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CURRENT CONCERNS OF THE SECONDARY TEACHER

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Foreword

We're looking forward to a stimulating year at Illinois Teacher as we "come of age" with Volume XXI and explore our theme "Current Concerns in Home Economics Education."

In this first issue, in focusing on some concerns of the secondary teacher, we hope we have some helps for those busy and important people who guide the sometimes active, sometimes apathetic, junior and senior high school students. We begin with a brief summary of a survey of Illinois home economics teachers on what keeps them from doing their best, and we continue with articles that we hope will help remove some of the obstacles. We take a look at stress, discipline, reduced budget, time pressures, and other problems. We have authors speaking on the future of home economics, on working with administrators and counselors, on the teen alcohol problem, and on working with the foreign language teacher or community adults.

We hope in other issues to explore problems of energy and other resource conservation, of family relationships, and of consumer education.

Our next issue will be guest-edited by Dr. Allene Cross, Head of Home Economics Education, University of Georgia.

Let's all have a banner year in 1977/78!

The Editor

CORRECTION! **CORRECTION!**

Illinois Teacher regrets an error in the article by Alyce M. Fanslow in Volume XX, No. 2, page 71, last line. Please correct your copy to read:

Coefficients near +1.00 suggest an almost perfect one-to-one relationship between two variables whereas a value near −1.00 suggests an almost perfect inverse relationship. A coefficient at or near zero suggests little or no relationship.

Why don't we teach as well as we know how?

A SURVEY OF HOME ECONOMICS TEACHERS IN ILLINOIS

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Over 400 home economics teachers in Illinois outside the city of Chicago responded to a questionnaire which asked whether they ever found themselves teaching less effectively than their capability. Most teachers revealed that they do—sometimes or occasionally. A few said "often," two said "never" and one said "always."

Asked for the reasons or the obstacles to effective teaching, these teachers listed a wide variety of personal and professional ones and several "others". Knowing that other teachers have the same problems we do is often a help or relief!

The greatest obstacle of all was *lack of time* with over one hundred teachers stating that they needed more time for preparation, additional study, individualizing instruction, and the like. Other *personal* reasons included lack of ideas or creativity; poor health, fatigue or lack of energy; inadequate knowledge or preparation; lack of personal motivation; boredom; inexperience; and poor organization and planning. Four cited personal problems and one or two cited personal commitments, inability to keep current, personality conflicts, salary, morale, weather, or an "unrealistic undergraduate program".

The most serious of the *professional* obstacles to optimum effectiveness were methods and materials used, class schedule and number of daily preparations, and class size. Others, listed about half as often, were "paper work" required, equipment and facilities, lack of funds, administrator and extra curricular responsibilities.

Other obstacles in the professional category, mentioned by four or fewer of the teachers, were coed classes, "good and poor students mixed", the textbook or curriculum used, lack of curriculum guide or lack of storage space and lack of evaluation of their teaching.

In the "others" category, the top of the list of obstacles was parents, but the frequency was less than twenty. Mentioned less than half as often were community, the students (including discipline and motivation), society, and "attitudes."

In response to the question, "who could help remove these obstacles?", the teachers most often said the students, administrators, and "myself", in that order. Other possible helps included educational materials, workshops and inservice education, improved discipline, courses, extra help or aides, more funds, guidance counselors, school board, and schedule changes or more preparation time.

Only four persons thought professional associations or conventions could help, three mentioned universities or college instructors, nine listed journals, six thought better texts would be a help and four wished for a curriculum guide. One said "only God can help."

We hope to offer in the coming issues of *Illinois Teacher* some assistance to teachers in areas of some of their perceived needs. If lack of time is the biggest problem, then time management is a partial solution. We hope to have articles on time management and time saving tips. If teachers need ideas, perhaps we can offer some to choose from and make it possible for readers to share. If reading *Illinois Teacher* can be stimulating, perhaps some of the boredom will disappear and personal motivation will rise. Could we even suggest that some fatigue or lack of energy might be due to diet and cause teachers to take a new look at what they are eating?! Boredom can cause fatigue, too.

Anyway, our aim is to help. You tell us how we can do it better! What are *your* problems and what solutions have *you* found for problems mentioned here?

The results from our survey of home economics teachers of Illinois could be compared with other studies of slightly different orientations.

A recent National Education Association survey[1] of its members revealed that the following problems had considerable effect on secondary teachers' work while other problems listed had less effect:

Parents apathetic about children's education
Too many students indifferent to school
Too many non-instructional duties
Working with too many students each day
Inservice education not meeting teacher needs
Community not providing needed financial support
Difficulty in diagnosing student learning problems
Disruption of classes by students
Having to teach handicapped students in regular classes
Lack of instructional materials
Feeling under pressure too much of the time
Chronic absence of students from school
Quality of instructional materials limiting teaching
Difficulty in evaluating student achievement
Psychological climate of the school
Little support from administrators

The problems of first year home economics teachers in Indiana were identified in a 1974 research study conducted by Elder[2] at Purdue University. Through the Delphi technique the following were perceived by the teachers themselves, the supervisors, and the administrators as problems of the beginning home economics teacher: motivation of students; working with uninterested, unmotivated and sometimes troublesome students; selecting methods to keep classes moving and interesting; discipline; knowing what to expect of students; and interpersonal relations with students. The teachers themselves singled out finding time for satisfying personal life and lack of self-confidence as two problems. Care or repair of equipment was identified as a problem of beginning home economics teachers by the supervisors. From the administrator's viewpoint, beginning home economics teachers had difficulty (1) in accepting routine and the existing policy of the school and (2) in anticipating and planning for changes or problems that arise.

A study of the perceived problems of secondary school teachers was reported by Cruickshank, Kennedy, and Myers[3] of The Ohio State University in 1974. A checklist of teacher problems was developed by having a national sample of teachers keep a daily listing of problem situations they encountered over a ten-day period. This checklist was administered to a national sample of secondary school teachers to determine the problems that were most bothersome and that occurred most frequently. The two items that were identified as bothersome were invigoration and control. Invigoration was interpreted as "wanting to visualize my students' interests in learning and improve their achievement" and control as "wanting to get students to behave as I want them to behave". The problems that occurred most frequently were time and invigoration. Time was interpreted as "wanting to get both professional and personal things accomplished".

These studies therefore point to some of the same problems identified by the teachers of home economics in Illinois. Student motivation and discipline along with lack of time for personal and professional activities are continuing problems of the teacher.

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[1]Bernard R. Bartholomew and Lois Schaeffer Karasik, "Teacher Instructional Needs Assessment," *Today's Education*, 65 (4) (November/December 1976), pp. 80-83.

[2]Mary Janet Elder, "The Identification of Problems of First Year Home Economics Teachers as Perceived by The Teachers Themselves, the Supervisors, and the Administrators," *Dissertation Abstracts*, 35 (6), p. 186 (Ph.D. Thesis, Purdue University, 1974).

[3]Donald R. Cruickshank, John J. Kennedy, and Betty Myers, "Perceived Problems of Secondary School Teachers," *Journal of Educational Research*, 68(4) (December 1974), 154-159.

THE MANAGEMENT OF STRESS

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Picture the cave man many, many years ago, resting outside the door of his cave, after a successful hunt and a satisfying meal. Suddenly he realizes he's resting in a shadow—yet it's too early for the sun to be setting. He further realizes the shadow has a shape—the shape of a stalking animal. What do you think happened next? Probably his heart began to pound, his blood pressure rose, his body tensed, his senses sharpened—his body prepared for "fight or flight" whichever he decided was appropriate.

Picture Doug, for a moment, who is 5 years old and who has just lost control of his tricycle on the driveway. The tricycle and Doug roll into the street. Brakes screech and Doug is thrown from the trike a few feet away onto the pavement. He begins to cry frantically. He tries to get up but his leg won't move.

Picture Doug's mom, in the back yard hearing the screech of the brakes and Doug's familiar cry. She rushes to the street. Her first impulse is to pick Doug up and comfort him. But she remembers, in a flash, that it is not wise to move someone who has been hurt. The neighbors are gathering and she calmly asks one friend to call the police, another to get an ambulance, and a third to bring a blanket. Then she turns to Doug, who is reaching for her, and tries to calm him, and keep him as quiet as possible.

Picture Dan's dad who is reading the newspaper in the family room after dinner. The day has been full, with its share of "crises." He lights his pipe and slowly begins to unwind. Enter Dan, age 15, who has just borrowed a record from a friend. Behind the newspaper Dad is unaware of Dan's presence, and is nearly jolted from his chair and from the beginnings of his feelings of relaxation as the "Average White Band" blares its latest popular tune from the speakers across the room.

STRESS DEFINED

What is it that the cave man, Doug, his mom, and Dan's dad have in common? Even though each case is different, each is reacting to an unusual circumstance. Each is experiencing stress, a bodily reaction to a demand situation. The demand can be a physiological one, e.g., extra bodily resources to heal Doug's broken leg, or extra energy for the cave man to fight the enemy. It can be psychological like Doug's mom's demand when she became aware of Doug's accident and responded with unusual alertness and appropriateness for the situation. Or the demand can be environmental like noise from the rock music, requiring an extra amount of patience on the part of Dan's dad, or some mental resourcefulness to work out a compromise so that both Dad and Dan will be comfortable.

Behavioral scientists tell us that stress is excess energy produced by the body to cope with a situation the body perceives as a demand. Stress, then, is a response. The stimulus or cause of stress is called the stressor.

Manifestations of Stress: Physiological

Almost everyone has experienced "butterflies" in the tummy, sweaty hands, and the days when Arrid Extra Dry doesn't do its job. We've each probably been aware of times when our heart is beating more rapidly than normal. Some of us may have found, when facing a real threat, that we are able to run faster, or scream louder, or fight with more strength than we ever believed possible. These are examples of physiological reactions to stressors; reactions that in most cases occur involuntarily as our bodies attempt to adapt. Other examples are fainting, dizziness, trembling, exhaustion.

Heart diseases, digestive illnesses, asthma, strokes, and dermatitis are often stress-related and further examples of physiological manifestations of extreme or prolonged stressful situations.

In the face of a perceived threat, the body reacts involuntarily, in a variety of complex ways. The brain sends the distress signal to the pituitary gland. It, then, sets the pace, activating other endocrine glands to send out hormones like adrenalin and noadrenalin into the blood stream, making it energy rich. Blood clotting mechanisms accelerate. Blood cells are released from storage. The digestive system may inactivate and redirect blood to parts of the body where it may be needed to fight attack, injury or disease. Many complex adaptations take place, putting the body out of normal equilibrium—creating energy. When the stressor is a psychological one, the body may have no way immediately to use the energy created; hence, no means for release, and stress begins to take its toll.[1]

Manifestations of Stress: Psychological

We read in many current popular books and publications a variety of materials concerning depression, coping with anxiety, frustration, anger, and grief, all of which suggest that the body reacts psychologically to stressors. Other psychological reactions may include disappointment, surprise, shock, guilt, rage, elation. (Yes, happiness means adaptation also!)

Colligan tells us that the most devastating of psychological reactions is a feeling of helplessness. "Feelings of helplessness can lead to more than just disease; loss of control of one's life can end in loss of life itself. . . ." He defines helplessness as "the perception of uncontrollability."[2] Once helplessness is felt, a person commonly vacillates between efforts to reestablish control, becoming passive, and giving up. The longer the vacillation process goes on, the more damaging it is to health. For some, the struggle to regain control may be most damaging. For some, giving up is more damaging and may explain the vague phenomenon called "heart failure."[3]

Almost everyone has experienced stressful situations and observed others during periods of stress. Consequently we recognize that physiological and psychological manifestations of stress do not necessarily occur exclusively of one another. They may, in fact, cause one another—heart failure, for example, being caused by the psychological process of giving up, an ulcer being the physiological outcome of mental fatigue created by marital problems, depression resulting from an injury or illness leaving one incapacitated or disabled in some way, or an automobile accident resulting in injury which in turn causes physiological reactions necessary to heal.

The Stressors

What causes stress in your life? Having to speak before a group? Flying in an airplane? Illness in your family? A quarrel with a loved one? Too much to do? Going to work ill-prepared? Coming home to irritable children? Pain from an injury? Recovery from surgery? Getting a raise? Building a new home?

One source[4] tells us that causes of stress can, for the most part, be categorized into the following:

1. Fear
2. Overload or underload
3. Life changes
4. Ambiguity

Fear

Fear can come from a threat to us physically, like assault, rape, or being mugged, or from a threat involving something meaningful to us, such as robbery, or vandalism or a threat involving the well being of someone important to us. Fear can also come from a perceived threat to our emotional well being, such as ridicule, loneliness or a feeling of inadequacy.

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[1]*Stress: Blueprint for Health* (Blue Cross Association), XXV(1) (1974), 7-8.

[2]Douglas Colligan, *That Helpless Feeling: The Dangers of Stress* (New York, July 14, 1975), p. 30.

[3]*Ibid.*, p. 30.

[4]Jerry W. Robinson, Jr. and Ray A. Clifford, *Stress In Community Groups*, North Central Region Extension Publication No. 36-9 (February 1975), p. 1.

Overload and Underload

An overload suggests something more than our system is capable of handling. It could be too much to do at work, it could be pain or illness, or it could be too much noise, heat, or cold. "Too much" is often labeled as hyperstress.

Recently researchers have concluded that a life without pressure is not necessarily a life without stress. *Underload,* meaning too little to do, or work that is monotonous, tedious or perceived as meaningless, can also be a stressor.

This suggests that there is a balance for each of us. In fact, stress is normal and in appropriate doses can challenge us, provide purpose, and prepare us to cope more capably in the future. The balance, however, for each of us, is unique. Some people can handle more stress than others, and we should not become concerned because we see others cope more ably with more stress than we.

Life Changes

Holmes and Rahe have done much work relating life changes to stress and have compiled "The Social Readjustment Rating Scale."[5] They identify 43 major life change events and assign each of them a stress value. They tell us that if one's total score, found by adding the mean values of the life change events that have occurred within one's life in the past year, falls below 150, the average person probably will be able to cope with the resulting stress. If, however, the score is between 150-300, there is a 50-50 chance that the person may be hospitalized within the next year. Further, they suggest that if one's score is more than 300 it would be wise to be certain that medical insurance is paid up! Research indicates that life changes are stress producers, and stress causes one to be more susceptible to illness and accidents. You may want to rate yourself on the scale below.

In my opinion, the scale seems to have been compiled for married persons. I believe a similar scale might be useful for single adults and for young people as a predictor that could alert one to the need to prepare for stress and/or seek help to cope. Also, some individuals may find important stressors in their own lives omitted from the scale.

LIFE EVENT	MEAN VALUE	LIFE EVENT	MEAN VALUE
1. Death of spouse	100	23. Son or daughter leaving home	29
2. Divorce	73	24. Trouble with in-laws	29
3. Marital separation	65	25. Outstanding personal achievement	28
4. Jail term	63	26. Wife begin or stop work	26
5. Death of family member	63	27. Begin or end school	26
6. Personal injury or illness	53	28. Change in living conditions	25
7. Marriage	50	29. Revision of personal habits	24
8. Fired at work	47	30. Trouble with boss	23
9. Marital reconciliation	45	31. Change in work hours or conditions	20
10. Retirement	45	32. Change in residence	20
11. Change in health of family member	44	33. Change in schools	20
12. Pregnancy	40	34. Change in recreation	19
13. Sex difficulties	39	35. Change in church activities	19
14. Gain of new family member	39	36. Change in social activities	18
15. Business readjustment	39	37. Mortgage or loan less than $10,000	17
16. Change in financial state	38	38. Change in sleeping habits	16
17. Death of close friend	37	39. Change in number of family get-togethers	15
18. Change to different line of work	36	40. Change in eating habits	15
19. Change in number arguments with spouse	35	41. Vacation	13
20. Mortgage over $10,000	31	42. Christmas	12
21. Foreclosure of mortgage or loan	30	43. Minor violations of the law	11
22. Change in responsibilities at work	29		

Adapted from T. H. Holmes and R. H. Rahe, "The Social Readjustment Rating Scale," *Journal of Psychosomatic Research,* 11 (1967), 213-218.

[5] *Stress: Blueprint for Health* (Blue Cross Association), XXV(1) (1974), 71.

Ambiguity

Ambiguity is not knowing what to do in a specific situation, or not knowing what one's role is at home, at work or as a group member. It might mean not having a purpose or direction in life or being without, or confused about, a philosophy of life and a code of behavior. Ambiguity may be common for newly-weds as they adapt to one another and define their respective roles. Currently, as unsatisfactory experiences in role changes are increasing, ambiguity is common. It is apparent that change is a way of life, not just as we consider societal roles but as we face depletion of energy resources, explosions of population world wide, questionable technological developments including the "invasion" of our lives by the computer, change such as metric conversion, and changes in job supply as the economy and technology change. Ambiguity is a permanent part of our lives!

Fear, overload, underload, life changes and ambiguity can each be stress producing. As we think about our own lives, we quickly realize that often we experience each of these phenomena not singly but in a variety of combinations. It is not surprising, then, that stress is normal and that just as the manifestations of stress hit us in interrelated ways, the stressors come in combinations and are interrelated also.

INDIVIDUAL DIFFERENCES

As we observe those around us, and experience stressful situations ourselves, we may ask why some people get an ulcer, and others high blood pressure, why one person sweats profusely and another faints, why some people get diarrhea and others get constipated, why one person gets a headache, another gets angry, why one person loses his appetite and becomes thin while another eats compulsively and becomes obese, and why one co-worker thrives on deadlines and pressure and another works much less efficiently in the same circumstances.

Dr. Hans Selye, an early researcher concerned with stress says, "If you put the physical stress of tension on a chain, it is the weakest point that breaks."[6] He suggests the same is true for the human body, that "we are predisposed to respond to the same general demand with different types of disease manifestations."[7]

Another researcher[8] tells us there are three conditions necessary for a physical breakdown from psychological factors:

1) A biological predisposition—a "weak link."
2) A situation perceived as stressful—suggesting that what is disturbing to one person may to another be meaningless.
3) An inability to cope with stress.

Levi suggests that "A person is able to act realistically and effectively in a situation only if he knows the nature and seriousness of the threat, what to do, and is able to do it."[9] The trouble is that much stress today is caused by psychological stressors, which often means emotions are involved. Emotions often get in the way of the rational ability to cope, and leave one incapable of adequate adaptation. And Selye tells us ". . . our problems evolve quickly, our bodies evolve slowly. People like to assume that the body always works intelligently, but this is not so. The body is like the mind. It, too, gets confused and makes mistakes. When stress is experienced, the body and the mind usually make mistakes together."[10]

There are increasing numbers of heart attacks among younger men, and among women, an escalating number of suicides, an increase in child abuse, and a growing alcohol problem among youth. Thirty million Americans have an ulcer and an estimated 100 million people rely on laxatives.[11] Such facts as these tell us that more and more people are unable to cope, but "cop out" instead.

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[6]*Anxiety,* A booklet prepared in cooperation with the National Association of Mental Health, p. 7.

[7]*Ibid.*

[8]Douglas Colligan, *That Helpless Feeling: The Dangers of Stress* (New York, July 14, 1975), p. 28.

[9]Lennalt Levi, M.D., *Stress: Sources, Management and Prevention* (New York: Liveright Publishing Corp., 1967), p. 344.

[10]Walter McQuade and Ann Aikman, *Stress* (New York: E. P. Sutton Co., Inc., 1974), p. 100.

[11]Ronald M. Deutsch, *The Family Guide to Better Food and Better Health* (Des Moines, Iowa: Meredith Corp.), p. 197.

Again quoting Selye, "Stress is not only a killer . . . but also a wearing force. Different men have different hereditary capacities to withstand stress, but once each man's 'adaptation energy' has been expended, there is no known way to replenish it."[12] In another source, when asked if stress can actually shorten one's life, Selye responds, "Very much so. What we call aging is nothing more than the sum total of all the scars left by the stress of life. These scars can be chemical or mental, and do irreparable damage."[13]

Other stress experts, when considering why people react to stress in different ways, say three factors are involved. One is perception, which corresponds with a situation perceived as stressful, already discussed. Another is stress tolerance, which seems to correlate with the discussion concerning the ability to cope with stress. A third, however, is motivation, which adds a new facet to individuality. Motivation might be defined as whatever it is that makes a person "tick." Some people, for example, need much reassurance. Criticism for them would be stress producing. Some people need to be "best" at what they do. Second best, then, might be stressful. Some cannot tolerate certain kinds of noise; having the neighbor children in to play, then, may be stressful. Some need "alone time"; an environment that does not allow some place to escape roommates or family members might, then, be stress producing.

It is apparent that a variety of factors interplay causing individuals to react differently to stress-producing situations. When one is trying to cope with stress, it sometimes helps to know that it is OK if we don't cope as well as our friend when confronted with a similar stressor, or that we are not necessarily "super human" or more competent than our peers if we handle a particular problem well. We each are uniquely put together and respond more or less ably than others in a variety of situations.

Coping

We need not look very far to discover that potential stressors are running rampant. And we need not observe people very long to discover that no one is immune to a "stress attack." We know that stress is normal and that the right amount can be healthy, an opportunity for growth and an opportunity to learn to cope with future unknown stressors. We need not read very far, however, to discover that many physical diseases are stress related. I think we can conclude that stress can be dangerous, physically and mentally, so it appears urgent that many of us learn how to cope.

Ms. Andrews, a promising young executive, returned to her office after a full afternoon of tiring meetings to find a carbon copy of a letter her secretary had mailed. As she read it, she discovered a very embarrassing error, and lost her temper. She called the secretary in, pointed to the error, and said, "Do you want me to look like a fool?"

Tommy, who is nine years old, skipped home from school, eager to tell his mom and dad the teacher liked the poem he had written. As he bounced in the door, his eagerness to share his happy news was quickly dispelled as he heard the familiar arguments between Mom and Dad coming from the kitchen. He went quietly to his room and turned on the TV.

