motivating device for story-telling.

Check list

"Responsibility for Storytime"

Goals for Storytime

Excellent

Average

Needs Improvement

Mechanics

1. Opportunity was provided for each child to sit comfortably in the circle and get ready to listen.
2. The student was able to hold the book so that it was within the range of each child in the story group.
3. The student seemed to have the essential points of the story well in mind.
4. The story seemed to be a part of the student as she was able to look away from the book and communicate with the children.

Selection

5. The content of the story was familiar in the every-day life of the pre-school child.
6. The children were able to enjoy the story through repetition, familiar phrases or rhythmic effects.
7. The pictures or other illustrative material contributed to the enjoyment of the story.
8. The length of the story was within the attention span of the particular age group.
9. The story was one which increased the child's ability to listen.

Feelings

10. The experience was one which seemed to be enjoyed by the student.
11. Ideas expressed by the children at the completion of the story showed appreciation, understanding or intellectual curiosity.

Goals for Storytime

Excellent Average Needs Improvement

12. The student was able to use a positive approach in the event there was likelihood of a behavior difficulty.

Music

Suggestions: Music is offered informally in connection with other activities. There may be a scheduled music period each day. Children who do not wish to participate in the music can find some other quiet activity. Children at the age of three and $3\frac{1}{2}$ years enjoy playing instruments like those in a band. They also like to march to good rhythm records. Games which provide activity related to the familiar in the environment are lots of fun when accompanied by simple piano music and singing. Interesting records can be used when a piano is not available.

Listening to Records

The following records are suggested:

Sunday in the Park
Muffin in the City
Muffin in the Country
Little Fireman
Little Grey Ponies

Source: Creative Playthings, Inc., 5 University Place, New York 3, N. Y.

Singing and Dramatic Play

Book needed: Songs for the Nursery School, prepared by Laura MacCartney. In this book there are found many interesting activities for children connected with simple piano music. Willis Music Co., Cincinnati, Ohio, \$2.50

The series of records entitled "Childhood Rhythms" is excellent for dramatic play. When familiar subjects in the child's environment are used in the musical experience, each is free to interpret the music or dramatize in his own way. Write: Ruth Evans, Box 132, P.O. Branch X, Springfield, Mass.

Again, a check list may be an incentive for evaluation and motivation of students.

"Having Fun With Rhythms"

Goals for Rhythmic Activities Excellent Average Needs Improvement

Individual Difference

1. To what extent did the activity allow for spontaneity on the part of children in the group?
2. Did the standards set by the students allow for individual differences in children?
3. Was there evidence of children becoming tired of the activity or going out-of-bounds?

Reward

4. Was there appreciation on the part of the student of the performance or contribution to the activity on the part of the individual children?
5. Was there opportunity for children to assume any leadership or offer suggestions as to the activity?
6. Did the time for rhythms give the children opportunity to express their feelings? (Release of tension)

Preparation

7. Did adequate plans seem to be made toward having arrangements in order for the activity?
8. Did students who participated with the children appear to enjoy the activity?
9. Did there appear to be enough variety in the rhythmic activity?

Type of Learning

10. Had the children learned to associate a particular rhythm with special music?
11. Did the student appear to emphasize the experience of doing rather than perfect performance?

As can be seen, this paper's purpose has been to establish the reasons for having a play school, bases for success, suggestions for operating a play school, introduction of the unit, common denominators, achievement of major goals, equipment for play school, assuming responsibilities, and play school activities.

It is hoped that these suggestions prove helpful in your preparation.

Finger Plays

Beverly's class of four-year-olds watched with eager eyes as she made a circular motion with both hands to show how little bears tumble out of bed, then run out to play. When the little bears started to run, each hand was used separately with the fingers and the hand moving. The children beamed. Before Beverly could say, "Now let me see if you can do it" the children had started making little bears tumble out of bed. Beverly noticed individual differences as some of the children were slower in remembering the movements than others. She also needed to stop occasionally and help a clumsy child. However, when they had completed the finger play, the children all chorused, "let's do it again."

The children also wanted to repeat one of their favorite finger plays. This was no surprise to Beverly. Whenever time permitted, she liked to repeat some of the favorite finger plays already learned by the children. It was fun to repeat their favorites.

For a discussion of values derived from finger plays, see the bulletin, Finger Plays and How to Use Them, by Colina.

Examples of Finger Plays:

Five Little Teddy Bears

Five little teddy bears
Snuggled in their beds
With the warm cover tucked tight over their heads
Then all at once--they tumbled out of bed
Let's go out and see the world, they said.

Little Turtle

There was a little turtle
He lived in a box
He swam in a puddle
He climbed on the rocks.

He snapped at a mosquito
He snapped at a flea
He snapped at a minnow
He snapped at me.

He caught the mosquito
He caught the flea
He caught the minnow
But he didn't catch me.

Funny Bunny

This is a bunny with ears so funny
And this is his hole in the ground
When a noise he hears, he pricks up his ears
And then he jumps into the ground.

Singing Games

For these singing games, children join hands in a circle and walk around to the music of the chorus. After the chorus, children stop and pretend to do activities in verses. Children may suggest various activities which are carried out with appropriate gestures. No attempt is made to insist that each child do exactly the same thing in the same way.

Here We Go 'Round the Mulberry Bush

1. Here we go 'round the mulberry bush
The mulberry bush, the mulberry bush,
Here we go 'round the mulberry bush
So early in the morning.
2. This is the way we wash our clothes, etc.
So early Monday morning.
3. This is the way we iron our clothes, etc.
So early Tuesday morning.
4. This is the way we scrub the floor, etc.
So early Wednesday morning.
5. This is the way we mend our clothes, etc.
So early Thursday morning.
6. This is the way we sweep the house, etc.
So early Friday morning.
7. Thus we play when our work is done, etc.
So early Saturday morning.

Looby Loo

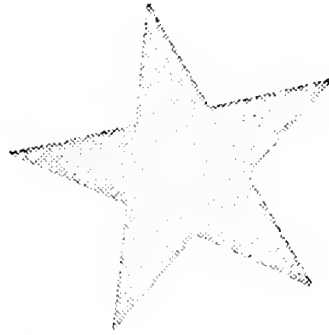
Now we dance looby loo,
Now we dance looby light,
Now we dance looby loo,
All on a Saturday night.

1. I put my hand 'way in,
I put my hand 'way out,
I give my hand a shake, shake, shake,
And turn myself about.
2. I put my two hands in, etc.
3. I put my foot 'way in, etc.
4. I put my two feet in, etc.
5. I put my head 'way in, etc.
6. I put my whole self in, etc.



ILLINOIS TEACHER

HOME ECONOMICS
EDUCATION
UNIVERSITY OF ILLINOIS



Star Feature

TOWARD RESULTS THAT COUNT IN TEACHING CLOTHING

	page
What is "Quality Teaching" in the Area of Clothing?.....	3
Consumer Education, P _x for Emotional Buying.....	13
Teaching Textiles.....	22
The Best of Care for Longer Wear.....	23
Good Grooming as Part of the Clothing Education Program.....	24
Toward Quality Teaching of Clothing Construction.....	25
Teaching Aids in Clothing.....	47
Teaching Thinking Through a Study of Clothing.....	50
Editorial.....	55

URBANA ●
ILLINOIS

Vol I No 8
April 1958

TOWARD RESULTS THAT COUNT IN TEACHING CLOTHING

Isabel Reynolds, Marseilles Senior High School
Elizabeth Simpson, University of Illinois

Frances Smith, Homemaking teacher at Valley High School, stood at the back of the school auditorium. She saw the lights dim and heard the sweet strains of "Alice Blue Gown" fill the air. Her pulse quickened as the curtains parted. The annual homemaking exhibit was about to begin. Tiny Rose Ciapella walked into view. Frances whispered a prayer for her and the others.

Rose took her place at the microphone. Her voice wavered only a little as she began, "Welcome to our annual Homemaking exhibit. As most of you know, each year we emphasize one phase of homemaking in our exhibit. Last year, it was foods and nutrition. The year before, it was child development and guidance. This year, we would like to share with you some of the things we have been learning in our study of clothing." Rose took a yellow placard from the table and held it for all to see. "The freshman girls have made skirts and blouses this year. Among other things, they have learned---" She pointed to the placard as she read, "how to use the sewing machine, how to select pattern and fabric, how to prepare the fabric for cutting, how to fit the pattern, how to place the pattern on the fabric, how to cut out the garment, how to stay-stitch, how to make darts and seams correctly, how to hem, and how to finish the garment."

Rose took a deep breath. "May we present the freshman girls wearing their own creations. First, Helen McCall in her flowered skirt and pale blue blouse. Helen will wear her new outfit to school and for family outings this summer."

A committee of pupils had planned the sequence in which the garments should appear. They had considered the difficulty of the projects, the colors and their relation to each other, and the general appearance of the garments. They had planned so that each garment would show to the best advantage.

Helen looked lovely in the pale blue that matched her eyes. The flowered cotton of the skirt was a feminine pink and blue with a touch of olive green. In her pony tail, Helen wore a sprig of blue flowers. Frances Smith smiled at this! It had been difficult for Helen to achieve one of her "developmental tasks"--that of accepting a feminine role. Her tomboyishness had persisted beyond the time when most of the girls were ready to become young women. Tonight it was evident that Helen was feeling womanly. Frances had sometimes questioned the wisdom of having a style show, but as she watched Helen, she thought, "A style show is essentially a very feminine kind of activity. It gives the girls a real opportunity to practice being ladies. I think it helps them, in some small way, to accept themselves as women." An then she laughed happily. This was an idea to be taken out and looked at a little more closely later on.

The style show progressed smoothly. The sophomores wore tailored dresses and were proud of the new things that they had learned. Setting in sleeves had presented real problems for some of the girls, but no one would know it to look at the garments. Sleeves were on-grain and fit smoothly on young arms and shoulders. Grace looked particularly attractive in her red cotton. It had been such a struggle for Grace to complete a garment.

Grace was a slow-learning 17-year-old sophomore. No hint of her low level of mental ability was in her flashing brown eyes. She was happy, cooperative, and generally well-liked by the other girls. But, when it came to her school work, Grace was always behind. Frances had demonstrated, told, re-demonstrated, and provided visual aids of several kinds for Grace. She had patiently worked with Grace in two or three after-school sessions. It had been worth it! Grace's smile was "pay" for those extra help periods. Grace had a feeling of achievement; she had learned a skill that would be helpful to her in the home that she was planning. Frances saw Grace's 19-year-old fiance applauding Grace's appearance with the vigor that her achievements deserved.

Phyllis wore her violet suit with charm. No one would ever know that it was made from her mother's old coat. Turned, cleaned, and pressed, the fabric looked like new. Frances and the senior girls had discussed the clothing needs of the family and how the needs might be met in various family situations and on various income levels. Values in relation to clothing had been considered in the serious discussions. The girls had arrived at a list of "guides to wise planning for the family's clothing needs." When the time came for pupils to select a tailoring project, Phyllis asked for a conference with Frances Smith. She explained that, in view of the fact that her father had recently lost his job, she did not wish to ask her parents for money to purchase the materials for the kind of project that was expected. Since her help was required at home, she could not even expect to earn the money. Therefore, she thought that, since she had had several very successful sewing experiences, she might be able to make-over a coat of her mother's rather than to buy new material. She explained, "I want to learn how to make a tailored garment. I think that's important, Miss Smith. But, right now, it wouldn't be right for me to ask for more than my fair share of the little bit of money that we have. Other things are more important than new materials for my suit. Mom and I talked it over. Her purple coat doesn't fit her any more and I know I can find a pattern that will work. May I do a 'make-over' project?"

Frances' eyes dimmed just a little. She felt proud of Phyllis and her mature acceptance of the home situation. With only a little extra help, self-directive Phyllis had achieved a garment that she might wear with pride. Frances knew that she was now engaged in making-over one of her own skirts for her little sister. Phyllis was on her way to becoming a responsible, cooperative adult.

Finally, the style show was over and the guests visited the other clothing exhibits--among them, an attractive display of new fabrics with information regarding their use and care, a display of various garments with "buying pointers" for each, and a pupil demonstration on the care of the sewing machine.

Parents visited with Frances. They spoke of their daughters' projects. They were pleased with all that the girls had learned. The mothers expressed appreciation for the duplicated sheets on new clothing construction methods that Frances had sent home to them.

As Frances turned off the last light in her classroom and moved to close the door, she saw the high school principal and his wife approaching. Mr. Hansen said, "May we give you a lift, Frances? Anne and I would like to have you join us for coffee on the way home. It was a big evening for you and your pupils. Anne has just put into words what I have been thinking all evening. She said, 'Miss Smith makes such a fine contribution to the school. She does what I would call quality teaching.'"

Would we not agree with the Hansens' evaluation of Miss Smith's work? It was evident that she was making a real contribution to the school and to the lives of her pupils. But this phrase that Mrs. Hansen used--quality teaching! What does it mean? Suppose we consider the meaning as applied to the teaching of clothing.

WHAT IS "QUALITY TEACHING" IN THE AREA OF CLOTHING?

If we are doing such teaching, will we not find that our pupils are:

1. Gaining new learnings.
2. Aware that they are learning.
3. Gaining personal satisfactions through an awareness that they are learning.
4. Developing self-direction in harmony with their abilities.
5. Developing creativeness in harmony with their abilities.
6. Developing a sound sense of values and realistic standards in respect to clothing.
7. Learning how to cooperate more effectively with others.

If we are doing such teaching, will we not find that the curriculum:

1. Is based on the needs of pupils, needs of society, and the needs of the local community.

The muscles grow to represent 40-45% of body weight.

The face may begin to develop unevenly, with the nose especially prominent.

Posture may be poor, usually due to self-consciousness and tiring.

Pimples and excessive perspiration are apt to be disturbing.

By 13, the rapid growth of childhood is usually finished and the changes of adolescence have begun to take place in practically every girl. The maturing of the sex glands is the most important single development of adolescent growth.

Coordination

12-13 years old

Motor control continues to develop, both in fine coordination and in total bodily skills. At 12 or 13, as at all ages, large muscle control develops first.

Fine finger control is not usually accomplished until 12 years of age or later.

Large muscle activity is on the decline.

This period may begin a time of poor coordination.

Awkwardness is caused by uneven maturing. Children who are unlike their companions in size may be very self-conscious.

Some girls this age will have a great deal more ability for sewing than others.

Senses

12 years old

The eyes of the 12-year-old can usually read 11-point type.

The average vocabulary of the 12-year-old is about 12,500 words.

The time sense of a girl this age usually has improved to the point where she begins to plan ahead and organize her time to carry out her activities. However, she is still apt to lack time sense in terms of the actual number of days or weeks it takes to accomplish a task.

13 years old

The vocabulary of the 13-year-old has grown to about 15,000 words.

Girls this age are more likely to choose color wisely than boys as many boys are color blind. Girls' color preferences are: light blue, pink, aqua, black, and red.

Line and design preferences of girls this age are: tailored dresses and suits, skirts and blouses, shorts and slacks, fluffy evening gowns.

Sensitiveness to shape, size, color, texture, etc., can be developed by good teaching. (This related to art objects, books, fabrics, etc. It is not scientifically known, as yet, whether sensitiveness can be developed in regard to choice of color, line, and design for oneself.)

Thirteen-year-old girls are very apt to start work and think of a plan later. While usually able to act promptly in an emergency, they tend to lack foresight.

By disposition, 13-year-old girls are often very excitable, impulsive, and moody. They easily feel hurried from outside pressure.

Abilities

12-13 years old

Some girls of 12 and 13 are able to plan the use of small amounts of money with skill. Most of them are interested in earning money. (Small earnings help a child to become independent when selecting clothing.)

Some 12 and 13-year-old girls are able to do very complicated tasks; others are unable to do anything but the most simple jobs.

Most girls between the ages of 9 and 13 are able to assume responsibility for caring for some of their clothes, such as shining shoes, washing socks and underwear, and ironing simple clothes.

The 13-year-old girl is apt to be doubtful of her own ability with regard to the proper things to do, say, and wear. Blushing, stammering, and trembling are common.

She usually finds it much easier to pick out becoming line and design of clothing for others than for herself.

Considering these characteristics, Fay Moeller and Katherine Tingley suggest the following guides in teaching clothing at the junior high school level:

1. A clothing project for girls this age should require a short period of time to complete.
2. Girls should not be compelled to achieve a standard of perfection which they have neither the maturity nor background to achieve. This results in making them dislike, rather than like, to manipulate materials.
3. Written directions should be simple and written in large type.
4. Most girls of this age can learn to run a sewing machine more easily than they can learn to do fine hand sewing.
5. Girls in this age group should be expected to do little fine hand sewing.
6. By 9 to 11, most girls are able to select a few articles of clothing by themselves, such as socks, hair ribbons, etc. This ability usually will increase by 13 in a girl who has had wise guidance.
7. A 12½ to 13-year-old girl needs help in choosing a pattern and fabric with color and texture suited to her coloring, size, personality, and use. (However, a teacher should not necessarily expect a girl this age to agree with her and accept her advice).
8. As girls become interested in clothing, they may be expected to hang their garments on hangers after they take them off.
9. Certain steps in sewing directions should be demonstrated: laying the pattern, cutting, marking centers, locating front and back, placing pockets, etc.
10. The girls should repeat the steps in the demonstration under supervision.
11. Most 9 to 13-year-old girls can learn to adequately appraise their own work if guided by the teacher.

In one junior high school classroom, one may see girls at several different stages of physical development. Sharon may be proud of her developing body and emphasize her new curves by her choice of dress or sweater. Helen may hunch her shoulders in embarrassment to hide the fact that she is maturing. Elaine, who is a bit slow in developing, may wonder whether or not she is "normal."

One homemaking teacher regretted her choice of a model in demonstrating how to take measurements for a dress. She asked toothpick-thin Vera if she would stand before the class and have her measurements taken so that the methods might be shown to the group. She stood behind Vera and suggested at one point, "Place the tape over the fullest part of the bust." There was a moment's silence before Vera said in a tiny voice, "There isn't any." Obviously, a model of about average height, weight, and physical maturity for the group would have been a better choice.

Thus far, we have concerned ourselves with the characteristics of the junior high school pupils that have implications for the teaching of clothing. What of those a bit older, the 14 to 16-year-old girls, and the 16 to 18-year-olds?

Fourteen to Sixteen Years

<u>Characteristics*</u>	<u>Implications for the Teaching of Clothing</u>
Interested in being healthy	Health as a basis for attractive personal appearance may be emphasized
Period of rapid growth and development	In clothing construction, garment must be completed in a reasonable length of time or pupil may outgrow it before it is completed (also true at junior high level) Pupils may need help in accepting new bodies. Kindly, understanding attitude on part of teacher will help
Very conscious of smells. Heavy perspiration a problem for many.	Provide information about deodorants and non-perspirants.
Enormous appetites. May suffer from digestive disturbances, poor skin condition.	Emphasize importance of diet and cleanliness in attractive appearance. Teach causes of poor skin condition at this period.
Improvement in physical coordination.	These pupils are ready for somewhat more demanding sewing projects as they are better able to achieve the kind of results that they desire.
Cliques are likely to develop.	Use sociogram as basis for organizing <u>first</u> work groups. Gradually make <u>changes</u> in groups so that eventually everyone in the class has an opportunity to work with everyone else.

*Most of the characteristics taken from How Children Develop, by Faculty of the University School, Ohio State University, 1949.

Although the individual is striving for independence, he still clings for security to some of the standards set up by adults, and still needs the security of an understanding adult.

An accepting attitude toward the pupil is important. Teacher-pupil sharing will provide opportunities for pupil to share in decisions that affect him.

Hold to certain limits on pupil behavior. Limits help provide needed security.

Treat pupils with same respect that would be accorded an adult. A cheery greeting and smile from the teacher at the beginning of the period helps set the stage for a good learning situation.

Especially anxious to conform to standards of age group in matters of dress, dating, and allowance.

The teacher should not feel that she has failed in her teaching if the pupil selects a pattern or garment that is not especially becoming but is what everyone else is wearing.

Most pupils of this age will not reject the idea of using the same pattern for all in the clothing construction unit of study. They will like some variety in fabric or trimming.

These children desire the privileges of adulthood, but still find it difficult to accept the responsibilities and personal discipline which go with these privileges.

Be patient, give reminders of responsibilities that must be met. Expect them to "come through."

The social value of physical attractiveness grows in importance during these years. Personal tidiness has become a matter of importance, where it was formerly held in disfavor.

Teaching along the lines of grooming and dress will be readily accepted.

These adolescents show a growing concern for their immediate environment. The more mature ones develop greater understanding of their school and begin to investigate such problems as adequacy with which the school serves the community, pupil-teacher relationships, and how a school can be better known.

Pupils of this age may especially enjoy arranging for a pupil-parent-teacher planning session, organizing and presenting a style show, and planning and arranging an exhibit to acquaint the community with their work or to present new information to community members.

Sixteen to Eighteen Years

Characteristics

They continue to have large appetites. The girls become interested in diet and exercise because of their weight and figures.

Some of these young people feel awkward and embarrassed because of their increasing size, skin eruptions, and body odors.

The physical co-ordination and dexterity of these young people equals or exceeds that of most adults.

They are engaging in a variety of social and recreational activities.

These young people seek to establish themselves as independent and mature persons.

They usually become more interested in personal appearance and in the many ways of making the best of what they have.

Implication for the Teaching of Clothing

Ask a medical doctor to speak to the pupils on the subject of dieting.

Arrange with a qualified physical education teacher for a cooperative lesson(s) on exercise for pupils of this age.

Be accepting of them as they are.

Don't presume to "solve all of their problems for them." Frequently what the teacher may perceive as a problem is not a problem to the person herself. (Frequently you may help most by being an accepting listener.)

Provide reading materials that will help them understand their physical changes.

Continue to make information on matters of personal grooming available.

They are usually able to undertake more complicated sewing projects.

Interest in correct dress for the occasion is high.

Most of them are able to assume a high level of responsibility in the classroom. If they have had previous experiences in sharing in planning, carrying out plans, and evaluating, they are now able to participate in a very mature way. Such experiences will help provide the opportunities for choice-making and recognition that are needed.

Selection of clothing for becomingness, as well as conformity to the group, may be taught and will probably be better accepted at this level.

Since personal grooming was probably taught at an earlier level, class time should probably not be taken for further study (in most situations) but references on an adult level may be appreciated.

All of these young people continue maturing in ability to reason. Sometimes they demonstrate an unusual quality and depth in abstract thinking and problem solving.

Provide opportunities for problem solving experiences in the clothing unit. (See a later section of this article for suggestions)

* * * * *

We are keenly aware that space has permitted only a rather superficial treatment of the characteristics of adolescence and their implications for the teaching of clothing. We have tried to include those characteristics that seemed to us to be especially relevant to the teaching of clothing in the junior and senior high schools.

Understanding Social Change--A Prerequisite to Quality Teaching

A teacher needs to understand her pupils, their characteristics, problems, needs, and interests. These serve as bases upon which curriculum decisions are made. She also needs to understand the society in which her pupils live, for the needs of that society also serve as a basis for curriculum decisions.

In Principles and Procedures of Curriculum Improvement, (Ronald Press, 1956), V. E. Anderson lists nine social changes that have implications for educational programs. In this section of our article, those changes that are of particular interest to the teacher of clothing are listed along with some implications for teaching in this area.

* Increased production of goods

In the clothing area, we find many new fabrics and finishes on the market. Keeping up-to-date in this area is a real challenge to the alert homemaking teacher. There are many choices of fabrics on the market, which means that we must educate pupils to make wise selections from all that is offered them. Patterns have been improved and a wide variety of styles is available; therefore, pupils will need guidance in making wise selections and we teachers will need to keep our instruction up-to-date in terms of both fashion and the adequacy of the direction sheets that come with the patterns.

There are many types of sewing machines on the market. Therefore, the homemaking teacher will inform herself regarding the various machines and will make the information available to pupils and parents. She may wish to use a resource person to demonstrate the operation and care of a sewing machine--particularly if it is a new model.

A wide variety of ready-to-wear garments is available in the stores. Consumers need education for wise selection of clothing.

* The modification of the home from a self-sufficient family unit to one of interdependence

Again, since the family is very largely dependent upon outside sources for the goods required for its existence and operation, the need for education for wise consumer buying is emphasized. In addition, pupils may need to increase their appreciation for work that was formerly done in the home. Visits to plants where goods to supply our clothing needs are produced may provide valuable learning experiences.

* More reading matter

We can find up-to-date information on styles, textiles, construction, and every other phase of clothing. One task of the teacher is that of keeping her reference materials up-to-date. Another is that of making certain that the materials provide reliable information. In addition, she must help her pupils learn how to discriminate between the reliable and unreliable sources of information.

* An increasingly skillful use of propaganda

One evidence of this is seen in the area of advertising. We are bombarded with appeals to purchase various products--via television, radio, newspapers, magazines, signboards, and the movie screen. Subtle appeals to our "hidden desires" are made--as well as the more blatant appeals to our conscious wants. Our responsibility is very clear. We must help our pupils learn how to evaluate what they read and hear and to make their selection of products with their intelligence rather than with their emotions.

* Advancements in the field of medicine

This social change has been a factor in the increasing life span. There are more older people in our society. Their needs should be taken into account in planning a homemaking education program for adults. Various phases of clothing instruction will interest these more mature adults, among them, clothing construction for themselves and other family members, clothing selection--perhaps on a reduced budget, and leisure time sewing activities.

Advancements in the field of medicine have also resulted in the conservation of human lives that might have been lost in less enlightened days. However, related to this, is the fact that we have more physically handicapped people in our society. This means that we may have to adapt our instruction to meet the special needs of pupils with physical handicaps. Sewing machine manufacturers are making progress in the development of machines especially adapted for these pupils.

* Increased amount of leisure time

If people are to have more leisure, we will need to educate them to make wise use of this free time. Since so much of necessary goods is produced outside the home, homemakers may fail to find desirable creative satisfactions in much that they do. Such satisfactions may be obtained through clothing construction activities; thus a "mental health need" may be met when the homemaker uses her leisure for sewing.

Perhaps more leisure will result in more activity of a social nature and the consequent need for planning clothing for various social occasions.

* Progress in transportation

Mobility is characteristic of life in our country. This means that we need clothing that meets the special requirements for travel. As homemaking teachers, we have the responsibility for teaching our pupils how to select such clothing, how to pack clothing, and how to care for it.

Progress in transportation has also brought the people of different countries closer together. One way in which we may gain understanding of people of other countries is through learning about the food they eat, the music they enjoy, the customs in their homes and schools, and the clothes that they wear. If we have students from foreign countries in our schools, they might enrich our classes through their contributions regarding the way of life in their countries.

* * *

We have not aimed at making the foregoing discussion of social changes and their implications for the teaching of clothing a comprehensive one. It is merely suggestive. You will think of other ways in which these changes have meaning for the teaching of clothing.

In the following sections of the article, consideration is given to selected phases of clothing and methods of teaching each.

CONSUMER EDUCATION, R_x FOR EMOTIONAL BUYING

We are indebted to Mrs. Wilda Ash, Homemaking teacher at Wenona, Illinois, and graduate student at the University of Illinois, for the title of this section and many of the ideas presented. Mrs. Ash read widely on the topic of motivation research, interviewed department store managers and buyers in the Champaign-Urbana area regarding the types of appeals to which consumers are most susceptible, and talked with the instructor of a University course in advertising layout in preparation for writing a paper on this subject.

Vance Packard's recent sensational book, The Hidden Persuaders, has given us an increased awareness of the motivations for buying and the way in which consumers are sometimes manipulated, through their hidden desires, to purchase various products. He states that, "Motivation research is the type of research that seeks to learn what motivates people in making choices." It is concerned with people's behavior in respect to advertising, marketing, and communications. This kind of research was developed when it became evident that simply asking people about their reactions to a product or an advertisement was inadequate as a basis for predicting consumer activities.

Of motivation research, F. J. Van Bortel, in his article, "Motivation Research and the Confusing Consumer," in the January, 1956 issue of the Journal of Home Economics, says:

"Why do consumers say they want one thing and then buy another? Just how can the research scientist get beneath the surface? How does he go about getting at the real wants and desires?"

"Motivation research came into being when research scientists began to look around for tools and techniques to answer these questions. These tools and techniques collectively called motivation research have come largely from the social sciences. Originally, these psychological tools were developed for the purpose of getting a better understanding of people and the reasons for their behavior."

"The basic facts that gave rise to the study of psychology are also fundamental to motivational research: Sometimes people do not want to reveal why they feel as they do, and sometimes they simply are not aware of their reasons. In either instance, special methods must be used to obtain this kind of information."

The "special methods" of motivation research as described by VanBortel include depth interviews that "are used to bring to light certain hypotheses or hunches about basic consumer attitudes toward a particular product," and projective techniques of various types. The latter, according to VanBortel, are "largely adaptations of such psychological devices as the Rorschach (ink blots), the Thematic Apperception Test (TAT), the Sentence Completion Test, word association, figure drawing, and a variety of others."

In addition to these methods, the more traditional market research methods of structured questionnaires and interviews are being used to ascertain the "whys" of customer choices.

Information regarding consumer motivations, obtained through the use of various methods, has been put to use. We see the results all about us!

Shoe manufacturers sell us "lovely feet"-rather than shoes. Just notice the shoe advertisements in your magazines and newspapers. The motivation research people found a significant amount of narcissism in personalities; hence, this type of appeal. Also, notice the use of this appeal in advertisements for lingerie and foundation garments.

It was found that a woman's desire to look and feel feminine motivates her to purchase products that satisfy this desire. This type of appeal may be seen in advertisements for clothing, cosmetics, toilet tissue--and even laxatives.

"Snob appeal" is used in advertisements for automobiles, clothing, and even certain beverages and chewing gum. It was found lacking in effectiveness when used in promoting dog biscuits--since most people who have dogs own un-snobbish mongrels.

Vance Packard reports that a study by Louis Cheskin of the Color Research Institute tried to isolate the motivations working inside a woman as she selects an evening dress. He says that, obviously, functional need for the dress did not really count in such situations. One of the most frequent comments of a woman in this buying situation was that she just loved the dress, which he interpreted as related to the libidinous drive.

"Psychological obsolescence" is an approach used in selling us many products that we do not actually need. Examples in the clothing field are numerous. Mrs. Ash found that the buyers of clothing in the Champaign-Urbana area, whom she interviewed, were unanimous in their opinion that something new sells easily, even if the customer has much more than an adequate supply of clothes. Witness our purchase of pointed-toe shoes while perfectly good round toes gather dust in the back of the closet. And the new, stylish feeling of the chemise that we purchased to wear in preference to our tried-and-true (and probably more becoming) dress with the fitted top and easy skirt.

Desires for leisure, ease, and comfort have been found to motivate people to purchase various products. For example, one manufacturer of home permanents appears to rely heavily on this type of appeal. A rather lengthy TV commercial plays up the ease of using his product.

Studies concerned with color choices of consumers seem to lead to the conclusions that, in general, women are attracted to red and men to blue. Notice how these colors are used in the advertisements and in packages and wrappings. Baby blue is the "selling" color for baby products. Pink is the preferred color for cosmetic wrappers.

Packaging influences customers' choices of products in various ways. Attractive color, convenience, and ease of handling are all considered important. Also appealing to the consumer is change. The idea, according to Business Week, is for the manufacturer to change his package as often as he switches advertising copy. Robert Bendiner, in an article in The Reporter for April 17, 1958, points out that Revlon follows this guide and changes its cosmetic packages every time its scientists discover a new lipstick color like "Kissing Pink!"