Mike and Janie were eager prospective parents. Janie was five months pregnant. Very early one morning Janie woke Mike to tell him something was wrong. She thought she was having labor pains, but she desperately hoped she was wrong. Mike, very worried, decided they ought to get to the hospital. They barely made it in time for Janie to miscarry. They were heart broken. Their heart break turned to bitterness when they asked, "Why us?" They began to refuse social invitations, and stayed home from family gatherings. They began even to withdraw from one another, each "getting lost" in a book, or TV. Finally one evening, almost at the same moment, they turned to each other. Mike said, "We can't let our problems cause us to lose each other," and Janie was ready to agree. After much talk, and mutual support, they were able to accept what had happened as nature's way of taking care of a baby that may not have been healthy. How did Ms. Andrews, Tommy, and Mike and Janie cope with stress?

Robinson et al.[14] tell us reactions to stress can be categorized into:

1) aggression,
2) withdrawal,
3) adaptation.

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[12]Walter McQuade and Ann Aikman, *Stress* (New York: E. P. Sutton Co., Inc., 1974), p. 17.

[13]An Interview with Hans Selye, M.D., "To Beat Stress—'Learn How to Live,' " *Reader's Digest*, July 1977, p. 163.

[14]Jerry W. Robinson, Jr., Ray A. Clifford, and Joke Dewalle, *Stress in Community Groups*, North Central Region Extension Publication No. 36-9 (February 1975), p. 8.

Aggression

Recall, for a moment, Ms. Andrews' behavior as she reacted to her secretary's error. Her behavior is an example of aggression, attacking a problem "head on." Did she solve the problem? I speculate that she may have used the energy, created by a stressful situation, but in the process, compounded her problem. What might she have done to cope with her feelings and also to prevent the problem from recurring?

Other examples of aggression might include fighting, running, door slamming, screaming, talking, writing, muttering to oneself, or cursing behind someone's back.

Aggression may be displaced, positively or negatively. That is, a person may save the energy created by a stressful situation to use at a later time, playing tennis, jogging, being irritable with the children, talking to a friend or spouse, playing allegro on the piano, or boxing with a punching bag.

Withdrawal

Tommy withdrew from the stressful situation by going to his room, and he tried (we might speculate) to forget by watching TV. Other examples of withdrawal may be "hiding" behind a newspaper or losing oneself in a book, day dreaming, fantasizing, becoming a workaholic, sleeping, using alcohol or drugs (both prescribed and illegal), and going for a walk! A much more drastic example would be attempting suicide.

Is withdrawal a healthful thing to do? Does it solve the stress-creating situation? Some forms of withdrawal such as marital separation, divorce, resigning from a job, or moving to a new location, may remove the stressor permanently. But these examples are all major life changes, which can, in themselves, be stress producers.

Some forms of withdrawal might help one to calm down, or "cool off," so that a problem might be approached at a later time more objectively. In Tommy's case, though, there was no outlet for him, or any apparent way for him to solve the problem. Lazarus says that "A child under stress is in a situation different from an adult, a dependent position, with fewer societal rules and differential behavior patterns to help him meet a problem. . . . So a stressful event may have more psychological and physiological harm."[15] Not only does Tommy have no apparent solution, his problem is compounded by the fact that he is a child, dependent upon others, and in his case, the "others" who might help, are themselves experiencing stress.

Adaptation

Let's take a careful look at what happened to Mike and Janie. They experienced grief, which in time seemed to turn to bitterness. Then they withdrew from friends and family, and eventually from one another until the fear that they might actually lose one another gripped them. Finally they were able to face reality and talk about it together. The goal of preserving their love became central and together they were able to work toward that goal. Their coping process follows Robinson et al.'s adaptation process where one actually makes the changes necessary to deal with the source of stress.

The adaptation process includes:

1. Step one is identifying the source of stress. Sometimes it is possible to do this without help by finding some quiet time to think, reflect, and perhaps list, on paper, those problems we can't seem to cope with. Often there is more than one problem. The problems may or may not be interrelated. Sometimes it is helpful to carry a diary, so that each time the "stress signals" occur, one can stop and take stock by writing about the situation that causes the signals, and the feelings that resulted.

For some people, talking is a better way to identify the sources of stress. A friend, spouse or counselor may help.

2. Step two is relieving the pressure. This means somehow getting what's bothering us "off our chest," out in the open. For Mike and Janie relief came from admitting their dilemma to one another. Sometimes just identifying the cause relieves some pressure. Relief may come from talking with the boss to ease the work load for a while, or talking with a friend or someone who can listen without judging, or being tempted to solve our problems for us. Sometimes

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[15]Richard S. Lazarus, *Psychological Stress and the Process of Coping* (McGraw-Hill Book Co., 1966), p. 22.

it is possible to be our own friend by setting aside a time to be at one with ourselves, in tune with our own stress symptoms, to write and think. Sometimes, identifying the source, and relieving the pressure may occur at the same time using the same methods.

Some people relieve the pressure by using the excess energy in active sports on a regular basis.

3. Step three is solving the problem: adapting. As home economists we are familiar with the problem solving process, which may proceed as follows:

1. Defining the problem;
2. Clarifying the goals and values in relation to the problem;
3. Considering as many alternatives as possible;
4. Determining action to be taken;
5. Considering probable consequence of each action;
6. Taking action;
7. Evaluating the results.

The trouble is that dealing with stress management is like dieting. It probably would not be difficult for many of us to put together, on paper, a weight reduction plan using the problem solving method. We can define the problem in terms of number of excess pounds, relate to a personal goal, i.e., desired weight loss while maintaining health with an adequate supply of necessary nutrients. Then we might propose alternative plans for weight loss and select an appropriate plan for the life style of the dieter. But by way of personal experience, and work with others, we know that when it comes to taking action, we may run into some snags, because eating is often tied to emotions. Eating may be an escape that eases the pain of loneliness and unhappiness. Eating patterns can be habits, too, which often are difficult to break. (Helplessness, the most devastating feeling, we've learned, in relation to stress, can be habit too, particularly for women who often learn early in life to be dependent.) So the problem of weight loss often is interrelated with other problems, and emotions may interfere with implementing the plan on paper, no matter how well conceived.

I'm not suggesting giving up on the problem solving process. I am suggesting, however, that a plan on paper may not be as easy to follow as one would like, especially when there are several sources of stress interacting at the same time.

This article began, at least in my mind, about two years ago when I discovered the Social Readjustment Rating Scale. I totaled my score to a horrifying 430! In the two years that followed, many other major life changes occurred including becoming ill and being hospitalized (just as the authors of the scale predicted). Recently I added two more changes by moving to Illinois and beginning a doctoral program. The stress signals that I have come to know as uniquely mine were flashing with neon brightness, so I decided I must learn to cope or find myself ill once again.

I rediscovered the Rating Scale and found my score, at this point in time, an alarming 639! Near panic hit and continues to do so now and then, but with decreasing frequency. As you might guess if you have read this far, panic will elicit fear, a stressor. Overload hit too, as I tackled school, work and being a mother.

As I began my search to learn how to cope, I looked for the "magic formula" with easy steps 1, 2 and 3, just as the dieter is always looking for a new and painless way to shed pounds. I haven't found the formula yet—just the old-standby, the problem solving process. I know, intellectually, it should work. But I am quite aware from experience that the intellect is not always in control! What does work, then? I can only share what seems to be working for me.

I have read voraciously! I think reading has helped in several significant ways.

I have finally come to accept the fact that there is no magic formula. It is amazing though how many ways there are to avoid facing one's problems! I have accepted the fact that the situations causing stress for me are unique to me. The solutions, likewise, must be mine, or they might not fit as comfortably as I'd like. Inherent in the conclusion that the solution must be mine, is the difficult reality that my solutions may not be what people who care for me would choose. But there comes a point at which one must choose what's right for one's personal mental health over the wishes of others.

So now, as often as I have time, and am intellectually up to it, I diligently work at goal setting, value clarifying, and determining how to get from here to there.

Second, reading has been withdrawal, in essence, that has helped time to pass. Time helps emotional wounds to heal so that I can look at problems more objectively and from different perspectives.

Third, I have discovered in my reading that I am not abnormal. What a relief! Probably the most helpful reading for me was about situations similar to mine, and the book *Passages*,[16] which helped me to see a predictable developmental progression to adult life. For some people, critical stages of development become crises, for some merely passages. Although I may be experiencing crises rather than passages, at least I know they are normal, and I see hope at the next stage!

Initially in my search to learn to cope I reached out to many friends, family members and acquaintances. But quickly I found there were few listeners and many who were eager to offer solutions. It did not take long for me to unlist my phone number, and to rely on just a few friends, *when I need them*. I've found that the friends who remain most helpful are those who have experienced similar problems—not surprising when one considers the success of groups like Weight Watchers, and Parents Without Partners.

Hobbies helped, too, but only those that did not take much concentration. Listening to music, for example, became an enjoyable diversion. I have found, for the first time in my life, that time *alone* is very precious.

I continue to find that I need to be patient, with others in my life who want me to progress through the coping process more quickly than I am able to, and who want to make judgments for me, but more importantly with myself. I never have been slow to make decisions, nor hesitant to commit myself to more than my share of work. I cannot do that now because sometimes my emotions interfere with good decision making, and because I need more escape time than usual. I also find that my ability to concentrate on a task varies, so sometimes it takes longer to get a job done than I would like. That is frustrating and takes patience to live with.

Many of the sources I read suggest a balance in diet, exercise, sleep and work. I find that is easy to say, not always easy to do, but helpful to strive toward. Feeling good physically seems to be a help toward mental health and toward the ability to work. Another helpful suggestion is a bi-monthly physical health check; when one continues to find no physical problems, that is reassuring.

Very recently one good friend said to me, "I think you underestimate your own strength!" That was food for thought, and after thinking awhile I realized I was looking at many things negatively, rather than as opportunity for growth. It is difficult to maintain a positive attitude, but helpful at least consciously to practice viewing problems as opportunities.

I find that jotting notes to myself when stress signals occur helps to identify the source as well as to note my feelings at the time. Then at a later time, when the feelings have subsided, I can look, rationally at the situation, and consider how to handle it.

Sometimes, when trying to handle stressful situations there are things that cannot be changed, like death, for example. We may find that our goals are unreachable; the possibility of marital reconciliation may be an example. Then coping may mean changing one's philosophy to deal with reality—a most difficult task, but the only choice.

Sometimes extreme stress, stress over a prolonged period of time, or a complex set of stressful situations may mean that professional help is necessary. It is important, I think, to view seeking help as a sign of strength, and a health promoting step, rather than a sign of weakness, as some people would like us to believe.

Hans Selye when asked how people can cope with stress, said, "Do your own thing . . . what you like to do, and what you were made to do, at your own rate . . . have a code of life and know how to live it . . . acquire as much goodwill and as many friends as possible."[17] To many of us that may seem a simplistic prescription. But if we consider the opposite, that is, doing something we don't want to do, or see as useless, being without a code to live by, and being without friends and loved ones to give to and share with, we might then view his advice as reasonable goals—something to work toward.

CONCLUSION AND IMPLICATIONS

My intent has been to share some of what behavioral scientists tell us about stress, as well as some helps from my own experience as I continue to learn how to cope with stress, all with the intent of providing help if you, also, feel you are a victim of more stress than you feel able to handle.

Beyond the personal ability to cope, however, I see implications for our home economics

[16]Gail Sheehy, *Passages* (E. P. Sutton and Co., Inc., 1976).

[17]An Interview with Hans Selye, M.D., "To Beat Stress—'Learn How to Live,'" *Reader's Digest*, July 1977, p. 163.

teaching situations. As vocational home economics teachers, we certainly play an important role by helping students to discover and do their own thing. We can, through value clarification, be facilitators as our students proceed toward the development of a "code" or philosophy for their lives. Through emphasis on communication skills, we can be helpers as students relate to co-workers, friends and families. We are already doing much of this in our classrooms, but maybe if we realize that in so doing we are actually practicing "preventive medicine" in relation to stress and stress-related diseases, our work will take on added significance.

Beyond what we are already doing, I also see implications for home economists in adult education programs, helping adults to become aware of the predictable "passages" of adult life. Many of us, as mothers and teachers, have relied upon Dr. Spock, Gesell, Driekurs, Ginott and many other experts to help us understand predictable developmental stages in children and adolescents. As change and stress become an unavoidable part of life, we can be facilitators with adults. Also, helping them to cope with the unforeseen as well as the foreseeable. Our challenge personally, as well as professionally, is to learn to cope with stress in our own lives and to reach out to help those around us to do so.

THE FUTURE . . .

Constance McKenna

At the time of this talk, Dr. McKenna was Assistant Director of Cooperative Extension for Home Economics, University of Illinois. Presently she is Director of Extension in Nevada.

Even if you studied my credentials carefully, you would see no mention of clairvoyance. To prophesy about the future is almost foolhardy. Yet, that is the challenge I have accepted in sharing my thoughts with you.

Before you accuse me of temerity, though, let me establish some credibility. I predict that you will be reading this article for about 10 minutes (unless you lose interest in the next 30 seconds!). Furthermore, I predict that you will be home for the evening meal tonight unless you have made other plans.

Easy? Who says so? There is no absolute assurance that either of these things will happen. The building you are in *could* collapse spontaneously nine minutes from now. You *could* decide to go shopping with friends on the spur of the moment and get home late. Let me hasten to set your mind at ease. I'm not expecting an imminent catrastrophe like having the building collapse. I used that particular example to make a point about the future; namely, the near future is reasonably predictable. So those of you who may have been hoping for immediate and dramatic diversion will most likely be disappointed as you continue to sit reading the rest of the article.

The second example—that you will be home for the evening meal—is a little less certain. But even if you get diverted from going directly home, those who know you well enough to invite you can probably guess that you will most likely agree to accompany them. The point of this example is that although the more distant future is harder to predict than the near future, people tend to act in habitual ways which provide strong indications for future directions.

Hopefully this preamble, which we might call "perspectives on the future," has revealed my very practical approach to a very complex topic—our future as home economists. Our future will grow out of our present which has had its origins in our shared past. And indeed, we do have a proud home economics heritage.

In 1871, the Illinois Industrial University, which later became the University of Illinois, established the first School of Domestic Science and art in the country. The first head of the School, Mrs. Lou Allen Gregory (who is part and example of our proud heritage), bequeathed us this bit of philosophy:

> If ignorance is a weakness and a disaster in the places of business where the income is won, it is equally so in the places of living where the income is expended. If science can aid agriculture and the mechanical arts to use more successfully nature's forces and to increase the amount and value of their products it can equally aid the housekeeper in the finer and more complicated use of those forces and agencies in the home, where winter is to be changed into genial summer by artificial fires, and darkness into day by costly illumination; where the raw products of the field are to be transformed into sweet and wholesome food by a chemistry finer than that of soils, and the products of a hundred manufactories are to be put to their final uses for the health and happiness of life.

Isabel Bevier, the second head of the School and the second president of the American Home Economics Association, was only five years old when Ellen Richards was struggling for admission to MIT. Even so, Miss Bevier was one of the real pioneers in home economics. She is credited with putting our profession on a sound scientific and academic basis, as well as being recognized as an exceptionally able administrator and renowned author of early home economics texts.

Our proud heritage is being continually enriched. A history of home economics written within the last few years named Illinois' Kathryn Van Aken Burns, who still lives in Urbana, as one of the great leaders in the development of Home Economics Extension programs. The author only regretted that not all states were fortunate enough to have a leader of Mrs. Burns' caliber.

Adapted from a talk given at the 55th Annual Conference, Illinois Home Economics Association, Springfield, Illinois, October 30, 1976.

Among us today are other leaders who will also find a significant place in the history of home economics as told in future years. Our past heritage would so indicate even if we are too personally involved with the present to view ourselves objectively. There is no doubt that we are currently in the process of creating the future of home economics. Our proud heritage is linked to a promising future. But have you stopped to ask yourself, "Promising what?"

The future of home economics will be influenced by the day-to-day choices we make. And there are three major pitfalls we must learn to negotiate successfully before we can maximize our professional potential.

The first pitfall is role confusion. The confusion that afflicts home economics with a particularly insidious malaise arises from pressures generated by women's changing roles in society and the inability of many home economists to distinguish between the personal and the professional in their lives. Since most home economists are female, it is to be expected that whenever societal change is affecting how large numbers of women think, feel and act, its impact will be strongly felt within our profession. Less obvious to some, however, is the correlate. Changes in women's roles have a profound effect on men, and this will ultimately impose a unique imprint on our profession—on who our professional practitioners are, on who our students are, on what we espouse, on what we teach.

Changes in persons eventually influence how persons act in both private and professional situations. Qualities formerly presumed to be "female"—like passivity—have been an integral part of much of our home economics professional posture. As home economists learn to become more assertive in their private lives, assertiveness will inevitably become a part of their professional coping skills. The pitfall in carryover from our personal to our professional lives lies in the appropriateness of the specifics being transferred.

The second major pitfall is the professional identity crisis which is rampant in home economics and tends to revolve around "image." When some notable person defines home economics in a way that flatters us, we are pleased to accept the accolades—and we promptly try to prove we deserved them by doing more of the same, whatever that was. If five important persons praised us simultaneously, we'd probably turn ourselves inside out trying to excel—simultaneously—in all five versions of what home economics really is!

Home economics seems to be floundering for a sense of identity. This struggle manifests itself in a supersensitive response to image consciousness. We are treating "image" as a front—something we utilize to project something we are not, like an actor using stage makeup. A true reflection of what home economics is, depends on what we *are*. Our challenge is to define that for ourselves and to practice that definition in our professional lives with such persistence that the public comes to define us in the same way.

The third pitfall involves professionalism. There are disturbing signs that too many home economists are second-rate professionals. They may be first-rate homemakers, but they work at a profession for the conveniences—like salary—with little or no commitment to the advancement of the profession.

A tell-tale sign of the second-rate professional is the "we shoulds" and the "wouldn't it be nice ifs." The "we shoulds" can be translated to mean somebody else should. The "wouldn't it be nice ifs" mean something should be done about a particular something. *Somebody* should do something. Not me. *Somebody else.*

With these kinds of pitfalls confronting us in home economics, perhaps my somewhat cynical response to the theme of the conference gains perspective. Proud heritage—Promising future. Promising what? Are we to sit and wait for the future, like children awaiting Santa's arrival on December 25th? Like them, are we expecting to be surprised, hoping to be pleased; yet still trying to brace ourselves against possible disappointment?

One thing is certain. The future *will* happen. The future of home economics in each state will be closely aligned with the future of home economics nationally. And if you want expert opinions as to what that future will be, I suggest you review the September 1976 issue of the *Journal of Home Economics* which includes articles by home economists of vision: "Home Economics in the Future," "The Future of the Family," "Women in the Future," "A Cure for Future Shock," and "Involvement: Present and Future."

These articles illustrate dramatically the tremendous expansion in the scope and depth of forces impinging on families. For home economics to continue as THE profession most concerned with helping families respond to these influences, each of us must actively contribute to the growth of our profession.

We must realize that we are in the enviable position of being "on the cutting edge" of social change. We must accept resolutely—better yet, gracefully and with wit and good spirit—that being in the midst of social turmoil is not very comfortable. Home economics is no longer the sage, sheltered profession some thought it was in the 1940's and 50's. Instead, it is exciting, dynamic and inspiring! Both as individual home economists and as a professional organization, we can help ensure that the current professional ferment will unleash our rich creative potential.

As individuals we can affirm the contributions home economics makes in helping our society be responsive to human needs. We can help families understand and cope with the circumstances of their daily lives and help guide them to actively participate as responsible citizens in promoting their own well-being. But even more important, *we must practice what we preach.* Justifiable criticism for failing to do this can be devastating to our profession. If we want others to take us seriously, we must first take our work, and all that implies, seriously.

Furthermore, if we want to enhance the reputation of our profession, all home economists must tend to their individual reputations. And we must be willing to move into positions of leadership in communities and organizations where our education and experience provide appropriate background. However, we must be selective about which additional responsibilities we accept in order to assure our own continued personal and professional growth.

Each state's home economics association can contribute to the strength of our profession by the active support—participatory and financial—of a large state membership. The association can help keep members informed about changes in the national organization which, for the next four years, is focusing on goals in public policy, outreach, public relations and professional development. Also, they can identify AHEA goals having greatest relevance for their state membership and work intensively in selected areas. State associations can come to grips with home economics issues which may be perceived differently by the statewide and national components of our organization.

State associations must foster a climate of confidence in which individual members can feel free to ask such difficult questions. Furthermore, there should be no implicit expectation of consensus among the membership on issues, especially when it comes to finding acceptable resolutions. Professional controversy must be acknowledged as a stimulus for growth, a vehicle to sharpen our thinking processes.

Rather than be overwhelmed by the challenges facing us, let's remember that there are no simplistic solutions for the complex problems of today. Nor will there be any in our home economics future as we work through the maze of social, political and economic factors which affect our professional environment. But there *are* choices to be made. By each one of us. Every day. And it is the collective wisdom evolving from the carefully considered choices of every individual home economist in the state that will determine the future of home economics.

DISCIPLINE:

Managing Behavior in the Classroom

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Discipline problem, deviant behavior, disruptive behavior, negative behavior and misbehavior are all terms used in the literature to refer to any behavior or action taken by a student that is contrary to the rules, regulations and/or the requests of school personnel. This behavior may range from a student being tardy for class by a couple of seconds to something as severe as a physical attack on one student by another student.

The lack of student self-discipline is one of the most difficult and persistent problems confronting teachers. Practically every elementary, secondary and college teacher has experienced discipline problems in the classroom and the perplexing dilemma of how to resolve them. The National Education Association[1] conducted a survey in 1973 in which teachers indicated that discipline was a frequent problem. The "Eighth Annual Gallup Poll of the Public's Attitudes toward the Public Schools"[2] revealed that a sample of adults cited discipline as the most important problem of the public schools in their communities. In fact, over the past seven years this poll has consistently identified discipline as the greatest problem in the public schools. Fifty-two percent of the parents participating in the poll who had children in the public schools felt that stricter enforcement of discipline would improve the quality of the schools.