Only a few of the findings of motivation research have been mentioned here. For further information, read the references listed at the end of this section.



One homemaking teacher was convinced that, if her pupils knew the kinds of emotional appeals being made to consumers, they might make their choices more intelligently and be less swayed by their emotions. Therefore, she found advertisements that exemplified the various types of appeals. She mounted each on a page of an inexpensive newsprint pad. This teaching aid was used in presenting a report on motivation research and the results to her pupils. Pupils were much interested and had many questions. Following is a list of the kinds of advertisements that she included:

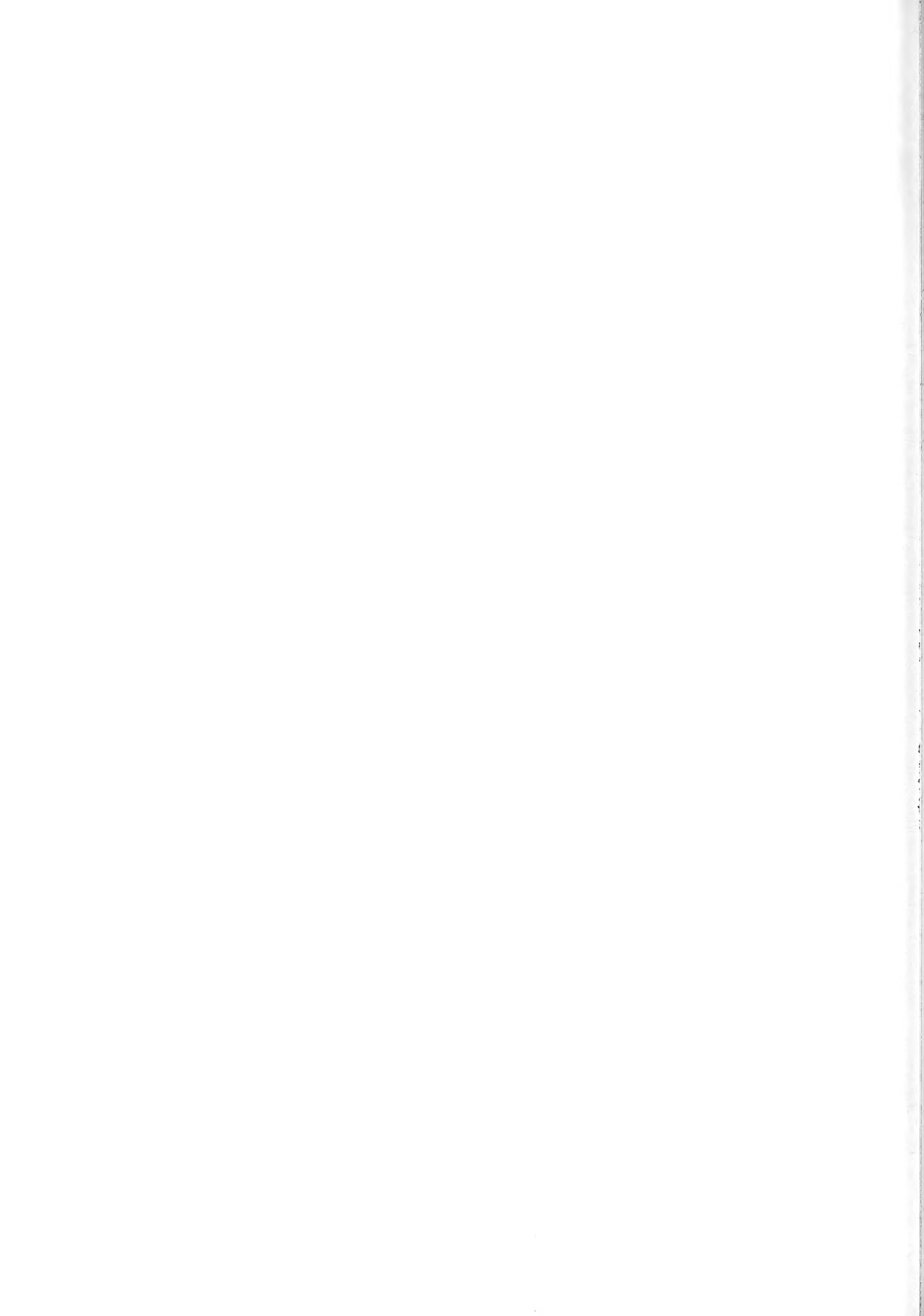
1. A shoe advertisement which appeared to aid at selling "pretty feet" rather than shoes. Very little information about the shoe was given.
2. An advertisement for a well-known bra. "I dreamed I was a --- in my --- bra." G. H. Smith, in his book, Motivation Research in Advertising and Marketing says that, "One can be sure that the girl in the ... bra acts out some important need on the part of the female readers."
3. Food advertisements using the colors of yellow, brown, and orange -- found to be "selling colors" for foods.
4. An advertisement for a pink soap in a pink foil wrapper. Pink is the color that appeals when the customer is interested in cosmetics. This same ad emphasizes "comfort and luxury."
5. A baby-pajama ad making liberal use of "baby blue."
6. An ad for sanitary napkins. This ad featured a red coat - red to catch a lady's eye. It also emphasized the femininity of the fabric used and made use of a sentence completion technique: "---- because ." You are almost forced to complete the sentence.
7. Two ads for men's products - shaving lotion and hats. Blue to catch the man's eye was featured in both. A cold outdoor scene with much blue and aqua gave one the feeling of coolness that men probably like in connection with a shaving lotion. The hat ad showed a lovely Indian girl in a blue sari standing behind the man in his brown hat with a dark bluish band.
8. The idea of "psychological obsolescence" was shown in two ads - one featuring a lipstick ("In a moment every other lipstick will be old-fashioned.") and one promoting a detergent ("It's new. It's pink.").
9. A home permanent ad appealing to our desire for comfort and ease. "Just brush out and go out - no re-setting!"
10. "Snob appeal" ads featuring automobiles and a beverage. "We're not wealthy...we just look it!"

11. An advertisement for a well-known soup appealing to our desire for participation. "New idea for creative cooks - Make a new soup from two soups!" (You pour two cans of soup together and heat them.)
12. An ad for a foundation garment with an appeal to narcissism. "...knows every beautiful scene-stealing way to keep you the center of the stage."
13. A cigarette ad featuring the kind of "relaxed and virile" man with whom men apparently like to identify. Anyway, it seems that his rugged good looks and tattooed hand have helped increase the sale of a cigarette.
14. An ad showing a teen-age pajama party. Four manufacturers have combined their efforts to get the teen-ager's dollars. The motivation researchers have found that the teen-ager has a considerable amount of spending money; we may expect that more and more sales pitches will be aimed at the young consumer in an effort to develop the kind of buyer who is easily swayed by emotional appeals.

After the teacher reported to her pupils on the motivation research studies and how the findings are being put to use, the pupils were assigned to bring an advertisement to class and analyze the type of appeal and the kind of helpful information provided. Finally, the pupils and teacher arrived at the following guides in respect to use of advertisements by the consumer:

1. Advertisements are helpful buying guides when they present information about a product that will help us make a wise choice rather than mere appeals to our emotions.
2. If we are aware of the factors that indicate quality in the products that we buy we are less likely to be influenced by appeals to our emotions.
3. If we plan our purchases carefully, we are less likely to be influenced by the emotional appeals made by the sales promoters.
4. Since periods of loneliness, stress, and crisis are periods when we are more likely to do impulse buying, we should be conscious of our emotional states and avoid being unduly influenced by the "hidden persuaders" in the advertisements.

With the foregoing guides in mind, the teacher gave the pupils several case situations involving the purchase or anticipated purchase of garments. The pupils discussed the situations and the ways in which these guides might be applied.



One of the case situations follows:

Cindy is looking forward to college next fall. She and her mother have decided that purchases of clothing made during her senior year of high school should also be ones that are suitable for college wear.

Cindy plans to make the following purchases this spring: a coat that will be suitable for spring and fall wear, a cotton school dress, and a purse for general use.

What procedures should Cindy follow in planning and making her purchases? How do the guides that we developed apply to this situation?

Other Learning Experiences for Consumer Education in Clothing

The following list of learning experiences for consumer education in clothing was adapted from a list developed by Mrs. Wilda Ash after she had made a rather extensive study of the ways in which sales of clothing and other products are promoted.

Suggested Learning Experiences for Consumer Education in Clothing

- A. A check list to help determine individual and community buying practices.
- B. Cooperatively prepared bulletin board with the title, "More Sense--More Dollars." The purpose of this would be to motivate interest in the unit. Problems which might be typical of the students' could be written on the bulletin board.
- C. Advertisements collected by both students and teacher could be studied to analyze their appeals. This should help the student learn to recognize what constitutes a reliable advertisement.
- D. The girls could be asked to bring in examples of good or poor buys in their own clothing. Analyses could be made of the reasons why the purchases were satisfactory or unsatisfactory and generalizations about making clothing purchases formulated.
- E. One day might be termed "White Elephant Day." Each student could be asked to bring in something from her wardrobe which was in wearable condition but which had not been worn recently. Then an analysis could be made to learn how wardrobe misfits might be avoided.
- F. Following a wardrobe inventory, each girl could decide on one purchase she needed to make. Then role-playing situations could be set up in order to show good and poor practices to follow in purchasing these articles.

- G. Shopping field trips could be planned to give the girls the real experience of buying the articles they need. A store buyer might explain some reliable practices in buying.
- H. If it is evident from analyzing the data obtained through use of the check list that a great deal of shopping is done by mail, sources used could be brought in and this method of shopping evaluated. Again, the girls should, if possible, have something in mind that they actually intend to buy.
- I. The students should have an opportunity to study and evaluate a collection of labels. Motivation for this phase of the unit might be to select garments which are the current teen-age craze. The class could then be divided by interest in a particular garment. Each group could draw an attractive label which would be the best for the particular garment they are interested in buying. The labels could be utilized in a bulletin board with a title such as, "Good-Bye---Poor Buys."
- J. Some time might be spent on preparation for buying men's clothing. Each student could select an appropriate gift for a male member of the family. Guides for selecting various articles of men's wearing apparel might be developed.
- K. Buzz session might be held on various family problems involving clothing purchases, for example:
1. Should the same amount of money be spent for clothes of each member of the family?
 2. Should a teen-ager be allowed to select her own clothes without advice from the family?
- L. For evaluation, the following suggestions might be used:
1. Report on a clothing purchase made since the unit started and the buying principles that were applied.
 2. A written test with problem-solving situations that call for an application of the generalizations taught.
 3. An assortment of advertisements and labels to be evaluated by the principles learned.
 4. A display of poor purchases with the students giving buying principles which had not been followed.
 5. Articles written for the school or local newspaper on such topics as:
 - a. Stretching the Clothing Dollar
 - b. When Is A Bargain Not A Bargain
 - c. Labels and Buying Practices
 - d. Buying Tips for Teens

Recent Illinois Studies Emphasize the Importance of Teaching Consumer Buying of Clothing

A recent study carried out by the homemaking teacher at Marseilles, Illinois High School was a survey of parents' and pupils' opinions regarding what should be taught in the high school homemaking program. Consumer buying of clothing was considered by a very small minority of parents only as unessential. Fifty per cent or more of the homemaking pupils in all four high school classes and a similar proportion of parents thought that it should be taught at both junior and senior high school levels.

In a study of clothing practices of approximately 1000 Illinois families, with adolescent daughters, the question was asked, "What person or persons usually do the buying of clothing in your family?" Thirty-four per cent responded that the mother and daughter together usually select the clothing. Twenty-six per cent reported that "each selects his own but gets approval of some other family member." Twelve per cent stated that mother and father together buy the family's clothing. Seven per cent said that "each person buys his own independently" and "all family members shop together, especially for large purchases." It is apparent that, to a considerable extent, the teen-age daughters shared in family clothing purchases. This emphasizes the need for education that will prepare them for assuming this responsibility.

Mothers, also, probably need adult education (either through formal classes or through non-class activities) which will help them to shop wisely. Perhaps a series of lessons on "Today's Clothes and Fabrics" would meet needs for many homemakers.

In this same study, when asked, "How is the amount of money spent on the family's clothing usually decided?" the homemakers who responded to the questionnaire used in the study responded in this way:

93% reported that no amount is decided. Family members buy as needed.

2% said that a certain amount is decided upon; then each person uses his share.

5% indicated that a certain amount is decided upon; then each person buys what he needs.

This seems consistent with the findings of other studies--that little pre-planning of family expenditures is done. The need for teaching pupils how to do such planning is emphasized.

Seventy-two per cent of the mothers reported that the clothing of the teen-age daughter usually costs more than that of any other family member. This raises an important question: Does the teen-age daughter need some help in recognizing that other family members have clothing needs, also?

The findings mentioned in the foregoing paragraphs of this section seem to emphasize the need for a study of consumer buying of clothing. This might be taught as a separate unit of study or the plan employed in the Chicago high school homemaking departments might be used. In the Chicago city schools, consumer buying is integrated with a study of clothing construction. For example, when pupils make a blouse as a first clothing construction project, they also study the quality features to look for in a ready-made blouse. They compare the cost and quality of similar blouses purchased ready-made. Consumer buying is related to other clothing construction projects in a like manner.

Following is a list of references on motivation research that will be interesting and helpful to the teacher of high school and adult homemaking classes:

Books

Cole, Robert H. Consumer Behavior and Motivation. Urbana, Illinois: Bureau of Economic and Business Research, College of Commerce and Business Administration, University of Illinois, 1955.

Editors of Fortune. Why Do People Buy. New York: McGraw Hill Book Company, Inc., 1953

Packard, Vance. The Hidden Persuaders. New York: David McKay Co., Inc., 1957

Smith, George H. Motivation Research in Advertising and Marketing. New York: McGraw Hill Book Co., Inc., 1954

Magazines

Changing Times. "Ads and Advertisers" (April, 1957) p.29

Changing Times. "Do You Buy on Impulses?" (January, 1956) pp.13-19

Changing Times. "How to Spot a Bargain" (March, 1956) pp.7-10

Changing Times. "Slick Schemes to Sell You Things" (September, 1956) pp.7-12

Consumer Report. "Beware of the Fraudulent Markdown." (September, 1956) p.460

Consumer Report. "Some Notes on Selling (And Buying)" (September, 1955) pp.435-437

Consumer Report. "Teen Age Consumers" (March, 1957) pp.139-142

Consumer Report. "What Happened in the Market Place" (January, 1957) pp.43-47

Fortune. "Motivation Research" Stryker, Perrin (June, 1956) pp.144-148 and 222-232

Journal of Home Economics. "Consumer Motivation Reconsidered" Hoyt, Elizabeth E. (November, 1956) pp.681-684

Journal of Home Economics. "Motivation Research and the Confusing Consumer" VanBortel, F. J. (January, 1956) pp.22-24

Journal of Home Economics. "Social Climate of Decision in Shopping for Clothes" (February, 1954) pp. 86-88

Printer's Ink. "Sell A Woman, Sell Her Family" (July, 1957) p.14

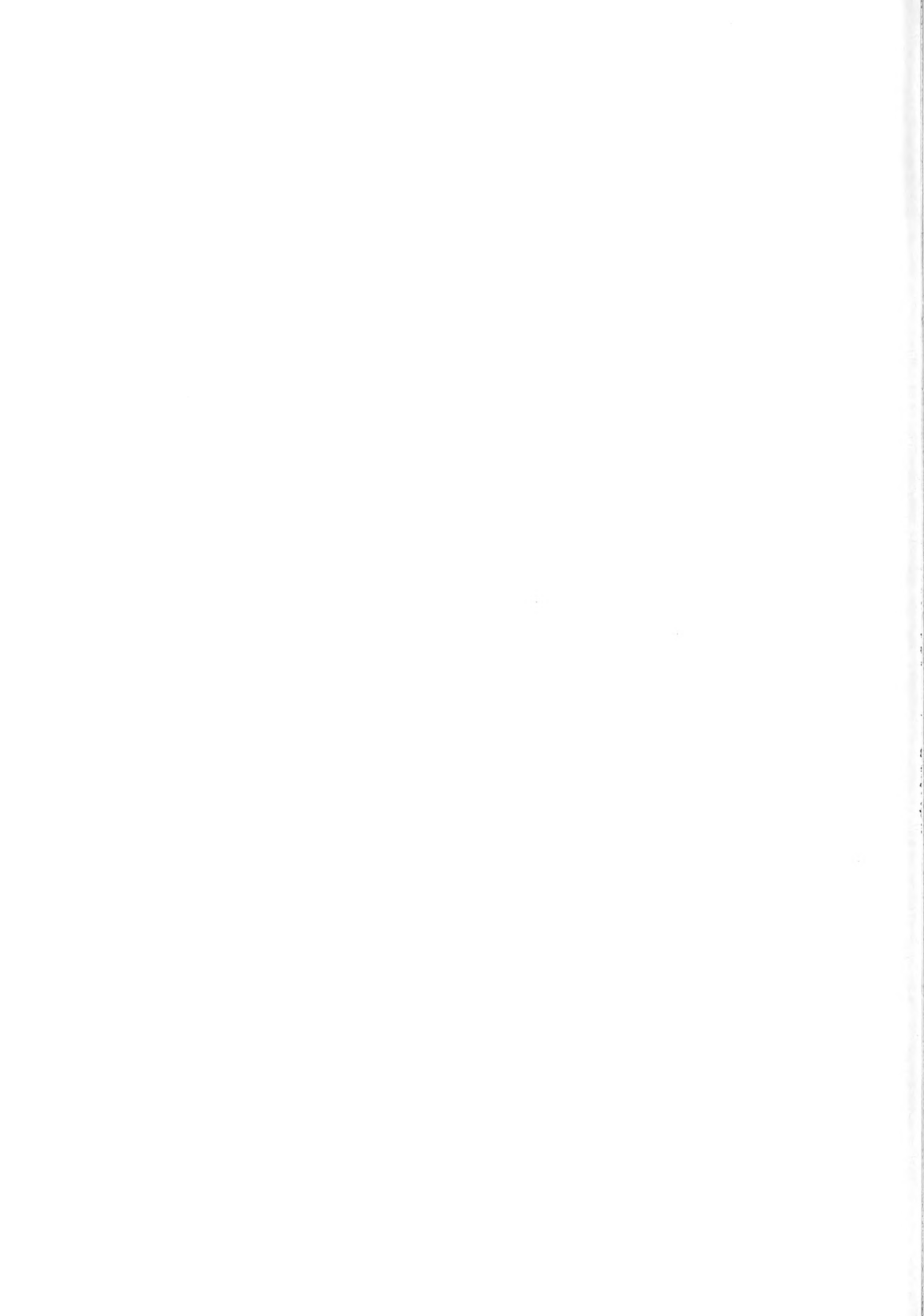
Saturday Review. "Beware the I. T." (August 3, 1957) p.22

The Reporter. "It's All in How You Wrap It" Bendiner, Robert (April 17, 1958) pp.3-12

TEACHING TEXTILES

A study of textiles may be integrated with a study of clothing buymanship and clothing construction. The following suggestions for learning experiences related to textiles were developed by Esther Rupel, a member of the Clothing staff at Purdue University.

- * Gain understanding of term, spinning, by spinning a thread from absorbent cotton.
- * Count the ply of yarn found in various weights of thread and yarn.
- * Take the thread count of swatches of cotton fabrics to compare quality.
- * Make paper samples of various types of weaves.
- * Perform simple tests for discriminating among various textile fibers.
- * Perform simple tests for discriminating among various qualities of textile fibers.
- * Compare the hand and drape of various swatches of fabric.
- * Compare effect of pleating and gathering on texture and design of swatches of fabric.
- * Compare finishes of various textiles.
- * Demonstrate methods of dyeing small pieces of cloth by using simple block prints, paraffin resist, or tie-and-dye techniques.
- * Identify fibers and fabrics that classmates are wearing.
- * Identify an "unknown" sample of a fiber.



- * Plan a game for identifying samples of fabrics.
- * Prepare an exhibit of labels that refer to fiber content or fabric.
- * Use flip charts of different fabrics classified for easy identification.
- * Compare effects of wear on various fabrics.
- * Prepare a swatch page of fabrics suitable for each construction project.
- * Prepare a swatch chart of interfacings suitable for a tailored project.
- * Take a field trip to a department store to study fabrics.
- * Plan a construction project; use a fabric which you have not used before.
- * Do a library research project on new fibers, fabrics, and finishes.

THE BEST OF CARE FOR LONGER WEAR

Perhaps thrift is an old-fashioned virtue. Even so, many of us would agree that it is a virtue that should be taught in our homemaking classes. One way in which we can achieve this end is by teaching pupils how to care for their clothing - how to wash sweaters, blouses, socks, and hose; how to patch and mend; and how to darn. Care and repair of clothing results not only in longer wear, but also in more attractive wear.

Younger pupils, who are just beginning to assume responsibility for their own clothing, will profit from instruction in simple laundry procedures, pressing, and mending. The older pupils may be taught family laundry techniques and care and repair of clothing for different family members.

Senior pupils in one high school homemaking class enjoyed seeing a demonstration of family laundering. A homemaker who was known to observe good laundering practices demonstrated on a day when the pupils had a study hall period following homemaking class. They were excused from the study hall and were able to learn a great deal about doing the family's laundry in the double-period.

A trip through a dry-cleaning establishment may be a rewarding experience for pupils. In one such establishment, the owner-manager spoke to the pupils on, "What I wish my customers would do." He gave such practical suggestions as: "Write the name of any stain on your garment on a slip of paper and pin it over the spot, so the dry-cleaner will know what type of spot-remover to use."

Care of shoes and other accessories might be demonstrated by pupils after they have read on these topics.

A mending kit for pupil use might be placed in a convenient spot in the homemaking room. One teacher hangs a gay red pincushion near the bulletin board. It holds safety pins, straight pins, and needles with black and white thread.

Rather than repeat lessons on basic care of clothing for older pupils (who, unfortunately, sometimes give little evidence of having learned these lessons), it is probably wiser to make available to pupils pamphlets and booklets on clothing care, stain removal, etc. If needs in this area are very evident, student attention may be called to these references.

GOOD GROOMING AS PART OF THE CLOTHING EDUCATION PROGRAM

Grooming may be taught as a separate short unit or it may be integrated with the teaching of clothing construction. A Chicago high school homemaking teacher explained to one of the authors that she always teaches grooming in relation to the clothing construction project.

That is, after the pupils' garments are completed, they and the teacher discuss "wearing the garment to best advantage." The girls are helped to realize that good grooming will contribute much to the appearance of the garment they have made. Then, they are ready to study related phases of personal grooming. For example, after pupils have completed a blouse, they are ready to study deodorants, depilatories, and the importance of a correctly fitted bra. In relation to the skirt project, the importance of a well-fitted girdle to the appearance of the skirt is emphasized.

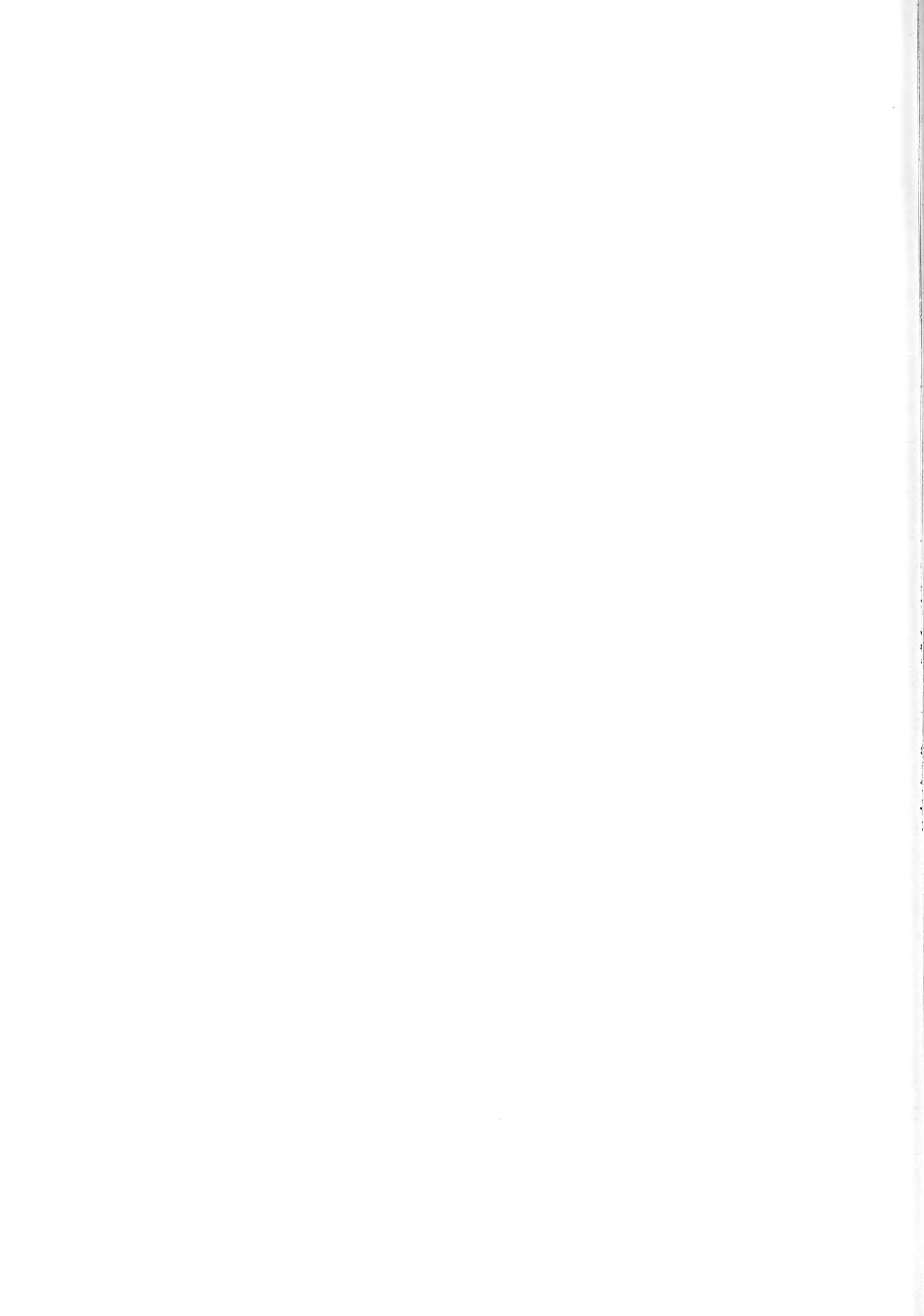
When the pupil is ready to wear the completed outfit, she will be interested in a study of hair styling and care, care of skin, care of clothing, and good posture -- all of the things that will help her to appear at her best when she appears in her new creations!

* * * *

Reed-slim and wholly innocent of any curves
She sat before me,
One of twenty,
Not quite yet a teen.
Yesterday she brought her doll to school
For me to see
And we spoke of a new dress that
One might make from scraps.

Today, I saw her dreaming
In my classroom. . . .
She was miles away.
She bent, small body
Disappeared beneath the table.
I dropped a paper, curious to see----
Heartbreaking sight of child,
Almost a woman.
She was busily fingering perfume
Behind her ears and to the nape of neck!

* * *



TOWARD QUALITY TEACHING OF CLOTHING CONSTRUCTION

Deeply satisfying to many pupils are their clothing construction experiences. Catherine Cate Coblentz, in her poem, "Feminine Secrets," expresses something of the feeling that many girls and women have in relation to sewing:

"There is a peace that women know;
Turning a seam and knitting slow,
Till the worry smooths to a
 calmness--so;
There is a peace that women know."

Yes, sewing may be a source of much happiness and satisfaction. Such desirable results are likely to occur when there has been "quality teaching."

An aid in teaching clothing construction effectively is Classroom Guide, Interpreting Clothing Construction for Beginning, Intermediate, and Advanced Levels, by Dorothy Waltz and Elizabeth Jones. For information regarding the availability of this publication, write to Mrs. Waltz at 1302 North 12th Street, Vincennes, Indiana, or Mrs. Jones at 404 East South Street, Lebanon, Indiana.

The sequence of projects that they suggest for clothing construction units of study may be particularly helpful. They are as follows:

First Level--7th and 8th grades

* Learn to thread and stitch with the machine

* Make a head scarf, a project which makes possible the following learnings:

Recognizing and purchasing suitable fabric for the project

Understanding sewing machine operation

Using tape measure

Preparing fabric so ends are grain perfect

Making fringed edge

Knowledge of terms: selvage, lengthwise threads and crosswise threads

Understanding how threads are woven together to form fabric

Alternative projects might be a tray mat and napkin

- * Make a wrist pin cushion
New learnings:

Stay-stitching

Sewing two pieces of fabric together using a given seam allowance

Using guide on machine

Trimming seams

Using point turner

- * Make a drawstring apron
New learnings:

Preparation of fabric grain perfect

Lock stitch

Hemming

Making a casing

Inserting a drawstring

- * Make a dirndl skirt
New learnings:

Blind hemming by machine

Making casing for elastic (around waist)

RELATED PROJECTS suggested by Waltz and Jones are: place mats, halter, clip-on head scarf, variations of the drawstring apron, pleated apron, baby's terry bib, and oven mits.

Other projects reported by experienced teachers as successful at this level include: sleeveless blouse, simple skirt, a Valentine pincushion for mother, and a terry cloth beach coat.

Intermediate Level--Freshman

- * Make a simple blouse

- * Make a simple skirt

Several choices of the same basic design may be given. Since these projects provide the first experiences with commercial patterns, there will be a number of new learnings.

Other projects reported by experienced teachers as successful at this level include: pajamas, shorts, pedal pushers, jumpers, housecoats, and dresses.

Advanced--Sophomore or Junior

- * Make a tailored dress
- * Make a garment for a child

Tailoring

- * Make a tailored garment, as coat or suit

Of course, the difficulty of this project will depend upon the experience and ability of the pupil.

Whatever projects are selected, we should remember to plan a sequence that will enable pupils to learn something new with each project and to be aware that they are learning something new. This may mean stating clearly to pupils, "In doing this project we will gain some new learnings. They are....." In addition, we should also make clear to pupils the application of old learnings to new situations.

How may we help pupils select appropriate patterns and fabrics for their projects?

Graduate students in a workshop on the teaching of clothing at the University of Illinois, Summer, 1957, suggested the following:

- * The teacher may make and wear the garment, using appropriate pattern and material. She may show the pattern to the class and discuss the fabric and why it was selected.
- * The teacher may bring several suitable patterns and swatches of fabric to class and discuss them with pupils.
- * The teacher or teacher and pupils might write a letter to parents describing the clothing project, giving the name and numbers of suitable patterns and suggesting appropriate fabrics.

One Illinois teacher who uses this plan pastes a bit of fabric of the type desired for the project on the bottom of the page below the letter.

- * If the teacher has some idea where pupils may buy their patterns and materials, she may talk with the clerks and inform them regarding the project and suitable patterns, fabrics, and findings.
- * She might take the whole class to the store and supervise their purchases. This is feasible with a small class.



One teacher, who had several non-English speaking pupils, found that this plan worked exceptionally well. These pupils seemed to need the support of her presence as they asked such questions as, "Is it 'sanforseezed'?" in their charming accents.

- * The teacher and pupils might role-play the shopping situation. In this case, the role-playing is a sort of practice for the real thing. Role-playing the situation may come about very naturally.

Let us suppose that you are teaching a junior high school class. You and the pupils have been discussing some of the things to consider in selecting fabrics. Perhaps Janie has just voiced the feelings of the group, "I'd feel pretty silly asking those questions in the store." So, you say, "Well, let's see how it might be. Suppose we practice shopping for our fabrics. I'll be the clerk in the store. Here are my fabrics all displayed on this table. Mary Ann, suppose you are the shopper. You walk up to the table." (Mary walks toward the table.) "May I help you?" The role-playing proceeds easily and naturally. Following the role-playing, the good buying pointers are discussed as well as the "things to improve next time." Another pupil role-plays the shopper. Pupils practice until they feel at ease in the situation.

- * The teacher might keep in her file swatches of suitable fabrics for each project. These might be displayed on the bulletin board as guides to pupils.

Methods in teaching clothing construction

Probably the most effective method of teaching a construction technique is the demonstration. This requires careful planning and organization of materials in advance. Usually the demonstration plus guide sheets listing steps in the process and charts or other illustrative material will prove most effective.

A supervisor visiting a high school homemaking class was much impressed by the excellence of the teacher's demonstration on setting in a zipper. Following the demonstration, pupils worked on their garments. The supervisor became aware that pupil after pupil stepped quietly into a little room off the classroom, stayed a few moments, reappeared, and went back to work. The room appeared to be dark and the supervisor was puzzled. She asked the homemaking teacher for an explanation and found that a film strip projector was set up in the little room. The film strip was on zippers. Pupils turned the film strip to the place where the directions that they needed were given, reviewed these, and then returned to their construction. DOES THIS IDEA SUGGEST SOME POSSIBILITIES FOR YOUR TEACHING SITUATION?

In the usual clothing construction lesson, a combination of the demonstration and laboratory methods will be used. SUCH LESSONS SHOULD BE CAREFULLY PLANNED. IT ISN'T GOOD ENOUGH TO JUST WANDER AROUND GIVING A SUGGESTION HERE AND THERE. QUALITY TEACHING DEMANDS MORE!



Let us see how a teacher might plan a lesson of this type and yet do it in a reasonable length of time. First of all, she will need a place to keep her plans in an organized way. A spiral notebook for each class is kept by one experienced homemaking teacher. Each notebook contains: (1) unit objectives, (2) unit block plan, and (3) daily lesson plans.

Another prefers to keep her plans for each class in a folder with pockets on the sides. These may be obtained for about 15¢ at most office supply stores.

Still another likes to use 5 by 8 cards for lesson plans. A separate brown card-size envelope with string ties holds the plans for each class.

Now, what will go into the lesson plan? Following is an example of a plan for the demonstration-laboratory lesson. This lesson is planned for freshman pupils, most of whom are ready to place their patterns on the fabric. The plan is given in some detail. The experienced teacher might require less detail, particularly in the demonstration outline; but she still needs a plan!

EXAMPLE OF LESSON PLAN

DATE _____

GOALS:

1. Understanding of procedures in placing the pattern on the fabric.
2. Ability to place pattern on fabric correctly.
3. Increased interest in sewing.

PART I-Demonstration: Placing blouse pattern on fabric

ACTIVITIES AND PROCEDURES	CONTENT
1. Greet class. Take attendance Make announcements	
2. Briefly review preparation of fabric and pattern for layout and pattern markings.	
3. Introduction: Explain importance of using pattern guide for layout.	These layouts have been planned to require the minimum amount of fabric.
Help each pupil locate the guide that she should use in placing pattern on fabric. (Pupils circle layouts they will use.)	Pattern style, size, and fabric width determine which pattern layout will be used.

4. Demonstrate pattern layout.

a. Follow the layout suggested in the guide

b. Measure equidistance from arrows or perforations to edge of fabric.

This insures that the pattern will be placed on the straight of the fabric.

c. Pin away from cutting edge. Place pins at an angle on corners of pattern.

This helps eliminate wrinkles in pattern or fabric.

d. Chalk mark wrong sides of plain fabric.

This results in easy identification of right and wrong sides.

(Following demonstration, pupils work on own garments. The teacher and pupils have planned together for the week. Each pupil has handed in a plan for what he hopes to accomplish each day of the week. The teacher has also checked each person's progress daily and made a few notes as to what each should be doing on this particular day.)

PART II-Laboratory work

PUPILS	PROBLEMS	TEACHING AIDS
Helen Cheryl Linda Sara Mary Lou Shirley Anne	Placing pattern on fabric	Pattern direction sheets pp. <u>Reference book</u>
Martha	Straightening grain of fabric	Wall chart Dittoed direction sheet
Verna Alice Harriet	Cutting	Dittoed direction sheet pp., <u>Reference book</u>
Lorna Fannie	Do not have materials as yet Work on sewing project for department	

MEANS OF EVALUATION: Classroom performance in placing pattern on fabric.
Performance test.
Pencil-and-paper test over guides to follow in placing pattern on fabric.
Pupils comments regarding their enjoyment of sewing.
Reports of sewing done on own time at home.

MATERIALS TO HAVE READY:

- Demonstration pattern
- Demonstration fabric
- Pins
- Tape measure

PREPARATION FOR CLASS:

- Get materials ready
- Prepare dittoed sheets
- Hang chart on straightening grain

Content in this lesson plan is taken from page I-8 in the Class-Room Guide by Waltz and Jones.

To be sure, the foregoing plan is rather detailed. YOU may not need this much detail. However, remember that the teacher with a plan is more likely to be the effective teacher. Without a written plan, a teacher may forget some very vital point.

Perhaps some explanation of PART II of the plan is needed. Listing the pupils and their problems or tasks for the day helps the teacher to be better prepared to give the required guidance. It also enables her to save time and energy by working with several pupils at once rather than with each individually. She also knows just what teaching aids may

be required that day in order that pupils may become more self-directive. She can provide help where it is really needed rather than "spreading herself too thin."

The teacher may provide reference books that will give pupils help in solving their construction problems. She may insert slips of paper with the names of those pupils ready for the help provided by the book. Pupils seem to like this procedure. Not only are they "reading with a purpose" and finding answers to their problems, but it is a way of giving recognition to pupils--a way of letting them know that you were thinking of their needs when you planned the lesson.

Use A Help List

The HELP LIST is effective in most laboratory situations. Pupils list their names on the board as they need help and make a notation of the type of help required. For example, one chalkboard held this list of names and problems:

HELP LIST	
Anita	- skirt zipper
Mary	- sewing machine stopped
Helen	- waistband
Anna	- skirt zipper

When the teacher walked over to help Anita, she called Anna to watch since their problems were similar. Anna was able to proceed without further help. Both she and Anita erased their names from the board and the teacher moved on to help Mary.

Shall They Be Permitted to Take Their Work Home?

This is a controversial question among homemaking teachers. If pupils do all of their work at school, the teacher may be able to keep a tighter control on the situation. Perhaps standards of performance will be higher. On the other hand, what a splendid opportunity for mother and daughter to share an interest if the pupil is permitted to do some of her work at home!

Most mothers are intensely interested in the pupil's clothing construction project. They want to have a part in it. Here is a way to provide for their participation. Do not sacrifice your own ideas as to how the job should be done.

At the beginning of the clothing construction unit of study, invite mothers for a coffee hour either in the class period or after school. Serve coffee to parents, fruit juice to pupils. Add cookies or some "nibble refreshment" such as candied ginger and nuts.

Then, explain to parents that you would like to tell them about the clothing construction unit of study and ask them some questions about what they would like to have their daughters learn in this unit. Give them the outline of units for the year so they may see where the present unit fits into the picture.

Explain briefly the methods of clothing construction that you plan to teach. Let us suppose that you are going to teach some of the short-cut methods. Explain about these methods, how they were originated, and what advantages they have. Offer to send home to parents copies of the dittoed direction sheets that you give pupils so they may have them available when the pupils take work home.

Ask the parents about their daughter's sewing experiences and what they think the girls need to learn in order to help with their clothing at home. Have a pupil serve as secretary so that you do not miss any of these suggestions. Insofar as possible, follow up on the mothers' suggestions.

Thank the mothers for their cooperation. ASK THEM TO VISIT CLASS AT ANY TIME. ASK THEM TO CALL YOU IF THEY HAVE QUESTIONS OR SUGGESTIONS FOR THE CLASS.

Have Any of Your Pupils Ever Said, "But My Mother Doesn't Do It That Way"?

If you are a mature, experienced teacher, this probably doesn't bother you. If you are a beginner, it may cause a little knot to start deep in your stomach and seem to come right up to your throat. You may mutter inside, "This is my class. I know how it ought to be taught."

There is a little prescription that works very well in situations like this. It goes something like this:

Mary Ann says to you: "My mother certainly doesn't go to all of that bother when she sews. Stay-stitching is something I've never seen her do and she sews a lot."

Now, YOU say: "There are many ways of doing things, Mary Ann. Your mother teaches you one way at home. Perhaps I teach you another quite

different way here. Isn't that nice? Now, you know two ways. Then, when you have a home of your own, you may choose the method you prefer."

But, beyond knowing a pat answer that works in this situation, we must think through our own problem: Why do we get so upset when Mary Ann appears to be questioning our judgment? Is it not because we want approval for ourselves. We want appreciation. We want to be the authority. We don't like the implied challenge.

Let us put ourselves in Mary Ann's mother's place. She would like the same things. She may not be able to discuss Mary Ann's chemistry assignment with her. Mathematics may leave her cold. But, homemaking! She was looking forward to the day when Mary Ann would become interested in the various phases of homemaking. Perhaps sewing is her special interest. She would like to teach her a few tricks that she has learned. SHE HAS EVERY RIGHT TO FEEL THIS WAY AND SHE WILL LIKE YOU VERY MUCH IF YOU ARE UNDERSTANDING OF HER FEELINGS AND MAKE HER A PARTNER IN THIS SEWING VENTURE.

She becomes a partner when she comes to class and talks over the sewing unit with you. She has a better idea as to what is expected of Mary Ann. If you keep her informed regarding the methods that you are teaching, she will not be embarrassed when Mary Ann asks about a technique that has been taught at school.

Granted, many mothers are very secure and can freely admit that they do not know and that it would be well to check with the teacher. Even these very secure mothers will appreciate your thoughtfulness in including them in your planning.

Mothers Might Enjoy--

- * Coming to class to watch an especially interesting demonstration of a new or difficult technique.
- * Having the opportunity to use the sewing machines and button-hole attachment at a specified hour during the week.
- * Sharing in a Mother-Daughter style show. This might be a joint project of the adult class in clothing and the high school classes.

Fast Learners in the Clothing Laboratory

In most cases, the fast-learning pupil will especially enjoy library study. She may read all of the references you have in the homemaking classroom and request more. One of the authors had the experience of having one of her mentally gifted pupils come to class the second day and say, "I've read our textbook. It was interesting but what may I do now?" A short discussion with the pupil revealed that she actually had read the book. The teacher enjoyed finding other reading materials for the pupil throughout the semester.

A film on the history of the sewing machine was especially interesting to one group of gifted children. They followed this by library research for further information and, in one case, by visiting a local sewing machine center with an interview schedule in order to gain more information about recent developments in the sewing machine.

There appears to be one problem of which the teacher should be aware in working with gifted children in the clothing laboratory. They may set too high a standard for their own accomplishment and then become frustrated and unhappy because of inability to achieve this standard. This may be especially true with the junior high school pupils who may not have reached a very high level of development in respect to eye-hand coordination. One 11-year-old pupil, who was in the seventh grade, said to her teacher, "My mind tells me what to do. I know very well. But, somehow, my hands just won't do it."

For these pupils, understanding on the part of the teacher is especially important. She may give help over a difficult spot. She may provide sewing aids that will help the pupil to accomplish at a high level.

One very bright seventh grader brought all of her friends to the homemaking room to view the wonders of the buttonhole attachment. She said, "It gives you the most wonderful feeling. You just sit here and put your foot on the pedal and this machine makes a buttonhole of the right size right before your eyes."

These pupils may enjoy the opportunity to be original and creative in their sewing. They may vary the commercial pattern by adding their own touches. A few suggestions from the teacher may start them on their way. One group enjoyed creating their own cross-stitch designs on gingham draw-string aprons. The aprons were made in three class periods at school, the embroidery done at home following a brief demonstration. An exhibit of the completed aprons was held.

Most fast learners will enjoy experimentation. They may prefer to find some of the answers for themselves rather than being told. Therefore, the teacher will provide many resources--reference books, pamphlets, magazines and the like.

Many bright children will have broad and varied interests. It is not unusual for them to introduce some of their interests, whether related to class work or not, into the classroom situation. For example, Barbara, an unusually brilliant seventh-grader, brought a box of tiny white baby mice to the clothing laboratory. She said that she had not had an opportunity to see baby mice so closely before and she doubted that the other girls had had this opportunity. The teacher calmly announced that Barbara had the mice and asked whether she would tell the class about them. Both teacher and pupils enjoyed Barbara's report, after which she passed the box around so that everyone might see the babies. Then, Barbara took her new pets to the biology classroom and work on the garments progressed serenely.

In Modern Methods in Secondary Education, Grambs and Iverson suggest, in relation to the fast-learning pupil:

"Encourage individual initiative and a variety of student leadership. The bright student may acquire leadership roles often just because he is bright, not because he is a sound leader. Responsibilities of leaders for being sensitive to the needs and feelings of the followers is an important aspect of the education of the very bright. Such understanding comes through being given opportunities to take responsibility."

Very able pupils may assist with younger pupils in laboratory situations. One teacher acquired a fine helper when she asked a bright sophomore to assist her with a seventh grade clothing laboratory. The seventh grade class was very large and the facilities were limited, so the teacher really needed the assistance. The sophomore had a study-hall period at the time that the seventh grade class met. It had been reported that she apparently did not need this study time and was wasting it in various ways. The principal approved the plan before the teacher talked with her sophomore pupil. The girl took her responsibilities most seriously.

Of course, the bright pupil should not be exploited. Such an activity as that described in the foregoing paragraph should not be undertaken merely to provide assistance to the teacher. In this case, it seemed to the teacher and the principal that the girl might gain increased understanding of others, especially of those who were less able; that she might gain increased insight into her own actions through understanding others; and that she might gain a greater appreciation of the responsibilities of leadership. Her participation in the class was planned with her needs, as well as those of the teacher and younger pupils, in mind.

In the sophomore homemaking class, of which this girl was a member, the pupils were asked to give their choices of work partners. Then a sociogram was prepared. This had been done in the freshman year, also. Each time Lou, the sophomore laboratory helper, named Elaine as her first choice. Each time Elaine named Lou. This interested the teacher. Elaine was of low normal intellectual ability. She and Lou had very different interests. They did not appear to be special friends. However, working together in laboratory situations they got along very well. One day, the teacher said casually to Lou, "You enjoy working with Elaine, don't you?" Lou replied, "Oh, yes, she has had so much experience at home. Her mother always lets her help with cooking and sewing things for the family and the house. Well, it's like this. I haven't had much experience. So, when I lead in doing the work plans and she leads in doing the laboratory work, we get more done. I guess you might say we complement each other."

Grambs and Iverson warn:

"Do not allow bright students to monopolize the teacher's time. Sometimes the response of the bright student is so rewarding that the teacher gears a whole class to these few.

This does the rest of the class a disservice and, moreover, is apt to interfere with the optimum development of the bright student."

Sandy was an attractive and able freshman girl. She appeared to be enjoying her sewing immensely. BUT, it was "Miss Smith, check this, please." "Miss Smith, is this seam the right width?" "Miss Smith-- Miss Smith" from the time Sandy came in the classroom door until class was over. HAVE YOU HAD A PUPIL LIKE SANDY?

Sandy was a perfectionist-plus about her sewing. If a seam were off a sixteenth of an inch, out it came! The teacher appreciated Sandy's high standards, but the girl's lack of appreciation for the needs of others was disturbing. Sandy appeared to think nothing of attempting to monopolize most of the teacher's time.

Sandy's first project was beautifully done. She was very proud of it and made no secret of the fact that she believed her performance to have been very superior, indeed.

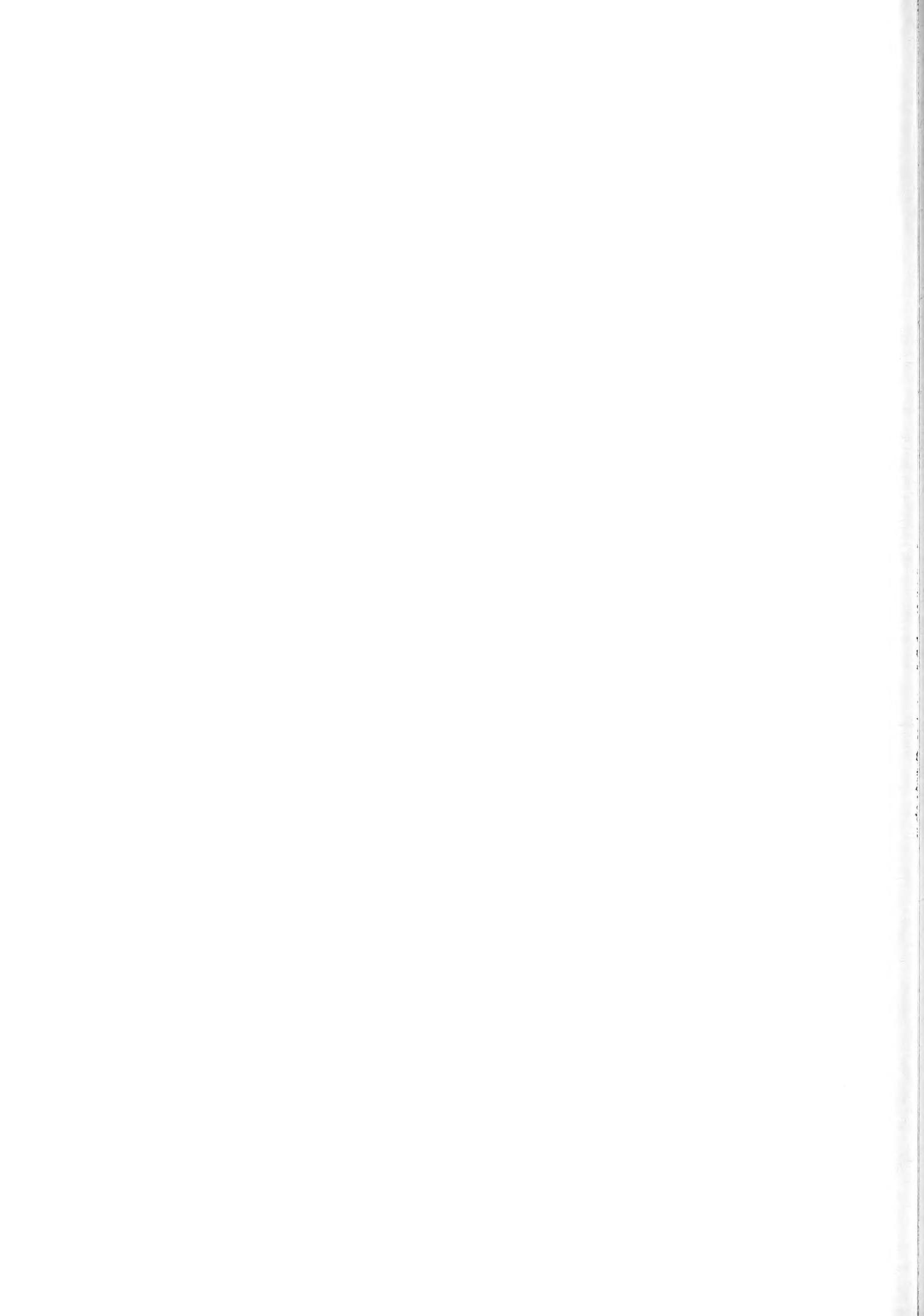
One day, Sandy's mother visited with the homemaking teacher at a Parent Teacher Association meeting. The mother said, "We are delighted with Sandy's work. Her new blouse is lovely. You have been so patient and helpful with Sandy. But, you know, I can't get two feet away from the child when she sews at home. I have to check every last thing she does."

The teacher replied, "Yes, it's much the same at school. Sandy knows the basic sewing techniques. Perhaps a thing we should work on now is to help Sandy become more self-directive. Learning how to make an attractive, wearable garment is one goal in our clothing unit of study. Learning to be self-directive, to plan and work independently is another. It seems to me that, having achieved the first, Sandy is ready to make progress on the second."

The mother thought for a moment, then smiled delightedly as she said, "This interests me. I never thought of that as a goal in her homemaking class. I think that I could withdraw bit by bit and let Sandy learn to be more independent. I'll sort of watch it from now on."

The teacher was careful to provide aids that would help Sandy find answers to her own questions and to label some of them with Sandy's name so that she didn't feel left out. The second project was completed with great strides in the direction of the new goal on Sandy's part. Later, her mother talked with the teacher about Sandy's progress and reported that she was becoming less dependent on constant attention and approval at home. MUCH MORE WAS ACCOMPLISHED WITH THE COOPERATION OF THE MOTHER THAN MIGHT HAVE BEEN ACHIEVED OTHERWISE.

For further help in working with fast learners, read Chapter 11, pp. 261-279 in Modern Methods in Secondary Education by Grambs and Iverson.



Slow Learners in the Clothing Laboratory

Featherstone, in Teaching the Slow Learner, says that the slow-learning student is one whose IQ, as ascertained by standard intelligence tests, is between 70-91. He states that abstractions are difficult for this child. She works from one concrete situation to another concrete situation. She can seldom make the generalized connection between them.

The implications for the teaching of clothing are fairly obvious. In clothing construction, step-by-step demonstrations that are brief and cover a few points at a time will be helpful. It is interesting that, in an Illinois study, three-fourths of 164 high school home-making pupils stated that demonstrations by the teacher were most helpful when they were learning to sew. Pupils of all levels of ability will profit from a good demonstration.

The flannel board has been found particularly effective in teaching slow learners. With the aid of the flannel board, an idea may be developed slowly, step by step. For example, laying the pattern on the material might be shown in this way or a plan for a coordinated outfit could be developed.

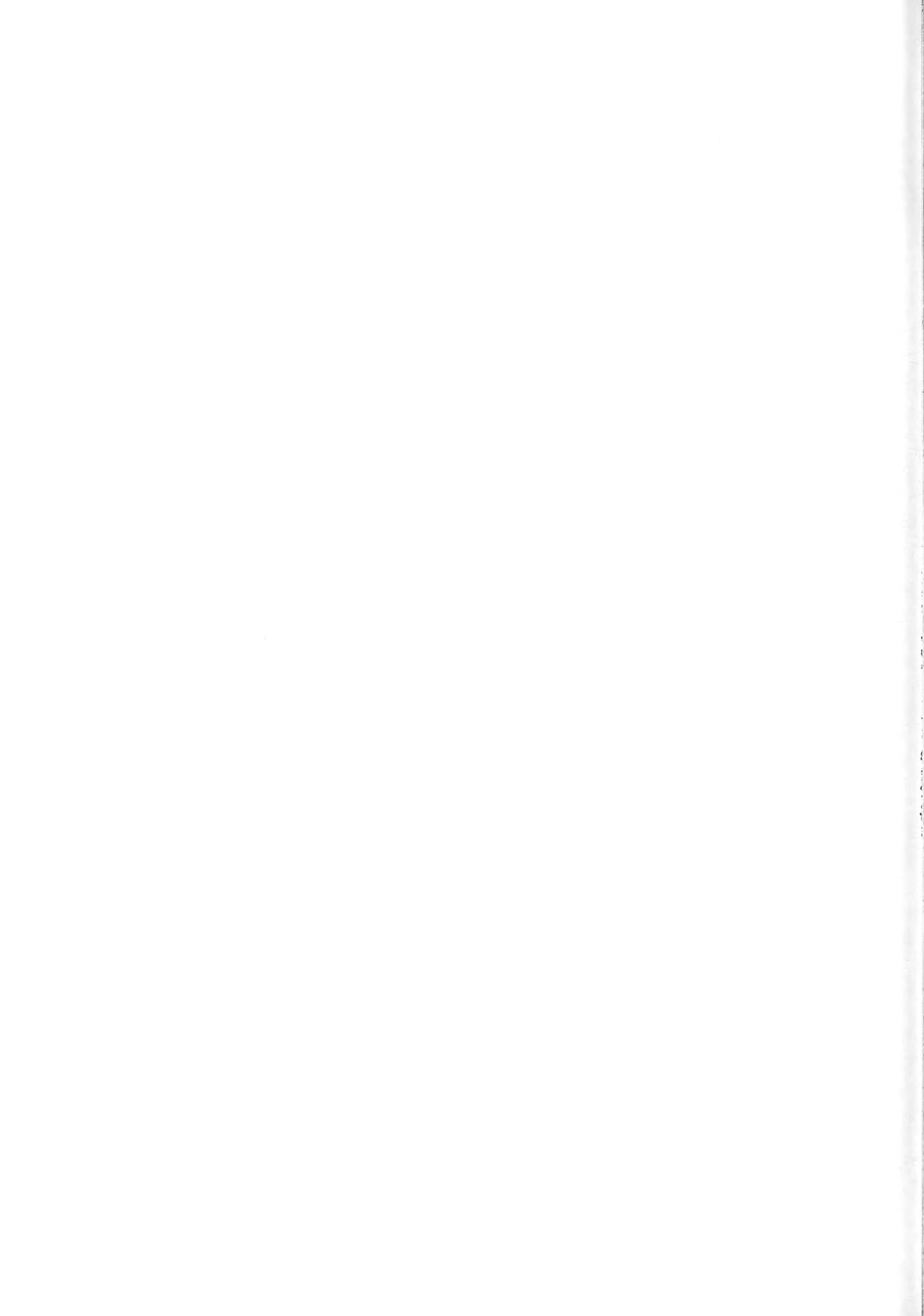
Film strips may be used to good advantage with the slow learners since it is possible to pause and hold each frame until the idea presented is clear to the pupils. The idea suggested previously (that of having the film strip set up in a darkened closet) may be effective with these pupils.

Grambs and Iverson point out that:

"...It is tragic but true that for many of these slower students, school has become a place of terror, of boredom, or cruelty, or painful embarrassment, or all of these."

Reasonable standards of achievement must be set for the slow learner. One teacher was made aware of the importance of this guide through her work with Rosellen. Rosellen was a 16-year-old high school freshman. For her clothing projects, she brought a flowered cotton for the skirt and a plain white cotton for the blouse. With much help, she finally completed the two garments. The teacher, in evaluating the garments, followed her usual practice of writing a note to the pupil, commenting on "good points" and "things to improve next time." Rosellen's latter list was lengthy. The teacher, in short, was not much impressed with Rosellen's achievements.

Shortly thereafter, the teacher visited the elementary school which Rosellen had attended. The principal of the school said, "I'm so pleased with what you have been able to accomplish with Rosellen. She tells me how hard she is working in your class. Oh, and she brought her skirt and blouse to show me. Really very well done!"



The teacher was taken aback. She studied the face of the principal and realized that she was perfectly serious. On the way home, she gave the matter careful thought. Yes, the projects really were good ones considering what Rosellen brought to the situation. She was aware, as never before, that the girl had been giving her best to the class.

The next day, Rosellen wore her new outfit to class. It was the most becoming thing she owned. The fit was very nice even though the part that didn't show might leave something to be desired. The teacher said, "Rosellen, your new skirt and blouse look very nice on you. It is quite an achievement to make a whole outfit that you can wear to school. Yesterday I was talking with Mrs. X at your elementary school. She told me that she thought your skirt and blouse were very pretty." The teacher patted Rosellen on the shoulder and smiled.

Three times in the next two days, Rosellen smiled shyly at her homemaking teacher and said, "I'm plannin' to take Home Ec next year, too."

As important as special reading materials for the fast learners are those for the slow learners. Dittoed sheets with simplified directions may be prepared by the homemaking teacher. The SRA Reading Ease Calculator may be used in ascertaining the level of difficulty of printed materials. The principle of the Calculator is simple: The fewer words to the sentence and the fewer syllables to the word, the greater the reading ease.

In Modern Methods in Secondary Education, the following suggestion is given:

"Use group techniques to provide the slow learner with an opportunity to learn by a kind of osmosis. If he finds it hard to answer problems or do assignments, much of the assigned work can be done in small study groups made up of both bright and slow students. The slower ones then can benefit by observation, association, and actual assistance of others."

The teacher must be prepared to go over the same materials many times for the sake of the slow learners. One teacher found that, in teaching a new process, it was effective to (1) demonstrate the process, (2) provide direction sheets and/or wall charts on the process, and (3) give individual help in the laboratory. It was also necessary to re-demonstrate some of the more difficult techniques. She found that infinite patience and kindness were rewarded by greater progress on the part of the slow-learning pupils. Frequently this teacher found it helpful to remind herself that "telling isn't teaching." She would whisper inside, "Just because I said it doesn't mean that they know it. Now, how might I present it so that it is more readily understood?" THE INTERESTING THING IS THAT THERE FREQUENTLY WERE BETTER WAYS WHEN THE TEACHER FORGOT TO BE FRUSTRATED AND LOOKED UPON THE SITUATION AS AN INTERESTING EDUCATIONAL PROBLEM.

For more information about working with slow learners, see Chapter 11 in Modern Methods in Secondary Education by Grambs and Iverson. Other helpful references include:

Stone, Mary Eloise, "Let's Help the Slow Learner", Practical Home Economics, April 1954, pp. 13 plus

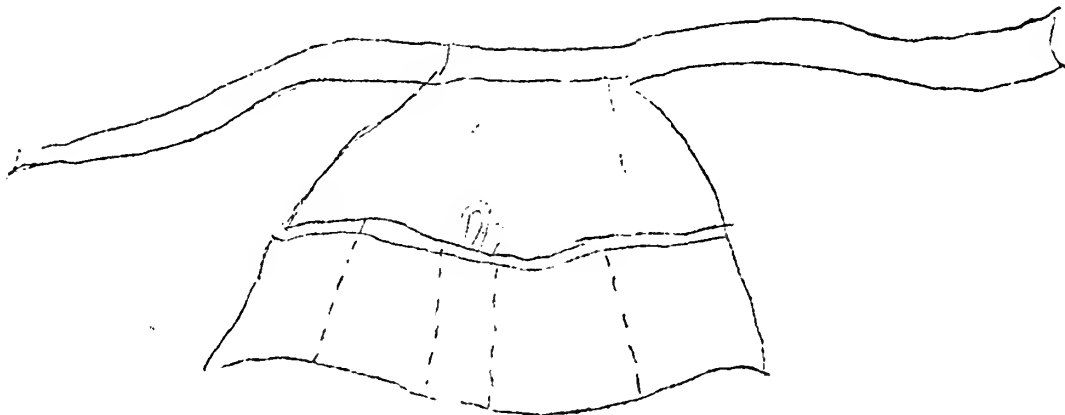
Fouracre, "Planning for the Mental Retardate", Journal of Home Economics, April 1954, pp. 231-232

We Also Have Pupils of Average Ability in Our Classes

In our concern for the fast learners and the slow learners, let us not forget that we also have those of average ability in our classes. Each child is important; each deserves our respect and special consideration. Each child has her special something that sets her apart. Each must be considered as we make our plans.