Discipline-What Is It and Why Is It Important?

Discipline is defined by Madsen and Madsen[3] as a "process whereby certain relationships (associations) are established. It is a way of behaving, conducive to productive ends." The process, according to these authors, is first taught, a cognitive process, and then internalized, an affective process.

Vredevoe[4] defined discipline as the application of "reasonable controls which result in desired patterns of behavior on the part of individuals or groups." This definition recognizes the existence of both internal and external controls. Internal controls originate from within the person, and external controls are those from outside sources which affect one's behavior.

Why is discipline important? Discipline is a means of achieving social order and establishing an environment that is conducive to learning. The ultimate goal is to help learners become self-disciplined, self directed, and capable of managing their own behavior. There is a relationship between behavior and self concept. The way a person behaves tends to be related to the way that s/he feels about himself/herself. The way a person behaves also tends to be an indication of how that person feels that significant others expect him/her to behave. One of the reasons for the importance of discipline is that behavior affects learning.

Why are there discipline problems?

One source of school discipline problems is a curriculum that does not make sense to the learner.[5] The curriculum may be too far removed from the everyday experiences of the learner

[1]National Education Association, *A Comparison of Teacher and Educational Leader Assessment of Teacher Needs* (Washington, D.C., 1973).

[2]George H. Gallup, "Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," *Phi Delta Kappan*, 58(2) (October 1976), 187-200.

[3]Charles H. Madsen, Jr. and Clifford K. Madsen, *Teaching Discipline: A Positive Approach for Educational Development*. 2nd Ed. Boston: Allyn and Bacon, Inc. (1974) p. 6.

[4]Lawrence E. Vredevoe, *Discipline. Dubuque, Iowa: Kendall/Hunt Publishing Co. (1971) p. 1*

[5]William VanTil, "Better Curriculum—Better Discipline," *Discipline in the Classroom* (Washington, D.C.: National Education Association, 1969), p. 1.

for him/her to see a need to learn the content; the content may be outdated, it may be too easy or too difficult; the content may be trivial; the teaching techniques used may not involve learner both mentally and physically in the learning activity.

Gnagey[6] indicated that students may misbehave because they are ignorant of the rules and regulations; because there is conflict in the rules and regulations or the way they are enforced; because of frustration caused by the teacher, fellow students, and/or the learning activity; and, because displaced negative feelings of the learner are transferred into the classroom. Gnagey suggested that teachers can *create* behavior problems by either playing the role of the absolute dictator or by becoming a non-entity who provides no structure in a classroom. The term non-entity might describe the teacher who mistakenly believes that an "open classroom" is one in which there are no constraints on student behavior. This laissez-faire approach has caused many teachers to condemn the open classroom concept. When teachers provide little or no structure, guidance or direction to student learning, an environment is created in which discipline problems are likely to evolve.

Some teachers tolerate all forms of misbehavior in an attempt to gain student approval and popularity. Research, however, has indicated that students tend to dislike such teacher behavior.

Discipline problems sometimes arise when the punishment that is intended to curb student misbehavior is actually perceived by the student as a reward. When the student who does not want to be at school behaves in a way to be suspended, the punishment tends to be a reward.

Punishment may also be rewarding to a student if it serves to gain him/her recognition and prestige in the minds of peers. A student may also be motivated to misbehave by a strong need for attention. Misbehavior can be an attention-getting mechanism and the consequences of punishment may not deter this behavior.

We all strive for some type of recognition. Some students have observed that it is often easier to get it for misbehavior than through acceptable means. Teachers tend to focus on the negative and often ignore the positive. In such cases, students misbehave to satisfy a need for recognition. The need for recognition may be greater than the need to conform to positive teacher expectations. An increasing number of students will probably misbehave if the teacher focuses a major portion of his/her attention on negative behavior.

Some behavior problems are caused by severe physical, mental or emotional complications. Teachers generally are not prepared to deal with such and should follow the appropriate procedure to get professional help for the student.

What can be done to minimize discipline problems?

Harvey Clarizo[7] has identified four steps that may help a teacher to achieve positive classroom discipline. They are (1) select specific behaviors to focus on; (2) identify what preceded the misbehavior, the misbehavior itself, and the consequences of misbehavior; (3) select techniques to modify the behavior; (4) keep a record of the results.

The first step is to select specific behavior to attempt to change. Frequently teachers attempt to accomplish too much change at too fast a pace. Once the target behaviors are identified, give students precise information about what is acceptable and what is not. Develop some guidelines for classroom management or some class rules and regulations and be certain that every student knows what they are. This is one way of eliminating ignorance as a cause of misbehavior. The teacher may even wish to tell individual students during a given day of the frequency of their misbehavior in order to keep them informed of their growth toward being self-disciplined. Teachers can encourage students to accept certain behavioral changes as group goals. For example, if noise is a problem in a class, the teacher might elicit the support of the class in keeping voices low or not talking at a particular time in order to increase student productivity. If the class accepts this as a means to increased productivity, the process will eventually become internalized and the students will become self governed.

The second step is to focus on what Clarizo calls the A B C's. That stands for the antecedents of behavior, the behavior itself, and the consequences attached to the behavior. What happens in the classroom preceding a discipline problem and what happens immediately after the problem. Do the problems occur when students have to wait for help or supplies? Do they

[6]William J. Gnagey, *The Psychology of Discipline in the Classroom* (New York: The Macmillan Co., 1971), pp. 14-18.

[7]Harvey F. Clarizo, *Toward Positive Classroom Discipline* (2nd ed.; New York: John Wiley and Sons, Inc., 1976), pp. 8-118.

occur when the work is too easy, too difficult, too ambigious or too far removed from their felt needs? Does the physical arrangement of the classroom tend to create problems? Answers to these and other questions may give teachers some clues to the causes of problems and preventive steps that can be taken to avoid future problems. What are the consequences of misbehavior? What is the reaction of the teacher, the student, and other students? Does the punishment seem to be rewarding? If the teacher ignores the behavior, the student may fail to learn what is or is not acceptable. The student may also perceive silence as the teacher's not caring about her/him or what s/he does. The teacher who reacts to student misbehavior in a highly emotional manner may create problems. Provoking the teacher can become a challenge or game for the students.

Student approval or disapproval of the misbehavior can serve to extinguish or encourage it. It is important for the teacher to be aware of student reaction. If they disapprove, peer pressure alone may be sufficient to curb the behavior and if they seem to approve it, this may be motivating to the misbehaving student.

After the target behaviors and the ABC's have been identified, Clarizo's third step is the selection of techniques to modify behavior. He divided behavior modification techniques into two categories: behavior formation techniques and behavior elimination techniques.

Behavior formation techniques are designed to change behavior by substituting positive actions for negative ones. This is primarily accomplished by the use of modeling and observational learning. This is based on the premise that students will imitate behavior that receives positive reinforcement.

Teachers and students serve as models in the classroom. Teacher behavior is very influential in determining the "climate" for the classroom. When a teacher demonstrates enthusiasm, cheerfulness, respect, fairness, patience, courtesy, optimism, consistency, warmth and enjoyment toward the students, the students are likely to respond similarly.

Through observation, students are able to see the consequences of misbehavior. Research indicates that students tend to become inhibited when they observe others experience punishment for engaging in negative behavior. Also, watching somebody else being punished (vicarious punishment) tends for some to result in the same amount of inhibition as punishment that is experienced directly. Misbehavior tends to increase among students when they do not observe any negative consequences for the original misbehavior.

Teachers who are firm, fair, consistent, and who focus the need for discipline on the accomplishment of learning tasks are likely to be successful. A task-focused technique might be something like "James, you will have to stop talking and start on your assignment now or you won't get it done by the end of the period." The student then realizes that the consequence of his misbehavior is a personal failure. Most students want to be successful.

Behavior elimination techniques are designed to reduce undesirable behavior by discontinuing the rewarding consequences. It probably will not work on the misbehavior that is self-rewarded such as aggression.

It is important to identify the types of reactions to misbehavior that may be rewarding to a student. Sometimes students behave in certain ways to provoke or manipulate a teacher. If a teacher fails to react in the expected way, the misbehavior may occur less frequently or possibly become totally extinct. The combination of extinction and positive reinforcement, modeling or punishment may be very effective.

The fourth step recommended by Clarizo is to keep track of the results to determine whether or not certain strategies are effective. The teacher can then begin to identify successful ways to cope with discipline problems.

Conclusion

The process of becoming a self-directed, self-disciplined person can be a long and slow one. The teacher who is successful at helping students become disciplined is generally aware of these principles:

1. Misbehavior most often occurs when students are not informed of the expected behavior.
2. Students are likely to accept the consequences of misbehavior and work to improve when the teacher administers the consequences fairly.
3. Students are likely to accept classroom rules and regulations when they are given some opportunity to help establish them.
4. Students are likely to be willing to change their behavior when the change will enhance them personally.

5. Students are likely to continue to misbehave when the intended punishment is a source of reward.
6. Negative behavior tends to become extinct when it is not rewarded.
7. Students seek rewards and will therefore imitate positive behavior when it is rewarded.
8. Student behavior can be influenced by positive teacher behavior.
9. Students tend to misbehave more when teacher-student relationships are poor and when the student perceives the teacher as non-caring.

AN APPROACH TO DISCIPLINE THAT WORKED FOR US

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Encouraging positive behavior in the classroom continues to be a real problem not only for beginning teachers, but for experienced teachers as well. Morse and Wingo (1968) make the assertion that discipline is the BIGGEST problem faced by beginning teachers. One reason for its being such a problem is that most teacher preparation programs do not devote a great deal of time and attention to this most critical issue.

The traditional "do-as-I-say-or-else" approach is not as effective today as it once was. Students of today have been raised in an entirely different environment; hence, the need for new approaches to handling classroom discipline. Dreikurs in his book *Children: The Challenge*, suggests that being either permissive or punitive does not solve the problem either. Rather, one needs to become aware of the developmental needs of children and to be capable of guiding them without letting them "run wild" or stifling them. What is needed are new approaches which combine educational principles with a genuine concern for the personal and scholastic well-being of our young people. One such approach according to Dreikurs is allowing children to "suffer the consequences" of their actions. An application of this approach in the classroom is the use of behavior contracts.

Behavior contracting as a means of establishing appropriate classroom environment is one of several techniques which is taught in the vocational home economics education program at Colorado State University.

This method encourages students to become better classroom citizens by working with the teacher to:

1) Establish specific behavior goals by determining what behaviors need to be modified and/or eliminated;
2) Determine what consequences will result when the identified behaviors are demonstrated in class.

When the teacher identifies a student who has a behavior problem, the teacher works with the student on an individual basis to develop a specific "behavior contract." (See sample form.) Together the student and the teacher determine what behaviors need to be eliminated. The next step involves deciding what consequences the student will "suffer" when they exhibit a behavior which has been identified as one which needs to be eliminated. Generally there will be three succeedingly more difficult consequences to face. The first time the behavior is exhibited after the contract has been negotiated, the student "suffers" the first consequence—the second time, the second consequence, and so on.

"Our group knew what was going to happen to us if we talked too much. So, we hardly talked when Miss Wilcoxson was talking or we knew that we'd be up to our necks in everyone else's dishes next lab."
—Becky Randa, Junior, Brighton High School
(Photo by Laurie Gablehouse)

"Contracts are an excellent form of discipline, because Miss Wilcoxson always sticks to the writing and makes sure we know that she will hold us to every word WE wrote and signed."—Alan Day, Sophomore, Brighton High School (Photo by Laurie Gablehouse)

Behavior contracting allows the teacher to work with each student as an individual and to fit the contract to any special needs or problems the student might have. As teachers, we need to remember that any of our actions with students, including discipline, should be aimed at helping students to become self-directed citizens. Any effective discipline program demands that the teacher be continually watchful, consistent, and persistent.

SAMPLE

BEHAVIOR CONTRACT

I, ______________________________ in order to become a more responsible classroom

citizen, do hereby agree to: ______________________________

____

____

I understand and agree that if I violate this agreement that the consequences shall be:

1) ______________________________
(First Violation)

2) ______________________________
(Second Violation)

3) ______________________________
(Third Violation)

____

Student Signature Date Teacher Signature Date

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Are you among our "lost" Home Economics Education University of Illinois Alumni? If so, we are looking for you! We'd like to know where you are now and if you have changed your name? We are also searching for friends of the University of Illinois Home Economics Education Division—those who didn't graduate here but would like to know what is happening in the department. Keeping you informed is our objective—but to do so we need to know who and where you are.

One of the activities we will keep you posted on is the spring conference sponsored by the Undergraduate Club, the Home Economics Education-Student Seminar. The fifth Annual Home Economics Education Alumnae Conference will be held March 11, 1978. It will be a one-day session with several informative sessions and specialists sharing information on topics you and the seminar students indicate an interest in. It is a fun time, too, to see old friends and meet new ones.

If you want to hear from us, please send your name, address, position if any, year of graduation and school graduated from to Alum & Friends Files, 351 Education Building, Urbana, Illinois 61801. The Division is looking forward to hearing from you!

Becoming Influential with Administrators

Coby Bunch Simerly
Coordinator, Adult Consumer and Home Economics Education, Syracuse (New York) Public Schools

How often have we felt, as home economics teachers, that within the school system we are on the fringe, that home economics programs do not receive equal support or equal status with other subjects and departments within the school? In numerous communities home economics is not viewed as an integral and equally valued part of the total school program. The questions, frustrations, and concerns can be restated in one question, "How can we influence our school administrators in such a way that they will give as much support to home economics education programs as they give to other school programs?"

In reality the question is one of politics, and politics involves gaining and using influence. Gaining of personal influence is a challenge that all people must confront. The issue of power and influence leaves many people—both men and women—feeling uncomfortable because we tend to think of politics as being manipulative and unethical.

Most of us are naive about power. However, when our objective is to gain acceptance and support from school administrators, the use of personal influence is something we must confront directly. How can we effect a change in the balance of power so that people in home economics education can influence school administrators in order to develop quality programs that will directly influence the lives of more students? The answers can be found through:

1. Changing ourselves.
2. Establishing authentic relationships with administrators.
3. Creating interdependent relationships.
4. Developing a community power base.

Each of these relates directly to the administrator and his/her ultimate perceptions and support for us and our programs.

Let us explore four major strategies that can help us as home economics teachers to have greater influence with school administrators.

Gaining Power Through Changing Ourselves

As home economists, I believe that we are prone to blame others for our lack of status and influence at national, state and local levels. We accuse legislators, policy makers, administrators, counselors, fellow teachers and school board members of not recognizing and appreciating the skills we have and the values of home economics. Our thoughts run something like this: "If *they* would only. . . ."

There are two fallacies with the "If *they* would only . . ." line of thought. First, it rests on the idealistic belief that the inherently good will eventually triumph. In our case home economics will be recognized and become an equally respected, legitimate educational program. If a casual observation of our world is not enough to question this belief, then certainly the slowness of the process should be disturbing to members of a profession that is committed to improving the quality of human life.

The second problem with the "If *they* would only . . ." syndrome is that it puts the responsibility on *others* to change their attitudes and perceptions about the home economics profession. Change in another must begin with a change in ourselves. It is not possible for me to control or to change another person's attitudes and behaviors. However, I can change *my* behavior in such a way that it can help other people have different perceptions and insights about me and the work that I'm doing. For example, when I'm asked to participate in a community exhibit or display, do I create a display that shows how the local high school home economics program is helping students develop attitudes and skills needed for coping effectively with the various challenges of daily living in all its facets?

Hence, the first strategy for building personal power is to stop blaming others and to initiate change by first changing our own behavior. We can determine what we want others to know about our program and set about making it known. We need not be on the defensive by telling people what home economics *isn't*. A defensive posture takes too much energy and blocks communication. For example, a more effective approach when an administrator makes the usual "home economics is cooking and sewing" comment would be to accept his comment and to say with pride, "Yes, cooking and sewing is part of what we do and with changing life styles, both men and women. . . ." Because we have accepted rather than rejected his/her attempt to initiate communication with us, we are in a position to discuss home economics further.

Personally I have found it difficult to learn to change my behavior as a way of getting another person to change his/her behavior. I have found it difficult to see how it would help me achieve my objectives. "After all," I thought, "it was the other person who needed to change." My thinking was, "Why should I change when s/he is the one who has the misinformation, the misperceptions? It's his/her responsibility to shape up and see where s/he is wrong." I now know that if I can help make it possible for another person to see home economics education from a different perspective that the probability is much greater that a change will occur in his/her attitudes and behavior about me and my work.

A change in strategy doesn't mean a compromising of principles; it doesn't mean that I am wrong. It does mean that my behavior is inappropriate and not effective in communicating what I want to communicate. Making such a change in my behavior is a necessary ingredient of creative leadership.

While speaking on creative leadership at the 1977 American Home Economics Association convention in Boston, David Campbell talked about the need for changing emphases so that old problems could be seen in different ways. To achieve the recognition that home economics needs and deserves, home economics teachers may need to change some of their present behavior and strategies—to make it possible to be seen as we want to be seen. A change in emphasis is a sound strategy for gaining power.

Gaining Power Through Establishing Authentic Relationships

I've heard numerous home economics teachers say that administrators, mostly men, don't take women seriously. Although it's easy not to take a group of people seriously, it's very difficult not to take someone seriously with whom you have an authentic relationship. I'm not suggesting that authentic relationships can or should replace competence in planning, teaching, organizing and managing. They certainly can't. But at the same time a person who is competent in numerous ways, but lacking in the ability to give and take and understand and be understood by others, is severely handicapped.

To function effectively in a political arena, it is essential to know on a personal basis both the formal and informal leaders in the school. This means knowing them as individuals, knowing what's important to them, understanding some of their frustrations, their accomplishments and sharing that same kind of information about yourself. This is the essence of establishing authentic relationships. Cultivating such a relationship, of course, takes time as it involves developing levels of trust. However, developing an authentic relationship can be personally rewarding. In addition, it can also result in a better understanding of our program by those who are in positions to lend the type of support that we need to further strengthen and to expand home economics.

We can try to step into another's shoes and see things from his/her perspective. As a teacher I found the educational bureaucracy exasperating. As an administrator I'm sure I'd be amazed that things go as well as they do when I consider the multiple factors and constraints that influence the total school system. Today I'm no less frustrated by the educational bureaucracy, but understanding its complexities allows me to cope more effectively with my frustration.

School administrators operate in a complex political arena in which they must respond to multiple and diverse publics—parents, students, unions, local, state and federal governments and special interest groups. Their job is not easy. Trying to develop the skill of looking at things from the administrator's perspective can provide insights that may be useful in getting a better understanding of the problem and result in a more creative approach to the issues at hand.

School administrators have needs too—the same as the rest of us. Are we knowledgeable about the needs of the administrators we are dealing with? What are we doing to facilitate that person's needs being met? What are we doing to block his/her movement toward having these needs met? It's important to remember that much of the school administrator's success is measured by the accomplishments and successes of his/her staff. What have we done recently to make him/her look good? Do we tell people how good s/he is? We don't have to think s/he is great in all respects. We can pinpoint what s/he honestly does well and let others know about it. Such action on our part is not dishonest because it is a part of a long-range plan to improve our relationship with the administrator and the climate of our work setting. Let's face it; when we make our administrator look good, s/he is more inclined to give us the type of support we need to excel in our job. How does this compare with our present mode of operation? Are we changing the emphasis and being politically astute?

Gaining Power Via Interdependency

One of Karen Horney's major contributions to the field of psychology is the theory that independence cannot be achieved until one has learned to be dependent. Until we recognize our dependence on others and their dependence on us, that is, our interdependence, we can't be independent.

Another way to become influential is by developing dependent relationships. The home economics teacher needs the principal to take care of some of his/her needs, such as leadership direction, autonomy, and esteem. The administrator needs response to some of his/her needs. To the extent that each of these people recognize their mutual dependency, then the relationship will be a healthy one and mutually productive for both individuals.

When the dependency relationship is of such a low level that almost anyone can achieve the same relationship, influence is almost non-existent and little potential exists for a mutually productive relationship. For example, if the principal is only dependent upon the home economics teacher to provide refreshments, organize social functions and show up for routine staff duties, the teacher's influence with the administrator is minimal. On the other hand, if the latter depends upon the former to help fulfill some higher level needs, the teacher's power is increased. Among those higher level needs are:

1. Prestige in the community resulting from the recognized successes of students and staff
2. Support for programs in evaluation and staff development and changes in various components of the school
3. Development and changes in curriculum
4. Maintaining sound public relations with all parts of the community

We can make ourselves needed! Power exists with equals. Yet we tend to think of teachers as subordinates and to the degree that teachers *act* as subordinates, they will be treated as subordinates. Instead of asking permission to do something, we can take a proactive approach —outline the problem, the alternatives and what we plan to do about it. We don't need to ask for permission; this reduces our power and it is not consistent with contemporary leadership theory and notions in school systems which view leadership as the management of equals.

Gaining Power By Developing A Community Power Base

School administrators listen and respond to community voices and pressures. It can be far more effective at times for parents and community leaders and groups to speak out regarding the need for home and family life education than for us alone to communicate the message to school administrators. We can become proactive in seeking parent and community support for home economics thrusts. Because of the political arena in which most school administrators operate, it is difficult for them not to listen when parents and community groups speak. Thus a fourth strategy for gaining influence is to develop our community power base in such a way that parents and others in the community will speak for us regarding the need for home and family life education. For example, we could

1. organize an advisory committee for home economics education;
2. provide educational spots to local radio and TV stations. The FCC requires radio and TV to provide free public service announcements throughout the day. We could conclude the spot by saying that "the message is brought to you by the home economics department of your school."