Needle Talk: Suggestions in Brief for the Teaching of Clothing Construction

- * Make an apron to wear in the clothing laboratory. This is the original idea of Anna Amsbaugh, head of the Home Economics Department at Elkhart, Indiana, High School. The apron, made of a gay print and bound in bias tape, is about nine inches from the waist to the bottom. It has pockets of the appropriate sizes for shears, thimble, packages of needles, etc--any of the "tools of her trade" that the teacher might like to have with her as she moves about the laboratory working with pupils. It looks something like this:



- * Teachers with much experience tell us: Buy a sturdy sewing machine for use in the clothing laboratory. They say that you might have one of the more complicated, can-do-everything models to serve as sort of "honor machine" for pupils who have proved their ability and are seeking a new experience.

If at all possible, have a sewing machine for every two pupils.



- * From Thimble Talk columns in Practical Home Economics, we got the following ideas from Frances Mauck and would like to pass them along to you:

"The stepped or graduated shelves for spice jars and the revolving "Susan" are valuable aids to the storage of sewing supplies. We are utilizing the hinged-top, small tins in which adhesive patches are sold. Labels indicating contents may be placed on the side or top of the tin. With a stepped set of spice racks or a Lazy Susan, small supplies are neatly stored and readily available."

"We enjoy our wool slipcovers for sleeve boards and tailor's hams. They are made of wool jersey which stretches to a smooth surface. They make it easy to press a wool suit or dress without leaving glossy marks on the right side."

"Remember the suggestion that buttons be sewed on with dental tape? Recently we used dental tape to tie, not sew, buttons that were fragile and non-washable. We looped a strand of tape through the shank of the button, then tied the loose ends on the wrong side of the fabric with a bow knot. It was easy to untie and remove the buttons, too."

"Do you still rip in such a way that you have short ends of cut thread to be removed? If so, try using a strip of adhesive tape to pick up the ends. It may be wound around a finger or across the back of a brush. Need we add that the adhesive should be sticky-side out?"

"Frequently we hear complaints about dull pinking shears. Too often we notice that the persons complaining do not take good care of their shears. One essential for keeping shears sharp is to brush off the blades after each use and to do this occasionally during a long pinking job also, especially if the fabric deposits much lint."

- * In the March, 1958 issue of Practical Home Economics, there is an interesting article by Ruth C. McColly (pp. 12-13 plus). Miss McColly, who is Supervisor of Home Economics in Allegany County, Cumberland, Maryland, calls her article, "We Streamlined Our Clothing Program." She lists the following "Keys to Success" in the clothing laboratory:

Be style-right

Prepare the fabric with grain perfection

Determine size before cutting

Cut garment with perfection

Use a tracing wheel

Stay-stitch

Make the machine do the work

Complete each section of the garment

Fit with perfection

Use pressing techniques (that help eliminate the "fireside touch")

Explain and demonstrate

- * Highly recommended by one of our homemaking-teacher friends is the following:

Coats' and Clark's set of steps in putting in skirt, neck, and dress zippers. The cost is \$1.50 per set. Included are matching zippers, thread, fabric, and display cards on which to mount each step after it is made. Purchased with samples made up, the cost is \$7.50. Student explanation sheets are also available.

- * Do you know about the following teaching aids?

Sew Easy, A Complete Audio-Visual Course in Sewing with 25 16mm sound films produced by Iowa State College, Extension Division, distributed by
Almanac Films, Inc.
516 Fifth Avenue
New York, 36, N. Y.
For complete information write to Almanac Films.

- * A leaflet, Sewing Machine Troubles, Cleaning, Lubrication, and Adjustment, prepared by F. W. Andrew and available from the following source, is almost indispensable for the teacher of clothing construction.

Department of Agricultural Engineering
Extension Service in Agriculture and Home Economics
University of Illinois College of Agriculture
Urbana, Illinois

- * Another leaflet that you will want to have as a ready reference is Buying Your Home Sewing Machine, Home and Garden Bulletin 8, available from

Superintendent of Documents
U. S. Government Printing Office
Washington 25, D. C.

Price: 10¢

Now, we may have omitted a favorite teaching idea or teaching aid of yours. If so, we are sorry! We have tried to include those that we thought you just possibly might not know about. Won't you write and tell us about any ideas that you might be willing to share with other teachers. Write them in sufficient detail so that others will be able to follow the suggestion. We will give you credit for the idea if it is used in later issues of The Illinois Teacher.

Evaluation in the Clothing Construction Unit

The following device for evaluating a completed garment was developed by Bonnie V. Goodman, Associate Professor of Home Economics, University of Alabama, and first appeared on pp. 62-63 of Forecast for Home Economists, September, 1956. She gives the following suggestion for its use:

"When students are styling their garments, one student may check another's garment as to appropriateness of design, color, fabric, and general appearance--such as fitting and pressing...she checks yes or no answers in sections II and III. This evaluation sheet should be attached to each girl's garment when she submits it for a grade. The teacher then examines the garment for construction details or workmanship and places a check mark in Yes or No columns accordingly.

"When both Yes and No are checked, this indicates that one item among several is correct and another incorrect.

"Every item will not be checked, since not all garments will have every item listed.

"...Many girls express a desire for a copy of the evaluation sheet when they begin construction of a garment, to give them a basis for standards of construction.

"Teachers may wish to use this evaluation sheet as a guide for arriving at marks or grades on garments made in class. It may be mimeographed, omitting or adding parts as desired, and a copy given to each student."

DON'T FORGET THAT CREDIT MUST ALWAYS BE GIVEN TO THE SOURCE WHEN YOU USE ANOTHER'S IDEA. THEREFORE, IF YOU DUPLICATE THIS EVALUATION DEVICE, MAKE CERTAIN THAT APPROPRIATE CREDIT IS GIVEN PROFESSOR GOODMAN.

Evaluation Device developed by Bonnie V. Goodman*

Name Grade

I. CONSTRUCTION DETAILS OR WORKMANSHIP

Yes	No	A. Seams and Seam Finishes	Yes	No	F. Gathers, Pleats and Tucks
		Straightly stitched			Gathers evenly distributed
		Seam allowance even in width			Pleats and tucks well made
		Edges appropriately finished for fabric			G. Collar and Cuffs
		Type seam suitable for fabric			Cut on correct grain of fabric
		Seam correctly turned			Edges smooth in appearance and outer edge seamline pressed to underneath side.
		Basting thread removed			Corners flat and turned to a fine point, or a well-rounded curve.
		Seam well pressed before joining to another seam			Properly attached to garment
		B. Stitches			H. Sleeves and Sleeve Finish
		Machine stitches correct length for fabric			Top of sleeve fullness well regulated
		Tension correct for stitch			Sleeve cap drawn in appearance
		Hand stitches well made			Armseye seam properly finished for fabric
		C. Darts			Hem even in width
		Pouches at tapered end			Hem stitches inconspicuous on right side of garment
		Stitched straight			Hem tape at edge evenly stitched
		Threads tied at tapered end			I. Fasteners
		Vertical back darts turned toward center back			Bound buttonholes even in width and correct length for buttons
		Large curved darts slashed in center			Machine-worked buttonhole stitched twice and of correct length for button
		D. Fitted Facings			Slide fastener at underarm seam set underneath overlap 1/8" to 1/4"
		Seam trimmed and clipped before facing turned			Slide fastener evenly stitched from folded edges
		Fit neckline or armseye, or lower edge of sleeve			Buttons correctly sewed to garment and evenly spaced
		Even in width and smooth			Loops well made and fit size of buttons
		Edge finish suitable for fabric			Type of placket suited to place on garment
		Correctly joined at seams			Snaps or hooks and eyes correctly sewed on and correct distance apart
		Correctly fastened in place			
		E. Bias Bindings and Bias Facings			
		Desired width			
		Even in width			
		Cut on the true bias			
		Joined correctly at seams			
		Edge neatly turned under			
		Hand-hemmed to dress inconspicuously			

*Goodman, Bonnie V., "Evaluating Garments Made in Clothing Class", Forecast, September, 1956, pp. 62-63.

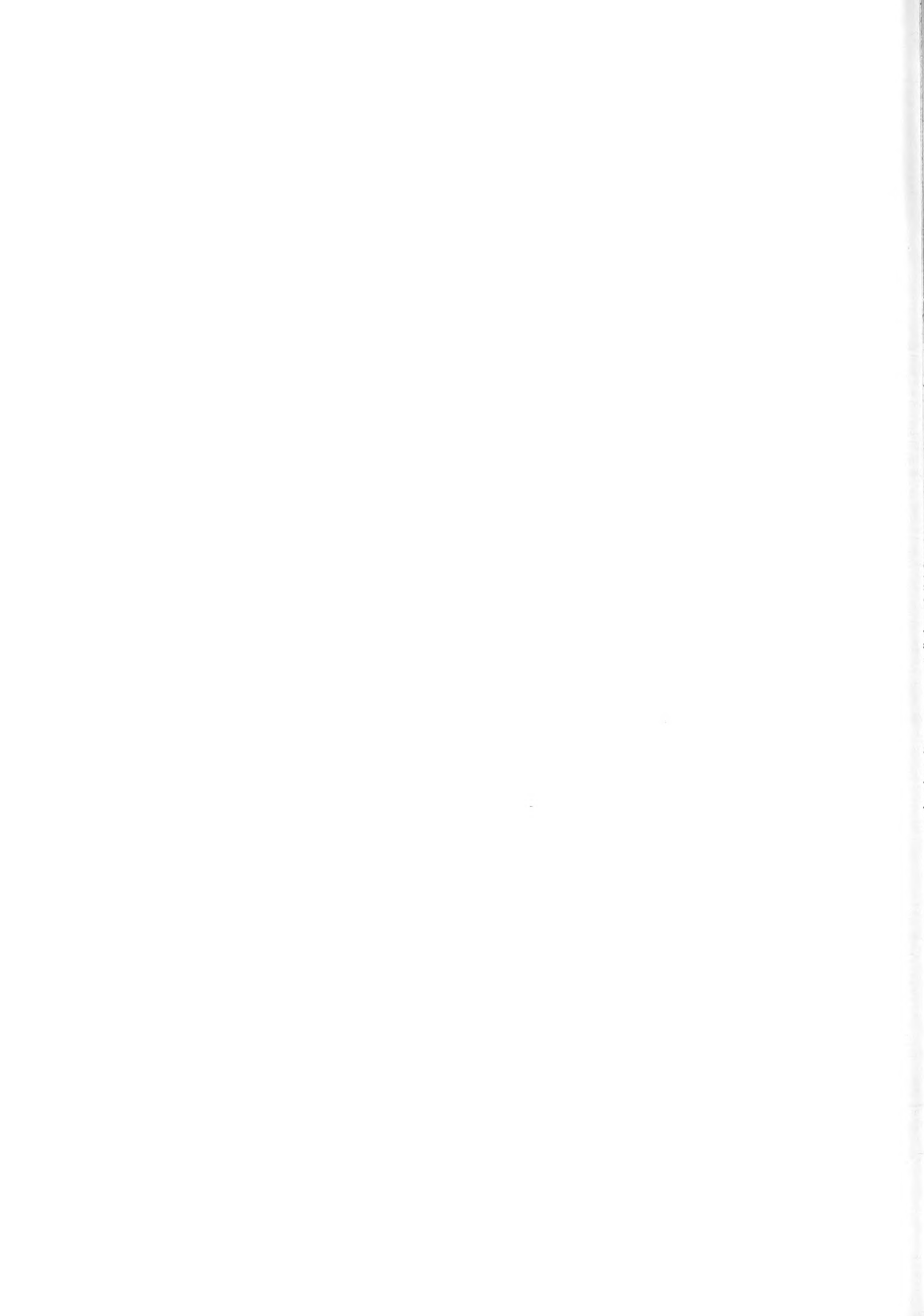
Yes	No	Slide fastener at neck evenly stitched and smooth	II. APPROPRIATENESS OF DESIGN, COLOR, FABRIC AND TRIMMING	Yes	No	A. Design
		Buttons suited to fabric				Suitable to the wearer In fashion at present date
		J. Waistline Finish & Belts				B. Color
		Seam lies flat and smooth				Appropriate for personality of the wearer
		Correct seam finish for fabric				Enhances beauty of eyes, hair, and skin
		Darts and seams in waist correctly located to darts and seams in skirt				C. Fabric
		Belt too narrow or too wide for individual				Good quality and suited to the garment and person
		Belt made on grain				Suitable to design used
		Belt buckle correct for belt				Combination of fabrics well chosen
		Belt loops too long for belt				D. Trimming
		K. Hems				Appropriate for the type of garment
		Even in width all around				
		Seam of hem meets seam of garment				
		Seam open inside hem				
		Edge of hem finished as suited to fabric				
		Edge finished with correct hemming stitch, and inconspicuous on right side				
		L. Pockets				III. GENERAL APPEARANCE
		Patch pockets cut on correct grain and properly applied to garment				A. Fitting
		Lips of set-in pockets cut on correct grain and even in width				Free from unnecessary wrinkles Easy in fit--not too tight nor too loose
		Flaps and welts well-tailored				B. Pressing
		Pockets stitched correctly				Wool fabric over-pressed until crisp and shiny Pressed on wrong side of garment Pressed at too high temperature Seams well pressed

In "Evaluation Devices for Clothing Construction", an article appearing in Practical Home Economics, October, 1953, Mrs. Reha Cross suggested the following "Housekeeping Check Chart for Clothing Classes:"

Period _____ Class _____

NAME	LEFT OUT ARTICLES	MACHINE LEFT UP	FORGOT EQUIPMENT	LOCKER NOT TIDY	NOT BUSY	HOUSE-KEEPING

Perfect performance means that a pupil has no checks. Leaving out articles results in a check in column one, etc.



Meeting Discouragement in Clothing Construction

With the best of planning, there may come a day when your pupils are a bit discouraged. Several have had to take out stitching. A machine is acting up! You're just a little tired and cranky yourself. Then is the time for a good laugh! The following "Home Economics Report" by Lois Duncan, age 16, appeared in Seventeen Magazine several years ago. It has been enjoyed by many pupils and teachers.

HOME ECONOMICS REPORT

Name: Lois Duncan
Age: 16
Course: Sewing
Project: Making a skirt
Previous Experience: None

- 1st day: Started project with great vigor. Spent ten minutes trying to thread needle, because was unable to decide which end of needle thread was supposed to enter. Bit off thread three times. Chipped front tooth. Swallowed last piece of thread bitten off, and had to be excused from class for drink of water. Returned to class greatly refreshed, and found that I had been threading straight pin instead of needle, which was reason it had not worked.
- 2nd day: Successfully threaded needle.
- 3rd day: Removed pattern from envelope. Found I had been cheated at store, as pattern had little holes in it. Mended little holes with Scotch tape.
- 4th day: Pinned pattern to cloth. Cloth is a plaid. After cutting, found that plaid on front of skirt goes up and down, and plaid on back of skirt goes sideways.
- 5th day: Basted skirt today. Sewed all period before discovering that I had forgotten to knot thread.
- 6th day: Played safe. Knotted thread at both ends to be sure it held. Chipped other front tooth.
- 7th day: Cut out pocket. Was so careful to match plaids that I had to cut it from the middle of a five-foot square piece of material. Showed resulting pile of scraps to Home Economics teacher, who advised me to purchase more material. Am furious with man at store who sold me original material with assurance that it would be enough.
- 8th day: Discovered to my dismay that I had not been sewing front-of-skirt to back-of-skirt after all, but had been sewing it to the other end of front-of-skirt. Home Economics teacher came over and watched me for a long time without saying a word. Then she went out and got a drink of water.

- 9th day: Am ready for sewing machine.
- 10th day: Sewed on sewing machine. Had difficult time. Discovered that machine had no needle. Tried to insert needle and something broke.
- 11th day: Tried second machine with better results. Front-of-skirt is now sewed to back-of-skirt. Tried on skirt and it does not fit, but I shall not let a little thing like that worry me.
- 12th day: Sewed on pocket and zipper.
- 13th day: Removed pocket and zipper, as they were sewed upon inside of skirt. Hemmed skirt. Took remaining scraps of material and made little frills all over side of skirt, so as to waste nothing. I shall make some man a thrifty wife!
- 14th day: Project Inspection! Home Economics teacher inspected skirt. Then left room and stayed away until the end of class.

Expenses:

Pattern.....	\$.25
Material, 3 yards.....	\$ 5.00
2 more yards of material.....	\$ 3.34
First thimble.....	\$.50
Second thimble, after losing first thimble.....	\$.25
Repairs for sewing machine.....	\$ 7.50
Dental work, chipped front teeth.....	\$25.00
Pins, needles, bobbins, shears, etc.....	\$ 8.32
EXPENSES	\$50.16
Cost of same skirt at store.....	\$ 2.00

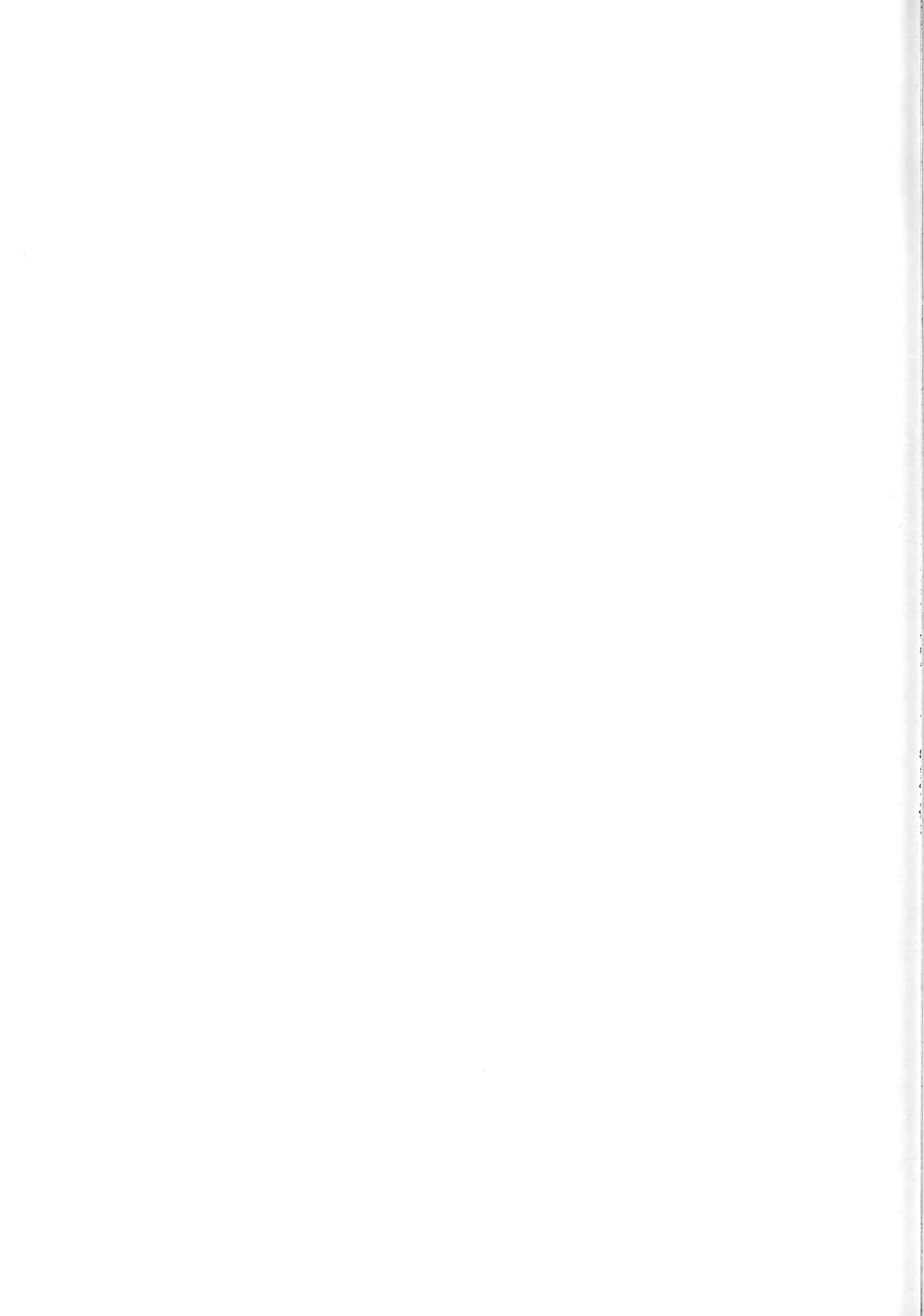
Time Spent: Two Weeks

What Has Been Learned During Project: Never to trust a man selling patterns and material, he will cheat you.

Future Plans: To make a blouse. I need it to go with the skirt. I confided my hopes to the Home Economics teacher, but she is planning to leave at once for California for her health, and so I shall wait until she returns. The End.

.*-*.~

In The Art of Teaching, Gilbert Highet says that, "The wise teacher will...introduce flashes of humor...because he knows that fifty-five minutes of work plus five minutes' laughter are worth twice as much as sixty minutes of unvaried work."



He also says, " A very wise old teacher once said, 'I consider a day's teaching is wasted if we do not all have one hearty laugh.' He meant that when people laugh together, they cease to be young and old, master and pupils, workers and driver, jailer and prisoners, they become a single group of human beings enjoying its existence."

TEACHING AIDS IN CLOTHING

A teaching aid should be just that--not something that is merely colorful and attractive. Each teaching aid that we use, each piece of illustrative material should serve to promote learning.

In their Classroom Guide, Jones and Waltz suggest the following teaching aids and illustrative materials as helpful in teaching junior high school pupils how to make a simple head scarf:

- Swatches of suitable fabric
- Completed head scarf
- Bulletin board display (of completed scarves)

For the simple blouse, project they suggest:

- Swatches of suitable fabric
- Pattern possibilities
- Suggested variations (collar, trims, etc.)
- Mounted illustration of layout, cutting, marking
- Bodice front of woven checked fabric to show grain
and direction of stitching

As you plan for teaching various clothing projects, why not list the teaching aids that you might use to promote pupil learning? Such planning is a part of good management in teaching.

Especially helpful to your pupils will be step-by-step illustrations of various construction processes. When you prepare such teaching aids, always be sure that the fabric is suitable for the process shown. Also, make certain that appropriate thread and other findings are used.

Ah, yes, some of us have used white thread on red fabric in order that the pupils might be sure to see exactly what was done. Well, we must admit that the stitches do show up nicely. But, then, we have to teach them that one isn't really supposed to use the white thread on the red fabric; we just did it so it would show! How much simpler to teach the correct concepts in the first place.

REMEMBER THAT CORRECT INITIAL CONCEPTS PREVENT SUBSEQUENT
ERRORS AND OBLIATE THE NEED FOR DIAGNOSTIC AND REMEDIAL
TEACHING!

There are many excellent charts and posters on clothing construction processes, pattern selection, and fabrics available from commercial concerns. Many of these you will be using. But, you will find that these do not always satisfy your purposes. You will wish to use some teacher-made or pupil-made teaching aids tailored to your specific needs.

What are some sources of good ideas for bulletin boards and exhibits?

* Look to your clothing reference books. For example:

See page 29 in Dress by Bess V. Oerke. The whole bulletin board is there before your eyes. Cut the dresses from red construction paper, add stick-figure legs, arms, face. Use the heading: Are You in This Picture?

Use the bulletin board to motivate interest in a lesson on posture which you teach with the cooperation of a well-qualified physical education teacher.

See page 37 in Dress. At the lower right hand corner is the heading for your bulletin board: Look Taller. Cut the letters from bright wrapping paper. Beneath the caption place pictures of dresses that give the appropriate effect.

This may be one of a series of bulletin boards: Look Shorter, Look Thinner, Look More Rounded, etc.

See page 140 in How You Look and Dress by Bryta Carson. Here is an idea for your exhibit case--an attractive dress with placards pointing out the various quality features to look for when buying a dress. Use as a heading the caption that Miss Carson has used: What to Consider When Buying a Dress.

(When you copy ideas in this way, place a little card on the bulletin board or in the display case giving credit to the source.)

* Look to your fashion magazines. For example:

See page 33 of McCall's Pattern Book for Spring, 1958. Use the heading! The Colors that Bloom This Spring! You might even copy the daisy, leaves, and pot using cut-outs of construction paper. Also place pictures of the garments that pupils will be making on the bulletin board.

See pages 70-71 of Vogue Pattern Book, April-May, 1958. The entire layout is there for you. The caption: Mix Your Own. The pictures: use somewhat less sophisticated blouses and skirts. The general layout might be just the same.

* Look to advertisements for interesting lay-outs. Start a scrapbook of ideas for the bulletin board.



- * Look to poems. Perhaps you have started a collection of poems on home and family. Here is one that might be featured on a bulletin board on mending:

To a Woman Sewing

Whenever there are clothes to mend
For little arms and knees and toes,
A beauty and a peace descend
Upon deft fingers, with an end
Of darning thread held near the light,
To catch the needle's eye at night.

A ragged edge becomes a place
To change and fix--a woman knows
The eager urge that forms and grows--
There is a charm and some rare grace,
In one who mends and darns and sews!

Wherever little children start
Their carefree games and romp and run,
Wherever their high hopes are spun,
Ah, there is mending to be done.

For a tiny garment or a tiny heart
May know grave hurts that tear and smart,
And there is loveliness in those
Who heal small hearts and mend small clothes!

--Peter A. Léa

- * Look to songs. For example, the lines "...and it wore and it wore and it wore" from Alice Blue Gown suggest a bulletin board on made-overs.
- * Look to quotations. The following suggest some interesting bulletin boards:

"The beautiful is as useful as the useful, and sometimes more so."

--Matilda Betham-Edwards, Heart of the Vosges

This might suggest a bulletin board on beautiful party dresses that might be chosen as construction projects by junior or senior pupils. Doubtless such a caption would arouse some interesting discussion, also.

"Genius begins great works, labor alone finishes them." --Joubert

Near the end of the clothing construction unit, use this heading for a bulletin board on the finishing touches for the garment under construction.

One homemaking teacher we know works with pupil committees in planning and preparing some bulletin board materials. She prepares some of the bulletin boards herself, believing that she has a responsibility for helping to set a standard for a good bulletin board. She says that preparing illustrative materials for her classes is a leisure time activity that she especially enjoys. She cuts out letters for captions and clips magazines while enjoying her favorite TV programs. She plans bulletin boards as part of her preparation for a new unit of study.

TEACHING THINKING THROUGH A STUDY OF CLOTHING

May a study of clothing provide a vehicle for the teaching of THINKING? To this question, we would reply with an emphatic YES! Well-taught, clothing provides many opportunities for teaching sound ways of thinking. Let us illustrate. Suppose we take the well-known steps in the problem-solving method and see how these steps might be illustrated with an example from the area of clothing care.

To structure the situation a bit, let us suppose that we have a junior high school homemaking class--eighth graders. There are twenty girls in the class. A unit on clothing construction is near completion. The next unit of study is "Caring for My Clothes." Three weeks have been allowed for this unit. The class meets three times a week for 55-minute periods.

Steps in the Problem Solving Method¹

Illustration

1. The problem is met and recognized as such,

One week before the clothing construction unit is completed the teacher prepares a bulletin board titled, "The Best of Care for Longer (and Prettier) Wear." One day a sweater that has been properly washed and blocked is displayed side by side with one that has been carelessly laundered and is matted and shrunken. A second day, a sock that has been neatly darned is placed beside one with a hole. A third day, a neatly pressed skirt is displayed beside a wrinkled and sagging skirt. Under the neat and attractive garment is the question, "This?" printed on construction paper. Under the untidy garment is the question, "Or This?"

The bulletin board stimulates the pupils to ask how they may care for their garments so that they look more attractive and last longer. One pupil says that her woolen sweaters always mat when she washes them. Another reports that her mother wishes she would learn how to darn.

¹As stated in Homemaking Education in the High School by Williamson and Lyle

After the clothing construction unit is completed, the teacher meets her class at the next session and discusses with them the importance of caring for clothing so that it will last longer and look more attractive. She and the students list on the board some of the problems they have had in caring for their clothing. Pupils are guided to recognize these problems and the over-all problem: How may we care for our clothes to look our best at all times and to get the best wear from them?

The teacher believes that it is important for the pupils to be aware of the steps in problem-solving, so she writes the over-all problem on the board, and says, "The first step in solving any problem is to be quite clear as to the nature of the problem. Here is our big problem. Now, you have listed some specific problems which might fall under this larger problem." She points to the specific problems that the pupils listed.

2. A decision is made to find the solution.

By this time, pupils are volunteering advice about caring for various garments--some of it correct and some incorrect. The teacher says, "I have a pre-test on care of clothing prepared. Suppose we take the test and see what we really do know about caring for our clothes. If we know how to care for a particular garment, perhaps we don't need to spend class time studying about it. If we don't, we will need to plan how to get the right answers."

The pre-test reveals that pupils are lacking in much of the information needed to properly care for their clothing.

With interest thus further stimulated, pupils and teacher are ready to decide to work on the problem. Their purposes have been clarified by the discussion and the pre-test.

3. Conditions are analyzed.

In part, this step has been achieved by breaking the large, over-all problem into the specific problems regarding the care of particular garments.

In addition, the teacher and the pupils decide to limit the study to home care of garments and to include the following garments: sweaters, blouses, skirts, socks, undergarments, and shoes.



Steps in the Problem
Solving Method

Illustration

They plan ways of attacking the problem. Pupils share in deciding to have committee reports and demonstrations on the care of various garments. The teacher plans to meet with each committee prior to the class presentation.

The teacher summarizes the progress of the group to date. She says, "Our problems in caring for our clothes are clear to us. We have decided to learn how to solve these problems. And we have analyzed the conditions of the problem. We have limited our study to something that we can achieve in the time that we have and we have decided some ways in which we might attack our problems. Now, the next step is to get the information that we need to solve our problems. We can't very well have good committee reports unless the committees have the information that they need."

4. The facts are assembled.

The homemaking teacher provides reference books, pamphlets, and leaflets on care of clothing. She provides class time for committee work. She gives help where it is needed.

5. These facts are
evaluated.

The teacher, working with the pupils in their committees, leads them to weigh the facts and determine which ones are of most value for presentation to the class. She helps them to recognize that this is a step in the problem-solving method.

6. A trial solution
is found.

Pupils prepare their presentations, including oral reports and demonstrations. They select the methods of clothing care that seem most practical and most likely to give good results. For some types of care there is little choice; for others, several methods may be suggested in the references.

7. The solution is tested.

The presentations are given in class. Committees report on the care of various garments. They also demonstrate proper care--test the solutions.

For example, one group demonstrates how to wash and block a sweater according to the method decided upon.

Steps in the Problem
Solving Method

Illustration

8. If the solution is workable, it is accepted; if not, another is tried. The class determines whether the suggested methods are practical and desirable in terms of the results. If one method seems unacceptable, an alternative is sought and tested. The teacher reviews the steps in problem-solving to date.
9. The solution is applied when similar problems arise. The teacher helps the pupils see how the solutions may be applied in caring for garments similar to those used in the demonstrations. For example, the pupils are helped to see that the principles that apply to washing and blocking a girl's sweater also apply to caring for a man's sweater, a baby's wool sweater and cap, a man's socks. Home practices applying the new learnings may be carried out. Thus, provision is made for transfer of the new learnings.

You will think of many other ways in which the problem-solving method may be applied in the teaching of various aspects of clothing. Helping pupils to become aware of the steps being taken in solving problems may increase the likelihood of their using the method in solving their own problems in daily living.

We Use Language to Think

Language is our tool for thinking. Therefore, pupils are more likely to think clearly in any area if they know and understand the language that is used. In the area of clothing, we have many special terms and familiar terms used in specialized ways. Pupils should become familiar with these terms and their meaning in the field.