3. as a department, sponsor public forums on home and family life issues that are of special concern to our community.
4. take a leadership role in organizing parents and students to deal with community problems and issues such as care for the aging, child and family services, and teenage pregnancy.
5. make personal contacts with parents of each student to explain what the home economics program can do for their children.
6. develop cooperative relationships with community human service agency personnel so that they will be informed about the direction and focus of the local home economics education program. These people can be of invaluable support when we need it.
7. make an appointment to talk with the superintendent, assistant superintendent and principal to discuss home economics education program objectives, being prepared with data that give evidence of the impact that the program is making on students and the community. We could outline present needs and project directions the program could go, based on emerging needs in the community and school, such as teenage nutrition habits, teenage pregnancy, and numbers of school age parents. Most administrators respect evidence of clear thinking, problem analysis and strategies for dealing with the problem.
8. prepare an educational program for guidance counselors so that they will more fully understand the home economics program. They need to hear whom the program is for and what actually goes on. If myths about home economics continue, it may be because we let them.
9. keep the work and accomplishments of students before administrators and the public through an on-going public relations program on TV, radio, newspapers, and public exhibit areas, with feature stories, pictures and informational material. Such activities can often be incorporated into the classroom experience and can provide unique learning opportunities for students. The results of such a public relations effort will be (a) greater community awareness of the home economics program, (b) feelings of increased pride by parents and students to be associated with the home economics program and (c) feelings of increased pride by the school administrator that home economics is a part of the school.

There are no easy and quick answers to the problem that I've addressed. However, if we wish to effect a change and gain greater administrative support for the home economics program we can begin by (1) assessing the situation, (2) determining what we want to accomplish, (3) planning appropriate strategies, (4) taking action and (5) periodically evaluating our progress toward our objectives.

In the next volume of *Illinois Teacher,* we are planning an issue on teaching opportunities and learning experiences in the home economics youth organization, FHA-HERO. Will you help us locate teachers and students who can describe what they have done and what it has meant to them? Guest editors for that issue are Catherine Carter and Harriet Lindstrom. Write to them or to the editor, *Illinois Teacher,* 351 Education Building, University of Illinois, Urbana, IL 61801.

Who will help me plant this wheat?

—a modern day parable about Metrics

Carol Ann Kiner
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When the Little Red Hen came into the barnyard she said to the other animals, "Who will help me plant this wheat?" "Not I," said the Duck, "It really is of no use in my courses." "Not I," said the Cow, "I'm too old to try to learn anything like that now—I'm just looking forward to retirement." "Not I," said the Pig, "I know I really ought to get going, but there is just no money in my budget for that. Maybe in a year or two." "Then I will do it myself," said the Little Red Hen. And she did!

How often do we find ourselves in a situation, similar to this barnyard scene, when we have tried to implement a new idea, or an innovative program in our curriculum? No matter what our working situation, we may find resistance or apathy towards many of the plans we try to execute. Some of the crosscurrent is illogical. Many people refuse to try out the metric system because they think that it will be too difficult to learn. Others cannot see its relevance to what they are teaching; they feel that it will only confuse their students.

Largely due to increased awareness of the eventual benefits of teaching metrics in home economics classrooms, many home economists who teach, are willing to prepare their students for life in a metric world. The tragic aspect is that with budget cuts becoming widespread, many teachers are hesitant to begin the metric programs to which they would like to expose their students, for fear that money will never become available. Perhaps some have the same problem as I; budget plans never had metrication as a high priority item. Other equipment came first. When this is the case, we need to examine alternate methods of getting the metric message to our students.

Before I tell you about some of the ideas I found successful, I would like to say that I am no Little Red Hen. Aside from carrying with me the trauma of being a first year teacher—complete with wails of, "The sky's falling!"—I appeared to be much more like her scatterbrained cousin, Chicken Little, when it came to the metric system. When I came to my first teaching job, I mentioned metrics to the other teachers, hoping they were old hands, and would take care of the whole thing. However I found that I was not the only one who couldn't keep grams and kilos straight. As luck would have it, the other teachers were just beginning to get their feet wet. Since metrics fell most logically into the classes I taught, I realized I would have to become an "expert" almost overnight. So I pulled out some old magazine articles, and a small metric handbook to begin my education.

I incorrectly assumed I was going to have a real battle on my hands. I teach clothing and textiles, and not only were there no metric tape measures in the equipment drawers, but my students seemed very well prepared with new sewing supplies. Everyone had tape measures with *inches* on them.

Not to be frustrated by this, I calmly announced that I wanted to make things easier for them, so we were going to use the metric system in class. I told them we could spend some time marking the tape measures with the new system. So, with ball point pens, they marked the backs of their tape measures with centimeters. When this was not possible (some supply companies print both sides), we taped together long strips of notebook paper, and wrote on these. You can do this without a big investment in time. We also changed the measurements on all of our hem markers and gauges.

Then we began measuring—and this was when metrics began to be exciting to the students. I decided *not to tell them* how nice it would be to read all the foreign patterns. *I didn't tell them* metrics would help toward better fit and more efficient and logical sizing. I *did not tell them* how much easier it would be to compute carpeting or drapery amounts. Rather, I hoped, by providing practical opportunities and simulation experience, they would discover the practicality of metrics for themselves. So we began our first practical experience.

Think back to when you were a freshman in high school, I suspect many of you may have been like me, a late bloomer and very uncomfortable about being flat in front! Many of my students are like this. Imagine what measuring in at a full 76 can do for the self concept of a young girl! They were hooked!

Getting patterns for them to use was no problem since the major pattern companies are moving in the metric direction. In fact most of my students were happy they finally knew what the other markings on the pattern tissue were for. They were beginning to realize that changing over wasn't going to be that hard, especially if they could use metrics all the time. They could read the tape measures they had made and find their correct pattern size on the charts I constructed, but when they ran into the old system, this caused problems. Many complained that they had figured the amount of fabric required in meters, only to have to refigure their computations when the sales clerks did not understand them. They found, however, the extra math was not harmful for any of them, and that it helped in making them feel very competent.

I reassured them that in a few years, they would not have the problem and that this skill would make them much more employable when looking for a job in a fabric store, or any other place where skills in using metrics would be a prerequisite.

We didn't have any books with new measurements in them, so whenever directions were in customary terms, I made a ditto with the information in metrics. I never taught them to convert, we just started out with the new system.

We were lucky in a few respects. Our machines were foreign made, and so all of the equipment was already calibrated in centimeters. They were able to reproduce these in cardboard for home use. The exception was in the needle plate. The guidemarks were in 1/8 inch intervals. I did not realize this was the case until I noticed that my girls were saying, "Do I sew this part on the 4/8 line, or the 5/8?" The next day we fixed this by making new seam guides with adhesive backed paper. And they kept some of these for use at home too.

I also teach Child Care. At first I thought that there was not going to be an opportunity to acquaint these students with metrics. Much to my surprise, when I previewed the movie of the birth of a baby, I found that it was made in Canada. I had a way to sneak centimeters into their vocabulary.

I have a policy that whenever someone has a question during a film, we stop the projector to answer it. The class was silent as the woman was taken to the hospital. They looked in awe as the nurses began to use the complex equipment and examined the mother. When the doctor casually commented, "Your cervix is three centimeters dilated, so you're in for a wait," the students were puzzled.

"What's a centimeter?" they asked.

It has worked. I handed them a sheet with information about stages of labor, and to one side I had drawn a centimeter ruler. After I gave them a short lesson on metric length, they were able to follow the mother's progress. The rest of the semester, whenever anything was to be measured, it was measured in metrics.

Once again, we find that with just a few changes, we can start a new way of dealing with information. We were never afraid to cross out old measurements and replace them with new. In fact, I think my students enjoyed doing this. I wondered if they felt like they were defacing my posters. They also enjoyed my mistakes and were quick to correct me. They knew I was learning, too!

Among the other activities in Child Care that relate to metrics were recalibrating baby bottles to be in milliliters rather than ounces. Since we had so much to cover in this class, we did not do much with mass, although we did do some introductory work with it as we figured baby diets by using the information on formula cans and baby food jars. I felt as though my most successful classes on nutrition were in Child Care. Many of my students dislike the Basic Four, and can't seem to make the effort to take care of their own bodies. But when it came to children left in their charge, or their own children, nutrition became important. Even at a high school level they were able, and interested in doing simple calculations to find out whether their diets were adequate using RDAs for the leader nutrients as a guideline. For many of them it was impossible to do the calculations without wondering what a milligram is. They did wonder. The metric system was taught in relation to their need for other information. All I spent was time.

Probably the most fun I had while changing to metrics was in my Foreign Foods classes. Here, the reason to use metrics was obvious. Unfortunately, I could see from the beginning that the foods lab was not going to lend itself to paper measuring tapes, and I knew our ranges were made in the United States.

I was beginning to feel beaten, and I was ready to put metrics off for another year, until I realized that some of the students I had in these classes would not get the exposure they deserved.

So, trusting to luck, and some notes from college food labs, I asked my students the first day if they would like to be really authentic in their study of international cuisine. Of course they did! I encouraged them to bring in old family recipes, and soon presented these to them in Metric—right down to the $20 \times 20 \times 5$ cm pans. They were horrified. I began to get really worried. This group would be a challenge! I told them if they would just stick with me for one week, they would be able to use metrics. Meanwhile I ran for back issues of *Illinois Teacher.*[1]

We started out slowly. The first day I gave them a sheet with measurements of various size pans and bowls on it, along with a centimeter ruler at the one edge. They were able to measure the pans correctly, and when we decided upon close approximations in metric (according to suggestions in my resources), we took a carbide tipped pencil and etched the metric measurements onto the pans, cookie sheets, and racks.

The next day I had them do the same thing with our liquid measuring cups. At this point I could tell that they were really beginning to understand. Several said that they could see that a given amount of milk does not change whether you call it a cup or so many milliliters. You just pour the right amount, and it doesn't matter what you call it.

They also scratched the corresponding metric measurements onto our measuring spoons.

I borrowed a few graduated cylinders from the science department (science teachers are invaluable friends, especially when you know you cannot afford supplies!) to show my students how much more accurately metric tools could be in measuring liquid volume when compared to our measuring cups. They were not as impressed as I had expected, but they did a great job of making metric lemonade."

I must note at this point that an exchange student from Mexico was put in my class. She spoke little English, and as a result had a difficult time at the beginning since I speak no Spanish. She became the authority and morale booster during our metrics crash course. She knew no other way of cooking, so in this way she was able to help us and make her own transition easier.

One other Mexican-American student mentioned to me that she was glad we were using centimeters in clothing class, since this was the way she had learned. She told me that she had gotten bad grades in junior high home economics because she couldn't understand what the teacher meant by her measurements. Perhaps some of the students we have been identifying as slow, are simply unacquainted with the terms we use. Metrics will be a boon to teachers with most students for whom English is a second language.

After we finished our "liquid lesson," we devoted the day to temperature. We had only one thermometer with Celsius calibrations. In order to put new markings on our Fahrenheit thermometers, we cooked some candy to find the corresponding temperatures on each. The problem came when my students decided that they used oven controls more often than thermometers, so with my blessing, they took the ubiquitous adhesive backed paper, and wrote the temperatures for the oven dials.

About two hours later, the other foods teacher came in and asked me what had happened to the oven dials. Only then did I realize my zealous Foreign Foods students had taped over all the other tempaertures. I spent that evening pulling off all their work, and making new tags so we could have the dual system. When I told my students what had happened, they were a bit smug, which helped as we began the next phase, mass.

As I mentioned earlier, the science department is invaluable. Good balances are expensive, and while you wait for the year to come when your budget can absorb the full cost of conversion, the science department might be persuaded to lend you a few balances. They will be especially glad to do this when they see how clean they are when you return them. My students were—as they put it—"grossed out" to see all the chemical "gunk" on the balances where they were going to measure their garbanzo beans. They scrubbed and scrubbed until they felt they were sanitary. Then they used small papers on the trays as a further precaution. They seemed to like the scientific approach. (I noticed the science department gave me different balances each day!)

As I should have known after the graduated cylinder experiment, my girls were not very impressed with the fact that flour measured on a balance was going to be a more reliable

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[1]Judy Oppert, "Opportunities To Learn Metrics," *Illinois Teacher*, Vol. XVIII, Nos. 2-5, 1974/75 (an 8-lesson correspondence course).

measurement than flour that was measured by the dip-level-pour method. They ho-hummed through measurements on the balances; their lessons in science class had evidently served them well.

My students performed the measurements with a great deal of ease, so I was feeling very confident when I handed them a recipe to study for the next day's lab. I was going to have three units make cookies using metric measurements, the other three using our customary system. Because I knew we would have many more cookies than we needed to reach our objective, I asked them to halve each recipe. The groups that were making the metric cookies did so easily, but the other groups were having a great deal of trouble. I could see an advantage about which I had not thought. It is easier to increase or decrease recipes when the measurements are in metric units since you divide tens and hundreds rather that eighths and sixteenths most of the time. I had to hold a math class for the rest of the hour so they were all able to figure out what half of 3/8 cup of sugar is, but the ease of the use of metrics made an impression!

By this time the principal apparently began to wonder why I kept charging up and down the halls with a cart full of balances. I told him that we were converting our kitchen to the metric system, and we had to borrow equipment from other departments. We invited him to class the next day. He came, and brought a few other visitors that happened to be in the building.

The experiments went well. The students were able to find the proper pans, set the oven temperatures, and follow their recipes. Both sets of cookies turned out fine, but the students discovered that those who used metrics were eating their cookies while the other group was still washing dishes. The customary method used thirteen utensils, while the metric method used five.

These Foreign Foods students converted all the recipes they used as we studied various countries. They also were able to compute the percentage of the RDA that their menus satisfied. Part of their grade was determined by having typical menus that satisfied all the nutritional requirements. In this way they learned that even though the foods may be unfamiliar to them, the foods can still be put together in such a way as to promote health.

We were able to do all of this without funds and we had fun. I was able to make up some metric review games which we could play if we had extra time at the end of a class period. One thing occurs to me as I think about these games. *No one ever asked who won.* I guess they could see that they were all winners.

I do not mean to imply that everything we tried turned out well. There were a few students I could not convince. There were times when I said to myself, "What's the use?" There were more times when I would want to wait until I could get the right tools.

It seems, though, that at each "low" spell, one of my students would come to me with some horrible joke such as, "What is it called when you get a message that a murder has taken place?" "A kil-o-gram." They kept me going.

1980 is the target year for metrics in the United States. With the trend in many school districts being toward tighter control on budgets—especially for high expense areas such as home economics—it is time now for us to make moves in the direction of total metrication in our classrooms.

I would have liked having ready-made plans and clever, new film strips to show my students. I also had hoped, at the beginning, that I could order boxes and boxes of metric equipment, just as soon as the funds became available. As I look towards next year I realize that I often find students in my classes who do not have the money to purchase new supplies for themselves, or for their homes. These students sometimes feel threatened by techniques and equipment that are too flashy, or too expensive. Even though some money has become available for equipment, I feel that the success of metrics in my program was largely due to the fact that we had to "make do." My students and I cultivated a self-reliant attitude by making our own tools, and we grew closer to each other as a result. I don't think this would have happened if we had been given a beautiful box filled with everything we could possibly use. As a Home Economist I am convinced that we must be managers as well as motivators. Our creativity can help our students live on a low budget.

And when the Little Red Hen took out the 25 × 10 × 15 cm loaves of bread from her 220C oven, she said, "Who will help me eat this bread?" "I will," said the Duck. "I will," said the Cow. "I will," said the Pig. And all the animals had a nice picnic in the barnyard.

Marking Time: A Housewife's Log

by Phyllis Rosser

"Housewives have it made" is a popular myth I've never been able to relate to. I really enjoy my children, but I find raising them much more difficult than the office work I used to do. For the past 10 years I have been a full-time mother, living in a New Jersey suburb with my husband and three young children. I am 41 years old and a graduate of an Eastern women's college. Before the children were born, I worked as a designer.

Although in recent years I have been able to do some volunteer public relations work to keep in touch with the outside world, I did seem to complain a lot about having no time to myself. Tired of listening, a friend finally suggested I keep a minute-by-minute record of my activities for one week so that I could see exactly where my time went. Then, perhaps, I could discover how to change things for the better.

How much time was I actually spending on my children's needs for attention, stimulation, and intellectual growth? I was haunted by articles on the role of mothers in creating happy, intelligent children, particularly one by a research team from Harvard's Graduate School of Education that discovered the most effective mothers taught "on the fly." I didn't dare let a question go by unanswered no matter what I was doing. This was very time-consuming and created a constant pressure to be "ready." Despite my instant responses, reading books, and exploring the garden with my children, I always felt guilty that I wasn't doing enough.

I decided it was important to record *everything*, no matter how trivial it seemed at the time, so I could get a clear picture of why I felt I was losing control of my life.

I kept this diary during the last weeks of the summer when my sons Timothy(Tim) and Brandon (Brandy) were nine and six years old and my daughter Samantha (Sam) was two and a half. My husband, Bill, is the sole source of income for the family. During this period he was working at home, running his own computer-service business from an office in the basement.

Our house is informal and designed to be maintenance-free. Surrounded by woods, it is L-shaped and built into the side of a hill with the children's bedrooms in one wing and the basement in the other. A large deck, accessible from several sliding doors, provides play space that is easily supervised.

Housework consists of the usual cooking, shopping, clothes maintenance, heavy cleaning (about two to three hours a week), and general straightening up. Bill does the dishes and cleans the kitchen. He helps with the child care when he's home.

It was difficult to note all my activities and interruptions while trying to meet family needs, but I found the easiest method was to jot down the time of day with a word or two alongside as a reminder of what I was doing at the time. Then I wrote my entries in a more complete form later in the day or week. When I looked back over the journal about two weeks later, some patterns and problem areas began to emerge.

Here are three sample days from my diary, followed by some of the surprising conclusions that led me to change my outlook and the way I use my time.

FRIDAY, AUGUST 23

8:15 Brandy and Sam woke me up to fix the TV and asked me to watch something funny on "Bugs Bunny."

8:30 I went back to bed, hoping to sneak a few more minutes sleep.

8:31 TV broke again. I couldn't fix it, so I got Sam a book.

8:32 Made some coffee. Got Sam a cookie. Talked to Brandy about how much it would cost to buy a flashlight. Got juice for Sam. Helped

Brandy count his money. Tim sat on Sam's doll and blanket. Sam screamed, so I asked Tim to move the doll. She stopped crying.

8:40 I sat down with my coffee and looked at yesterday's New York *Times*. Sam asked me to read a book to her. While we were reading, Sam started to play with Brandy's money. He yelled at her, she screamed, and I had to calm things down.

8:50 Tim fixed toast for himself and Sam. I finished reading the front page of yesterday's *Times*.

9:00 Woke Bill up, fixed eggs and cereal for the children. Ate my breakfast while emptying the dishwasher and reloading it with breakfast dishes.

9:35 Changed Sam and dressed her.

9:40 Talked to Bill about how pleased I was with our new car that had finally arrived after four months of waiting.

9:45 Started dressing.

9:50 Stopped to feed the cat because she was making so much noise.

9:52 Finished dressing.

10:00 Made our bed. Stopped to read part of a newspaper lying on the floor nearby.

10:05 Made another cup of coffee. Started writing yesterday's journal.

10:15 Brandy asked if his friend, Christy, could come over.

10:16 Sam started unpacking her father's suitcase (he'd just returned from a business trip), and we played a game naming everything she took out—toothbrush, adding machine, etc.

10:20 Christy and his older brother Steven arrived. Continued writing in the journal.

10:25 Went downstairs to get Sam away from the door to Bill's office, where she was interrupting an important phone call.

10:26 Started writing again. Sam requested a cookie and a drink.

10:28 Sat down again. Sam asked me to watch her turn somersaults.

10:30 Tried to write while ignoring Sam's interruptions.

10:40 Talked to Bill before he left to see some customers in Princeton.

11:00 Finished yesterday's journal. Went downstairs to see who was crying in the boys' room. Decided it was Brandy and Christy's turn to play in the fantastic block city that Tim, Steven, Brandy, and Christy had been building for the past month. Whenever the four of them played together, they usually knocked over each other's buildings, so I sent Tim and Steven upstairs.

11:03 Made the boys' beds. Cleaned up the children's bathroom where somebody had just missed the toilet bowl.

11:25 Prepared a snack for Sam.

11:30 Put on a Bette Midler record for Brandy. Changed Sam's diaper.

11:45 Steven and Christy were called back home, and I decided to make a quick trip to the store to buy new lunch boxes and socks for school.

1:15 Arrived home. Made lunch quickly so that the boys could go to the movies (to see "Ra II") with Steven and Christy.

1:30 Made ham and cheese sandwiches for Sam and me.

1:45 Changed Sam and talked to her for a while about her cat's face, naming the various parts.

2:00 Put her to bed for her nap.

2:05 Cleaned up some dirt that had been thrown in the boys' windows yesterday when we were away.

2:15 Sorted clean wash. Picked fresh flowers from the garden and put them in the living room. Cleaned cheese off kitchen floor. Put new socks and lunch boxes away.

2:30 Started writing today's journal from my notes.

2:45 Paid paper boy.

2:46 Read yesterday's New York *Times* and two local papers.

3:15 Started reading *Living Well Is the Best Revenge*, by Calvin Tompkins, a book that a friend lent to me last April.

4:45 Woke up Sam. Changed her.

4:47 Tim and Brandy came home, told me how great the movie was.

4:53 Bill returned from Princeton, and I talked to him about his day.

5:10 Took Sam to the toy store to buy birthday presents for Tim while the boys stayed home with Bill.

6:15 Returned home. Started making dinner while Bill played baseball with the children.

6:50 Ate dinner. Made plans for Tim and Bill's birthday party at Bill's mother's on Sunday.