Therefore, it is appropriate to include vocabulary study as part of the teaching of clothing. Terms such as bias of the fabric, grain, staystitching and armscye among others should be carefully defined and spelled. A quiz over the terms, their spelling and definitions may be included in the evaluation program.

One Illinois teacher suggests that a bulletin board with the heading, "We Use Language to Think" might be helpful to pupils. She suggests that the heading be followed with this question: Do you know the meaning of these terms? Below the question she would place appropriate pictures with the new terms beneath. For example, the term bias might be given along with a sketch of a length of fabric and an arrow showing the direction of the bias. Each term might be lettered and pupils might consult dittoed sheets placed on the table under the bulletin board for the corresponding letter and definition of each new term.

Drawing Sound Conclusions

We are much concerned with the teaching of generalizations in homemaking. Pupils might be helped to develop sound ways of thinking if we would take time after a "generalization" has been stated by a pupil to discuss such questions as the following:

Do we have sufficient evidence or sound reasons for the conclusion?

How did we arrive at this statement?

How do we know when a conclusion is a sound one?

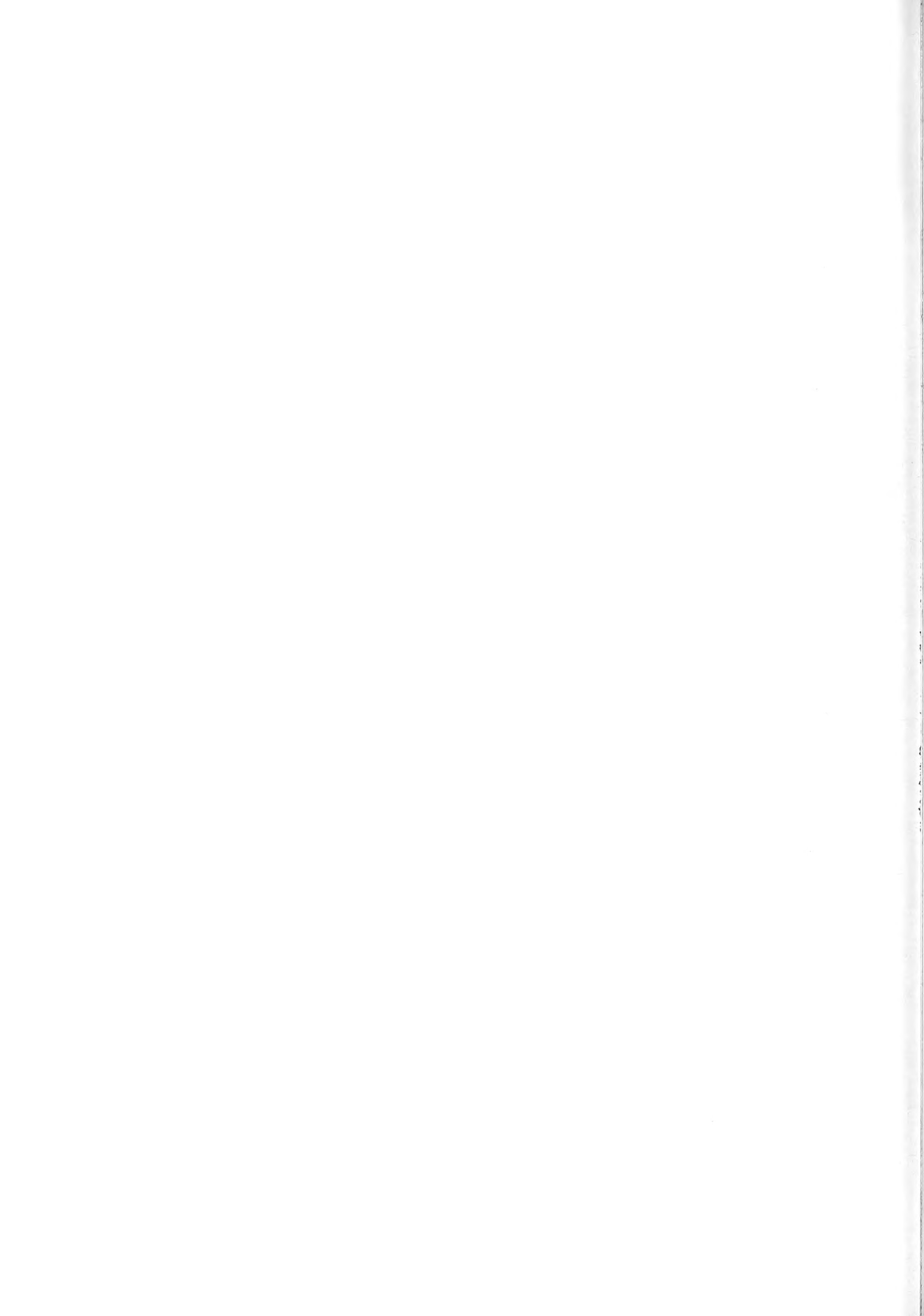
Sometimes We Stop Short With the Generalization

Sometimes we stop before pupils are helped to see ways in which generalizations and principles may be applied. After sound conclusions are reached, the teacher may ask pupils to suggest applications. Or, she may give case problems, the answers to which require applications of what has been learned.

A CLOSING NOTE

Clothing is a basic human need. From the beginning of time women have been concerned about the clothing needs of their families. Doubtless a study of clothing will always be a part of the homemaking program. But each year we must take a critical look at what and how we are teaching in this important and interesting phase of the total homemaking program. We need to keep our programs up-to-date and practical in terms of (1) family practices in this area, (2) the conditions and needs of the society in which we live, and (3) newer developments in techniques of teaching. Quality teaching demands this!

AND, OF COURSE, LIKE ANYTHING WORTH DOING, IT TAKES TIME AND EFFORT. But the rewards! Ah, herein lies the reason for our study, our constant efforts at curriculum improvement, our patience with our pupils, our carefully prepared lesson plans. When we see Susy in the beautiful new dress she constructed with our guidance, when Mary Ann grows neater and more attractively groomed each day, when Peggy shows her awareness of the clothing needs of her parents as well as herself, when Helen applies what she has learned about consumer buying to the purchase of her new spring outfit-- we have our rewards! We have our rewards!



TO OUR READERS NEAR AND FAR - LET'S TALK IT OVER

Not until subscriptions for 1958-59 began to arrive this month did we realize that it is, indeed, "later than we think!" Only one more issue of our Illinois Teacher remains.

This has been for the editorial board of the Illinois Teacher a year of trial and error; as novices we grossly underestimated the demand for both subscriptions and single issues. Now that our readers have some idea of the character of our modest little publication and we have a clearer idea of the 1958-59 demand, we'd like to discuss with you a satisfactory way to compromise between our desires and our department's possibilities.

May we say first that we'd like to accomodate every single person who would like to have a subscription next year. But when a subscription list climbs over the thousand mark and we lack facilities for setting up a publishing business, we are forced to ask the understanding cooperation of our readers in 1958-59. Herewith, we are offering a subscription form which you are invited to fill out and mail in with a check made payable to the University of Illinois at the rate of \$2.00 for nine issues. This price of \$2.00 is inflation with a vengeance, we realize, but subsidizing two or three hundred issues - our earlier expectancy - and many times that number has become impossible, particularly in the face of rapidly rising costs. However, we believe that we are prepared to take care of all subscriptions at this price next year.

We are largely indebted to our readers for the following suggestions as to ways we may work within our other limitations next year. Some of our readers have followed these procedures in considering their Illinois Teacher subscriptions for next year, and we are finding them helpful in our planning.

1. Individuals and groups who wish to be sure of subscriptions should send in a check and an accurate address before September 1, 1958.
Any number of subscriptions can be accepted before this date.
No subscriptions can be accepted for 1958-59 after this date.
2. City and state supervisors have already started to send in greatly increased numbers of subscriptions so that they will have sufficient copies to adequately care for their teachers' interests.
3. Teacher educators have written for sufficient subscriptions to provide library copies for the use of students in their classes during the current year and later.

All these suggestions have grown out of the fact that next year we have to regretfully announce copies of single issues will be unavailable. Such requests have run from one to six hundred this year, and because we had not warned readers, we have tried to oblige in so far as was humanly possible.



For next year we had to choose between serving all comers with subscriptions or cutting back our service to Illinois teachers only. Your subscriptions for the nine issues will be heartily welcomed.

We hope we have learned enough this year that next year's issues will be improved; already high school teachers are completing informal studies in their classrooms that will serve as sound bases for feature articles. We have eagerly seized upon every constructive suggestion so kindly offered by readers and hope many more will come in with your subscription orders. What are "felt needs" of Illinois teachers seem to be those of others, also. So let's hear from all of you!

SUBSCRIPTION FORM FOR ILLINOIS TEACHER, 1958-1959

Name _____

Address _____

No. of Subscriptions _____ Amount of Check Enclosed _____

Make Check or Order form payable to University of Illinois

Mail this form and a check or order form to
 Professor Letitia Walsh, 334 Gregory Hall, University of Illinois,
 Urbana, Illinois. (Attention of Illinois Teacher)

IMPORTANT - All subscriptions must be in before September 1, 1958.

After that date, all subscriptions will be returned to sender.
 Sorry - but absolutely necessary!

SUBSCRIPTION FORM FOR ILLINOIS TEACHER, 1958-1959

Name _____

Address _____

No. of Subscriptions _____ Amount of Check Enclosed _____

Make Check or Order form payable to University of Illinois

Mail this form and a check or order form to
 Professor Letitia Walsh, 334 Gregory Hall, University of Illinois,
 Urbana, Illinois. (Attention of Illinois Teacher)

IMPORTANT - All subscriptions must be in before September 1, 1958.

After that date, all subscriptions will be returned to sender.
 Sorry - but absolutely necessary!

ILLINOIS TEACHER

HOME ECONOMICS
EDUCATION
UNIVERSITY OF ILLINOIS



Star Feature

EVALUATION AS INSURANCE

	Page
Building Psychological Security . . .	4
Increased Recognition of Importance .	7
Let's Not Duplicate Our Efforts . . .	9
How Illinois Teachers Are Evaluating	12
Evaluating Performance Through Observation	13
Appraising Achievement is an Integral Part of Teaching	25
Suggestions for Improvement of Illinois Methods	32
Observation and Recording	33
Object and Performance Tests	39

URBANA ©
ILLINOIS

TO OUR READERS NEAR AND FAR - A FRIENDLY REMINDER

In an editorial in the April issue of Illinois Teacher, we tried to explain the reasons why we were being forced to make two changes--

- An increase of the price for nine issues to \$2.00
- Limitation of distribution to full subscriptions

Buried in our "chit-chat" about reasons, these changes were not always noticed by busy teachers and 1958-9 subscriptions are continuing to arrive at the old rate. This necessitates a little extra correspondence but we do not mind because of the heartwarming notes that accompany so many of the subscriptions.

We'd like to share with you some "tricks" being passed on to us about the way supervisors, teacher educators and classroom teachers are proposing to adjust to being limited to full subscriptions. A state supervisor is buying an extra full-subscription for binding and use as a permanent reference, in addition to the subscriptions ordered for all staff members individually. Some college teachers and city supervisors are having several subscriptions sent to their libraries where each copy can be checked out just like any other reference in the library.

Several states and universities have sought large numbers of a single issue this year. May we suggest to all of you what we have written to these persons - that, upon request, we'll gladly give permission for anyone to duplicate the copies desired. (We ask only that due credit be given to the authors and the Illinois Teacher.) We have been so hard pressed for time this year that we did not think ahead far enough to retain these requests. Next year we hope to do so and think it would be fun to enclose in the file a copy of your duplicate, if you will be so kind as to send us one.

Classroom teachers have been so uniformly enthusiastic about devoting most of each issue to one major aspect of teaching homemaking and family living that we plan to discontinue the short articles next year. As one teacher expressed it, "It's such a comfort to have everything about a topic in one place. I am always hopelessly behind in clipping and filing magazine materials!"

Instead of the section on "Teaching Aids" we hope to present new ideas gained from recent exploration in Home Economics and Education, complete with implications for use in teaching. We were advised by many people that such up-to-date ideas would be far more valuable than lists of teaching aids that could be located elsewhere.

We shall be eager to hear from all of you as to how you perceive these changes as you use the Illinois Teacher next year. We have built tentative programs for the next two or three years, based upon the dozens and dozens of suggestions received from you this year. But remember they are definitely tentative. For example, a series of four features on "Evaluation" are planned; this issue contains the first of the series. If some of you should request what we had planned to



offer in 1960-61 according to our beautiful theory of "sequence of difficulty," we'll see that you receive your request in 1958-9 if at all possible. This year requests for single issues ran from one to nine hundred; we are using such facts to guide our planning for future issues. However, with no single issues available next year, we shall be dependent for guidance upon requests for re-duplicating and the letters you may send us. So do be generous with your suggestions. PLEASE!

So many requests have come in about extending our last possible date for accepting subscriptions to September 20, 1958 that we are going to try to do so, at least for this year. The clinching argument used by our respondents was that many beginning, new, and junior high school teachers might have no opportunity to hear about the Illinois Teacher until after schools had opened. But think how helpful it will be to find a feature article on teacher-student-parent planning ready to greet you when you arrive at your school next fall. We plan to mail out the September, 1958 issue about August 20th to all whose subscriptions have arrived by that time for we want as many readers as possible to have the article in plenty of time to use it this year.

All of us at the University of Illinois join in wishing each and every one of you a restful but stimulating vacation. Yes, that's possible, believe it or not! And all good things in 1958-9, including as many copies of the Illinois Teacher as you and your co-workers may desire.

Most Sincerely,
Mary Below
Elizabeth Simpson
Letitia Walsh
Editorial Board
Illinois Teacher

SUBSCRIPTION FORM FOR ILLINOIS TEACHER, 1958-1959

Name _____

Address _____

No. of Subscriptions _____ Amount of Check Enclosed _____

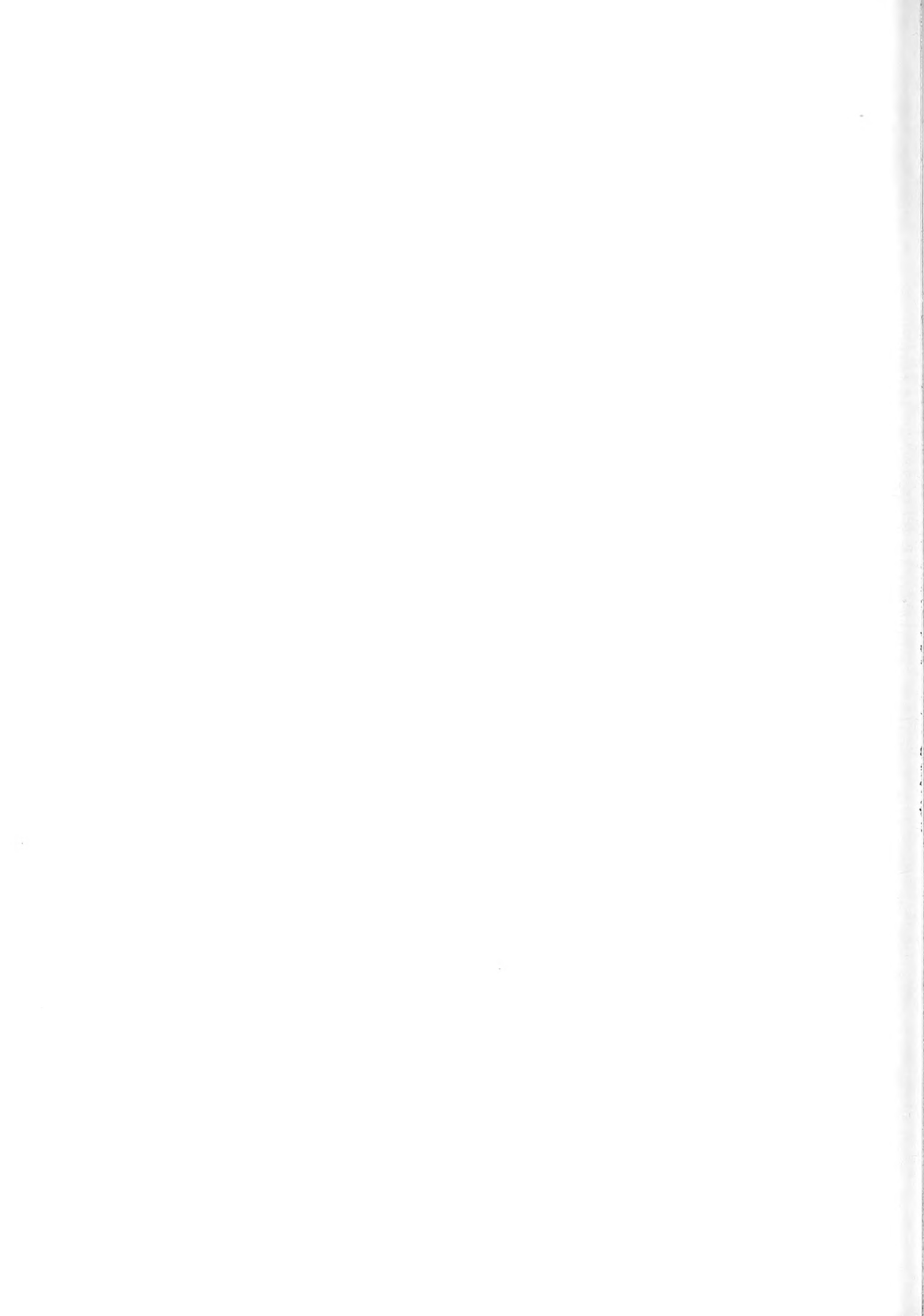
(\$2.00 per sub.)

Make Check or Order form payable to University of Illinois

Mail this form and a check or order form to
Professor Letitia Walsh, 334 Gregory Hall, University of Illinois,
Urbana, Illinois. (Attention of Illinois Teacher)

IMPORTANT - All subscriptions must be in before September 20, 1958.

After that date, all subscriptions will be returned to sender.
Sorry---but absolutely necessary!



EVALUATION AS INSURANCE

Lila Eichelberger, Champaign Senior High School
 Letitia Walsh, University of Illinois

A certain church janitor seemed amazingly successful in pleasing everybody. One of his "evaluators" asked him how on earth he managed to get along with the many different kinds of people with whom he had to deal. "Well," he said, "I just throw my mind into neutral and go where I'm pushed."

In some situations that may be a commendable method for achieving that "inner security" necessary for sound mental health but hardly to be recommended for teachers. Writing in the January issue of the National Education Journal, Senator John Kennedy states, "In the dark and despairing days ahead, our youth shall need all the light the teaching profession can bring to bear upon the future."

In past years we teachers may not have been very well paid and certainly not overvalued in our communities. Perhaps partly because of these conditions we tended - yes, even we homemaking teachers - to jog along in our familiar teaching paths. Now that we find education in the white spotlight of criticism, all teachers may tend to grow fearful or resentful and feel like seeking the safe haven of "what we have always done." And therein may lie our greatest peril.

A wise man of our time, Dr. Alfred North Whitehead, made an interesting observation about the future. Writing in 1925 in one of his essays in his Science and the Modern World, he says, "We must expect that the future will disclose dangers. It is the business of the future to be dangerous." According to him, all of the great ages in the history of mankind have been unstable ages.

While it is distinctly uncomfortable to be living in what must be one of the most unstable of ages, history tells us that a dangerous future may awaken a spirit of adventure and a willingness to lay aside old stereotypes and old prejudices. If home economics teachers can meet today's challenges, we may find home and family life education valued more and more in the years ahead. No, let's put it this way, - because home and family life education is so vitally important to everyone, we teachers must meet today's challenges.

A Dangerous Future Compels Choices

Wishful thinking and pious hopes are out! "Some more of the same" is not good enough! Using increasing emphasis upon science and mathematics education as a scapegoat is not constructive. As citizens we may see a time when we'll be sincerely wishing that all of us had had more functional education in science and economics. Public understanding tends to prevent public panic in a period of radical changes in our way of life.



Human existence requires choices. Moreover, one cannot limit himself to contemplating alternatives--human existence today is such that he must act. Even a decision not to act is a choice that may have far-reaching consequences. Perhaps right now we are in unnecessary danger because of a policy of merely drifting.

But choices and action must be intelligent. Intelligent choices and action are based upon evidence--evidence collected, analyzed and interpreted as accurately as possible. And that is where evaluation comes in.

Not one of us, in today's atmosphere of tension and urgency, wants to do anything but what is wise for our students, our school and our country. To feel that we are acting wisely in our teaching choices is an invaluable source of inner security. For youth and parents to feel that students are making progress in an education that is worthwhile likewise contributes to their sense of security. And that is where evaluation offers insurance to teachers, students and parents.

BUILDING PSYCHOLOGICAL SECURITY

Sputniks I and II disturbed the security of all Americans more, apparently, than was at first realized. Immediately the educational system was the object of attack as being at fault in not having educated students who could compete successfully with the Russians in applied science. Looming enrollments and stiffening of entrance requirements threaten students and parents with the possibility of being excluded from the college of their choice. Parents of students who had plans to enter the labor market upon leaving high school see in the continuing recession the danger of failing to get employment. So parents, students and teachers are feeling uncertain and at least vaguely threatened by the future.

Students Need to Feel They Are Making Progress

Even the most lackadaisical student is now coming up with an occasional "How'm I doin'?" Bad news is accepted if it is accompanied with constructive suggestions for improvement from an interested teacher. But if he is to put forth increased efforts, he likewise would appreciate a teacher to do the same. One student "propositioned" her teacher to give weekly quizzes so that she might know constantly how she was "doing." Another, having completed extra-credit work, politely brought the class record book to the teacher with the question, "Wouldn't you like to put down that grade before you forget it?"

With our high ideals of improving home and family life, perhaps we may have overdone our horror of "working merely for grades." High school students



are gradually - very gradually in some cases - coming to realize that doing just enough to get by may seriously interfere with their future, no matter whether they hope to enter college or secure employment. Whenever we see a youth sincerely trying to uproot old habits and improve his school work, we surely owe him help in -

Knowing exactly what is expected and when
 Understanding why this is necessary
 Knowing how learning is to be evaluated before starting work
 Comparing his self-evaluation with that of the teacher
 Determining cooperatively the causes of his difficulties
 Planning for such improvement as may be possible
 And on and on ad infinitum!

Definite goals, frequent self and teacher evaluation, accurate records, - and yes, improved grades - spell progress to a student. And recognized progress increases everyone's sense of adequacy.

Parents, Too, Need to Feel Well-Informed about Their Children's Progress

Studies indicate that parents want more and better education for their children than they themselves had. They have been slowly but steadily increasing educational budgets in a desire to have schools of which they may be proud. They long to be proud of their children's progress, no matter how minor this growth may be, relatively speaking.

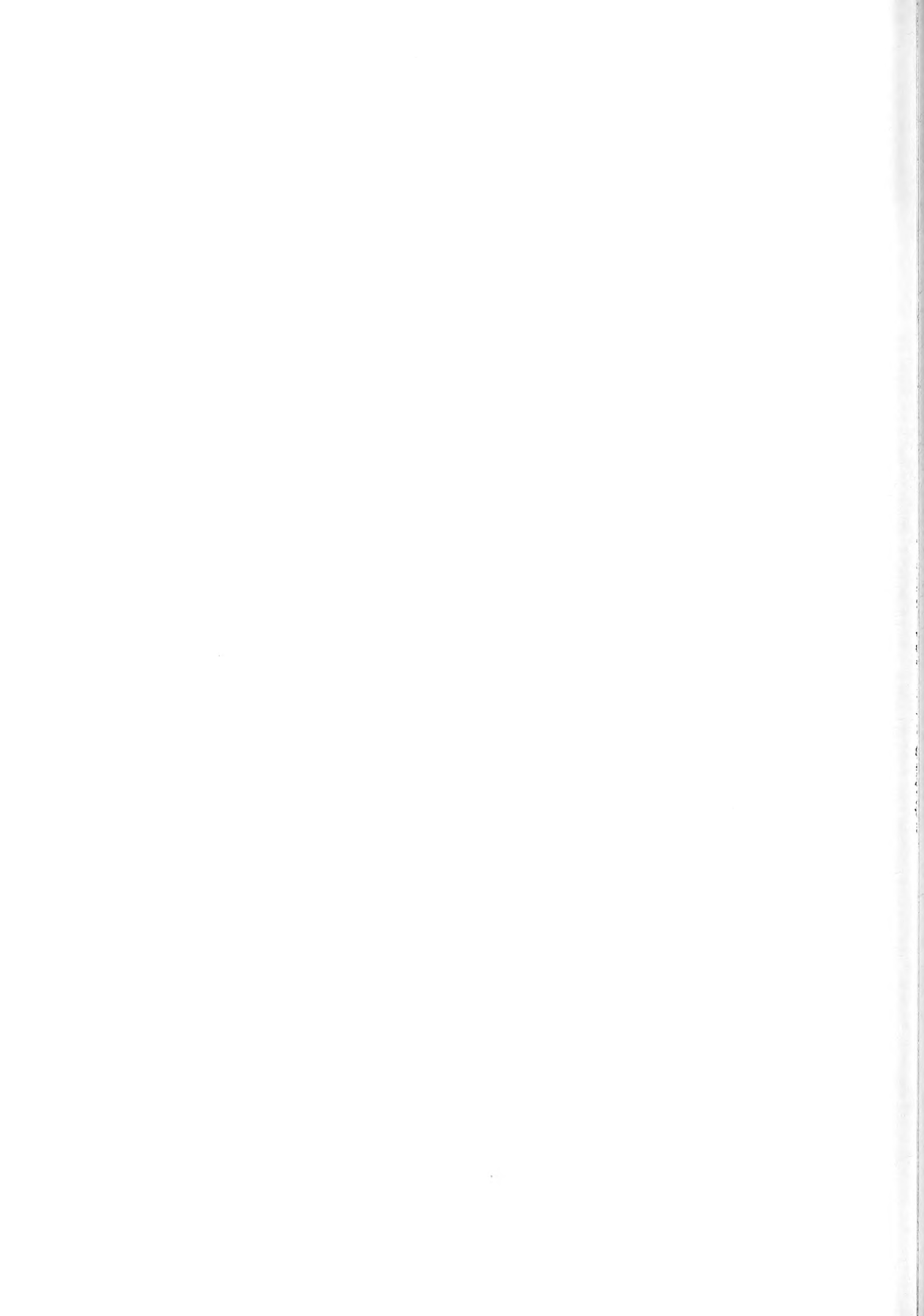
A recent Gallop poll, reported in the Education Section of Time, indicates that parents have not been stampeded into excesses in criticizing schools as much as have some educators. If this attitude is due to sheer apathy no one would contend that the outlook was hopeful, for apathetic parents who fail to condemn are apt to likewise fail to support even the best of schools.

Have you noticed, however, that parents are being criticized pretty roughly in some publications? Any run-of-the-mill parents who took seriously the implication that they, too, should work with the intellectual and aesthetic growth of their children in the ways recently reported in Life by one unusual couple might well feel inadequate.

We may probably safely assume, then, that parents are feeling not apathetic but pressured. Many will undoubtedly warmly welcome more opportunity to work in partnership with their children's teachers. They need -
 Information on certain concrete gains in an individual student's achievement and growth
 Cooperative planning for improving specific weaknesses identified in an individual student.
 Facts about progress and a concrete program of action will help to build their psychological security as they view their children's future.

Today's Teachers Also Need Security

So vitally important is a teacher's feeling of adequacy that Schwartz and Tiedeman present in their last chapter a special section on the relationship of evaluation to the psychological security of the teaching staff.



A few informal investigations have left the impression that teachers' evaluations are too frequently influenced by extraneous factors rather than the real achievement and growth of the student. For example, some studies have suggested that, after five years in the same community, teachers' grades tend to be unduly affected by their feelings toward individuals because of the family from which each student comes.

Even today students and parents have been known to blame low evaluations upon lack of acceptable manners and appearance, lack of money and social status. For instance, a graduate of a private college which enrolled only girls with a high degree of these assets was shocked to the core of her being when a new student casually agreed to an assignment with the careless words, "Oh, go to H---!" Later the teacher learned that the remark was only a figure of speech in constant use in the student's home and neighborhood, and actually had none of the meanings which the teacher had attached to it.

Not only do teachers need to learn to be shock-proof but also to realize how essential is complete evidence about a student to the teacher's own feeling of adequacy. When the teacher mentioned above suspended her judgment until much evidence had been accumulated on this troublesome student, she was astonished to discover that she was working with one of the most eager and receptive minds she had ever known. This girl's progress ultimately provided both the student and the teacher with a strong feeling of pride and security.

This year critics in the public press have been enjoying a Roman holiday castigating the teaching of homemaking and family living as intellectually worthless. No home economist enjoys reading such charges or watching a nation-wide television program on which "Coed Cookery" is put in a ridiculous light. We more or less realize that our psychological security is being jeopardized and feel that "something ought to be done about it."

Constructive Suggestions of Evaluation Specialists

Student and parental satisfactions in education depend a lot upon the skill and wisdom of a teacher. Schwartz and Tiedeman in their book, Evaluating Student Progress in the Secondary School make some concrete suggestions on how a teacher, burdened with such responsibilities, may best cope with the psychological hazards of teaching. Here they are in brief form.

1. Know yourself - recognize what you can and what you cannot do, use your positive characteristics to their maximum and work to overcome any limitations of knowledge, skill and attitudes that are evident.
2. Know what you are trying to accomplish - clearcut objectives provide a sense of direction which is very important to the development of security.
3. Know what you have accomplished - record keeping may be laborious but a great comfort in knowing how far you have progressed in achieving your objectives.

4. Know the limitations of the teaching situation - discover as much as you can about students and the environments in which they live, make realistic decisions about what can and cannot be done, work hard on what can be done but accept what cannot be done with a minimum of inner conflict.
5. Know how you can improve yourself - thoughtful, constructive action can minimize many of your difficulties; one of the best means by which mental health can be maintained is by engaging in a continuous program of self-evaluation.

And here we are full-circle and back to evaluation again! Some one has stated that evaluation is likely to be the common denominator of education for the next decade.

INCREASED RECOGNITION OF THE IMPORTANCE OF EVALUATION

Did you notice that in the April, 1958 issue of the NEA Journal the "Special Feature" dealt with evaluation? This is only one of the many available evidences of the emphasis being placed upon measurement and appraisal of the results of teaching. Even the most popular type of magazine includes some self-evaluation device in almost every issue. If the "man on the street" was not perceived as vitally interested in such devices, you may be sure they would not be published.

Professional educators are recognizing an equal interest on the part of teachers. Let's take a look at a highly selective list of recent books devoted entirely to evaluation. Ideas in this article have been checked against all of these publications but, of course, can offer a most limited presentation compared to any book of 400-600 printed pages.

Books! Books! Books!

First of all, we'd like to recommend two books that are so very helpful that we believe at least one copy of each should be in every school's professional library. Both are just off the press, have been written simply to be of specific help to classroom teachers, and are so up-to-date and comprehensive in scope that they include ways to appraise the many types of objectives characteristic of home economics teaching. These books are:

Schwartz, Alfred and Tiedeman, Stuart. Evaluating Student Progress in the Secondary School. New York: Longmans, Green and Company, Inc., 1957.

Noll, Victor. Introduction to Educational Measurement. Boston: Houghton Mifflin Company, 1957.