7:40 Talked with Bill about the evening plans—we were going to a concert with Tim for his ninth birthday. I cleared the table. (Bill did the dishes.)

7:45 Bathed Sam, put her to bed.

8:10 Started Brandy's bath.

8:15 Changed clothes to go out.

8:25 Baby-sitter arrived. I gave her bedtime instructions for Brandy.

8:30 Bill, Tim, and I went to see the Pointer Sisters at the Garden State Arts Center.

11:45 Returned home. Talked with Tim for a few minutes before he went to bed. Noticed a phone message from my father. Decided to call him back in the morning.

12:15 Went to bed.

FRIDAY, AUGUST 30

Tim and Brandy spent the week of August 26 with their grandmother. Here is one day of that week:

7:45 Woke up, made coffee, started reading last Sunday's New York *Times*.

8:05 Answered Bill's business phone downstairs. Woke him up for the call.

8:10 Heard Sam playing in her bed. Talked with her about a picture on the wall in her room for a while.

8:15 Brought Sam upstairs, stopping in the hallway to look at old college photos of Bill and me. Talked about how "funny-looking" they were.

8:18 Made breakfast for Sam and me.

8:30 Trying to toilet train Sam; I suggested she go "potty." Discussed the fact that she doesn't want to go.

8:40 Got her to go "potty" anyway.

8:42 Dressed Sam and me.

8:45 Went back to newspapers. Sam read over my shoulder, asking questions about the photographs, and we talked about them for a while.

9:20 Talked to Bill about our weekend plans to visit friends in Connecticut.

9:29 Picked Sam up at stair landing where she was crying because she'd slipped on water from leaky skylight. Put a towel down on the floor.

9:30 Ran back upstairs to answer the phone. Call was for Bill (a friend wishing him a late "happy birthday"). Then he went to basement office.

9:35 Talked to same friend on phone about our weekend plans while sorting Wednesday's laundry.

9:45 Phoned a friend who is working with me for educational changes in our school system. Told her what had happened at a recent school board meeting.

10:00 Phoned curriculum coordinator about the school board meeting.

10:15 Phoned hairdresser for an appointment.
10:16 Picked up some of the clothes that Sam had "sorted" while I was on the phone.
10:17 Realized I had left some hand wash soaking in a plastic bucket on top of the washer since Wednesday. Hung up some of it.
10:19 Tried to resoak a shirt that seemed to be ruined.
10:30 Phoned a friend in Connecticut to get details on a party we were going to Saturday night. (Sam interrupted several times to show me Brandy's postcard collection.)
10:45 Read three books with Sam.
11:20 Sam wanted something to eat, so I made her lunch.
11:30 Mother phoned to tell me about her recent trip to Pennsylvania. While I was listening, Sam climbed on my lap and showed me the postcards again. I also made some notes for the journal, and, using the long bedroom phone cord, wiped up peanut butter Sam was rubbing into our bed, got water for her toothbrush.
12:00 Picked up laundry that Sam had strewn around the room while I was on the phone.
12:09 Read another book to Sam. Hung up shirt that was soaking.
12:30 Looked at Metropolitan Museum of Art catalog with Sam.
12:40 Made lunch for Bill and me.
12:45 Ate lunch while loading dishwasher and talking to Bill about phone call from mother.
1:00 Watered house plants.
1:15 Changed Sam.
1:17 Cleaned up living room rug where Sam had gone "potty."
1:30 Put Sam to bed for her nap. Made coffee.
1:40 Started writing yesterday's journal.
2:20 TV repairman phoned with an estimate.
2:22 Went back to writing journal.
2:45 Made a phone call about "poet-in-residence" program I was working on for the school.
3:00 Went back to writing.
3:30 Brought chairs in from deck because it had started to rain.
3:32 Closed four sliding doors and mopped up the floor.
3:40 Finished Thursday's journal. Finished reading *Living Well Is the Best Revenge*, the book I'd started last Friday.
4:30 Woke Sam up. Changed her. Gave her a cookie.
4:35 Drove with Bill and Sam to pick up our other car that had been repaired.
5:00 Arrived at car dealer's.
5:05 I left in one car to do some shopping. Bill and Sam waited for the other car.
5:30 Bought meat for tonight's dinner and for the next week.
5:45 Arrived home. Started dinner.
6:00 Bill returned with Sam. I gave Sam her dinner.
6:30 Bill and I decided to have dinner with candlelight and music the way we used to, since the boys were away and Sam had eaten. Sam got Tim's magic kit out and lost some of the pieces in the dark.
7:40 Bill and I cleared the table.
7:45 I bathed Sam while Bill did the dishes.
8:00 Dried Sam's hair and got her ready for bed.
8:20 Put Sam to bed.
8:22 Put clean wash in dryer. Started a new load.
8:30 Started writing today's journal.
9:00 Finished last Sunday's New York *Times*.
10:30 Ironed clothes in preparation for our weekend trip while telling Bill what I was learning by keeping a journal.
11:15 Went to bed.

8:30
9:00
9:30
10:00
10:30
11:00
11:30

While on the phone, I saw Sam rubbing peanut butter into our bed.

TUESDAY, SEPTEMBER 3
8:00 Got up, made coffee, started reading the New York *Times* in bed.
8:30 Sam and Brandy came upstairs. Brandy got Sam a drink and then we all talked in my bed. (Bill was in Pennsylvania for a couple of days.)
9:00 Arbitrated a fight about a toy car. Got dressed. Settled another fight.
9:20 Made everyone's breakfast.
9:40 Dressed Sam. Asked Tim and Brandy to get dressed. Was taking Tim to his doctor's appointment, so packed cookies and books. Reminded boys about getting dressed.
10:00 Put dishes in washer.
10:15 Left with Tim, Brandy, and Sam.
10:30 Picked up TV at repair shop.
11:00 Arrived at doctor's office. Waited.
11:30 Doctor checked Tim's ears.
11:55 Went to leather shop to get a belt fixed.
12:15 Bought some baskets for the playroom.
12:40 Stopped at drugstore for Tim's medicine.
1:00 Bought children's lunch at McDonald's.
1:20 Stopped at Tim and Brandy's school to show them their new rooms and meet their teachers before school starts tomorrow.
2:10 Arrived home. Changed Sam and put her to bed. Put a load of wash in. Helped Tim sort what he wants to keep in his new basket.
2:30 Freed Sam's leg: she had gotten it stuck in the side of her crib.
2:35 Made a sandwich. Finished writing yesterday's journal.
3:00 Started today's journal.
4:15 Brandy and his friend said the lid on their clay can was stuck and asked me to open it.
4:17 Phoned an architect about a source for new skylights to replace the ones that are leaking in the hall.
4:20 Started writing again.
4:31 A friend phoned, inviting us to dinner Saturday night.
4:35 Separated Brandy and Tim, who were fighting. Brandy was bleeding so I sent Tim to his room for a while.
4:40 Read *New York* and *Vogue* magazines.
5:20 Got Sam up, changed her, talked to her.
5:45 Phoned friend about school's "poet-in-residence" program.

6:10 Phoned contractor about fixing skylights.
6:25 Started dinner.
6:30 Watched part of the TV news.
6:40 Returned to dinner preparations.
7:05 Ate dinner. Talked with children about going back to school.
7:35 Played a card game of "War" with the children.
7:55 Loaded dishwasher. Cleaned up kitchen.
8:10 Gave Sam and Brandy a bath.
8:30 Put Sam to bed. Read her a book.
8:45 Put Brandy to bed. Sorted laundry. Put wash in dryer.
8:55 Watered houseplants.
9:00 Straightened house and emptied car from morning trip.
9:50 Gave Tim his medicine and talked for a while about his not wanting to go back to school.
10:05 Finished the day's journal.
10:25 Went to bed—read.
11:45 Went to sleep.
12:30 Bill returned from business trip to Pennsylvania, and we talked for a little while.

When I looked at what I'd written I was surprised to see that I was spending most of my time maintaining my children, just trying to meet their demands, rather than providing that "stimulating, creative environment for intellectual growth"—which is the reason why I'd chosen to stay home while they were young. With all three children home there seemed to be too many interruptions; fights to arbitrate, demands to meet, food to serve and errands to be run, to ever get to those interesting, creative talks and walks through the woods.

I discovered something else . . . that I was enduring rather than enjoying what was happening to me. The annoying interruptions seemed to be more carefully noted than the pleasures. I realized I was playing a servant role—doing things for my children that they could do for themselves. I think this was because I was available and they had developed the habit of asking. Since housework doesn't take all day, I couldn't think of any reason not to interrupt myself. My children's interruptions, often only to get my attention, had made their lives gradually become more important than mine. As a result, I was losing my self-confidence and feeling increasingly worthless. In my frustration I became angry and impatient with them, which made me so guilty I compensated by giving in to them even more, thinking if I tried harder I should be able to cope.

I had thought I was very efficient about shopping until the journal showed how much time I was actually spending running errands and how disruptive it was to my day. I developed my fragmented style because of the need to fit errand-running around meals, naptime, doctors' appointments, children's lessons and trips to their friends, but it became obvious when I looked at the journal that if I wanted my life to be more relaxed, it was important not to drive over the same route several times in one day or even one week.

I was beginning to understand why raising children was so much harder than working in an office. I was allowing my children to dominate my life with trivia, and that left no time to do the things I wanted to do with them, like painting and hiking. It also kept me from having any blocks of time for projects of my own.

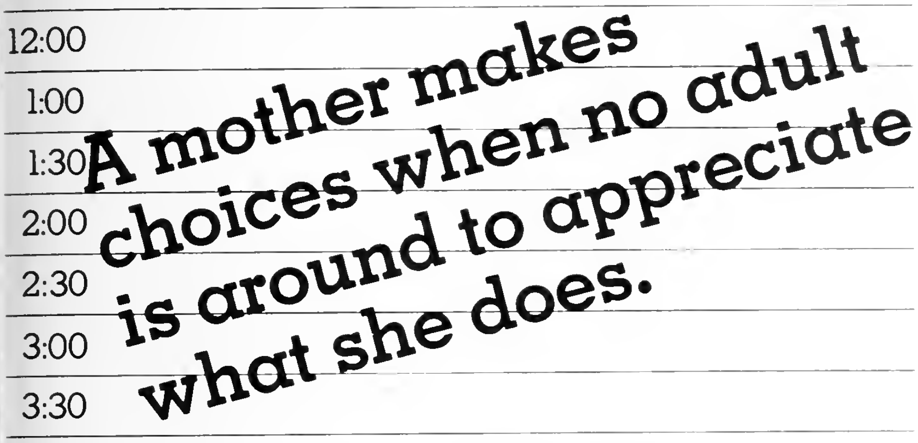
Thinking about my day made me realize that I was making decisions and giving advice and information that were going to affect the emotional lives of three people for many years to come. When I was designing hotel rooms, the wrong color bedspread was not going to have a profound effect on anybody's life, and I knew fairly soon whether my choice had been right or wrong. With children you may not know whether you've given the right advice for 20 years, if ever. And a mother makes these choices when no one else is around, so nobody really knows what she does. With no one there to praise or blame her, she tends to feel she isn't doing anything.

I thought a great deal about the journal's revelations. And then I tried to make some changes. The first thing I did was to stop worrying about "the teachable moment." I realized that children's curiosity is not necessarily stifled if a question isn't answered the minute it's asked. Rather than let their questions interrupt something that was important to me, I felt it was better to say I was not to be disturbed until 10:30 and then we would take a walk, play a game or read a book. Even the two-and-a-half-year-old could be organized to do this, especially if I set a timer. Planning an outing or project at a later time gave us all something to look forward to and certainly improved my disposition and the quality of my attention. I found it helped to outline the day's activities at breakfast so that everyone could share in the planning and know what to expect.

Then I stopped getting everything they asked for. I told them where to find things and suggested they help themselves to snacks. (For instance, I fixed juice in a large Thermos with a faucet on the bottom and left it on the kitchen table so that even Samantha could serve herself.) And I gave the boys more responsibilities. We worked out a list of daily and weekly chores—feeding the cat, setting and clearing the table, sorting the laundry, watering the plants, and emptying the garbage—which we posted in the kitchen. The boys complained, but they did what they were told. I tried to plan time for myself while Samantha watched "Sesame Street" in the morning and while she was having her afternoon nap. This meant I also had to impose discipline on my life. When the telephone interrupted my time, I told people I was busy and would call back later.

Reading *How To Get Control of Your Time and Your Life* (Wyden) by time-management consultant Alan Lakein helped me organize my shopping. He suggests spending a minimum of 10 minutes planning every day, even though the initial reaction is "Where am I going to find ten minutes?" I set priorities on my list of activities, as he advised, with those of highest value given an A, medium value a B, and low value a C; and I realized that a lot of my errands were of low value to me. Running B and C errands gave me a feeling of accomplishing something while keeping me from doing the A project that I really valued. Aside from weekly food shopping, I save duplicate driving time by keeping a list of errands on my dresser, checking them periodically and organizing them geographically as a handy reminder when I happen to be in a certain neighborhood.

With this basic structure in my life I could ask myself the most important question. What was it I really wanted to do right now? I wanted a few quiet unbroken hours on a regular basis to relieve child-care routines and tension, and I wanted a project that would be fun and help restore my confidence in my creative abilities. I decided to go back to painting and design.



A month after the children's school started, my husband sold his business and began working for a local computer manufacturer. His new job stabilized our lives financially and provided income that would allow me to buy some leisure time on a weekly basis. I found a child-care place for Samantha two mornings a week and was very lucky in locating a studio in a barn nearby that I could share with a friend, rent-free. Bill dropped Sam off on his way to work, and I had four uninterrupted hours twice a week for painting, writing, or daydreaming. I also had regular contact with a working artist, which is important to a designer isolated in spread-out suburbia. I was relieved not to have to look for a job because I knew how few alternatives are available, but eventually I hoped to make my designs pay off, at least in baby-sitting money. After 10 years of drowning in the demands of others, I felt I could breathe again. Although Sam didn't like the child-care place, I felt the time was so important to me that I continued searching for a good baby-sitting arrangement. I now have a woman coming to my home twice a week and a sitter, with two small children at whose home I leave Sam at various times. This is working well.

Keeping a journal allowed me to appreciate my problems, develop an understanding of my job as a mother, and reestablish respect for myself. Though my children still want me to wait on them and the boys complain about their chores, we keep working at it. I enjoy them more and no longer feel guilty about what I think I "ought to be doing." I do what I can and allow myself to say I'm doing it well.

Phyllis Rosser is now a freelance writer and designer.

WE'VE JUST HATCHED AN IDEA FROM A STUDENT

Editor's Note to Undergraduate Students: This feature is especially reserved for undergraduate students of Home Economics Education. The *Illinois Teacher* is eager to hear about a teaching technique, lesson plan, an experience, or any thoughts you'd like to share with our readers.

"Would Mary's Mother Use It?"

Ann Mackey Keim

"Teaching should be relevant." "Let's try to meet the needs of the students." "Students will learn only what seems important and has meaning in their lives." Armed with these cliches, I headed for student teaching thinking that surely I wouldn't be guilty of teaching irrelevant material. However, after working with my students and observing other classes I heard some of these comments from the students:

> "I'm sure glad we're making cookies this week, I never heard of them kinds of food we made last week."

> "That lady from Interstate Power told us that every room needs four sources of light and our study center should have special lighting. We don't have any room at home for me to study. Eight kids fill up our apartment!"

> "I can't make any project cause my Mom made me buy this fabric on sale at . . . . . and it's printed off-grain. It won't be no good."

Too often we're all guilty of using teaching methods that clearly explain the principle we're trying to teach but require words and materials that are not familiar to our students. A souffle is an excellent example using both a white sauce and egg white foam but if the students have never heard of it and won't ever experience a souffle in real life, they may completely turn the lesson off.

A resource person may be eager to share a wealth of information but she or he also may go into such detail that the students' attention drifts away. Isn't it more important for a student to learn to work with the materials s/he has rather than not finish a project because s/he thinks the teacher regards it as unsuitable? We don't try to make teaching irrelevant, but often succeed in doing so by inferring our way is the "right way." Then students begin to feel apologetic about their lifestyle.

So, what do we do? During student teaching I spent many long hours trying to find methods and activities using something familiar to the students to help them learn the unfamiliar principles. It's a tough job! I discovered a way, though, that helped me immensely.

A new and good friend of mine is a girl named Mary. She was a student in my classes and I got to know her well. I asked myself when preparing my lessons, "Would Mary's mother use it?" Would Mary say to her mother that evening, "I learned the best thing today. Miss Mackey showed us how to read can labels. It's easy, I'll show you, too." Or would Mary not say anything because she didn't understand the lesson on labeling which included legislation governing labeling?

I thought about it. Many students do not get another opportunity to learn basic living skills. Regardless of who your students are, it may help to ask "Would Mary's mother use it?"

I used the following lesson plan to compare protein sources and prices. My objectives for this lesson were:

1. To identify various sources of protein.
2. To use comparison cards to compare amount of protein in foods suggested by the students.
3. To discover the wide range in price between protein sources.
4. To discover the wide range in protein content between protein sources.
5. To discover other important nutrients found in foods containing protein.
6. To work cooperatively in a group.
8. To enjoy using the ads as a simulation of something they will actually be doing someday.

Materials used in each group of four students included:

1. Several newspaper ads of grocery stores.
2. Comparison Cards from the National Dairy Council.

At the time of writing Ann was a student teacher in home economics at the University of Illinois. She is now teaching in a community college in Illinois.

Note: Many thanks to Esther Elmore, Louise Stevenson and the home economics department at Danville High School for the good start they gave me during student teaching.

3. Cost sheets with cost-per-serving information.
4. Worksheet.

Our worksheet looked like this:

List the protein foods you found in order from the most expensive to the least expensive.

Protein Foods We Found	Cost per serving	Amount of protein per serving	Other important nutrients
1.			
2.			
3.			
4.			
5.			

List the protein foods you found in order from the food containing the most protein to the least protein.

Protein Foods We Found	Cost per serving	Amount of protein per serving	Other important nutrients
1.			
2.			
3.			
4.			
5.			

I began the lesson by asking what one might think about when planning meals and planning for food shopping. They suggested money, time, likes and dislikes. We looked at the ads and I asked the students how ads might help or hinder when planning. They suggested sales and meal planning ideas as helps and being tempted to buy things you don't need or like as a hindrance. They also noted other things the ads told them such as hours the store is open, stamps and free gifts. We discussed how these things might affect the food prices.

We formed small groups and I asked the students to find the most expensive food in their ad. Each group reported and they discovered that these foods belonged to the meat group.

We discussed the expense in buying protein foods and discovered there are several types of protein foods in addition to meat ranging in price from very expensive to low cost. Then I asked, "What foods do you eat that provide protein?" "What does protein do for you?," and "Can you name some sources of protein other than meat?" I gave them directions to use the study sheets with the ads and comparison cards and walked around the room answering questions. I heard many of them making some good generalizations from this experience. We concluded the lesson with a discussion of what we had discovered.

How effective was this lesson? For some students it was too difficult and for some too easy. I found that the thought process requiring a cause and effect relationship was difficult for them and this lesson required some of this thinking. I was pleased with how the students decided to work with and around the high cost of meat. By comparing cost and protein content of various foods, they organized their thinking which was very jumbled when they began to read the ads.

I asked Mary what she would have to tell her mother that night? She said: "We read ads for grocery stores and talked about meat and protein. Sometimes you can get a bargain by watching for sales. We need protein every day but it doesn't always have to be meat; it can be cheese or beans. We talked about other good things in protein sources such as calcium and phosphorus in milk and iron in meat. I didn't know before that protein was so important and could be so expensive."

I was thrilled! I could have told them the same information or told them to read about it in the book. But I don't think Mary would have had that much to say to her mom that night.

MEMBERSHIP APPLICATION

HOME ECONOMICS EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W., Washington, D.C. 20036

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Name   Position

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Address

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I am enclosing $10.00 for _________ new or _________ renewal membership.

Student membership _________ $5.00   For students: ______________________
Signature of Department Chairman

NEA Member? _________ Yes _________ No

Make check payable to HOME ECONOMICS EDUCATION ASSOCIATION.

Purposes of HEEA
- Promote a better understanding of family and community life
- Improve the quality of home economics instruction
- Broaden the scope of the curriculum
- Communicate the value of home economics to legislators, administrators, school boards, parents, etc.
- Cooperate with other organizations to further the purposes of home economics.

Publications

In addition to the periodic Newsletter, membership automatically includes all publications issued during the academic year, usually two. Examples of recent publications are "Changing Societal Roles and Teaching" by Ruth Dow, "Moving to Metrics" by Judy Oppert, and "Home Economics for Learners with Special Needs" by L. C. Halchin.

Services
- Non-governance affiliation with the National Education Association. (Individual membership in NEA is not required for HEEA membership.)
- Organizational representation with the Alliance of Associations for the Advancement of Education (AAAE).
- Active participation and representation in the Vocational Home Economics Coalition which includes AHEA, AVA and HEEA.
- National meetings are held in conjunction with AHEA and AVA to accommodate multiple memberships and meeting attendance.

AN INTERVIEW WITH TWO COUNSELORS

Carolyn J. Smith
Graduate Assistant
Division of Home Economics Education
University of Illinois

As I studied the survey reviewed on page 3, I was particularly interested that so many teachers felt a problem both in relation to image and in communication with counselors. It seems logical to me that counselors can be real allies for us if they know what it is that we are about.

I was curious enough about the perceived problems to make appointments with two counselors to see if, in fact, at least in these two instances, there were problems.

The counselors interviewed were assured that they would remain anonymous. I hoped this assurance would allow them to be candid with me. One, I have named Mr. J. H., works in an urban junior high school. He is the only counselor, new at his job, and overworked. The other, Mr. S. H., is in a senior high school in a smaller town. The school is approximately the same size as the junior high, but there are two counselors on the staff. My conversation with Mr. S.H. was in relation to home economics courses taught as part of the homemaking program. The school has an occupational program, but the home economics teachers are not involved.