Three earlier books that you may find in your school's library are also worthwhile examining for help. The Wrightstone book is rather general but based upon an excellent philosophy in terms of our own beliefs in home economics education. The Adams book has a fourteen-page section specifically focused upon evaluation in home economics and written by Dr. Henrietta Fleck of New York University. The Greene book is being displaced by later publications but still has many fine suggestions to offer.



Wrightstone, J. Wayne; Justman, Joseph; and Robbins, Irving. Evaluation in Modern Education. New York: American Book Company, 1956.

Adams, Georgia and Torgerson, T. L. Measurement and Evaluation for the Secondary-School Teacher. New York: Dryden Press, 1956.

Greene, H. A.; Jorgenson, A. N.; and Gerberich, J. R. Measurement and Evaluation in the Secondary School. New York: Longmans, Green and Company, 1954.

For schools that are setting up over-all programs of evaluation (and many are), two more technical books are well worth thorough study. Both include far more materials on statistics and research, hence might well be used under the guidance of a well-trained counselor. The Remmers book includes more specific, practical helps; the Bradfield book more statistical interpretation.

Remmers, H. H. and Gage, M. L. Educational Measurement and Evaluation. New York: Harper and Brothers, 1955.

Bradfield, James M. and Moredock, H. Stewart. Measurement and Evaluation in Education. New York: The Macmillan Company, 1957.

Two other publications, neither recent nor readily applied to home economics, seem by their sheer worth to merit inclusion in this list of books. One is a 1946 Yearbook of the National Society for the Study of Education that marked a "giant step" in the history of evaluation in that emphasis was given to the pioneer measurement of outcomes other than specific knowledge and skills. One chapter offers examples of the application of this emphasis to home economics.

The second volume is written largely in terms of industrial arts but the types of objectives are so similar to those in home economics that the book offers many helpful suggestions to us, particularly in the measurement of performance.

The Measurement of Understanding. Forty-fifth Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago Press, 1946.

Micheels, William J. and Karnes, M. Ray. Measuring Educational Achievement. New York: McGraw-Hill Book Company, Inc., 1950.

Prepared Just for You

Home Economics as a field has been very fortunate in having two brilliant women devote much of their professional interest and energy to the evaluation of our teaching. As early as 1941 Mrs. Clara Brown Army of the University of Minnesota published her 461-page volume on Evaluation and Investigation in Home Economics, which she later revised as Evaluation in Home Economics, New York: Appleton-Century-Crofts, Inc., 1953. Mrs. Army also directed the preparation and publication of several devices which will be mentioned later. For years her book and her devices contributed the major part of our literature on evaluation in home economics, and undoubtedly every one of our

readers studied a book by Mrs. Army while in college. Indeed, the 1953 volume is still the classic reference in most undergraduate programs. If you do not own this book, don't wait another minute to order one for yourself or your department.

Miss Hester Chadderdon at Iowa State College is the second woman who has contributed much valuable thinking to the problems of evaluating home economics teaching. Her special interest in developing paper-and-pencil tests to evaluate the ability to apply generalizations in home economics has continued the progress made by Mrs. Army. Instruments prepared by Dr. Chadderdon in all four areas of home economics are recommended later in this article.

Although Dr. Henrietta Fleck has not concentrated her interest so much on evaluation as have the other two, she has written several magazine articles, the section in the Adams book previously mentioned, and a small paperbound publication which is inexpensive and especially oriented to the home economics teacher's role in guidance. This book is How to Evaluate Students, Bloomington, Illinois: McKnight and McKnight, 1953.

A second booklet concerned with evaluation in home economics is Evaluation for the Improvement of Family Living, Merna A. Samples, Editor and Peggy Marcus, Consultant. This is a 1955 bulletin of the Department of Home Economics, National Education Association. It may be secured from Department of Home Economics (NEA), 1201 Sixteenth Street, N. W., Washington 6, D. C.

LET'S NOT DUPLICATE OUR EFFORTS

Unfortunately, although the importance of evaluation is being demonstrated so clearly through an amazing increase in the general books on evaluation and featured articles in periodicals, actual instruments for appraising home economics that may be purchased by teachers are still limited. To try out and revise instruments to the point where they may be generally acceptable takes a long, long time. For that very reason the Illinois Teacher will not be ready before next spring to offer a portfolio of devices in the various areas of subject matter.

Carefully chosen books and bulletins from the many recent volumes published were deliberately mentioned first in the belief that an understanding of the basic concepts of measurement and evaluation that underlie valid practice is fundamental to the wise selection and use of all available instruments. Standards appropriate to evaluating student achievement and growth must be used as criteria for deciding which instruments will be used, and when and where best used. Ways of working with students and parents in cooperative evaluation can enhance or almost cancel out the worth of an instrument. The two books published in 1957 specifically recognize and discuss this problem constructively.

At the time of publication of this May, 1958 issue the following instruments were reported to be available - and unfortunately some of the earlier instruments are out of print, hence the importance of this statement. With the feeling of "living dangerously" we have also tried to indicate the

current prices of as many of these instruments as we knew and to suggest an approximate price for the others. In these days of soaring inflation, the costs of printed materials may change overnight.

Tests That May Be Purchased

"A Test on Manners" for junior high school boys and girls and "A Test on Social Usage" for older students have been prepared by Margaret B. Stephenson and Ruth L. Miller. The latter test has a Form A to use as a pretest and a Form B to use later as an equivalent form. A single copy of each of these tests costs ten cents. They may be secured from McKnight and McKnight Publishing Company, Bloomington, Illinois.

"Minnesota Tests for Household Skills" by Clara Brown Army, Dorothy Dyer and Margaret Proshok are four in number and are focused on skills in foods, cleaning, laundering and child care. A complete specimen set of tests and directions may be purchased for seventy-five cents from Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. Each test takes about 30 minutes to complete, except that the one on Foods requires closer to 40 minutes.

Indiana is a pioneer among the states in setting up "State High School Tests in Home Economics." All of the following may be purchased for five cents each from the State High School Testing Service for Indiana, Purdue University, Lafayette, Indiana. Approximately 55-60 minutes are required for each test.

For use in grades seven and eight -

Clothing Problems
Food in the Home
Housekeeping
Care and Play of Children

For use in high school classes -

Clothing I, Forms A and B
Clothing II
Foods I
Foods II
Home Care of the Sick
Housing the Family
Child Development

For several years the extensive resources of Iowa State College and the State Department of Vocational Education have been concentrated upon the production of four curriculum bulletins to guide the teaching of high school teachers in the areas of Foods, Clothing, Housing, and Child Development and Family Relationships. Incidentally, all four of these are available at \$1.00 each except that the bulletin on teaching Foods costs \$1.30. From this curriculum study Dr. Chadderdon and her assistants selected generalizations and painstakingly formulated, tried out, and refined "application of principles" items for each area. Our current interest in emphasizing students' ability to think makes these tests of unique value. All the curriculum bulletins and tests are available from Iowa State College Press, Ames, Iowa.

For use when teaching Family Relationships -

Evaluation Materials in Family Relationships, Grade Nine - 40 cents
Evaluation Materials in Family Relationships, Grade Ten - 35 cents
Evaluation Materials in Family Relationships, Grades Eleven and Twelve -
40 cents



For use when teaching Child Development -

Evaluation Materials in Child Development, Grade Nine - 50 cents

Evaluation Materials in Child Development, Grades Eleven and Twelve -
60 cents

For use when teaching Clothing -

Evaluation Materials in Clothing, Grade Nine - 55 cents

Evaluation Materials in Clothing, Grade Ten - 60 cents

For use in teaching Housing -

Evaluation Materials in Housing, Grade Nine - 35 cents

Evaluation Materials in Housing, Grade Ten - 45 cents

For use in teaching Foods -

Evaluation Materials in Foods, Grade Nine - Price not known

Evaluation Materials in Foods, Grade Ten - Price not known

(The reason the price is not quoted is that these tests will not be available before Fall, 1958. At that time write for costs.)

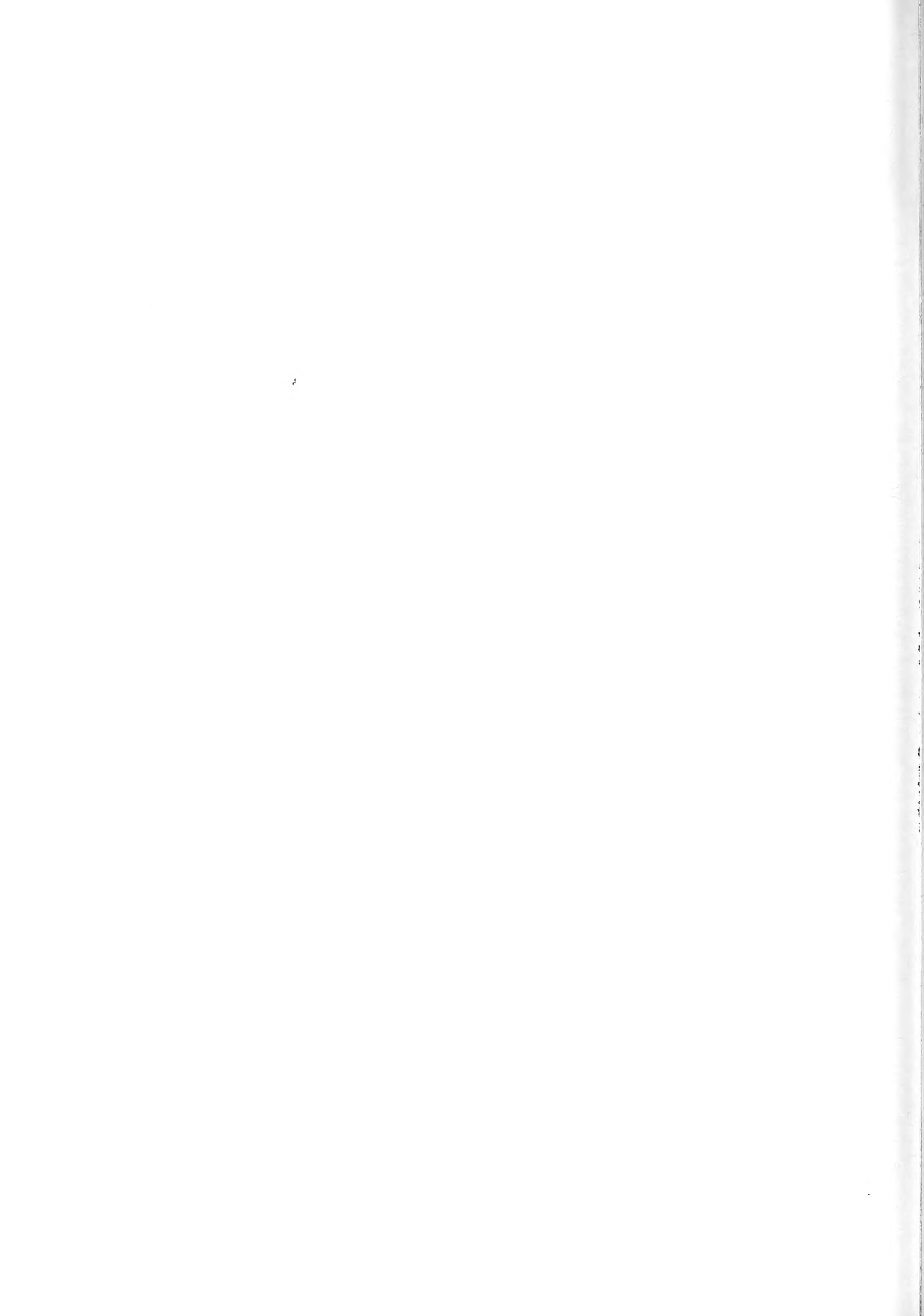
Collections of Various Samples of Instruments

Dr. Hazel Hatcher in 1951 collected the work of graduate students into a paper-backed bulletin, Evaluation Techniques as Effective Teaching Techniques in Home Economics, that has had a steady sale ever since. It may be obtained for \$1.00 by writing to School of Home Economics, Pennsylvania State University, University, Pennsylvania and requesting "Publication 115." The materials in this collection show evidence of imagination and a keen appreciation of the importance of motivating students to do constant self-evaluation. No samples of test items.

Another collection has been recently revised under the committee co-chairmanship of Miss Muriel McFarland and Mrs. Phyllis Kinnison Lowe of Purdue University as a project of the Indiana Home Economics Association. In this bulletin, Evaluation in Home Economics, breadth of objectives and of types of instruments is emphasized. Samples of devices are suggested for high school outcomes, Future Homemakers of America and home projects, adult teaching, and even a few examples of ways for students to evaluate the teaching of teachers. The cost of this bulletin, also, is \$1.00 (plus postage) and may be secured from Miss Muriel G. McFarland, Home Economics Education, Education Building, Purdue University, Lafayette, Indiana.

Special-Purpose Instruments

Casual observation in foods laboratories seems to suggest that everyone is familiar with Mrs. Clara Brown Army's Food Score Cards. Many instructors like to enclose a set in a cellophane envelope and place one in each unit kitchen. The 57 foods for which score cards are provided in each set not only offer refined instruments for most commonly prepared foods but also tend to stimulate an interest and respect for standards in cookery, as well as reminding students (and perhaps the teacher) that no foods lesson is complete until products have been evaluated and guides for improvements established.



The Educational Testing Service, Princeton, New Jersey, has been selling one set of these score cards for 50 cents. However, sale is to be officially discontinued on June 30, 1958 when the Service expects the present supply to be exhausted. So, if you are not now the owner of a packet, you might like to send an order at once before the opportunity is gone.

Bringing Up Children by H. K. Remmers and Louise A. Stedman, 1954 edition, is another instrument that represents the result of extended research. There are two forms of this inventory of attitudes, Forms A and B. Everyone taking the inventory can see how his score compares with scores of other people by studying the percentiles for adult women and for boys and girls in grades nine, ten, eleven and twelve. There are 45 items in each form and about 35 minutes are needed for administering the inventory. These items are concerned with

- Attitudes toward problems of discipline
- Attitudes toward motivation
- Attitudes toward moral training
- Attitudes toward family-child relations
- Attitudes toward emotional response

By administering one form of the inventory at the beginning of instruction and the other form at the end, you can appraise achievement and identify areas that need additional emphasis. This inventory does not, of course, deal with all the problems in bringing up young children, nor does it cover the adolescent period. But it can be of great value to high school teachers of child development classes and to leaders of parents' study groups. A sample set consisting of the two forms and an excellent manual on administration, scoring, interpretation and use in teaching can be secured for approximately 75 cents from Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois.

HOW ILLINOIS TEACHERS ARE EVALUATING

The caption of the previous section, "Let's Not Duplicate Our Efforts," clearly suggests that available instruments should certainly be purchased and used--but that there is still much for individual teachers to do. Nor is that only because home economics, compared to academic subjects, is woefully short of standardized instruments. In some fields educators worry that teachers, given an ample supply of instruments, might let the test items become the course of study. Obviously, such a danger is very remote in our field.

Not too long ago teachers of home economics in Illinois were surveyed on the methods they used in evaluating results. Contrary to expectations, the particular area being taught seemed to make no significant difference in the techniques used when six areas were studied separately. One could only speculate that teachers felt at home in these few techniques and used them on all occasions.

The method of arriving at individual and group evaluations that appeared twice as frequently as any other was observation of class work.



Obviously, this technique may be rewarding or worse than useless, depending upon the skill of the observer. Lack of time may be considered so serious a problem by most teachers that they have recourse to general observation as the only method possible.

Next high in frequency was the performance test. Since check lists, score cards and rating scales were reported so much less frequently, the suspicion grew that perhaps the "performance tests" represented only some slightly more focused observation than did the previous "observation." Well-done performance tests are richly revealing but so time consuming as to be expected less often than was reported.

Essay tests ranked third high in use...followed in descending order by short answer or completion, true-false, and matching type very far below the others. The other six methods suggested on the survey form were reported in use so few times as to be relatively negligible. Most of the latter six techniques demanded more time for construction and use, hence lack of time may be the controlling factor here, also. As Julian Stanley indicates in the May NEA Journal, knowingly or unknowingly, the teachers were actually trying to prepare paper-and-pencil tests that are difficult to construct. Dr. Stanley makes the flat statement that "Despite popular opinion to the contrary, a high quality essay test is more difficult to construct than is a good objective test."

Faced with the limitations of space and recognizing this article the first in a series, we decided to concentrate on those methods most frequently reported by Illinois teachers. This decision was largely based upon the premise that it is desirable to help teachers to do a bit better whatever they are doing anyway. To that end we are applying the specialists' most recent recommendations to this limited number of techniques.

EVALUATING PERFORMANCE THROUGH OBSERVATION TAKES SKILL

The intimate and personal character of homemaking and family living, the tremendous and immediate impacts upon family life of socio-economic changes, and the sharply etched differences of students in home economics classes undoubtedly lie back of teachers' feeling that primary emphasis must be constantly given to observation of individuals and occasionally of groups. Helen Hefferman, writing particularly about evaluation in the elementary school, points out in the same NEA Journal "We live in an age of automation, threatening to individual personality. Education must continue to become more personalized and humanized." Perhaps in no subject matter field in secondary education is this need so earnestly accepted as in the field of home economics.

It Can Be Done

In attempting to evaluate the multiple impressions registering upon any teacher observing any class, there may be grave danger of inaccuracy on the part of the teacher. Even more serious may be the lack of student cooperation engendered by the mystery of such a teacher's grading. One teacher reported this year that she solved the problem of an increasingly unruly class by taking time to develop with the students the one daily aspect of learning that she and they would watch for, identify as to worth in terms of agreed-upon criteria, and then compare afterwards so that all would understand how to improve in that specific regard the next time. However, that summarizing statement may give a false impression that this was achieved easily and quickly. Far from it!

At first the students were doubting Thomases, impatient with that kind of "fooling around," and the teacher was not flattered when she finally unearthed their reason--they didn't believe for one minute that a teacher would respect and even accept a "kid's idea." After she had convinced them of her sincerity, the next obstacle raised was that they didn't want any of their "enemies" evaluating them. So each student gave the teacher a confidential list of her "enemies." The teacher had no illusion about the group being "one great big happy family" but she was shocked at the length of these lists! She herself had to watch two hapless rejectees for a time.

But the students finally accepted that everything was "on the square," and that it was great to be able to see how much progress they were making. When semester grades were due, the teacher gave the plan the truly crucial test. She arranged the list of students' names into the top one-fourth, the low one-fourth, and the middle one-half in light of individual and group evaluations over the weeks. Her sense of adequacy got a big boost when the list was submitted to the class for approval and only two dissents were offered. Since one of these was due to an error in her own recording, and the class supported her judgment on placement of the other dissenter, a pleasant time was had by all--or, at least, by all but one person.

Differences Between "Seeing" and "Observing"

Schwartz and Tiedeman point out that "From the beginning of time, man's senses (especially his eyes and ears) have provided him with the information about his environment upon which he based his evaluation of people, places, things and events. Observation is the most common of all the evaluative techniques used in teaching, but it must be done purposefully and used with understanding if it is to be of the greatest value to the teacher and the student."

Seeing is general, observing is specific.

Seeing is casual, observing is goal-directed, purposeful.

Seeing may involve perception, observing must involve perception.

Seeing ignores check lists or other forms embodying criteria or

guides, observing uses some type of guide to know what to look for.

Seeing is not recorded, observing usually is in some form or other.



Common Faults in Using Observation

Because most teachers, like those in Illinois' homemaking laboratories, depend so largely upon observation in the classroom for their student evaluations, a listing of common faults may be worthwhile. "Forewarned is forearmed." Michaels and Karnes offer particularly appropriate warnings, even though the list was actually derived from studies of industrial arts teachers. Ideas from other sources are also included.

 Fails to relate purpose of observation to objectives of learning

 Fails to be wisely selective about what to look for

 Fails to focus observation upon a sufficiently limited scope

 Fails to put clearly defined standards on paper and use those in observing

 Fails to adequately enlist the cooperation of students

 Fails to keep his own attitudes, biases and prejudices out of his observing

This fifth fault is so omnipresent and difficult for all of us that it merits serious consideration. Investigations have shown some common tendencies of teachers to give ratings to certain students without examining critically the quantity and quality of work done. Depending upon our biases, these students may be--

 The student who always seems to be busy

 The student who has a reputation as a good scholar

 The student whose family is important, especially kind to teachers, close friends or relatives, or what have you

 The student who is quiet and unobtrusive

 The student whose sister you have taught (happily or unhappily, as the case may be)

 The student who is extremely likeable--at least, to you

 The student whose work space is always kept and left neat

 And so on ad infinitum.

Accent upon the Positive

After all these dire warnings of the mistakes other teachers have made, it is high time to get specialists' recommendations on what we should do. Most agree that we should usually give consideration to the following problems.

 What objective can be agreed upon by those involved as most urgently in need of improvement?

 What behavior(s) might indicate achievement of this objective?

 How can cooperative evaluation be utilized?

 What procedures should be used in observing?

 What recordings of behaviors are advisable?

 How is improvement actually achieved?

 What are the rewards of such cooperative evaluation through observing?

 What follow-up should usually be planned?



Since all the authorities seem to believe that teachers are more than a little fuzzy when they come to measuring achievement through observation, a first genuine effort at improvement might well be concerned with a general behavior pattern that can be broken down into specific behaviors, can be used in different units of our teaching until pretty firmly acquired as a work habit, and can be seen as overt behavior by both teachers and students. In next order of difficulty might come evaluation of a completed project, large or small. Anyone who has graded a finished product in foods as reasonably successful simply has no idea of the errors made during the process from looking at the product, so after product evaluation would come process evaluation. Finally, recalling the many students to whom we have said, "Your class recitation is weak," perhaps we should look at just how we are determining it is weak.

Objectives are a MUST

Objectives and evaluation complement each other and are integral parts of a whole. Unless objectives are defined, we do not know what to try to evaluate. And unless we do evaluate, it is impossible to tell whether or not, and to what degree, objectives have been realized. In a deeply troubled world, wishful thinking is all too easy a habit to acquire. Yet students and teachers alike have sufficient intellectual honesty to recognize---and fear---wishful thinking. That way psychological security does not lie!

But objectives are not selected lightly! Only a very small proportion of what adolescents need to learn about homemaking and family living can be taught in today's high school, as we all know. The May, 1958 issue of the Journal of Home Economics reports an investigation of differences in a knowledge of meat between homemakers who had been exposed to some home economics training and those who had not, according to their own statements. Most of us would agree that the results point up the great need for adopting the slogan, "Teach less and teach it more thoroughly."

In trying to decide on an objective of some general behavior pattern, the research reported in 1942 by Eugene R. Smith and Ralph W. Tyler in Appraising and Recording Student Progress offers concrete help. The criteria set up for selecting such characteristics of behavior are that each should be important, observable, independent, and, taken together, would constitute a reasonably complete picture of the student. The six finally chosen as meeting all these criteria best are:

1. Responsibility
2. Concern for others
3. Adjustability
4. Serious purpose
5. Influence
6. Creativeness

A large group of classroom teachers of home economics was asked what characteristic or work habit appeared to them most important for their students to develop. There was an amazing concensus on one -- responsibility. Employers of high school students, also, gave responsibility their top priority. This characteristic seems particularly valuable as an objective because it is improvable through the student's own efforts, a fifth criterion.

Defining Objectives in Terms of Student Behavior

Most publications on evaluation contain suggestions for appraising growth in student responsibility. A "Self-Rating Character Chart" used in Los Angeles City Schools has broken down this general behavior pattern into specific, observable student behavior appropriate in any classroom. Students are instructed to rate themselves from 0 to 5, according to the degree to which they meet the enumerated requirements in the area of responsibility. A rating of "0" would indicate that at no time does the student display the behavior; at the other extreme, a rating of "5" indicates very frequent display of the behavior. The student selects the number which, in his opinion, best indicates the degree to which he displays responsibility. The following is an adaptation of the California form.

A responsible pupil does the following:

- _____ 1. Develops an interest and a will to learn
- _____ 2. Comes to class on time
- _____ 3. Brings necessary work materials to class
- _____ 4. Follows directions in the use of tools and materials
- _____ 5. Does what he agrees to do
- _____ 6. Finishes his class work and does not give up easily
- _____ 7. Hands in school work on time
- _____ 8. Works independently during supervised periods
- _____ 9. Asks for help when it is really needed
- _____ 10. Finds his own materials for reports and other activities, whenever he can

Smith and Tyler are among those who suggest, instead, that for the characteristic of responsibility behavior can be defined in a different way.

Level I Responsible and resourceful - Carries through whatever is undertaken and also shows initiative and reliability in accomplishing and enlarging upon undertakings.

Level II Conscientious - Completes without external compulsion whatever is assigned but is unlikely to enlarge upon the scope of the assignments.

Level IIIa Generally dependable - Usually carries through undertakings, self-assumed or assigned by others, requiring only occasional reminder or compulsion.



Level IIIb Selectively dependable - Shows high persistence in undertakings in which there is particular interest, but is less likely to carry through other assignments.

Level IV Unreliable - Can be relied upon to complete undertakings only when they are of moderate duration or difficulty, and then only with much prodding and supervision.

Level V Irresponsible - Cannot be relied upon to complete any undertaking, even when constantly guided and prodded.

Stimulating Cooperative Evaluation

Do you recall the experience of one teacher reported back on page 14? The teacher realized that evaluation that was not participated in by the students would be useless in furthering their growth. Yet how was she to secure the necessary cooperation when the dull and rather hostile group had rapidly succeeded in closing channels of communication between themselves and the instructor? She decided to submit five incomplete sentences with the directions that the students complete each sentence quickly, putting down their first reaction. Her first incomplete sentence was "This class in Homemaking" Almost unanimously the class completed this sentence with one word, "STINKS."

The next day a vigorous discussion helped to clear the air. The teacher assured them that she was just as dissatisfied with the class as they were. The question was asked: "What can we do about it?" After a thorough airing of gripes, largely against each other rather than the conduct of the class by the teacher, number one priority was given to everyone doing her own housekeeping job "decently." The diversity of opinions on what constituted "decently" led to a thoughtful analysis of reasonable demands that made even the teacher reflect upon some of her "holy home economics standards," as one PTA leader has called them. After a compromise between what their homes permitted and what sanitation in a public school required was reached, "fool-proof" guides to doing the few simple jobs "decently" were placed in cellophane envelopes for ready reference in each unit kitchen.

Obviously, the Smith and Tyler form quoted earlier would be far beyond this class in vocabulary, concepts, and the fine discrimination implied in six levels. Ultimately by the end of the school year the students had attempted improvement in several of the specific behaviors suggested in the adaptation of the California instrument, but generally working on one at a time. In fact, later, the students themselves recommended that they work on some of these aspects as a part of becoming increasingly responsible.

Procedures Used in Observing

Basically, these students had to learn to do what they had agreed



to do, in the way that they had accepted each task should be done, and when it was their assignment to do. Recognizing the limitations of the class, the teacher had likewise limited the housekeeping duties to the irreducible minimum. Consequently the major purpose in observing was to make sure that each student was reliable in doing her part of the housekeeping.

Sometimes habit can be a ball-and-chain on the progress of even a well-intentioned youngster. And these youngsters had grown up believing that it was smart to "gyp" a school. Even a friendly partner's observation at first failed to prevent premature departures until the teacher formed the habit of standing at the door and collecting an evaluation card from each student before permission to leave was granted.

Instead of an imposingly elaborate rating scale or score card, the students proposed that this form be used.

_____ is a member in good standing of the Clarksville Union of Sink Cleaners. I certify that -

- _____ The sink is clean, without spots or grease
- _____ The cleaning materials are in their proper places
- _____ The shelves in the cabinet are in order and dusted
- _____ The towels are hung neatly in the drying place

Signed _____ Date _____

Of course, similar cards were available for the other housekeeping duties. The vocabulary and number of details were kept to the minimum.

Other aspects of the observing that had to be built up very gradually were for a student to take responsibility for checking more than one person and one duty and for checking an increasingly larger number of items. Some of the check lists with twenty items are not realistic, even for students of average ability. We teachers should be willing to acknowledge that elaborate rating scales call for a level of discrimination that we cannot actually make in a crowded, busy classroom. The trick is to decide the few points for which we'll settle when students are beginners, then deliberately add to these as the same students advance.

Some Records Are Essential

The teacher's time and energy are limited. To attempt more recording than time permits would merely be frustrating to all concerned.

Yet psychologically definite evidence of progress is essential. The solution for many problems seems to lie in having students do the recording. Too often, however, when this plan has been tried the teacher has assumed too much--then been grievously disappointed in results. Evaluation of results is done continuously in real life; learning to evaluate, as a major objective of education, is therefore worth the time and effort put into it.

Objective evaluation has to be taught just as does any skill, even in the rather intangible aspects of human relationships. Responsibilities of a teacher include:

Discovering students' present standards for the thing to be evaluated, preferably through a written report. An example would be asking students to examine the sinks in the classroom, then write out a statement of what conditions they would expect to find left by the previous class.

Presenting a lesson on the subject, for example on maintaining the cleanliness and order of a school sink and the sink cabinet, if there is one. Depending upon the level of ability and maturity of class members, this presentation could be limited to efficient techniques with reasons for doing the job that way to reasonably controlled experimentation by class members on such debatable decisions as--

What tools are most efficient to use?

What cleaning materials are most economical and efficient?

What storage changes might increase efficiency of workers?

What organization of work might reduce time and effort of workers?

Formulating a class version of a check list in light of thinking on standards and methods. These should be duplicated and used consistently until correct habits have been firmly established.

Providing opportunities for students' second thoughts, in light of thoughtful experience in using, to be incorporated into the original check list. Logical thinking and perhaps a convincing demonstration may be necessary to achieve acceptance of all the students.

Requesting reproduction of the whole check list in tests until it is thoroughly learned by every student.

Applying the same process of formulating a class check list for use in other areas, always with the over-all emphasis that behavior in carrying out apparently minor "chores" consistently well will increase employability and efficiency of every individual. Seen in this light, students ultimately come to understand and appreciate such experiences.

How Improvement Is Actually Achieved.

Learning is a cooperative process. The teacher sets the stage for learning; the students do the learning. Without their cooperation, learning will not occur. Research also indicates that acceptance of a goal is necessary for their cooperation both in the classroom and in the later use in unsupervised situations.

In addition to the many techniques suggested previously--actually methods employed in most good teaching--two others were used by the teacher attempting to maintain interest in becoming more responsible. "So All May Know" may be the heading for a bulletin board used early in the long struggle toward mature responsibility. On this bulletin board will appear, after each laboratory lesson, the "certifications" of those students who had a "clean slate" on the previous lesson. Since the records were changed every lesson, the interest was maintained better than it is with many bulletin boards. Occasionally a record was questioned but everyone recognized that future performance would have to establish proof. The result was that some careless forgetter put forth extra effort to vindicate herself through displaying responsibility thereafter.

Another method was demonstrating from records on file that the evaluation on "Responsibility" which appears on most report cards was truly based upon the facts of performance, day in and day out. Since even college teachers of foods report that they have to check on house-keeping duties of students, a high school teacher naturally must be sure that facts are recorded. At first she may need to check on every single "certification" turned in at the door, and penalize inaccuracies that are more than errors in judgment. Later a spot check may be ample. Still later "Honor" students may be assigned the responsibility of checking on an entire unit kitchen. "Honor" students are usually those who have been so reliable that not only the teacher but the students recognize them as such.

Rewards and Follow-Up

These two ideas are deliberately combined because each is so dependent upon the other. Unless a student is convinced that, for example, responsibility is paying dividends, her zeal will disappear. On the other hand, being adolescent, unless she is given support at school for continuing her growth, new interests may displace responsibility in her mind.