I don't claim to have done great research, nor to have discovered anything profound. But I feel I found opportunity for growth for home economics in each situation, and many implications that you might discover "hit close to home". So I want to share these interviews with you.

Carolyn Smith: Is home economics a required subject in your school?

Mr. J. H.: I think it's optional, but I'm not really sure.

Mr. S. H.: It's optional in our school.

Smith: Who chooses to take home economics? Males, females, the able, less able, students from certain economic levels, the college bound, non-college bound?

Mr. J. H.: I'm not aware of any segregation in relation to ability, or economic level. I think there is approximately a 20% crossover of girls into shop classes and boys into home economics.

Mr. S. H.: Until recently, only the less able and non-college bound took home economics, but we added a family living course at the senior level that has attracted students of all ability levels. It has helped other home economics subject matter areas too. The word has spread that home ec is "OK" to take. Our classes are still sex segregated but not because of counseling! Our teachers seem very uncomfortable with boys, and even with male staff, or counselors in the classroom. There seems to be much interest on the part of girls to take shop courses, but not the other way around.

Smith: Do you advise students to take home economics—or not to take home economics? Why?

Mr. J. H.: I really do very little suggesting or guiding unless a student asks a specific question or comes to me with a a problem. Decisions about what to take are usually made because of peer pressure, "it's the 'in-thing'", or parental expectations. I suspect that in high school there is a feeling of pressure to take academic courses, and a feeling that whatever one learns in home economics could be learned at home. But I certainly would not advise a student not to take home economics!

Mr. S. H.: Yes, I advise students to take home economics. I've been in this school many years. When I came, there were only 23 students in home economics classes. Now we have two teachers whose classes are full to overloaded. And I'm not hesitant to say that much of the growth is due to counseling efforts!

Smith: I'd like for you to describe for me what home economics is as you see it?

Mr. J. H.: I have only a fuzzy picture of it. I couldn't really answer that.

Smith: Do you think home economics includes child care, communication, career exploration? (I intentionally omitted the typical "cooking and sewing.")

Mr. J. H.: Well, when I walk by the department it seems like the students are usually cooking. But I remember one time the teacher borrowed a set of booklets from me about communication, so they must do something besides cook.

Mr. S. H.: I'm disappointed in home economics as it is in our school right now! The students come to me and complain that all they do is listen to lectures and take tests or do worksheets. It seems to me that home economics ought to be related to real life experiences, to home and family problems, to consumer decisions, to the needs and concerns of the student. It ought to be active and vital rather than paper and pencil busy work.

Smith: Has a home economics teacher ever come to your office to tell you about her work—with the intent of increasing your awareness about what home economics is all about?

Mr. J. H.: No. But I haven't been to her classroom either.

Mr. S. H.: I think there is a good relationship between the two home ec teachers and the counseling staff. They (the teachers) seem much more comfortable talking in our office, though, than having us in their classroom. But I think I know what's going on down there.

Smith: Do you see a problem in the home economics department with declining enrollments, and budget cuts?

Mr. J. H.: Our school district has a money problem, and home economics is not excluded. Neither am I! None of us have the money we want or feel we need. That's why there's only one of me and why I don't know for sure what's going on down the hallway. I don't have time! When money is short, and it has been for awhile, we're all in there fighting for our own departments. As I see it, when a "crunch" hits, the survivors are those who not only have done well, *but have made it apparent to the public and "the powers that be"*. Survival, it seems to me, is a matter of publicizing, politics and economics.

Mr. S. H.: We don't have any budget problems, at least by comparison to neighboring districts. And, as I've said, our home economics department has grown.

Smith: Are you aware of anything unusually good and innovative going on in the home ec department?

Mr. J. H.: They mostly cook—but I have been amazed at the scope of the content covered in shop courses! Home economics is an active course, though, so I guess the kids like it.

Mr. S. H.: No but I wish I could say yes!

What implications are there for home economics teachers, teacher educators who are in a position to work with counselors, administrators in a school system, and student teachers?

One way for each of us to answer that question in our own work situation might be to ask ourselves the following questions:

1. Who takes home economics courses in my school?
2. Are we sex segregated, segregated by ability levels, or in any other way? If so, why?
3. Am I, as a home economics teacher, comfortable with boys in my classes? Do I welcome them, actively encourage them to take home economics? If not, why? What can I do to change?
4. Do I make a continuing effort to keep the administration, counselors and other teachers in my school abreast of what happens in my classroom?
5. Do I plan for publicity, informing parents, the community, and the school board of the creative work that happens in my home economics classroom? (Does creative work happen? Or is it easier to lecture, use worksheets and rely on the traditional cooking and clothing construction laboratories?)
6. Am I prepared if a budget "crunch" hits my district?
7. Do the courses I teach provide challenge to all ability levels?
8. Where am I headed? Toward a classroom that is relevant to as many students as possible? Toward communication and cooperation with others in my school? Toward a home economics department that really counts if a "crunch hits?

I couldn't help but wonder how many more I might have discovered had I had the time to talk with more counselors. As you reflect on your own teacher-counselor relationship you may discover much room for growth in your own situation.

As always, the *Illinois Teacher* is eager to share! If you have found ways to publicize your work, communicate with counselors and other co-workers, we are eager to hear from you so that we might share your ideas with other readers.

The Growing Alcohol Problem Among Teens:

WHAT NEEDS TO BE DONE IN THE CLASSROOM?

Barbara Von Holdt
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Educators across the nation seem to be relieved that the pill-popping era of a few years ago is subsiding. Many teachers are becoming aware, however, that growing numbers of adolescents are drinking alcoholic beverages, and schools are being faced with such problems as bottles in the lockers, students cutting class to guzzle beer in the parking lot or local forest preserve, fights spilling over from weekend beer busts, and a higher absenteeism due to hangovers. Dr. Morris E. Chafety, director of Alcohol Abuse and Alcoholism, has stated:

> All of the signs and statistics over the past couple of years have pointed to the fact that the switch is on among young people—from a wide range of other drugs to alcohol.[1]

This evidence might suggest a need to improve alcohol education in our schools. Alcohol education is required by law in every state in the nation, but many students never receive it. Often schools have a difficult time deciding just which area of curriculum it should be covered in. Sometimes when something is everybody's business, it becomes nobody's.

Problems related to alcohol consumption will affect the person who drinks, and most probably his or her family and community. Use of alcohol is associated with disrupted family life, divorce, child neglect, economic inadequacy and malnutrition. The use of alcoholic beverages is a part of the family life pattern of many nationality groups, and many happy families. The relationship between alcohol and family life suggests home economics educators should consider the inclusion of alcohol education in their curricula.

Allen Luks, director of the New York City National Council on Alcohol, feels that alcoholism is becoming the disease of the young, rather than the middle-aged man.[2] To compound the problem, many alcoholic teens become married and have children. Statistics show that alcoholic parents will often instill the same drinking habits in their children.[3] Often an alcoholic parent cannot adequately fulfill the role of parent. The result may be an inadequate role model for the growing child, a condition that can affect all his or her future relationships.

Research indicates one influence upon a person's use or abuse of alcohol is the attitude of the family. Many parents are unwilling to discuss the use of alcohol with their children. Others are uncomfortable doing so. Hence, many young people are misinformed or receive no information at all about alcohol at home.

On the other extreme are parents that think it's "cute" when their toddler seems to enjoy tasting daddy's beer or cocktail. "After all," they say, "what can a few sips do?". They fail to recognize that a few sips can intoxicate a 25 pound toddler. Some parents offer alcohol to children as a remedy for pain or depression.

All authorities seem to agree that alcohol education is primarily a challenge for the parent. But aren't we as home economics instructors educating tomorrow's parents? The cycle of misinformation or lack of information concerning alcohol has to be broken. As educators we might help students make responsible decisions about alcohol use or non-use.

Alcohol use and abuse among teenagers is not a new problem. However, there has recently been an increase in its use among high school students. A 1974 national study found that among high school seniors 87% of the females and 93% of the males had been introduced to alcohol.[5] Many feel that the increase is due largely to the fact that the drinking age has been lowered in many states.

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[1] "School-Age Drunks—A Fresh Worry," *U.S. News*, 78, April 14, 1975, page 40.
[2] Jack B. Weiner, *Drinking* (New York: W. W. Norton Co., 1976), pp. 78-94.
[3] *Ibid.*
[4] G. Youcha, "Alcohol The #1 Drug Problem Among Teenagers Today," *Parent's Magazine*, 50 (January 1975), 42-43.
[5] *Ibid.*

Lowering the drinking age may have made it slightly easier for teens to get alcohol from a friend, so new laws may have had some influence on this increase. But, the trend started before the new laws went into effect. Many teens who drink are not legally able to do so.

Some teenagers drink to rebel; some to alienate themselves from adults. Many, however, drink to emulate adults and their habits, in their eagerness to be part of the adult world. When we consider that two-thirds of the adult population drinks, we realize there are many role models.

When asking why the increase in teen drinking, we need also, to be aware of advertising which portrays liquor as the accompaniment to fun. Another factor that may be related to the increase is the attitude of relief on the part of parents that teens are drinking rather than taking drugs. Parents seem to forget that alcohol is also a drug, even though legal.

The availability of alchohol as compared with other drugs also has an influence upon its use in the high schools. Other drugs are harder to get and prices have tripled in the last six years. Fake identification cards used to buy alcohol are not hard to obtain. Students are even able to get them by mail and often find numerous ways to change and alter their own IDs. Many liquor establishments rarely check identification closely if the customer can pay and has some type of identification.

The liquor industry can be held partly responsible for the rise in adolescent drinking. If we take a look at the new beverages and advertising campaigns we might realize the industry has lowered its age appeal by creating pop wines and fruit flavored vodkas.

The punishment, legally as well as at school is not as severe as for drugs. Students that are confronted by the police are seldom reported. The beverages are usually confiscated, and students are verbally warned and released. School officials usually notify the parents and the discipline is left up to the parents.

Alcohol is not just a problem of adolescents; it is a societal problem. We have pills for pain, illness, sleep and tension, and we have alcohol, the drug for fun, socializing and relief for whatever is troubling us. The people that use alcohol as a problem solver are often the ones who develop drinking problems.

Alcohol can be a problem with risks for all who use it. But for some segments of the population the risks may be greater. The lower one's body weight, for example, the quicker are the effects of alcohol, because there is less body fluid to dilute the alcohol in the bloodstream. Often teens weigh less than adults, so need to be aware of this risk.

Another risk for the beginning drinker is nausea, because the stomach is extremely sensitive to certain drugs, including alcohol. Repeated exposure, however, builds tolerance.

Other risks are especially critical for the adolescent drinker. The teen is growing and changing biologically. He or she often experiences emotional extremes that result from social changes, increasing independence, more responsibilities, planning for a career, and a strong interest in the opposite sex. She or he also may experience situations involving moral and ethical decisions. Adolescents often need help to develop ways to meet problems and make decisions. If perception and judgment are dulled by alcohol, the teen will be less able to make good decisions and cope with joys and disappointments. If these personal and social skills are not learned in adolescence, maladjustments are probable in adult life.

When alcohol and driving, both usually new to the teen, are combined, the results can be fatal. Soon after the driver's license has been acquired, many teens have access to the car for dates and other emotionally charged situations. These are compounded by anxieties of emotional immaturity, risk taking, showing off, rebellion, sexual activity and avid curiosity. All of these things combined can mean extreme danger.

Calories derived from alcohol rather than food do not supply the proper nutrition. Adolescence is a period of rapid growth and the lack of nutrients will adversely affect health. Alcohol contains no protein, minerals, or vitamins—only "empty calories." Hence, it is possible for teens to meet their energy needs with alcohol, and lose their appetite for food. Consequently, nutritional deficiencies may develop.

I think it is imperative for teacher, parents, administrators, and students to work together toward better alcohol education. Some parents might be reluctant to have their children learn about alcohol in the classroom. The teacher can help parents realize that the real hazard of alcohol comes from *not knowing* its effects, what one's limits are, what happens when other drugs are used simultaneously, and what is entailed in establishing a life style that accommodates sensible use of alcohol or abstinence.

The Seventh Annual Gallup Poll of Public Attitude Toward Education showed that every major group in the country, by overwhelming majorities, would require students to attend a program on the effect of drugs and alochol.[6] Logically, it might be expected that schools are the best source of unbiased information, but unfortunately this is often not true. The National Institute of Alcohol Abuse and Alcoholism has found that generally students' reaction to alcohol education is similar to the following student statements:

> You know what they teach us about alcohol? Nothing. All they say is "Don't drink because you're not old enough."[7]
>
> Our school spends a lot of time teaching us about drugs hardly anybody uses. But never a word on alcohol. It's like they're telling us it's okay to drink as long as we don't use drugs.[8]

Some of the students' negative attitude may be due to the approaches that have been used.

The most common approach that has been used is the negative one or "DON'T DRINK." This was the original approach which began in 1874 with the Women's Christian Temperance Union. Their chief aim was to educate young people to total abstinence.[9] They can be given credit for making alcohol education mandatory in all schools. They wrote the original curriculum guides that were to be used in the schools. When their biased approach is used on the average teen today, it has little effect. Teens know that the majority of the adult population drinks, so they ask, "Why shouldn't we?"

Another teaching method that is common is the use of scare tactics. Teachers stress all the physical and emotional effects of prolonged drinking. Some even drop a worm into a beaker of alcohol and have students watch it shrivel, to show students how alcohol reacts on the brain. Showing films and pictures of skid row is another common technique. Teenagers know that the majority of people that drink stay off skid row and are healthy, so this is also irrelevant to a teen who is just beginning to drink.

Preaching at the all school assembly is another method many schools choose. The student is to sit and passively accept the information. She or he may have accepted the facts, but has done so without making any decision on her or his own. Teachers must realize that telling is not teaching.

Many times the teachers themselves may actually be the problem because they are misinformed or emotionally biased. The teacher's job is to inform the students of the facts and not judge them or their families. Teachers need to be careful about offering their opinions to students. Often the student may be asking for the teacher's advice merely as means of avoiding making a decision on his own. It is not the teacher's responsibility to decide what is right or wrong for the student: he or she must decide for him or herself. If the student offers an opinion and the teacher feels it is an irrational statement s/he may offer the facts that might influence a change in attitude concerning drinking.

Alcohol education is often offered too late in the curriculum. Students are beginning to drink at an earlier age. Dr. Frank Sexias, medical director of the National Council on Alcoholism, reports that when youngsters are asked when they took their first drink, the average age is 11. Formerly it was 14.[10] Usually the teen that has problems with alcohol has either been expelled or dropped out. Even if s/he is still in school s/he most likely has emotionally "dropped out".

Many teachers use guest speakers or show one of the many excellent films on alcoholism. These are good resources, but should never be used as the only or main source of information. Studies have shown that in an area as personal as the use use of alcohol, students relate best to a teacher with whom they have a continuing relationship.[11]

Many educators use the methods already discussed and will not like the methods and techniques suggested in this article. We are not offering suggestions on how to teach against drinking, but about drinking. Teachers can no longer moralize, threaten, or try to scare young people away from alcohol. Alcohol education requires the truth. Whether adults like it or not,

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[6] John C. Reynolds, "The Drug Education Gap," *The Clearing House*, 50 (September 1976), 10-11.

[7] U.S. Department of Health, Education and Welfare, *The Drinking Question* (Washington, D.C.: U.S. Government Printing Office, 1975).

[8] *Ibid.*

[9] Margaret Bacon and Mary Brush Jones, *Teenage Drinking* (New York: Thomas Y. Crowell Co., 1968), p 126.

[10] *Ibid.*, Youcha.

[11] Joel Fort, *Alcohol: Our Biggest Drug Problem* (New York: McGraw-Hill, 1973), p. 139.

adolescents will and should make their own decision about drinking. The first obligation teachers have is to present enough factual information so adolescents can decide whether or not to drink, why and how to drink, and if and when they choose to do so.

There are many good resource books available that teachers can use as references listed at the end of this article. You might want to take the pretest also included to discover how informed you are.

One of the most difficult methods that teachers need to begin using is to teach about alcohol from a positive approach. An Italian psychiatrist, Georgia Lolli, who has done much research on alcohol education in the United States and Italy, feels that any formal education on alcohol should emphasize the assets first and then the drawbacks.[12] Some acceptable reasons that many people drink are: (1) ceremonial purposes where alcohol is used in connection with a religious ritual, (2) dietary purposes as a part of meals, (3) for refreshment, (4) taste, (5) compliance with customs, such as toasting the bride and groom, and (6) relaxation. Then the teachers and students should discuss the effects of immoderate drinking along with the reasons why those who choose not to drink at all deserve respect.

Major emphasis should be placed on the effects of moderate drinking on the teen. For some adolescents even a drink or two can cause intoxication. The teacher should remember to include other influences such as, the person's mood, body weight, kind and strength of drink, speed of drinking, and constitutional differences that will affect the drinker.

Teaching Ideas

The environment of the classroom should be one that leads to open class discussion among the students. Students should be encouraged to express their views so that they are aware that you are not there to judge them or their families. You might check yourself to see if you ask questions such as: "Is it all right to have a couple of drinks and drive?", rather than: "Why is it wrong to drink and drive?" Try to encourage all students to respond to others and disagree if they feel like it. Teachers might try to have students clarify their ideas with questions like "Are you saying it's okay to drink, but not if you're going to drive?" Adolescents have many questions about alcohol, including "What happens when someone gets drunk?", "Could I become an alcoholic?", "Is alcohol an 'upper' or a 'downer'?", "How can a drunk sober up?" and "What can I do if one of my parents drinks too much?" These and many other questions teens have about alcohol are considered in the pamphlet The *Drinking Question*, available from the U.S. Department of Health, Education and Welfare, Washington, D·C·

The teacher needs to be as informed as possible yet probably she or he will not know the answer to every question that arises. It's OK to admit this to the student. Having dependable sources helps students and the teacher to find the answers.

If students are actively involved in the presentation of the facts, learning might be more effective. Teachers might prepare individual or group study projects that students can choose from. Students should have some means of sharing their findings to the rest of the class.

Some ideas might be:

A) A dietary analysis of common alcoholic beverages compared to the nutritive value of other foods and beverages. Students might chart these, compare the nutritive values, and draw conclusions from their analysis on how alcohol will affect your diet.

B) Students might survey the drinking habits of the student body. They might want to use a pretest to see how informed students are concerning alcohol. How does their knowledge compare with their use of alcohol. They might publish their findings in the school paper or share them with the administrators.

C) Students might debate: "Teen drinking is detrimental to the drinker and society." They could research the topic prior to debate. The audience might judge, keeping a tally of positive and negative points for each side, weighting new important points appropriately.

D) A member of Alcoholic Anonymous might be invited to visit the class. S/he might discuss the psychological problems of the alcoholic and how A.A. tries to help the alcoholics and their families. Students could have questions prepared to ask during a discussion period. A discussion might follow the next day in class.

E) Students might collect or tape-record liquor and beer advertisements. The ads can be analyzed to decide:

1) what age group they are trying to appeal to?

[12] "Teenage Alcoholism: It Makes for a Horrifying Story," *American School Board Journal*, 163 (March 1976), 41-2.

2) what are they implying will be achieved by drinking the beverage?
Students might observe where they see the most liquor ads. If TV, do they come at any certain times of the day? How do they compare with pop commercials?

F) Students might role play the following situations:

A group of high school seniors are at Sue's house. Her parents are away for the evening. John shows up with two cases of beer. Sue had not asked him to bring it. Mary and Steve, two of Sue's friends, think John should not bring the beer in the house. Bob, Sue's boyfriend, doesn't think it's a good idea to drink it in Sue's house, but is up for drinking it down at the beach. The beach is only 8 miles away and they all have cars. Rachel wants to stay at Sue's house and order a Pizza and drink there.

Mr. and Mrs. Casey have just returned from a long weekend vacation. They left their 17 year old daughter Joan home. Just as they get in the house they receive a phone call from Joan's best friend's father. He informs Mrs. Casey that his daughter came home drunk last night after spending the evening with their daughter. Joan has walked in the door as her mother hangs up.

Debbie is baby sitting for some friends of her parents. They arrive home at 1:00 A.M. Debbie notices Mr. Standess is having a hard time talking and figuring out how much they owe her. Mrs. Standess thanks Debbie and goes up stairs to check on the children. Debbie thinks Mr. Standess is too drunk to drive her home.

Students can react to the way their peers worked the problems out; and might act out other difficult situations they have been in concerning alcohol.

G) Students might write an Ann Landers-type letter concerning a problem they have with alcohol. Other students can respond.

H) Students might conduct interviews with people in the community, asking what effect alcohol has upon the people they know. Students can write a set of questions prior to interview. Other students in class may have questions they would like answered. People to be interviewed might include:

1. police officer
2. safety director of industry
3. insurance
4. personnel director of local department store
5. social worker
6. probation officer
7. clergyman
8. dean of their school
9. physician

I) Before you begin the unit you might give students a pretest on alcohol. Many students will assume they already know everything about alcohol. Students can go over the test together. Teacher should have the facts to support the answers. (See pretest in appendix.)

J) You might involve the students in social affairs where alcohol is not served to students or adults. Students need to view adults in social situations without alcohol. Discuss afterwards that it is possible to have a party without alcohol. Many students drink because of boredom. Plan activities in your school for students to participate in on weekends.

K) Have students research how much money local and state government receives from the tax on liquor. What does this money go towards? Discuss whether they feel this is valid. If not, what action could they take? They might also investigate the cost of handling drunks.

L) Have students keep a record of every time they took a drink of anything during the course of one day. Then have students decide why they took each drink. They may see that they are some of the same reasons why many people drink alcohol.

M) Many people use alcohol as a form of relaxation. Have students write a list of things that they do for relaxation. What are things a father could do to relax? mother? teacher? principal? What types of relaxation do they see themselves turning to in adult life?

There is one more very important method that home economists have of influencing the drinking habits of teens. We can act as good models ourselves. It was stated earlier that teens drink to imitate and be part of the adult world. Parents and teachers can act as adult models and demonstrate informal social controls to their students.

I believe home economics teachers face a challenge to help students to know the facts and make decisions relative to the use of alcohol. It seems important to me that in our role as teacher we examine our own attitudes toward the use of alcohol so that we can teach in as unbiased way as possible. It seems important, also, that as teachers we recognize our limitations, particularly if we encounter a student with a drinking problem. Then, our role, may be to be aware of community resources such as Alcoholics Anonymous, Alanon, and Alateen so that we are able to refer the student to the appropriate organization or agency for help.

In our role as teachers, it is our challenge to find meaningful ways to teach information about alcohol. With carefully planned and skillfully taught instruction, we may be able to help prevent many of the problems that result from alcohol.

PRETEST

True False 1. Alcohol raises a person's body temperature and is a good way to warm up at a football game.

True False 2. Alcohol is a stimulant.

True False 3. There is as much alcohol in a 12 oz. bottle of beer as in a highball.

True False 4. Alcohol, since it contains energy value, is a good source of food.

True False 5. Less than half the people of legal age in the U.S. drink alcohol.

True False 6. Man invented alcohol.

True False 7. Alcohol is the #1 drug problem in the U.S.

True False 8. A whiskey that is "80 proof" is 80% alcohol.

True False 9. People today drink less than our forefathers.

True False 10. Most liquor is consumed outside the home.

True False 11. The sex of the drinker has no effect on how quickly alcohol will effect him/her.

True False 12. Alcoholism is a disease.

True False 13. The alcoholic always drinks by himself.

True False 14. Alcoholics usually come from the lower socioeconomic class.

True False 15. A person cannot become drunk if he remains active while drinking.

True False 16. Taking antihistimines, tranquilizers, or sleeping pills while drinking alcohol can cause death.

True False 17. An unborn child will not be effected by the alcohol the mother drinks.

True False 18. Alcohol is an aphrodisiac; that is, it increases sexual desire.

True False 19. A weak personality is the basic cause of the development of alcoholism.

True False 20. There is no cure for alcoholism.

True False 21. Drinking does not affect people's driving ability.

True False 22. Most teenagers try alcoholic beverages.

True False 23. In the body, alcohol is changed into energy before food is.

True False 24. Anyone who drinks is likely to become an alcoholic.

REFERENCES FOR TEACHERS

Alcohol Education for the Classroom and Community
Raymond G. McCarthy
McGraw-Hill Co.
New York
1964

Alcohol: Our Biggest Drug Problem
Joe Fort
McGraw-Hill
New York
1973

Drinking
Jack B. Weiner
W. W. Norton Co.
New York
1976

Drug Education: Content and Methods
Daniel A Gerdonia and Dorothy Dusek Gerdonia
Addison Wesley Publishing Co.
Reading, Massachusetts
1972

Teaching About Alcohol
Frances Todd
McGraw-Hill Co.
New York, New York
1964

Teaching About Beverage Alcohol
Ben H. Baldwin and B. Claude Mathis
State of Illinois
Office of the Superintendent of Public Instruction
Project No. 4592, 1970

Teenage Drinking
Margaret Bacon and Mary Brush Jones
Thomas Y. Crowell Co.
New York, New York
1961

"The Drinking Question" (pamphlet for class use)
National Institute of Alcohol Abuse
DHEW Publication N (ADM) 76-286
U.S. Government Printing Office
Washington, D.C.

ANSWERS TO PRETEST

1. False: Alcohol actually causes a decrease in body temperature. Blood vessels are enlarged on the body surface and blood pressure drops, body heat loss occurs more rapidly. Hence, the temperature drops slightly.
2. False: Alcohol is a depressant.
3. True: A 1½ oz. shot of whiskey = 12 oz. beer = 5 oz. wine. (All have the same alcoholic content.)
4. False: Alcohol contains calories and nothing else. It does not provide any of the other necessary nutrients.
5. False: Two-thirds of the adult population drink.
6. False: Man discovered alcohol. Tangible evidence of alcohol dates back to Patheolithic Age. However, primitive man thought it very mysterious and treated it with respect.
7. True
8. False: A bottle that is marked 80 proof is 40% alcohol.
9. True: Today the average person drinks 1½ gallons of alcohol a year. In the 1800s the average person drank 3 gallons a year.
10. False: 70% of the liquor sold is consumed in the home.
11. False: A person's sex has no influence upon how much he can drink.
12. True
13. False: He may sometimes drink alone, but he also drinks in public socially.
14. False: Alcoholics come from all levels of social classes. No one group is prominent.
15. False: Exercise will have no effect on how quickly the body is able to oxidize alcohol.
16. True
17. False: Alcohol is capable of entering the fetal bloodstream and chemically reacting on the fetus.
18. False: A drinker may react to sexual stimuli in a way that he normally would not; this is due to the fact that the alcohol has effected his inhibitions.
19. False
20. True: There is no cure. Treatment is available and a person may become a "nonpracticing" alcoholic.
21. False: People just think that; actually even one drink affects a person's judgment.
22. True: Most teenagers try alcoholic beverages even though they are illegal.
23. True: Alcohol does not have to be digested as slowly as most food, before reaching the blood stream. It is immediately absorbed through the walls of the stomach and small intestine. The blood rapidly carries it to the brain.
24. False: Of the 80 million people that drink there are 9 million alcoholics.

A Minicourse In Foreign Language And Cuisine

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Minicourses have become an interesting educational device for team teaching. The incorporation of learning units from two seemingly unrelated courses often provides exciting input into a minicourse for both teachers and students. Two such unrelated courses are advanced foreign languages and meal management. Curiosity for the taste, appearance, and preparation methods of foods of the country being studied is only natural. Curiosity in word relationships, food origins, and food habits and patterns often develop in a study of foreign cuisine. When the two curiosities are blended together, both courses may be more effective and more enjoyable.

With four foreign languages offered at Ottawa High School, as well as an advanced foods class in meal management, it seemed natural to pilot a minicourse in Foreign Cuisine. The trial run began with one Spanish III class and one meal management class. The success was measured by the students through oral and written evaluations at the end of the four week minicourse. The minicourse was then offered the following year to a Spanish IV, a Spanish III, and a German III class. A prerequisite for class selection was to have an advanced language and advanced foods class offered the same hour. Consequently not all advanced language and foods classes could be included in the program.

A time period of four weeks was set aside for the Foreign Cuisine unit. The language teacher and foods teacher then planned the daily schedule for the minicourse. A requisite of the course was that the language students could continue the class work of normal language development, and that the foods students could continue developing skills in food preparation. With this in mind the schedule was set up so the two classes met jointly in the foods rooms Tuesday and Thursday each week. The first Tuesday, the classes were oriented to each other and to the room. A film strip, "The American Heritage of International Cooking," introducing foreign cuisine was shown. Time was alloted for individual foods students and language students to confer on joint demonstrations they would be responsible for later in the course. The first Thursday the two teachers gave a joint demonstration to show the classes how to conduct the student demonstrations. This demonstration was given on the country of the language being studied. It included the preparation of three typical recipes by the foods teacher, and presentation of related information on the country by the language teacher. The related information included an overhead map showing the location of regional foods, a costume display, typical dishware and discussion on food habits and patterns, and handouts of recipes being prepared. As much as possible the recipe preparation included authentic food and equipment.

Subsequent Tuesdays and Thursdays the two classes met with foods students demonstrating three recipes of Spain or Mexico, Italy, Germany and France—these being the languages taught at Ottawa High School. The language student followed the pattern set in the original demonstration by bringing information on food habit, patterns and relationships. Handouts were encouraged, especially of the recipes. Other demonstrations were chosen from Scandinavia, British America, Africa, the Orient, Russia, Israel, Mediterranean, South America, and North America.

The demonstration schedule included two foods students and two language students. Each group chose the recipes to be demonstrated and conferred on the information to be related in class.

The flavor and texture of food was equally as important as seeing it put together and discussed. Hence the last ten or fifteen minutes of class time was spent tasting the recipes prepared in the demonstration. The cost of the food was covered by a 75¢ donation from each language student.

;erving dessert to a faculty member after completing the buffet portion of :he meal.

Preparing the French onion soup for serving.

The value of this minicourse was not measurable in a written test. Evaluation came in ıearing comments such as:

"I made the tacos at home, they were good."

"An omelet and tortilla has to fit the country."

"So many countries have cabbage rolls with different flavors."

"I like the 'raw' vegetables of the orient."

"I understood that menu better."

Evaluation also came in seeing the ease with which students demonstrated recipes in 'ront of their peers, the acceptance of which was questionable, but by class 'rule' would be :asted by all. And evaluation came in the oral discussion afterwards, and the written comnents of encouragement from the students to repeat the course again next year.

WANTED—Your *"Secrets"* on Time Management

We would like to share in the *Illinois Teacher* ideas on how busy people **manage** their ıersonal-home-work responsibilities. Won't you think for a moment or two and give us a tip (or ips) from your own experience? Names will be included with the ideas selected. Sincere, clever, oncise, creative, nonconforming, or unique statements will add to reader interest.

People not returning this form soon to *Illinois Teacher* office, 351 Education, may have their rms twisted by the editor.

THANK YOU for your cooperation!

:ontributor ______________________________

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Teaching Home Economics

on a Low Budget

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State University of
New York
Cortland, New York

Last year I taught an elementary home economics program without a special school budget for my department. This experience proved to me that a quality program is possible and productive and a teacher can face continued tight budgets if she believes there are always new and creative ways to attain goals., The challenge of teaching under these difficulties is well worth the effort. The following story of my struggle to have a quality program with no school financial support is intended to help other teachers who are worried about financial cuts that they feel may possibly deteriorate their program.

Clothing Construction Projects

Sewing might seem impossible to teach without a school budget unless the basic reasons for teaching sewing are to foster positive attitudes toward sewing and to develop skills for a lifetime use and pleasure. From this point of view, any fabric can be acceptable. With student help we gathered scraps from other people's sewing, clothing from rummage sales, and even cutting room left-overs from a clothing factory. The factory also supplied a large box of discarded thread cones containing plenty of thread. The bags of donated fabric furnished the class with much more than just the material for projects. They were full of many surprises, including velvets, silks, knits, burlap, and corduroy so students were exposed to and worked with numerous types of fabric. They enjoyed sorting the cloth to categorize it as to color and usage, a learning and problem solving process. As we sorted we brainstormed ideas for projects that could be made from the fabrics, thinking in terms of the amount of fabric and the suitability to the possible use. We became our own pattern makers. No one cut into fabric without a pattern. The idea was put on paper first so as not to waste the donated fabric. Left overs of any size were collected and sent to the Fine Arts Department on campus for the college students to use in making quilts and hangings.

Fortunately in our situation the sewing machines are very durable and easy to repair, so that no money was needed for major replacements or repairs. Many of the students learned to do minor repairs.

The students cut, sewed and created a wide variety of items such as purses, eye glass cases, stuffed animals, patchwork pillows, small quilts, back packs, shorts, pants, halters, and skirts.

Student making sewing project from scraps

Volunteer mother and young baby visit Baby Care Class

Child Development and Family Life

A course without a product is much easier to teach without a budget. Baby Care is a family life course to which we invited parents and their small children. The students learned a great deal from the parents who come twice a month to talk about family problems, growth and development of their children, individual differences, and family life styles in their homes. Sometimes the parents brought special toys or puzzles to show us how the child learns from his play. One parent made plans to give the child a bath in class. Sometimes two parents came on the same day to demonstrate the kind of social development children exhibit at different ages. When possible, we took slides and pictures that captured significant developmental activities. Through discussion many of these lessons about the young child were enlarged upon and became lessons for our students who have problems, and experiences that have a bearing on the problem under discussion. Other activities that might be done in conjunction with a family life course include a study of considering their suitability for different ages, their safety features, their teaching aspects, durability, and their attractiveness. Students can even make toys as an activity when the baby of the day is ill. Best of all, this class does not cost a cent.

Foods and Nutrition

Food labs can cost more than other home economics courses so last year we had no traditional food labs. However, a course called food science was offered. The course included cooking experiments and frequently students volunteered to bring the ingredients. I, too, provided some of the ingredients for the experiments from my own larder. We planned a lunch, and we all cooperated sufficiently to complete the project to everyone's satisfaction, and a great deal of learning took place. Students sometimes pooled their lunch money to provide the funds necessary to plan, buy, cook and serve their own lunch. We baked cookies for the school store to raise some money for food lab supplies.

We had another opportunity to do food preparation when we agreed to put on a dinner for a group. This was an exciting time for the students. Cooking a real meal on request added purpose, anticipation and a feeling of responsibility to the project. Students also served the dinner and cleaned up afterward and were very pleased by the compliments they received. Though carrying out these types of activities is an extra load for the teacher, the benefits far outweigh the disadvantages when the first consideration is to provide good learning experiences for students.

In previous years the school nurse and I team taught nutrition through a course called Breakfast Club that served as a vehicle for teaching good nutrition practices. With no food budget, planning and cooking a breakfast was no longer possible. Now we have developed a nutrition workbook offering a wide variety of activities such as meal planning, games to teach the nutrients and food groups, puppet shows to reinforce learnings, and cooking to teach measuring and reading of recipes. Nutrition puzzles and comics plus good films and film strips completed the course. To provide the ingredients for cooking, the students and the teachers cooperate. Cooking lessons are important enough to the students for them to take the responsibility to bring in supplies.

Crafts Class constructing macramé hangers for plants grown in class

Shopping Class studies food ads in the newspaper

Crafts

Crafts are very popular and provide another kind of inexpensive learning activity. Many crafts can be made from a wide variety of materials, allowing an opportunity to emphasize thrift, and recycling. During the fall months students made decorative crafts from plant materials such as wild grasses, vines, plants, seeds, cones, nuts, dry flowers, twigs, stones and shells. Parents, students and friends were generous in supplying classes with craft materials, paper and cardboard were available from the school. Students developed pride in using their hands when creating a thing of beauty. It is mind opening to stretch your eyes to see the familiar in a new setting.

Consumer Education

Without a school budget, added emphasis has been given to the consumer education course called "Shopping". Extension bulletins and food store magazines constantly provide helpful articles on how to use our resources, and education agencies have produced a wealth of educational materials for every grade level. Students enjoy going shopping and stores provide real life learning situations. Cooperating resource people as managers, salesmen, clerks and cashiers gladly explain the workings of the store to the interested students. Our school is located near fast food shops, so prior to field trips we discuss what we want to look for. Follow up discussions bring out all the findings and help the students assess whether the shop was a good place to eat. Classroom activities use newspapers, shoppers, or direct mail advertising and menu planning guides to plan shopping lists. This is another course that does not require a budget since there are so many ways to teach, using free materials, playing consumer action games, making up ads, demonstrating products, and actually practicing in the marketplace. One of the important learnings resulting from the shopping course is student realization that the consumer has many options and responsibilities. S/he must demand good service and well made products, and s/he must complain when s/he feels cheated.

All of the ideas and activities have been classroom tested with elementary students aged six to twelve. A quality program in home economics is possible with a low budget. Home economics teachers are flexible and innovative by the very nature of the subject matter they teach. Each school situation is different but the challenge is the same: to learn to use free resources, whether people, places or things, to give your students an exciting, modern curriculum that makes students eager to take home economics courses. Not only is it a challenge, but it is also fun.

An Interior Design Class

Accepts a "Client"

Lee Tarp
Home Economics Teacher
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School South,
Park Ridge, Illinois

The students in Maine Township High School South's Clothing and Interior Design related work program apply their skills in real work experience both on-the-job and in the classroom. As they become increasingly aware of the demands and responsibilities of the professional retail world, they apply their skills and knowledge in a Drapery and Alterations contract service for the faculty and at a Christmas Boutique, which they sponsor.

The highlight of their classroom experience, however, is redecorating a local residence. A home is selected considering the amount of redecorating necessary, the funds available, and the distance from Maine South. After the home selection is made, brainstorming begins.

The initial field trip to the home is an "inspection tour," where students note architectural details, take measurements and, above all, consider the client's personal preferences. Student teams of four or five are established at this time, each group having at least one person with an interior design background and one person with sewing experience. These teams work together in the classroom to plan and execute elevation drawings, co-ordinating the best ideas into a main theme. Students then make a second visit to the client's home with the prepared ideas. The client's reactions to the students' work are carefully recorded along with all suggestions in order to make necessary alterations on the drawings.

When the plans are accepted, implementation begins. "Who is going to shop, and where?" "What is needed?" and "Can we afford it?" are just a few of the questions they must consider. The client is a part of the implementation to give the OK and pay for the necessary materials. The students measure, cut, pin and stitch the drapes and slip covers. They may change frames on pictures and recover lamp shades, plan, purchase and put new accessories into place. The home owner does the paper hanging and painting, so everyone is involved. Slowly pieces are finished and the room takes on its new look.

The final field trip to the house is a celebration for everyone. The client's interior looks better than ever, and the students are able to appreciate their total cooperative work effort.

Cooperation and co-ordinated effort show the students how beautiful they can make a client's day. Actual application of their skills to the world beyond the classroom walls is truly learning by doing!

College Students Discover Needed Competencies For High Quality Teaching in Home Economics

Lloyd P. Campbell
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Denton

To help my students in teacher education to become aware of the kinds of competencies needed for excellence as a home economics teacher, I assigned a class of pre-service teachers to interview the students of those home economics teachers within a large public school district who had been identified by their colleagues and supervisors as among the most outstanding. The results of this assignment were dramatic! Following is only a partial listing of statements by the secondary school students about their teachers:

"I like Miss Jones because even if she doesn't know something we ask about, she knows where to go to help us find the answer."

"Mrs. Barker had us fill out information sheets about ourselves. She is interested in what we are doing outside of her class, too. I work harder for a teacher who cares about me as a person."

"One of the most fun things about Mrs. Barker's class is the bulletin board reserved for Very Important Persons. A picture of each of us appeared there at least once during the semester with a story of our past and present, what we have done, and what we hope to do in the future. I was proud to be a VIP."

"I thought our class on marriage was one of the best things that ever happened to me. We had to find out the rent on a one-bedroom apartment (furnished or unfurnished) in our community. We made a one month budget including groceries, rent, utilities, car payment, furniture payment, medical costs, and insurance. We were supposed to consider what we earned and how much our fiance would make. I was thinking seriously about getting married, but after this class I think I'll wait awhile."

I knew I would like Miss Simon! She learned everyone's name right away and that makes a difference to me."

"It is nice to have teachers who know that something exists besides their own class. Miss Jones keeps up with what we are doing and she often says something to me about how well I do in marching band, Thespians, and my other school activities."

"I like the way Mrs. Hastnip lets each of us learn in different ways. We all share responsibilities in the class. In our cooking lab each group of four to five students had the chance to be head cook, assistant cook, waitress, dishwasher, and laundress." "Mrs. Andrews always writes some good comments on the papers I turn in. I do better in a class where a teacher is encouraging and not just critical."

"I have learned to like myself better because of Miss Clark. She has helped me to learn the style and color of clothes that look best on me. I feel better about how I look than I did before this class."

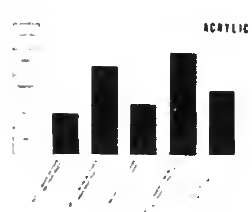
"Mrs. Matson allowed all students to choose a pattern for sewing that they knew they could do but had not done before! I like that better than everybody doing the same thing at the same time."

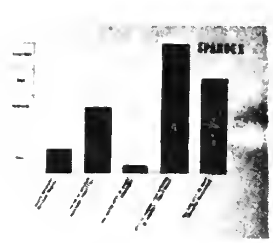
"The professional model who visited our class was really neat! She showed us how to walk gracefully and how to put on make-up for our face shapes and characteristics."

"I really liked the way Miss Jones used students as helpers in the classroom. I liked to be able to ask for help from a classmate sometimes instead of always from the teacher.

The significance of the foregoing student statements is obvious. Those teachers identified as outstanding combined at least three elements essential for successful teaching, namely, a knowledge of subject matter (home economics), innovative and creative learning activities, and skills in human relations. Given such quality instruction, high school students in home economics were able to highlight specific moments and assignments that were particularly meaningful for them.

As a result of this assignment, the pre-service teachers who engaged in these interviews were able to more easily internalize the attributes of outstanding home economics teachers than were those who had previously heard only a lecture on such attributes. In essence, an opportunity to interact with public school students who are themselves the product of superior instruction in home economics, is a fundamental means by which pre-service home economics teachers may become knowledgeable and acceptant of competencies needed by home economics teachers and to aspire to excellence.





Leadership, Impact, Change:

AHEA's 1977 Annual Meeting

Wynette Barnard, Penny Ralston, and Joyce Richardson
Graduate Students
Home Economics Education
University of Illinois

IMPACT! The 68th Annual Meeting of the American Home Economics Association did indeed have an impact on *us*, three graduate students in home economics education from the University of Illinois. As we traveled to Boston, we eagerly anticipated attending the many sessions focusing on the theme, "Home Economics: Leadership, Impact, Change," as well as meeting other home economists and representing the *Illinois Teacher* in the exhibit hall. We would like to share with you some of our perceptions of the meeting and the perceptions of the junior and senior high school teachers that we interviewed.

The number of things happening each day was at first overwhelming and we found that the "decision making process" was put to much practical use! Attending general sessions, research reporting sessions, professional section meetings and numerous miniworkshops were a few of the choices we had to make. In addition, the exhibition hall was filled with hundreds of exciting exhibits to visit. As our main goal in attending the meeting was continuing our professional education, we tried to attend as many sessions as possible, and we discovered that someone was always willing to share information from speakers we were unable to hear.