General behavior patterns like responsibility and the others that come to mind actually are the "best bet" for showing rewards from learning because the same characteristic applies in so many different situations. Perhaps students may be encouraged by noting that the criteria for candidates in FHA or other school offices emphasize responsibility. Sometimes a teacher may request an employer to talk to a beginning class about the improvement he perceived in students who had experienced the rigorous training that girls received in home-making classes and boys in shop classes in previous years. If evidence that responsible behavior tends to increase income exists, so much the better.

Another area of rewards for the teacher in a vocational department is the great improvement in home projects at least partially due to increase in students' responsibility. Both students and parents are willing to acknowledge this fact.

Follow-up, also, will vary with different individual situations. Every instructor is a teacher of groups. Group teaching of all learnings has to occupy most of every teacher's time. But she can often provide for individual growth, after group instruction, right along with the regular class work. After such instruction, too, the student is in a better position to cooperate intelligently through self-evaluation.

Such follow-up on individuals usually involves acquiring some additional pertinent information about a student. Limited time, therefore permits special help for only a few. Again, the practice of selectivity becomes of crucial importance. So complex is any individual that the causes for the failure to learn are often hard to distinguish. Yet eventually they must be identified if a teacher is to be of much help.

Ho Hum! All That Trouble?

We can hear some of you saying exactly that! If the efforts to contribute increased responsibility through education involved additional work, we, too, would say it would be unrealistic to expect teachers to add more hours to their working day. Limitations on teachers' time and strength must be accepted.

Frankly we selected "responsibility" with its varied interpretations and ramifications because parents and other adults in one city, polled to learn what seemed to them the one learning most needed and presently least achieved by adolescents, gave first place to assuming and carrying responsibility. In another state home economics teachers were asked, if they could have one wish for their teaching success next year, what outcome did they most desire. They were almost unanimous in naming "responsibility in students." Now ask yourself, "If the elimination of my courses should be proposed, what changes in student behavior could I cite in their defense?" Would you not feel fortunate to be able to cite evidences of growth in responsibility?

Moreover, this lengthy description serves to illustrate practically all the fundamental facts we need to know about evaluation. We'll summarize them here. Go back to our illustration for examples. Then apply them to your evaluation problems henceforth.

Basic Guides to Effective Evaluation

- * Evaluation is the process of judging the effectiveness or worth of an educational experience as measured against instructional objectives and through both quantitative and qualitative methods. Because educators have come to realize that education is expected to help students in achieving human values and desirable behavior changes, as well as in achieving knowledge, the ideas of measurement and evaluation have been joined.

- * Evaluation is an integral, necessary part of all instruction. Pupils, parents, public are evaluating your teaching results all the time. You as, teacher, can surely not afford to skip collecting of evidences of growth.
- * For greatest growth, evaluation should really be planned and carried out cooperatively-- by teacher, student, parents and any others who may be seriously concerned with the growth of that individual.
- * Evaluation should always begin with a list of cooperatively arrived-at, definite objectives of instruction. A high degree of selectivity is essential in determining these objectives. Student formulation may serve as a means of encouraging development of the ability to discriminate and to make decisions. A list of cooperatively agreed-upon objectives can serve students and teachers as a guide to learning and as a fair focus for evaluating what has been accomplished by all those concerned. But it is important that objectives be clarified so that they have the same meaning to all.
- * To be most useful, objectives should be expressed in terms of desirable changes in behavior, immediate and delayed. Stating objectives in behavioral terms indicates the kind of evidence that will show whether the goals are being realized. Emphasis upon changes in behavior indicates that major value is placed upon the learner's ability to apply the knowledge, generalizations, abilities and attitudes taught in school.
- * Individuals must be expected to reach different levels of attainment in these objectives. This does not mean that any degree of proficiency which satisfies the learner himself will be acceptable. Learners should not be protected from realization of low attainment for they must acquire an accurate picture of their limitations before they encounter the hard realities of the competitive world beyond the classroom. But, teachers must feel also responsible for helping learners set higher standards if they are subject to improvement through efforts of the individual.
- * Different objectives require different forms of evaluation. Any device which provides valid evidence on the progress of students toward agreed-upon objectives is appropriate. Both informal and formal methods, objective and subjective judgments are needed. Subjective appraisal of progress toward important objectives may be of more value than objective measurement of minor goals.
- * The more evaluations are allowed to be self-imposed self-criticism, the more their instructional function will be realized. For validity teachers will need to definitely train students in carrying out their self-evaluation. The task is to inculcate in students the teacher's concept of socially accepted criteria of their achievement, then help them to develop evaluations that are valid

in these terms. This applies to rating scales, written tests and all the other types of instruments.

- * Regardless of curriculum design, successful teaching involves evaluation at every step. Always evaluation should be comprehensive enough to appraise all major objectives, concerned with both means and ends or both product and process. Since the learning and fixing of understandings and abilities tend to require much time, evaluation, too, has to be lengthy and reasonably continuous.
- * The learning outcomes should be a habit of self-evaluation and of as much self-direction as the individual may be capable of achieving. Individuals and groups grow in self-direction if they--
 - Have a chance to figure out where they want to go in the first place
 - Concentrate their attention on these specific objectives
 - Take stock at appropriate intervals to see what progress they are making
 - Understand the definite standards on which they are being evaluated
 - Gain skill and independence in problem solving and decision making.
- * Since the primary purpose of all evaluation is to promote further growth in students, the value of any device can be judged from the results in furthering individuals' progress. Consistent repetition in the use of any device aids in effective learning as well as effective appraisal of progress.
- * Information secured from careful evaluation should always be used. Sincere self-evaluation must be taken seriously by teachers in distributing awards or it will lose its good effect. Remember that the concept of self, whether or not it agrees with the facts, may provide clues to the better understanding of a student.
- * Results of evaluations should be drawn together periodically and studied in terms of:
 - What are the unique and limiting features of the situation?
 - What is the relative importance of different outcomes?
 - What replanning of content seems indicated?
 - What is the comparative effectiveness of different procedures?
 - What additional information has appeared that may give clues to the nature and causes of difficulties?
- * A wholesome adjustment by students, parents and teachers to the realities of the results of evaluation demands:
 - The ability to see things and people as they really are
 - The ability to meet situations constructively as they arise in terms of their own requirements
 - The ability to accept the inevitable with a minimum of conflict.



- * Teachers can only be expected to extend and improve their programs of evaluation as they gain time and skill. Perhaps carefully thought-out, rather complete pre-preparation of the objectives and evaluation devices for the unit which most troubled a teacher last year might be a good place to start. A second unit might next be tackled as time permits and skill increases. A realistic focus is always beneficial for any plan of improvement.

APPRAISING ACHIEVEMENT IS AN INTEGRAL PART OF TEACHING

The same guides should be used in appraising learning achievement as in evaluating growth in general behavior patterns. Let's summarize these from the illustration on responsibility.

- Take Time To Thoughtfully Determine What Students Must Learn
- Decide Evidences In Behavior That Would Indicate Such Learning
- Plan Appropriate Ways Of Collecting These Evidences
- Organize And Teach Minimum Essentials As Well As You Possibly Can
- Use Appraisal Devices Before, During And After The Class Instruction
- Analyze Results For Causes Of Low Achievement
- Revise Procedures In Light Of Causes Determined
- Reteach To A Safety Minimum Level Of Attainment For Even Slow Learners
- Provide Individual Or Group Variations In Teaching To Meet Differences

Take Time to Determine Minimum Essentials to be Learned

A survey of homemaking teachers' practices in Illinois high schools showed that half of them spent three to five hours per week on personally keeping the home economics rooms clean and orderly. Over 10% spent as high as eight hours per week on these mechanics. Can we afford to distribute our time in this way? Time and patience, as well as good organization would be necessary to teach, review, and drill students to do such tasks. But students need such discipline, speed and skill if they are to cope with their own future of concurrently acting as a paid employee, a wife, mother, and household manager for an average of 25 years of their adult life.

Selectivity is certain to be the primary element in all curriculum building of the next decade. We are going to have to force ourselves to be more highly selective than we have ever been before. Every additional evaluation device that you may use on your students' achievements is bound to bring bad news! "The fault, Dear Brutus, lies not in the stars" can also be assumed about your situation. Better to consider with the best insight you can muster whether such difficulties as these prevented reasonable attainment of the objective.

Was the learning an absolute "must" for daily living in the future?

Was the objective accepted by the students as worthwhile?

Was attainment possible within the limitations of time allowed?

Was the objective within the scope of the students' ability?

Was the organization of instruction efficient and sharply focused in emphasis?

Decide Evidences in Behavior That Would Indicate Learning

Like teachers everywhere, according to many investigations, teachers in Illinois tended to put great faith in the overt behavior which they could see. But even the Bible points out that there are many who have eyes and see not. Unless we have a definite notion of what we are looking for, accurate observation is unlikely. To decide right after setting up an objective the behavior expected from such learning sounds too idealistic for our crowded world. But it works!

For example, let's take that familiar principle, "high heat toughens protein." Those who have truly mastered it will, in old and new situations -

Recognize the presence of protein in the food
 Recall this basic principle of protein cookery
 Control the temperature to secure a good product

Plan Appropriate Ways of Collecting Evidence

Of course, after a few exposures most students can recognize common protein foods on a paper-and-pencil test. They can do more; they can recall suitable temperatures for cooking certain foods. Put to it, they can even organize their knowledge when in an essay test they are asked to list in order the five main steps in scrambling an egg. But turn them loose with an egg in a performance test and the temperature control may and may not be practiced. Actual application of a principle in action and in many different situations is, obviously, the most valid form of evidence.

Undoubtedly that is the justification of teachers' dependence upon observation for evaluating all kinds of achievement and growth. Life being what it is, however, paper-and-pencil tests of the recognition, recall and essay type; occasional performance tests organized for careful, objective measurement of results must be utilized to save everybody's time. And costs being what they are today, common sense tells us that we must get the maximum learning from every dollar spent. Why provide students with even hamburger unless they have shown first on paper that they know what to do and why.

Perhaps the most flagrant example of sheer waste is to be found in the way some teachers try to "teach foods on the meal basis." A visitor to a six-unit food laboratory found every family hurriedly preparing and gulping foods, then rushing through sketchy cleaning. Since the pattern of every meal was so different, the visitor asked what meal was being taught. The reply was that the class was studying dinners and each family had its own choice, unhampered by any guide lines as to costs, types of foods, kinds of techniques to be used, or principles of cookery to be practiced. This same teacher (let's call her Miss Smith), asked about how she and the students planned to evaluate results of the lesson, stated that her concern was to meet individual differences, not to measure anything! Her opinion of the visitor as of the horse-and-buggy era was painfully apparent.



Organize and Teach Minimum Essentials:

The above example of misunderstanding of modern educational principles had the root of its difficulty in the teacher's failure to identify "MUSTS" for her students to know in the future. In another classroom in the same city a teacher, Miss Jarvis, had decided that competent vegetable cookery was essential for her potential homemakers and wage earners to know. Let's compare her teaching with that of the first teacher.

During the last part of the class period on a Friday she administered a short objective pre-test to discover which of the facts and principles she was considering the group already knew. Needless repetition is boring and profitless.

On Monday teacher and students went over the group results on the pre-test and decided what they still needed to learn, even though vegetable cookery had been studied the previous year. Students are "from Missouri" when propositioned on repeating any topic with which they have had the slightest contact but they can "be shown," and then cooperate willingly enough. After deciding on definite gaps in their knowledge, students used text books in locating and writing down correct answers to all the questions they had missed.

On Tuesday written answers were verified for correctness in class discussion, then formulated into an informational outline on the chalk board. The class secretary made a copy of this outline for future duplication. The teacher, selecting the vegetable cookery practice most resisted and argued about on Monday, presented a brief experimental demonstration on the local practice and that recommended by authorities which proved convincing to even the most doubtful.

On Wednesday the class opened with a snappy oral review on the limited number of facts and principles listed in the outline prepared Tuesday. Copies of these informational outlines were then provided to each student and from these plans for preparing a vegetable plate were made by the family group in each unit kitchen after the class had agreed upon certain criteria that the plate must meet. These criteria were as follows:

Vegetables prepared must represent the minimum essentials to be learned. For example, one basic principle which, curiously enough, students had never before recognized was that "Vegetables provide the maximum of their nutritive value when eaten fresh and uncooked." Therefore, application of this criterion required that one vegetable on the plate should be fresh and uncooked.

Vegetables must be obtainable at a reasonable price on the local market. That word "reasonable" was interpreted so differently that the group's final decision was to agree upon a total sum to be spent for the plate.

Vegetables must be able to be prepared within the agreed-upon number of minutes available on Thursday. Since each unit kitchen boasted a pressure sauce pan, this posed no

Vegetables selected must include two cooked (of different types), one frozen and one raw. The frozen vegetable was included because the pre-test indicated that overcooking of frozen vegetables was all too prevalent, yet the teacher had never before suspected that preparation of a frozen vegetable could possibly go wrong. She made a mental note to continually emphasize the necessity of reading directions on every food package henceforth.

Vegetables combined should present attractive variety in flavor, texture and color. Variety in temperature was automatically provided. This principle of meal planning could be glibly rattled off by even the dullest student but the teacher had observed that continual practice in applying it was essential for some time to come.

On Thursday each family followed the plans for division of labor in preparing the vegetables ordered on Wednesday. The students who had only to prepare a raw vegetable gathered at the chalk board as soon as these vegetables were in the refrigerator to write the criteria for the plate in the form of a check list, supplemented by a score card for any cooked vegetable which the teacher had resurrected from the study on vegetables during the previous year. As soon as all plates were ready for inspection, these evaluation devices were applied and reasons for unsatisfactory results were discussed in terms of the facts and principles on the dittoed information sheet.

On Friday a challenging review was provided by asking every student to write on her own information sheet additional ideas she had gained from the Thursday practice. These were shared, evaluated, and summarized by the teacher on the chalk board so that every student would have a correct version on her sheet. A few significant applications were suggested for home practice over the weekend. The remainder of the class period was utilized for a short objective pretest on the next topic to be studied.

At the close of two or three such teaching units the teacher took class time for a longer objective test over all facts, principles and practices covered, omitting items known on the pretest, including items not known before class study, and adding questions appropriately more difficult in light of the class study. She reported that delay forced students to again review their information sheets and to form the habit of retaining knowledge over an increasing length of time. Until this plan was fully accepted, students "lost" sheets which had to be replaced. Ultimately, once they all decided the teacher meant business and that any student who knew what was on the information sheets could pass the final examination with flying colors, they frequently used these very sheets to recommend the course to their friends. "I tell you, in Miss Davis' class you know exactly what you have to learn; in Miss Smith's class you just cook."

Use Appraisal Devices and Analyze Results for Causes

The description of Miss Davis' teaching well illustrates the frequent use of evaluation devices not only before, during and after teaching but, also, one more practice that is so efficient that one can but wonder why more teachers do not utilize it. This is the practice, once a class has managed to formulate a device, of using the same device over and over and over again. That is the advantage of keeping food score cards readily available in each unit kitchen. Without Miss Davis' guidance, her students might never have recalled the last year's score card. But time and effort were saved and standards fixed more firmly through the use of the previously used score card than if a new and perhaps slightly different one had been formulated.

Today's students tend to be optimists about one exposure being adequate for any learning. At the close of a thorough unit on color, line, design and selection of textiles, a class formulated an excellent check list on what to look for in examining materials for purchase at local stores. Over the weekend daughters and occasional mothers had put these dittoed check lists into use when buying materials for the next project in clothing construction. Purchases justified by individuals in class the next Monday gave proof positive of how very valuable these reminders had been. Students expressed enthusiasm and reported the respect displayed by store personnel for this method of buying.

Yet into the wastebaskets went these same dittoed sheets at the close of the period. Nor did this appear wasteful to the young teacher who explained that these students would construct no other garments this year; a final unit on selection of readymade clothing would finish the clothing course. With rapid turnover in teachers some of this waste may be inevitable. But surely this teacher could have guided her students to apply the same check list to materials in readymade garments, at least! The check list represented in its stated standards a sharply focused condensation of the most vital principles taught throughout the previous unit, hence offered a subtle form of review through application to new situations.

Let us assume that this clothing teacher had led students to try to apply the check list to selection of materials in readymade clothing. A summarizing assignment often used for each individual is the presentation of a minimum wardrobe for herself, any aspect of which may be challenged by class members. Inevitably students, faced with this complex problem, will make errors in applying the check list. At once the teacher must analyze whether the fault lies in the check list or the student's failure to apply a standard correctly.

Some student, struggling with applying the standard of a "firm, close weave" to bathing suits, decides there must be "something rotten in Denmark" or in the check list. Through class discussion students and teacher decide what two alterations must be made in the check list. The standard about weave is broadened to read "Is the weave suited to the use and cleaning to which the garment will be subjected?" Then, since the idea of a "firm, close weave" as a standard had stemmed from the students' lack of sewing skill, a new standard was added that included



application to materials in both readymade and self-constructed garments, "Do the characteristics of the material indicate that it will be within your ability to sew and/or alter?" Obviously, learning should be cumulative and every time an evaluation device is used, some refinement will be achieved through meaningful experiences.

On the other hand, applications of devices to new situations usually also bring to light misconceptions of individuals and occasionally of a whole class. For example, one standard that nearly all teachers emphasize is that the grain line of any material purchased for construction in class should be readily apparent and correct. Too often beginners, unwarned, bring embossed materials in which the crosswise threads may or may not be at exact right angles to the selvage. Not even the teacher is able to distinguish the grain line. Unfortunately sometimes it is all too clear after laundering has reduced the embossing. Properly warned, students buy correctly calandered materials for construction.

But whole classes have been known to assume that, of course, all parts of a readymade garment are cut on the grain line, and to ignore this criterion completely. Such a misconception requires time and additional teaching with practice. Even so, the learning is far more effective than if the teacher failed to relate this principle of grain line back to construction while teaching the unit on readymade selection. And next time that she teaches the principle, she will make sure that students understand how it can be applied in many purchases, not merely to buying material for one construction problem.

Revise Procedures in Light of Causes and Reteach As Needed

From the preceding illustration, the conclusion might be drawn that always the causes of low achievement stem from the teacher failing to develop the minimum essentials through inadequate content and/or ineffective methods of instruction and evaluation. Some over-conscientious teachers do conclude this and thoroughly wreck their psychological security.

Actually, learning must always be a cooperative enterprise. No matter what advanced training the teacher may have acquired, all she can do is to set the stage for learning. Students must do the learning.

Occasionally something happens in a school's schedule that so completely directs students' attention elsewhere that Solomon himself would have his difficulties. At times even the weather can cancel out the best of teaching. But most often the causes are inherent in the difficulty of teaching a group of individuals, each of whom is different from every other.

Common sense reminds us that most of our teaching has to be group instruction. The selection of content must be meaningful to the majority. The motivation devices must appeal to as many students as possible. The methods of instruction must include all students in the learning activities.



Provide for Individual Differences

However, not only common sense but also research clearly indicate that the speed and quality of learning cannot possibly be the same for all members of a class. What bothers home economics teachers - and may be should bother us far more than it does - is the fact that the slow learners are certain in the future to have greater need of "built-in" homemaking skills than will the more independent thinkers. They are less likely to view educational programs, to read, to study in Home Bureau clubs or in adult classes. Consequently a "safety minimum" level of attainment for slow learners seems imperative.

In some schools homogeneous grouping permits a class of slow learners to work at their own speed, staying with one aspect of homemaking until some degree of understanding and skill have been achieved. This simplifies the instructor's task. The standards expected, as well as the speed, can be adjusted to the student's ability. For example, if slow learners have set themselves the task of learning how to make a hospital bed, every type of visual aid will be helpful and so will short, concise evaluation devices. In one case, in spite of individual and group demonstrations, posters for motivation, step-by-step charts for clarification, even the most patient, faithful plodders began to falter in their zeal for continued practice. When a simple score card with arbitrarily assigned numerical values was presented to stimulate their flagging interest, the result amazed the teacher. They understood those numerical values of levels 1, 2 or 3!

In other schools the reading ability of students in one class may range from fourth grade to twelfth grade level. Reading ability appears to correlate highly with general intelligence as schools are operated today. The range and quality of previous experiences in homemaking may be equally varied. In such classes the use of self-evaluation devices is of even greater importance than in a homogeneous group. The fast learners can recognize when they have achieved, and set new and different goals for themselves during the class time remaining. The average students profit from the clarification of what is expected implicit in an evaluation instrument. The slow students learn to limit their expectations to what is feasible for them in the time available. For example, fast learners may explore and report to the class interesting but not essential facts about hospital beds and bedmaking. The majority of the class members should be able to acquire the necessary understandings and techniques in the time allotted. The slow learners may achieve a passable result with extra practice at home or in school while other class members are studying another topic less basic than bedmaking.

A student's reactions to the standards on an evaluation device depend upon her previous experiences and aspirations. For example, a fast learner is often the "upwardly mobile" type, determined to learn and adopt what "nice people do." Her interest helps her to learn, her ambition encourages her to go beyond minimum requirements. Yet her psychological security depends upon her own and others' recognition of her achievement. Consequently she values highly every type of instrument that enables her to appraise her own growth and achievement.

Another student may be acquainted with the details of her own well-managed home yet have the habit of "doing just enough to get by" so deeply ingrained in her that she sees no reason for altering her study habits in her home economics class. Able to do better, she should be encouraged to improve her standards of achievement in every legitimate fashion. Again, concrete results on evaluation devices offer positive but impersonal encouragement, and tend to be more convincing to the student struggling with poor work habits than any number of exhortations from the teacher.

A slow-learning student is often plagued with lack of the motor coordination to be expected at her age. Consequently her mitered corner on a hospital bed may be a quite different fold from that demonstrated by the teacher or visiting nurse. Student and teacher have no choice but to accept her best effort as good enough for her. However, there is wide difference of opinion as to whether a student should be made aware of her limitations.

Actually, a slow learner must be very slow indeed if she has not recognized her own and others' differences. Many now believe that each person should be guided to accept inevitable limitations with a minimum of conflict, to set her vocational aspirations within this realistic framework, and to seek substitute ways in which she may find self-approval. Student-teacher conferences that give time to explore matching the student's characteristics with different job requirements are essential for the student's security and continued effort to succeed. Incidental but deliberate help can often be given by the teacher, such as commenting favorably upon the immaculate cleanliness of a student's hands and ignoring the idiosyncrasies of her mitered corner.

Such descriptions, though typical, can only serve to illustrate a teacher's problems. Every student you have is different in many ways. Every person, young and old, has her strengths and weaknesses. The trick is to perceive both clearly and try to determine the underlying causes of any significant difference. Remember that "Madam O'Grady and the Colonel's lady are sisters under the skin." Look back to the recommendations Schwartz and Tiedeman offer to teachers on page six. The more successful we are in applying these suggestions to ourselves, the more successful are we likely to be in guiding students, according to the great psychiatrist, Karen Horney.

SUGGESTIONS FOR IMPROVING ILLINOIS METHODS OF EVALUATING ACHIEVEMENT

The field of evaluation is in such a pioneer state that the available research is limited and, as shown in recent publications, sometimes even contradictory. Yet a survey of the literature does offer positive suggestions for improvements on which most authorities appear to agree. These suggestions are limited to the common types; in fact, to the types most often used by Illinois teachers of home economics.

Emphasis upon ways of improving these common types of appraising achievement seemed basic to further progress of teachers. Most of us have some instruments on hand that need improvement; even student teachers hoard their own devices and exchange with others, fully recognizing the need for revision before their use in a new school. Moreover, even purchased tests that are constantly under revision like those

distributed from Furdue University can often be improved in terms of a different time and place.

Next year another featured article on evaluation will extend the scope of techniques and illustrate each in detail since they are less familiar to most teachers. In the meantime do purchase the series from the Iowa State College Press next fall. They utilize a promising new form that merits your consideration.

Evaluating Intellectual Achievement Through Improved Observation and Recording

Learning experiences in home economics may be roughly divided into two general kinds: intellectual activities and manipulative activities. Since knowledge and problem solving are expected to precede any truly educational manipulation, observation of intellectual activities will be discussed first.

Systematic observation of intellectual growth is necessary, organized and included in time schedules of lessons. Otherwise teachers may become so involved with the tangible aspects of home economics that study habits and intellectual growth may not get the careful look they merit. Then, too, students imitate their teacher's attitudes. If the meal itself seems more important in her eyes than the problem solving involved in planning the meal, students acquire that attitude. If the teacher shows interest in and respect for problem solving, students are likely to catch her enthusiasm and put forth increased effort on the planning process.

Behaviors Considered Evidences of Clear Thinking

As always in evaluation, the over-all objective of clear thinking must be broken down into single specifics which are stated in the form of observable student changes. Choice of these will depend upon the educational level, the present attainment of the students, the possibilities for teaching reflective thinking in the current unit. Some of the behaviors that might be considered evidences of clear thinking are seen when the student:

- *Identifies the problem.
- *Collects ideas pertinent to the problem
 - Selects and accepts word of sound authorities
 - Suspends judgment until adequate data are collected
 - Interprets data accurately
 - Analyzes proof critically
- *Organizes a tentative conclusion or plan on the basis of data
- *Tries out this tentative idea and evaluates the results
- *Revises idea in light of these results
 - Perceives cause and effect relationships
 - Summarizes specific facts clearly
 - Formulates valid principles from specific facts
 - Keeps personal bias to the irreducible minimum
 - Stays "on the beam" in presenting ideas to others
 - Defends own convictions in reasonable argument
 - Understands where conformity is essential, where non-conformity is feasible
- Balances values in decision-making
- Applies principles to new situations

Steps Involved in Simple Problem Solving

A star (*) appears before the five behaviors usually involved in problem solving in its simplest form. You will note that one requires evaluation. These steps can be taught and utilized over and over from the beginning of our instruction in home economics. A seventh grade class, studying the techniques of baby sitting, finds a varied collection of simple household articles and some odds and ends such as string, spools, etc. arranged about the classroom. Asked for what these might be used, they quickly identify the problem by inquiring whether some of them could be used as playthings for children.

When the teacher challenges them with the reply, "Perhaps some but not all," they realize that they must get some ideas from authorities on how the suitable playthings may be distinguished from the undesirable. The teacher sets the stage by providing texts and references. Instead of the traditional guide sheet of questions, she proposes a check list for practical use in judging the assembled articles as playthings.

When they have read on characteristics of playthings appropriate for different ages, small groups in buzz sessions organize these standards into a check list, using the form suggested by the teacher. An example might be -

Standards to be applied	Baby		Young Child		Older Child	
	Yes	No	Yes	No	Yes	No
Is this plaything safe for a child to put in his mouth?						

To avoid congestion students "number off" before moving from their seats to judge each article according to the standards agreed upon in class. If periods are short and this judging takes place the second day, check lists may be dittoed. Otherwise each student uses her own hand-written copy. Of course, difficulties in applying the check lists arise. Differences of opinion appear. Changes in the check list seem necessary.

In class discussion the check lists prepared by each buzz group are presented, compared, and evaluated to the end that all may agree on at least a tentative uniform check list to use in judging the worth of each article displayed.

The group discussion that follows usually represents a far higher level of thinking than the previous one. Most of us can improve our thinking after subjecting it to the crucial test of practical application.

Situations Where Observation is Possible

If a teacher is really serious about helping students to improve their thinking, she will plan in every teaching unit the specific situations in which she will have opportunities to observe and evaluate their behavior in this regard. The teacher who uses a supervised study period or a judging period to write a personal letter is not a 1958 model.

Properly prepared for and evaluated, almost every learning activity provides some evidence of students' thinking - or the lack of it. "But surely not in drill and review lessons?" you exclaim. If drill is defined as the experiences required to fix facts, opportunities would be limited, it must be admitted. Review lessons are quite a different matter. They are designed to increase the skill and speed in applying known facts to new situations. Practice in such thought-provoking processes is the purpose of review lessons. Certainly this type of practice offers unusually good opportunities for observing ability to think.

Utilizing the teaching on children's playthings described above, let us try to identify all the situations that offer the teacher an opportunity to observe and record students' thinking. Would not some or all of these be possible?

- Students' identification of standards embedded in reading materials
- Students' acceptance or rejection of standards proposed in buzz sessions
- Students' comparison and evaluation of standards proposed in class discussion
- Students' informal but often highly revealing comments while judging articles
- Students' discussion as they resolve conflicts and reach agreement on the ultimate content of the check list
- Students' answers on an essay test requiring reproduction of the check list and its application to different articles

Techniques of Observing and Recording Students' Ability to Think

The eighteen behaviors selected to illustrate aspects of thinking are clearly of different levels of difficulty, hence the teacher's first problem is to match the difficulty of thinking to the maturity and ability of her students. Maturity greatly affects students' judgment, but those of lesser ability will rarely attain the highest levels, no matter how mature they may be in some other respects. Nevertheless, studies indicate that very few people work up to their actual capacity and this serves as a warning to a teacher who may be inclined to accept too low a level for her students. Probably the first necessity is to acquire and study data on their capacity as well as on their previous record of achievement. Such records in more or less complete form are available in every school administrator's office; if the school has a counselor, not only the records but appropriate interpretations will be available in his office.

Observing and recording should be done so that normal activities of the individuals or of the groups are not disturbed. One teacher of family living is (privately) known as "Miss Clipboard." Deeply concerned with students' progress in the abilities of communication and thinking, she places on her clipboard a chart for recording certain selected aspects to which she is giving specific attention at the time. She attempts to observe only two or three at a time, and for best results finds that these aspects should be related. For example, her students are preparing for, experiencing buzz and class discussions, and attempting to formulate conclusions as "guides to action" on the question of working wives. The three related behaviors that she might select for recording evidences about students could be -

Keeps personal bias to the irreducible minimum
 Defends own convictions in reasonable argument
 Balances values in decision making

At the top of each record sheet that she uses is a blank for indicating the date. Down the length of the sheet of paper are dittoed names of class members. Horizontal lines are also dittoed so that each person's place may be quickly identified, no matter what may be the aspects being observed. These aspects vary from time to time as different topics offer opportunities for observation. They are written across the top of the sheet. In the example, each aspect headed a column, making three columns in all. As the lesson progresses, any student who displays strength in one of these aspects is marked on the chart with a plus sign, any weakness is recorded with a minus sign. Space is always left at the bottom of the paper for brief notations if these are necessary.

Students are so used to this clipboard recording that only rarely do they even notice it. They are satisfied to know that she is trying to make an accurate record - and that eventually they will get to see anything about themselves that is worthwhile. Indeed, on the occasional days when she offers opportunities for individual conferences on student progress while the rest of the class work on independent projects, interest is high and eagerness very evident. To maintain this willingness to learn about themselves and plan appropriate ways of affecting desirable change requires objective evidence and considerable skill in guiding students but it can be done. And remember the stakes are very high.

In conferring with an able thinker, the evidences of strengths may be used to reduce the student's feeling of competitiveness and interest her in helping some one else, introducing the social conscience that leaders should have. In discussing the evidences on a student with limited intelligence, the report should be equally objective BUT different. Evidence on at least one aspect where the student has made some progress should be offered. Dull normal students, for example, find "staying on the beam" very difficult. But they can gradually discipline themselves to do so. Some evidence of progress in this regard will be accepted joyfully no matter how long the struggle to improve goes on. But perhaps a brief class report, while limited to strictly relevant facts, was none too successful in the actual presentation. Together teacher and student can plan practices that would help to overcome the lack of clarity.

But what of the large "middle" group who have few either of plus or minus signs? When a teacher discovers this, she is alerted to become more observant of these very students because she does have her records. Often the below-average student is working more nearly up to capacity than the average student. The importance of being sure to help students in this group is intensified because, as Abraham Lincoln noted about the common people, "the Lord made so many of them." Often, too, they are the easiest individuals with whom to work because they represent no difficult extremes of behavior. Yet teachers still tend to overlook them unless records are kept.



Another guiding principle for both teachers and students is that the quality as well as the quantity of learning effort should be recorded. On a seating chart of a class a student can record the number of times each student contributes to discussion, whether these contributions were voluntary or requested, and whether (in the opinion of the recorder) they were major or minor contributions. For instance, a square for one student on the chart might look like this at the end of a class discussion.

Anderson, Mary	← Key to symbols used -	
V - * ... *	V - Voluntary contributions	R - Required contributions
R - .	. - Minor contribution	* - outstanding contributions

One result of giving students rotating experience with such recording that can be guaranteed is a tremendously stimulated interest in contributing in class. A more difficult outcome to achieve is judgment in hastily evaluating contributions in order to determine which are major contributions of outstanding worth, relatively speaking. Some students can only judge the length of the contribution. Others gradually grow able to perceive differences in the clarity and originality, the accuracy and completeness of students' statements.

Every experienced teacher can recall being astonished when an outstanding paper or written examination was received from a student who in class was always silent during class discussions. Student-made records open the opportunity to early confer with such a student upon the basis of objective evidence to try to discover the reason or reasons for her reluctance to talk in class. The reason may vary from merely a deepseated habit to a critical personal problem. "Silent participators" may be accepted in the voluntary education of adults, but the teacher's responsibility for the development of adolescents is quite different. And the influence that such an individual may exert all the rest of her life is rich reward for the cooperative efforts expended.

Another aspect of observation and evaluation in which students may participate is concerned with getting an objective view of individuals in their actual interrelationships with each other and with their environment. Within these interrelationships may lie the reasons for individual difficulties in thinking or clues to how each can be helped. Some observations along this line may be -

- Who seems unable to participate effectively, hence substitutes aggressive behavior?
- Who stays in the background during discussions, just listening to others?
- Who waits her turn, then makes her own suggestions?
- Who displays a highly competitive attitude, trying to monopolize the discussion?
- Who makes distracting remarks in order to get the group off the topic?
- Who makes such dogmatic remarks that no room is left for further discussion?
- Who questions a popular viewpoint when questioning is desirable?
- Who has acquired the art of originating new and helpful ideas?
- Who is able to disagree with others in courteous and kindly fashion?
- Who shows a tendency to defend ideas just because they are hers?
- Who shows a tendency to accept or reject ideas according to whether she likes or dislikes the individuals offering them?
- Who shows leadership in moving a discussion forward?
- Who is able to reconcile diverse points of view in the group?
- Who abides by a majority decision without resentment?

Do We Have What It Takes?

One of the most exasperating charges recently leveled against fields like ours in general public criticism has been that students could not learn to think through home economics. We all know that homemaking and family living problems today present one of the most challenging areas for sound thinking. But at least a part of the public was not giving us credit for living up to our responsibilities.

One teacher, who had accepted this challenge and was persistently working with her pupils along the lines suggested here, found it hard-going at first but by the end of the year had many heart-warming experiences. For example, she had been working long and earnestly with one group of thoughtless, impatient youngsters toward the behavior, "Suspend judgment until adequate evidence is available." By the end of the school year, several parents had taken the trouble to thank her for this effort. The remarks of one mother were typical, "We have been so surprised and pleased at the way Marjorie has settled down this year. She used to be so flighty we couldn't keep her from doing crazy things. But now she waits to think through the thing. At first we thought she was just growing up, but Marjorie gives you and your class all the credit."

As general guides for action for all of us, let's spell out what the teacher had done to help Marjorie and her classmates.

SHE HAD

- studied her students to determine their most crucial common needs.
- identified, from the list of behaviors that evidence ability to think, the very few that could be expected to show progress before the end of the school year.
- attacked first the one or two most urgently needed and most likely to show progress that students could recognize in themselves.
- had the stamina to stay with these few goals until students had time to break old habits (bad ones) and establish good new ones.
- reduced deliberately course expectations in order that she might have adequate time for planning and the class time for necessary practice.
- kept interest alive with constant self-evaluation and teacher commendation.
- accepted her co-workers' invitation to explain her efforts and elicited valuable support from other teachers instructing the same students.
- developed gradually enough faith in the results in herself and the students that she could start to provide for further development in the individuals who had made the greatest progress in achieving the class goals.

Need for Object and Performance Tests in Home Economics

Evaluation of students' ability to think--vital as this ability undoubtedly is in today's world--has limited value unless there is parallel evaluation of students' growth in homemaking skills. Rommers and Gage point out the extensive studies at the University of Minnesota that led to the conclusion that in foods classes the correlations between a knowledge of the scientific principles underlying cookery and the quality of the food cooked or the ability of people to man their laboratory work were very low. The attainment of one particular type of objective cannot be inferred from the measured attainment of a different objective.

Even so, object and performance tests have been slow to receive much attention. Discussion of these in books is still confined to the subject matter areas where the use and often the manipulation of physical objects, and the application of physical and motor skills are involved. Music, art, business education, physical education, and notably industrial arts and home economics are such areas. Bradfield and Moredock offer a scholarly analysis; Micheals and Karnes, a most comprehensive treatment with illustrations from industrial arts, and, of course, Army's book is a "must" for home economists. Indeed, most collections of home economics devices, except in the aspects of family life education, are heavily weighted with illustrated object tests and the checklists, rating scales, and other instruments used to appraise the process and product of performances in homemaking.

Close adherence to reality increases the value of the contributions made by "activity" subjects. An authority has just published the flat statement that not over 16 percent of this country's youth can cope successfully with the highly academic high school curriculum that consists of mathematics, science, English, foreign languages, and social studies. Probably there would not be appropriate jobs for more than that proportion of people, anyway. Yet emphasis upon an object, skill, or work habit that is very different from those needed in the future life of students can be every bit as academic in its value as higher mathematics. In a recent survey not only the drop outs but most of the graduates of a certain high school recommended, for example, abandoning preparation of expensive, time-consuming recipe cakes as utterly without worth in the kind of situations which they now faced in their full-time employment-homemaking careers.

Suggestions for Improving the Object Test

Object and performance tests are grouped together because they both use physical objects in testing situations. The "object test" merely means that articles, prints, photographs, sketches are incorporated into a paper-and-pencil instrument to tie in with reality. The paper-and-pencil tests may be of the essay or objective types.

Micheals and Karnes state that the advantages of an object tests are:

It provides a direct and valid measure. There is a distinct difference between being able to tell how to identify, select, make a decision, or do a piece of work and being able to perform the act--actually identifying, selecting, making the decision, or doing the job in a realistic class situation. The items in an object test are designed to minimize the effects of reading and writing ability upon a student's score.

Students' reactions are favorable, perhaps because the less gifted realize that this type of test is practical and fair to those who are academically limited. In home economics we always have some students who find reading and writing answers difficult and laborious.

It has important instructional values. Of course, any achievement test, properly administered, has some instructional and worthwhile ("making sense") is exceptionally effective as a teaching device.

It can be made highly discriminative. Because of the specificity of the articles or representations involved, small differences between students' replies can be detected. This is especially true where any type of recall question is used.

It can be adapted to measure numerous outcomes. Identification of the names, characteristics, uses and care of kitchen knives, for example, can be accurately measured because the selected articles are so much more clear cut than any word pictures that could be devised. Likewise the thinking involved in ranking these same knives in the order in which they should be purchased by a bride in a given situation can be accurately measured. A separate question concerning the relative costs in terms of characteristics can be used if these same knives are supplied with clearly marked price tags.

As was mentioned in the earlier description of a lesson on selection of toys in a unit on baby sitting, articles used are placed about the classroom at various "stations", and students follow a pre-arranged plan for distributing themselves about the room. Each article is labeled with a capital letter, each station is marked with a number. When accurate measurement of achievement is sought, no more than one student should be at a station at one time, and the time required for recording answers on the paper-and-pencil test at each station should be as nearly equal as possible. To insure this end to save time in grading, objective tests are more desirable for use than essay, except for short-answer recall questions.

If the class is large, the number of stations small, and considerable time needed at each station, part of the group can work on something else while others take the object test. This suggestion is not meant to imply that object tests require no supervision. Quite the contrary! Directions should be detailed and, if this technique is new to the students, should be thoroughly taught before starting any test on which a grade depends. During the test the teacher needs to time the students and see that each moves on at the designated time. If the teacher does not call the signals, some students will lag at the difficult stations, rush ahead at the easy ones.

If papers are collected as soon as each student reaches the station where he started, there will be no temptation to return to where he encountered trouble. After every student has completed an object test, a discussion or "re-teaching" session should follow as soon as possible while the stations are still intact.

In spite of the obvious advantages of using real articles or representations of objects or situations, the time saved when "word pictures" will suffice should certainly be considered. For example, let's suppose that a class has learned to utilize odds and ends around a home to make simple toys for the children whom they will invite to a play school. In a test at the end of the play school unit the teacher wants to use this essay questions.

"June, who is 4 years old, has almost no toys. The following supplies are on hand in her home:

- 2 dozen spools of various sizes
- 2 orange crates
- 2 cheese boxes
- 1 dozen cans of various sizes
- 2 chalk boxes
- 2 old brooms
- 3 cigar boxes
- Small pieces of scrap lumber and plyboard
- 2 wooden coat hangers
- Small amounts of paint

Describe through words and drawing one toy that would be--
Possible to make from these supplies
Different from the toys constructed for the play school
Suited to the developmental needs of a 4-year-old girl."

Clearly it would be unnecessary for the teacher to collect and display the actual supplies for such a question. In this case the word pictures are sufficiently concrete and realistic.

Another alternative to real articles, as has been suggested, is to use representations of these in the form of sketches drawn or traced, photographs set up for the purpose, illustrations from magazines, commercial "cut-out" sheets, etc. For example, in teaching a course on home furnishings and equipment, teachers may use in tests sketches of choices in lamps and decorative accessories, photographs or colored slides of choices in living room furniture made at store displays, illustrations used in magazine articles and advertisements, "blown-up" house and room plans from free booklets secured from lumber companies, cut-outs of kitchen or bathroom equipment or even paper models to scale provided by commercial companies or government bulletins. Indeed, the possibilities for appropriate representations of real articles in testing every area of home economics seem to be limited only by the imagination of the teacher.

No object test--or any other test, for that matter--is worth much unless it actually tests what has been taught. This characteristic is called "validity". Sometimes a teacher tries to use the same objects or representations that were used in teaching to test students' judgment in making

choices. She cannot know whether a student merely remembered the conclusion drawn in class discussion or actually used the choice-making ability which she had hoped to develop. Since we are all as lazy as we dare to be, probably most students would use the first method in answering the question. Requiring the students to justify their choices helps to make the question more discriminating, but equivalent but different articles are still better in most cases.

Performance Tests Serve Different Purposes.

While object tests evaluate recognition, understanding, and judgment in choice-making; performance tests show whether a person can do it. In both tests, thinking is an important element because of the reality of the situations set up.

Performance tests can be used for different purposes at different times in the teaching of a unit.

To form some idea of the skills and work habits of students whom a teacher has never before taught, a simple performance test may be used at the beginning of any unit where doing is going to be important. Results are studied but not graded.

To interest and challenge students to recognize the changing level of their own strengths and weaknesses in skills and work habits, teachers may occasionally introduce a performance test during the progress of a unit. Although more carefully controlled than a pre-test for exploratory purposes, such a "progress" test usually merits no more than a daily grade. This type might be called an "instructional" performance test.

To secure an objective grade on the manipulative skill and work habits of each student at the end of a unit, a rigidly controlled performance test is essential. Such a test is expensive in time and money, but no paper-and-pencil test has ever been devised that will test manipulative skills. The rigid control is necessary because of the importance of the grade to be given.

Why Are Performance Tests Being Used So Rarely?

Relatively few teachers of home economics use performance tests, at least apparently in Illinois, in spite of the fact that the development of efficient homemaking skills and work habits looms large in their stated objectives. Empirical evidence suggests that two other techniques are depended upon for grades.

One is the method of observation of students at work. But, for grading, such observation should be careful, focused, systematic, objective, with results for each individual recorded at frequent intervals on some form of progress chart or record. Even when a progress chart is constructed in good faith, entries are often discontinued after the first few lessons.

The other method used to grade students on skills and work habits is the checking and evaluation of finished products. When a class in food preparation has prepared products, too often little or no time is left in the class period for evaluation. When a class in clothing construction has completed garments, this checking is usually recognized. All too frequently, however, the checking is hastily done, permitting the teacher's subjective judgment or, as the students' charge, her "general impression of the individual" to influence the grade assigned to the garment.

Let's Make Sure of Our Psychological Security

Surely it is not mere chance that so many school systems have selected some aspect of evaluation as the topic for study during next fall's pre-planning conferences or for staff meetings during the school year. In every field of subject matter, teachers are recognizing the value of evidence to support the grades they give. In no field do parents feel more qualified to judge results than in home economics. In this very fact lies a psychological hazard for the teacher.

Many teachers sincerely believe that individual and group evaluation in class steals time better devoted to "learning". The fallacy in this reasoning is the proved value of self-evaluation in clarifying and fixing learning. Some teachers will gladly spend many out-of-school hours preparing for a style show of class garments, only to be too worn out to give more than the sketchiest examination to each garment when grading must be done. Whether parents of students will be more favorably impressed with an elaborate style show or with a careful rating, supplemented with a constructive note phrased to guide future practice and improvement, sent home with each garment is debatable, of course. However, more and more leaders are concluding that the personal, constructive criticism and detailed rating are more valued by the parents because they better interpret the real educational objectives of clothing construction.

Improvement in keeping up-to-date progress charts on individual results and the use of students' and teacher's time for consistent, intelligent evaluation of products seems called for if each teacher is going to feel secure about her own results and the grades she gives. Moreover, such careful checking will impress even irate parents.

One industrial arts teachers, just out of college, struggled to little avail with the twin sons of the richest and most influential man in town. Ultimately he discovered that the boys had been given good grades all through school by teachers intimidated by the father. Convinced that such treatment was unwise for the twins as well as unfair to the other students, the teacher reported failing grades for both. Almost immediately father arrived. But father left very shortly after grimly reviewing progress charts, unfinished projects, and the appalling results of a rigidly controlled performance test taken just before grades were issued. Faced with so much evidence, the father "worked over" the twins instead of the teacher!

The Essential Element in Appraising Skills and Work Habits

Progress records, evaluation of major projects, and performance tests have one element in common. Without an adequate instrument of evaluation not one of these can be used accurately. These instruments for evaluating process and product usually take three basic forms. The "check list" embodies accepted standards, often phrased as questions. Columns are indicated at the

right for reporting on no more than three levels of attainment. Many home economics texts include check lists as self-evaluation devices. They are well-adapted to this purpose and to evaluations recorded on progress charts.

But no matter how well-selected the standards, how satisfactory the wording, a check list is only as good as the person using it. The accuracy or reliability with which it measures depends upon the skill and objectivity of the checker. Evidence on this is so overwhelming that the implication seems to be that time would be well spent on instruction and practice in the use of check lists for self-evaluation. Most homemakers will, consciously or unconsciously, use a mental check list in evaluating choices and making decisions in their homes and in their employment. They might be expected to more nearly approach critical, objective analysis if they have learned in school to use check lists intelligently. Hence, thoughtful teachers do take class time for students to develop and phrase descriptions of the standards that are desirable before starting the process and/or product, and still more time for using the device on themselves and others.

Score cards or the more refined rating scales are better suited to accurate appraisal because they include descriptions of different levels of quality from low to the high stated in a check list. Numerical values may be arbitrarily assigned to these levels and a total score computed. Students like the definiteness of a total score and fail to realize that, due to different weightings of the items on the score card, any such score can be only an over-all approximation of worth. Nevertheless, both teachers and students can learn to rate with score cards far more reliably than they could without them.

To increase skill in using check lists and rating devices on procedures and products (even your own), authorities suggest the following:

Deliberately "sell" the truly sound reasons for using definite instruments by demonstrating how inaccurate unguided observation may be.

Occasionally take class time to set up devices not otherwise available; at other times encourage thoughtful criticism of an instrument made by others.

Carefully adjust difficulty of device to ability level of students in terms of vocabulary, number of elements described, amount of discrimination required.

Consistently repeat use of devices on basic procedures or products, or build a complex instrument upon a simple one thoroughly familiar to students.

What Characterizes a Performance Test?

The true "performance test" differs from the evaluation of procedures, habits of work, and products in that all students are tested on their performance of the same carefully specified task. It is an exercise planned primarily to measure skills rather than to provide laboratory

experiences to teach these skills. Mrs. Clara Brown Army has directed most of the research concerned with performance tests and is accepted as an authority by those within and outside the field of home economics. Her 1953 text offers a great number of examples developed through her research.

The well-constructed performance test is designed to measure, speed, quality, and procedure. The relative emphasis placed upon each will depend upon the needs and abilities of the students. Micheels and Karnes define these important elements of skill as follows:

"Speed - the student's rate of work compared with a pre-determined standard

Quality - the precision with which the student works and the extent to which the completed job conforms to pre-scribed standards

Procedure - the extent to which the student follows the accepted method in completing the job and demonstrates his ability to select, care for, and use properly the tools, materials and equipment required to do the job; his observance of safety precautions; his application of essential facts and principles; and the confidence, deliberation, and self-assurance with which the work is performed."

Examination of a well-constructed performance test usually shows certain essential parts have been included.

Blanks at the top of the test where students can write name, date, class or unit, time performance was started, and time by the clock when performance was finished, leaving a space for the teacher to record total time consumed.

General directions to the student that indicate the purpose of the test, the fact that both procedures and resulting product will be judged, and a suggestion that they "work as quickly as you can but take time to do a good job."

Specific directions to the student that designate exactly the supplies, equipment, and procedures, including labeling product and turning in to the teacher with the direction sheet.

A check list of procedures in doing the job with concrete statements of standards grouped around certain major aspects listed as the left, and at the right of the sheet perpendicular columns, one for each student. A "key" at the top of the check list indicates the symbols or numbers by which the teacher will record various levels of performance.

A rating device for completed product, usually in the form of a score card or check list which has a numerical value assigned to each standard so that judgments about observations can be quantified, even though very crudely.



A check list for evaluating characteristics of the worker, is desired. Personal characteristics may include appearance, work habits, stability, cooperation, or whatever seems to be in need of emphasis. Management behavior may include order of work, use of time, use of equipment, condition of work area.

How Is a Performance Test Prepared?

Obviously the most crucial problem in constructing a performance test is determination of the operation to be done--an operation so important for student mastery that the development and use of a test is justified. Considerations recommended in making this decision are:

Does the job selected represent what has been taught or, if a pre-test, what must be mastered by all students?

Has the operation been demonstrated to and practiced to approximately the same extent by all students to be tested?

Is the job sufficiently difficult to reveal significant differences in achievement of individuals?

Can every class member complete the test in the time allowed?

Does the job demand application of knowledge and understandings as well as manipulative skill?

Does the operation involve familiar tools, materials, and equipment? Are enough uniform sets of equipment available to permit a number of students to be tested at one time?

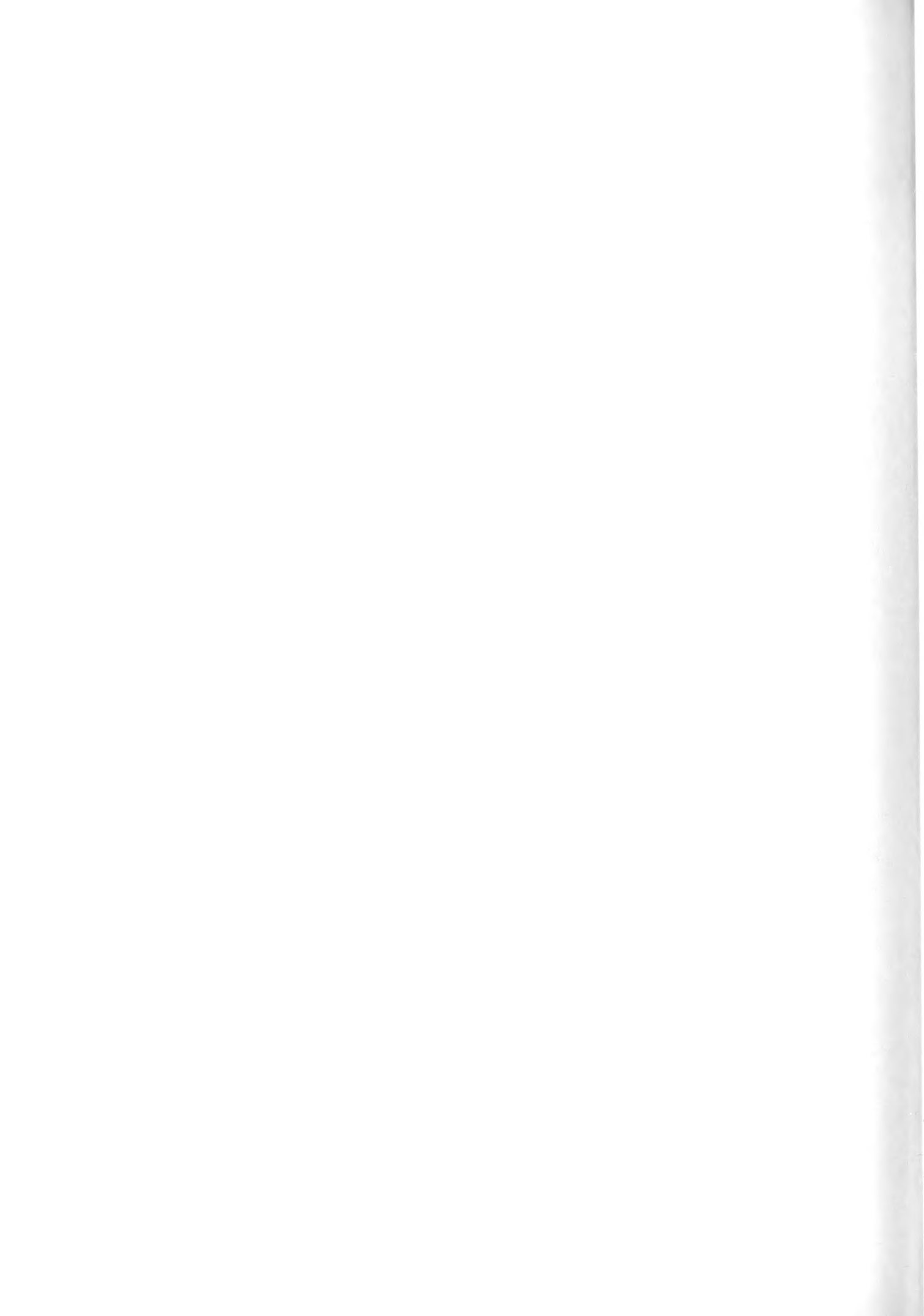
Can relatively inexpensive materials be used, since in a test these are necessarily "expendable"?

Can the procedure and product be scored in objective terms and according to standards appropriate to the group?

Can the laboratory be so arranged as to limit the students' observation of each other's work to the irreducible minimum?

Can constructive activities be planned for those class members not being tested at any given time?

Although all of these considerations are important, the first is fundamental to success. The student must feel that the test permits him to give a typical sample of his work, and that it is fair because mastery of the skills involved has been accepted as essential. The teacher has to analyze the skills involved in real life situations as to their frequency of occurrence, significance for homemaking now and in the future, and their proper sequence of difficulty. In Evaluation in Home Economics, Mrs. Army gives excellent lists of the most fundamental skills and abilities in food preparation and clothing construction. By checking a proposed recipe or clothing operation against these lists a teacher can quickly identify the



number of basic skills that will be tested. Other things being equal, the more numerous and difficult the abilities involved, the more worthwhile will be the test.

Performance Tests Should Not Be Endurance Tests

Insofar as is possible, pressures should be avoided for both students taking a performance test and teachers administering one. Fear and tension can inhibit even able students. Trying to check an impossibly long list of standards during a test may lower the quality of all a teacher's judgments.

Mrs. Army on page 73 in her text insists that, "The testing situation should represent one met in real life. For example, students should be provided with recipes for the products they are to prepare in a practical test in foods. Otherwise it is difficult if not impossible to interpret failures. They may result from inability to recall the exact ingredients or proportions quite as much as from lack of skill in preparation. When classes are scheduled on the single period, students should always be told the day before what foods will be prepared. This will save time on the day of the testing and will give them a chance to make advance plans for their work, thereby eliminating strain and worry."

Michaels and Karnes in their volume, Measuring Educational Achievement, point out that the teacher may well list every minute step in the procedure but should certainly not expect to check several people at one time on all these details. They suggest that four factors should be considered in deciding which specific items should be included.

1. The relative importance and relationship of each item to competence in the performance of the operation of which it is a part.
2. The objectivity and reliability with which it can be measured.
3. The discriminating power of each item.
4. The availability of means for its measurement."

Performance Tests Can Be Improved With Use

Like all other tests, our performance tests can profit from revision and more revision. Before results can be used in grading, a test should be used on a tentative basis with at least one class of a typical range of abilities. They may also be criticized constructively by fellow teachers. At first gross errors will show up, ultimately experience will enable one to make competent judgments on items in the check list, based upon the difficult-to-apply factors recommended by Michaels and Karnes.

To save undue waste in refining a performance test, many teachers use their present form for a pre-test, announcing that no grade is to be involved--merely an exploration into the strengths and weaknesses of individuals. Hazy as some of the conclusions may be, the teacher can gain from a practical pre-test some definite needs of her group. Moreover, students too can see these needs and usually assume increased responsibility for achieving such clear cut goals. Concreteness of objectives is



particularly valuable for slow learners who may be limited in their ability to understand the "theory" in nutrition, textiles, etc., but can make marked improvement in their skills and work habits. As one student remarked after a pre-test followed by class discussion on improvements, "Oh, I getcha! That's what you want!" And she delivered, too! Possibly not the highest motivation, but perhaps all of us learn a lot more through imitation than we like to acknowledge.

Follow-Up For Realizing Maximum Dividends From a Performance Test

That evaluation is an integral part of teaching has been mentioned before. In no type of evaluation is this more clearly evident than in the use of performance tests. The attitudes and habits developed might almost be said to be habit forming.

Students, who have never before evinced much interest in their own progress, start to become do-it-yourselfers in determining how they are doing. They begin by being curious about what the teacher is checking on that clipboard. Their curiosity satisfied, they are likely to inquire why they can't check themselves. "How good am I?" appears to be of almost inexhaustible interest to people. Witness the innumerable self-checking features in popular magazines.

Teachers report that the rigid controls set up for performance tests give students a new concept of concrete ways in which they can make improvements. Some of the student-suggested checks stimulated by weaknesses discovered through performance tests are:

In food preparation thoughtless little seventh graders set up the practice of each person listing on the chalkboard the total number of utensils used in preparing the same dish until they could keep this down to a respectable figure.

Eight graders, racing around headlong in rather crowded unit kitchens, decided that they had to find out why the kitchens seemed to be so much smaller for them than for the older students. Working in pairs, one carried out the assignment for the day while the other recorded on a paper map of the kitchen the "going and comings" of her partner. After conferring together on the resulting maze, they exchanged duties and repeated the operation. Ultimately students derive great satisfaction from such tangible evidences of their own improvement.

Older students raised the question of how the somewhat limited number of sewing machines available could be used to the best advantage. They appointed class "reviewers" from the bright students who were ahead of the other class members. Not only did these reviewers come up with some recommendations for more efficient use of equipment but also raised some neat questions on ethics that the teacher had never noticed--and might have hesitated to investigate if she had observed the transgressions. For example, two or three girls were seen to consistently "cash in" on the work of others, as when a student turned on an iron, returned to her seat while it heated, only to discover someone else using it when it was heated. An airy "thanks a lot" by the culprit was considered

an inadequate exchange for the time wasted in waiting by the girl who had originally turned on the iron.

High school students in clothing construction decided they they needed to see standards more discriminatingly than they were now capable of doing. Their first effort was to ask each student to study her practice sample of an unfamiliar technique, rate the sample on a device provided by the teacher, then write out her own analysis of the reasons for the lack of quality. After all these had been critically studied by the class, the decision was made to mount typical samples that had been graded in a crude type of product scale.

Interest in their own progress is essential if cumulative record folders are to return dividends comparable to the time necessary to maintain a folder for each student. Individual experiences that give students satisfaction provide a cumulative effect only when records are kept for future examination. The youngster who views her practice sample of a seam of last year with the delighted remark, "Really, did I make that?" is building her own psychological security as she compares the sample with her improved present product, even though the actual quality of both may be mediocre. The certain evidence of growth is what counts with her.

Students inclined to do only enough to "get by" are likely to be unimpressed with a list of skills in clothing on which the teacher has checked off the processes already done by them. But this same check list kept up to date by the students themselves with checks of three colors to represent high, medium or low attainment is quite another matter. They respect the record because they themselves participated with the teacher in the rating and recording. They reluctantly agree that a blue check repeatedly appearing on a process strongly suggests that a new learning is desirable or, on the contrary, that a record of low achievement indicates clearly that some more practice is called for. In such ways, slowly but surely, the habits of self-evaluation and of striving to work up to capacity more nearly than at present are established in students. And not even her own growth can be as satisfying to a teacher as evidence of the establishment of such habits in her students! Parent, too, can discern that kind of improvement and understand how much it means in future employability and homemaking for their daughters.

To be Continued in the Future

We hope that what has been written here will be of general value to each of you, psychologically and practically. Next year we have definite plans made to follow up this article in two ways.

In the November, 1958 issue we shall have another feature article which will discuss further the methods of evaluating used by Illinois teachers, with special emphasis upon paper-and-pencil tests.

In all other issues we shall include actual examples of evaluation devices appropriately used in the type of teaching being presented. We hope that in this way the devices may be put to immediate use, while more general concepts can be offered in the articles specifically devoted to evaluation.

A Happy and Profitable Summer to All of Our Readers

We have heard from many of you that you will be spending this summer in Europe or in some other distant land. Others of us will be in summer sessions; still others hope to just stay home and catch up on sleep.

We sincerely believe that evaluation has much of security and satisfaction to offer to you as teachers, and to your students and their parents. So we trust that sometime during this summer you will find leisure to think carefully about ways in which you can put evaluation to use in your teaching next year. The ILLINOIS TEACHER is all set to help you to keep your good resolutions.

A Little Song of Life

Glad that I live am I;
That the sky is blue;
Glad for the country lanes
And the fall of dew.

After the sun the rain
After the rain the sun;
This is the way of life,
Till the work be done.

All that we need to do,
Be we low or high,
Is to see that we grow
Nearer the sky.

-- Lizette Woodworth Reese

P.S. and GOOD NEWS:

The courses of study for Cincinnati junior and senior high school classes in home economics, incorrectly reported in the February issue as costing \$3.50, are really available at \$3.00 per course. Our apologies for the typographical error.







UNIVERSITY OF ILLINOIS-URBANA

640.7051L C001
ILLINOIS TEACHER OF HOME ECONOMICS URBAN
1 1957-58



3 0112 017967404