It was exciting to hear such speakers as Michael Novak, Ellen Goodman, David Campbell and Morgan McCall when they spoke at the general sessions on topics relating to the theme. Although all of the information presented was not necessarily new to us, the talks provided much food for thought. For example, Michael Novak stated that the family as an institution is not in danger and cited statistics indicating the endurance of the family. Yet, he also suggested that some political and economic structures in our society are designed to divide families, and he identified certain tax and social security laws as factors working against the family. He proposed that alternatives to the five-day work week and eight-hour day be created to suit familial needs better. Ideas such as these became a catalyst for many lively discussions among us and other colleagues.

Since the miniworkshops covered a wide range of topics, we were each able to attend those of special interest to us. The topics varied from subject matter areas of home management, textiles and nutrition to special interest areas of aging, working with the handicapped, metrics and parenting. The Elementary, Secondary and Adult Education (ESAE) section meeting was also of interest to us as educators. This year's meeting featured a curriculum showcase where home economics teachers displayed various curriculum materials.

AHEA members who were not official delegates could listen to the proceedings from the "observer" section and be impressed with the business-like atmosphere that prevailed in the Delegate Assembly. This year there were a few by-laws changed, the nearly three million dollar budget was approved, and eight resolutions were passed, all after lively but orderly debate. The resolutions dealt with (1) counseling, training and health services for the displaced homemaker, (2) urging home economists to seek management positions, (3) encouraging implementation and enforcement of legislation to eliminate sex discrimination in education, (4) endorsing education and treatment programs for women, teenagers, and children alcoholics equal to that provided for men, (5) strengthening home care services for the elderly, (6) encouraging definition of diverse family structures in American society, (7) promoting research in conservation of energy in the home and development and implementation of a national energy policy that balances supply and demand, and (8) endorsing appropriations for continuation and expansion of home economics in the Cooperative Extension Service.

Home Economics Teachers React to Annual Meeting

During the week, we interviewed about 25 junior and senior high school teachers, asking them their perceptions of the meeting. The majority of our respondents had very positive comments which are summarized in the following paragraphs. Some teachers also provided suggestions for improvement, which the executive director of AHEA was interested in hearing about.

It was the general consensus of the teachers that the main benefit of the Annual Meeting was the opportunity for them to continue their professional education. They felt this education was promoted through:

- Visiting the exhibits
- Listening to speakers and attending miniworkshops
- Meeting and talking with other home economists

In terms of helping them as secondary teachers, the majority of those we talked with felt that the exhibits were the most beneficial aspect of the meeting. The hundreds of companies that sent representatives to display and talk about their products provided teachers with an ideal opportunity to see what was new on the market. The teachers also felt that attending the exhibits helped them to save time and money since they were able to collect a wide variety of materials at one place, thus eliminating writing letters to each company.

In addition to seeing what was new on the market, most of the exhibitors supplied teaching materials and ideas for teaching home economics-related subjects. Many teachers considered these materials the highlight of the exhibits, noting that their teaching would improve as a result of the new teaching ideas and materials. Some suggested that they would now have more available time and the necessary materials for individualized instruction in order to meet the needs of students with different ability levels. Moreover, most felt that the information in the new materials would assist them in updating their curricula. Since many school budgets are limited, teachers also frequently mentioned that an added benefit of the exhibits was the free materials.

Besides the chance to acquire materials, teachers felt that the opportunity for dialogue with company representatives was an additional benefit of the exhibits. Feedback from teachers in the form of compliments, criticisms, service problems and suggestions were welcomed by exhibitors. Some exhibitors used questionnaires to collect information about various changes and needs in the home economics classroom. Teachers also noted that the exhibits provided the opportunity to preview books and teaching materials before ordering them. On-site demonstrations of how to use or operate equipment, materials and products made question/answer sessions possible, resulting in increased interaction between company representatives and home economics teachers.

Another major benefit of the Annual Meeting mentioned by the teachers was the general session speakers and miniworkshops. Both provided the secondary teachers with new ideas as well as an update on information. As intimated by many teachers, this newly acquired knowledge will be a welcome aid in reviewing and revising home economics curriculum such as adding a unit on aging in a Family Life course. In general, the speakers and workshops were valuable continuing education experiences. As one teacher said: "This (the Annual Meeting) is a comfortable place for a teacher to learn."

Many teachers agreed with us in saying that one of the most pleasurable aspects of the meeting was the opportunity to meet colleagues from different parts of the United States. One could often observe groups of home economists joining together for a meal and chatting together in the hallways as they shared ideas with old and new friends. In addition, walking around scenic Boston was a learning experience in itself, bringing to life many of our nation's historical events. And, we might add, New England seafood lives up to its fine reputation!

We, like many others, felt that attending the meeting was well worth the time spent. It gave us the opportunity to continue our professional education in a most enjoyable way. And we look forward to attending the 69th Annual Meeting in New Orleans, June 26-30, 1978. Hope to see you there!

The Teaching Of Home Economics In Secondary Schools in Nigeria

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Home Economics or Domestic Science is gradually gaining the recognition it deserves in our educational set up. It is now realised by some educationists that home economics is a field that can contribute a great deal to the socio-economic development of the country. This is especially true in a largely agricultural developing country like our own. It is a subject which when well applied would serve to meet the basic human needs in our society. Home economics education in Nigeria aims principally to give adequate preparation for good home keeping or for a career, and quite often a combination of both, (1) foods and nutrition (2) maintaining of a clean home (3) child and family development and relationships (4) budgeting of the family income, (5) making and mending simple articles for the family, and (6) bringing up children in a clean and healthy way, all contributing towards rural and national development. The subject is printed in our secondary school curriculum.

Background

As far back as the 19th century home economics was taught in Nigeria. It was disclosed that in the year 1873 the first Catholic nuns (missionaries) arrived in Lagos from France and started the St. Mary's Convent School. The most important subject which they had in their curriculum was domestic science. They taught mainly housewifery, laundry, needlework, embroidery, child care and cookery. Most of the Brazilian women who inhabited Lagos in that century, later on earned their livelihood through the skill they acquired from the nuns. The Anglican Missionaries also taught domestic science during the 19th century when they arrived to start the Girls' Seminaries.

In 1927 the Queen's College, which is a government secondary school for girls, came into existence. Domestic science or housecraft was one of the subjects taught. Miss Blackwell, who was the first principal of the secondary school, felt it was an important subject for her students. A special class was set aside known as a higher housecraft class for girls who had passed their Junior Cambridge or class four, but did not wish to take the Senior Cambridge examination. It was a popular class. This subject is still a very important subject at Queens College, Lagos.

In 1932 St. Mary's Convent set aside a domestic science section for girls in the school. The school is still preparing girls for their future role in the home. There has always been a problem of finding employment for the primary school leavers in Nigeria. A good number of primary school leavers, who were not admitted into Secondary Grammar Schools, had to attend Modern Secondary schools where they studied home economics as their major subject. These Modern Secondary Schools were in existence (mostly in the former Western Region) from the early fifties to late sixties. Their examinations on home economics were centralised. A team of home economists served as examiners during those years. Most products of such institutions later studied catering or gained enough knowledge to look after their own homes. Though domestic science was introduced in a secondary school as far back as 1927, it was not offered as a subject for Senior Cambridge examinations until the year 1951.

Proposals for Home Economics Development in Nigeria

Several attempts have been made by the Nigerian home economists to bring forward their plans for the development of home economics in the country. It was the impression of a good many women educationists that the subject has not been sufficiently well projected; hence, it has not played the very vital role it should play in women's and adult education. After a National Home Economics Conference held in 1970 at Zaria, it was proposed that a paper should be presented to the Joint Consultative Committee on Education.

The aim of the home economics experts was to present recommendations on the development of home economics to the Joint Consultative Committee on Education. The paper was discussed at the November 1971 meeting of the Reference Committee on Secondary Educaion. This was in preparation for the February 1972 Joint Consultative Committee Meeting on Education which was held in Jos. A summary of their major proposals follows:

1. It was proposed to the J.C.C. that the National Manpower Board should have home economics on their priority list and to make opportunities of higher training available to girls wishing to make it a career.
2. The subject should be made available to girls at all levels of education. At secondary school level it should be compulsory for the first three years. At Teacher Training College level (at least) a branch of the subject must be offered for the final examinations. It was also to be taught to girls in all primary schools.

Since the Joint Consultative Committee on Education agreed on the above mentioned proposals there has been a reasonable development of Home Economics Education.

Present Developments

Home economics is now part of the school curriculum in both primary and secondary schools in Nigeria. The Nigerian child is normally registered to start school at the age of six years. After a duration of five to six years, s/he could gain admission into a secondary grammar school. The Federal Ministry of Education has made plans for home economics to be taught in all primary schools; thus a special home economics syllabus has been prepared for teachers who teach home economics at primary school level. Home economics has a prominent place in the Universal Primary Education which is a major national educational project. The need to teach home economics at primary school level is rather important partly because the percentage of students who may not have an opportunity to study home economics after their primary school career is high. It is also necessary to develop their interest in the subject before they are admitted into a Secondary Grammar School or a Secondary Comprehensive Grammar School. Admission into these institutions is highly competitive and the ages of the secondary school students range from twelve to eighteen years. At the end of the five-year course in a secondary school the West African School Certificate Examination is taken in the subjects learnt at school, including home economics. For examination purposes in secondary schools home economics is subdivided into the following: foods and nutrition, clothing and textiles, and home management. The home economics syllabus for the West African School Certificate Examination is the same for all schools in West Africa that take the above examination. The examination is organised by the West African Examinations Council. The Home Economics examiners for this subject are drawn from experienced home economists from Nigeria, Ghana, Sierra Leane and Gambia in West Africa.

In Nigeria the West African School Certificate syllabus for home economics is not used for the first three years. The girls are given an elementary, broad-based background which will enable them to cope with the WASC syllabus in their fourth and fifth year. I would also like to point out that in most schools the candidates offer only one branch of home economics for their WASC examination. The National Home Economics syllabus which is recommended for use for the first three years in secondary school is therefore integrated. The child is taught some foods and nutrition, clothing and textiles, as well as home management. During the child's fourth year she is free to decide on which aspect of the subject she would offer at school certificate level depending on her ability and available equipment and teaching staff.

It has not been easy for a school to teach pupils all three branches. This was confirmed from the answers to a questionnaire received from home economists from the various States in the country. Quite often clothing and textiles are taught instead of the others, owing to lack of finance to equip a kitchen or a home management section. In some cases no aspect of home economics is taught at all.

It will be useful to consider certain factors which hinder the teaching of this very important subject in some secondary schools. These factors include:

(a) finances to provide adequate equipment and buildings,
(b) qualified personnel to teach the subject satisfactorily,
(c) adequate time to fit it into the school time table, and
(d) lack of co-ordination of various nutrition and home economics experts in the country.

The importance of teaching home economics in schools cannot be over-emphasised. This useful subject is becoming more widely recognised now than in the past. Articles on nutrition appear in our daily papers. About 70% of the inhabitants of this country derive their livelihood from agriculture. It is not good enough to consider the country developed if some people in the rural areas still have nutritional problems and poor living conditions. Agriculture is their predominant occupation. Foods and nutrition also include adequate use and storage of farm products.

Malnutrition is sometimes caused not through poverty, but ignorance. A poorly fed child is likely to be mentally and physically retarded. Surely the country cannot afford to breed unintelligent population owing to poor nutrition.

Good home management is also a necessity. In view of the importance of home economics to the community, every effort is now made to disseminate the knowledge of home economics not only at secondary school level but at all levels of education.

To equip an institution for home economics subjects, adequate funds are needed. The cost of providing an institution with adequate equipment for home economics was estimated by the Home Economics Section of the Ministry to cost about 100,250 naira. The practical aspect of the lesson cannot be taught successfully without equipment. I observed with interest the efforts made by some institutions at the end of the civil war, to improvise equipment in their kitchens in order to offer the subject for West African School Certificate Examinations. Sieves, graters, pot rests, and ovens were improvised by the students.

A good many institutions do not have sufficient qualified teachers for the subjects. Some of the teachers though qualified do not have adequate information on Nigerian food and nutrition. After visiting schools in the East and Lagos, I observed that there is sometimes contradictory information on food values and the effect of cooking on most of our foods. There are no chemistry laboratories in the schools I visited where an elementary food analysis could be carried out. Information on Nigerian food values differs from place to place. For example, spinach is a vegetable which is popularly used in this country. The Yorubas call it Tete. In the South Eastern State it is called Inyang-afia. It is popularly called Inine by the Ibos while the Northerners call it Alaifo. The method of preparing this vegetable differs from place to place. Some home economics experts believe it must be blanched or boiled, and water squeezed out of it, before it is added to soup. Others feel it should be added to soup (without blanching or boiling) a few minutes before the soup is cooked.

The methods of preparing green leafy vegetables also differ. We need uniformity for practical examination purposes.

The Federal Ministry of Education Lagos organised a National Home Economics Workshop at Ibadan from 28th November to 4th December 1976. We were able to solve the problem of methods of food preparation as well as the problem of co-ordination. The Theme of the workshop was "Trends and Changes in Nigeria and Their Implication for Home Economics Education". The Nineteen States in the country were represented. It was a huge success.

There has been an increase in the number of secondary schools offering home economics for West African School Certificate in Nigeria. The statistics for the past three years are as follows:

Year	Number of secondary schools offering home economics subjects
1974	63
1975	61
1976	114

As part of our problem has been lack of qualified teaching personnel, the Federal Ministry of Education has got a Teachers' Bursary Scheme for the training of home economics teachers both at the Advanced Teachers' Training College level and the University level in Nigeria. The number of students who offer the subject at the Advanced Teachers' Colleges in order to teach the subject in secondary schools continues to increase. There are, however, only two Universities that offer home economics at a degree level. The University of Nigeria Nsukka and the Ahmadu Bello University Zaria. We hope that more Universities will introduce home economics in their institutions.

Conclusion

Having been involved with the teaching and administration of home economics for the past eighteen years, I have observed the rapid changes in our educational as well as our national development programmes. The Nigerian Home Economist has a vital role to play in the National Development Plan. The Nigerian traditions, culture, family needs and welfare and available resources must all be taken into consideration when planning or teaching home economics subjects at all levels. In view of the fact that the Federal Ministry of Education is well aware of the importance of home economics in schools it is hoped that resources, both human and material, shall be made available, so that all secondary schools in the country will be able to offer the subject at least for the first three years, if not as a school certificate subject.

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EXPANDING Our Scope of Service

Aleene Cross
Chairperson
Home Economics Education
University of Georgia

The Vocational Education Amendments of 1976 (Public Law 94-482) directs Consumer-Homemaking programs to be expanded in scope to include clientele that has not been served in the past. More so than in any other legislation home economics educators are encouraged to provide programs for both sexes, teenage parents, the socially and economically disadvantaged, the handicapped, and correctional institute inmates. The 1976 Amendments make possible educational endeavors beginning in the elementary grades and extending to the aged. Simultaneously, career exploration and home economics related occupational programs are preparing males and females for employment. Yet, preparation for the occupation of homemaking remains the major purpose of consumer-homemaking, and that makes it vocational education.

This issue has a humanistic approach which is reflected in the lead article by Carolynn Girtman. A pilot project for teenage parents described by Webb and Edenfield proved so successful that ten additional projects have been funded for 1977-1980. Mainstreaming, similar to integration a decade ago, is a reality in today's classrooms and Jenell Griffith shared her ideas in working with EMR students. Elimination of sex bias discrimination and stereotyping is a major concern in all phases of the program. Davis and Johnson attempted to discover the homemaking responsibilities males thought they should assume and those they did assume, and their article reports the findings of their companion master's studies. Future Homemakers of America has the potential of attracting boys into home economics, and Ellington gives suggestions to local chapters and advisors, to teacher educators and supervisors, and to state associations. In-service education has been the vehicle in Georgia for assisting consumer-homemaking teachers to conduct career exploration and occupational programs and these are described in the articles by Combs and Sumner. Post-secondary programs in consumer-homemaking are taught in area vocational-technical schools in Georgia. Boyd and Willett explained an innovative approach, Cagle described a program for disadvantaged adults in the Appalachian area, and four teachers at Atlanta Area Tech shared their work with correctional institutional clients.

Aleene Cross, Guest Editor

Foreword

The ILLINOIS TEACHER is pleased to present another issue with a Guest Editor, and we are grateful to Aleene Cross and her colleagues for articles that provide information, inspiration, and some practical ideas for the classroom. Thank you, Georgia!

We are endeavoring as we invite guest editors, or respond to those who offer their services, to "move ILLINOIS TEACHER around the country." We have also had guest editors from the states of Pennsylvania, Washington, and Iowa as well as from another institution in Illinois. We hope to move to other states in the future. Our guest editors for one issue next year will be Catherine Carter and Harriett Lindstrom who will assemble an issue on FHA-HERO. They welcome ideas and contributions from every state, and I'll be glad to forward to them any articles and notes that are sent to me. What is YOUR chapter doing?

The Editor

The HUMAN ELEMENT in Teaching

Carolynn J. Girtman
Home Economics Teacher
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Educational theories come and go and month after month, under one guise or another, the processes of education continue. Materials to facilitate learning take on improved and newer forms while equipment becomes more sophisticated and more available. Yet one factor which remains constant in the classroom is that there continue to be teachers and students, performing to a consciously or subconsciously chosen degree within people-to-people relationships, creating the atmosphere in which learning takes place.

Teacher trainees have been admonished for decades to teach students, not books or courses or curricula; to be able to accept the student where s/he is and carry him/her in academic development as far as possible in a given length of time; to motivate him/her to perform, even beyond apparent capabilities, in such a way that s/he may be able to perform well in the future.

Competency-based objectives have pervaded the goals of teaching practitioners, both inservice and preservice. Accountability assessment tends to pressure the practicing teacher toward a sometimes stilted teaching performance, toward "covering the material" or "finishing the book," toward imposed criteria defined necessarily for the purpose of assessment. Certainly, if we don't know where we are going, we won't know when we get there; yet the how of getting there defines the quality of the end product.

So within the teaching-learning process, within the teacher-student relationship, and under the external academic pressures to produce, it becomes expedient to check periodically the ingredients. To ensure the development of the satisfactory end product no ingredient should be overlooked nor should those ingredients be combined disproportionately. Legislative funding and local budgets, determinants not controlled by those in the classroom, both directly and indirectly shape the academic scene and impose on teacher and student alike the environment within which they will perform. But beyond these constrictions, the classroom belongs to the teacher and the student where humanistic education, brought about by the efficacy of the teacher and the individualistic responsiveness of each student, creates a laboratory in which the student may reach toward becoming one's whole self. And in the process of "being human" the teacher, too, continues to become.

Sensing, prizing, feeling, empathizing—these processes characterize a facilitator of learning, while self-actualization, becoming, setting goals, sensing one's wholeness, and forming an identity are processes that identify the learner. Of such is made the human element in teaching, the ingredient that is basic to humanistic, affective teaching and learning.

To be "human," then, deserves consideration. Leave to the researchers in the social sciences the development of formal techniques for judging criteria of humaneness. Rather, let us look to the everyday, in-the-classroom, grass roots practices that will tend to enhance growth toward humaneness.

Writing for the 1970 ASCD Yearbook, *To Nurture Humaneness: Commitment for the '70's*,[1] E. Paul Torrance identified and described some of the characteristics and the processes whereby one becomes human—not *a* human, but human, or perhaps humane. The development of human potentialities in both the teacher and student is complex and infinite. The process remains fluid and open and the effort never concludes. Dr. Torrance creatively catalogues these characteristics and processes: Becoming human means

> "Wanting to know." Being completely absorbed in the search for answers.
>
> "Digging deeper." Looking for that "something more." Pursuing the desire for excellence.
>
> "Looking twice and listening for smells." Investigating a thing fully and independently.
>
> "Listening to a cat." Communicating nonverbally; being creatively active.
>
> "Crossing out mistakes." Using mistakes constructively to move forward to new levels of skill and dignity.
>
> "Getting into and out of deep water." Taking calculated risks for healthy personality development and growth.

[1]Mary-Margaret Scobey and Grace Graham, eds., *To Nurture Humaneness: Commitment for the '70's.* (Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1970).

"Having a ball." Having fun bursting forth to a new level of knowing and functioning; enjoying learning.

"Cutting holes to see through." Looking for breakthroughs out of complexity, incompleteness and imperfection; continuing the search for alternatives.

"Building sand castles." Daydreaming, imagining, fantasying.

"Singing in your own key." Expressing and exploring one's own potentialities; listening to one's own drummer.

"Plugging in the sun." Making use of the resources of information, inspiration, and spiritual strength.

"Shaking hands with the future." Keeping an openness to the boldness, imagination, and hard work of changes in education for the developing person.

The tenor of communication between the teacher and the student must be carefully developed and nurtured. Drawing from teacher experiences, verbal communication might take these forms:

What do *you* think? (prizing student opinion)

How do *you* feel about this? (forming an identity)

Would you like help in making your decision or can you do it alone? (courage to try, fail, and try again)

That is your problem, this one is mine. (independence)

You are not limited—write until you have said what you want to say. (freedom from restriction; making choices)

Make time for daydreaming—it's legal in this class. (plugging into the future)

Have you paid anyone a compliment today? (empathy, acceptance of others)

Let your anger out and we'll deal with it—constructively. (freedom to feel)

Let's do this together, shall we? (helping, caring)

What would you do if . . .? (decision making)

Any question you wish to ask is fine so long as you do it with respect and dignity for the subject and for your classmates. (openness; concern for others; plugging into the future)

Body language conveys the teacher's feelings in prizing the individual, caring for his feelings, directing his efforts, using his emotions. The smile of acceptance, the intentional frown of doubt or gentle disapproval, the brisk walk of anticipation, the laughter of enjoyment and sharing—all express feelings. The open upturned palm of offering, giving, receiving; the clenched fist of determination, emphasis, perhaps even anger; the serene facial expression of openness to ideas without "taking sides"; sitting beside a student for equality, across from him/her for authority—these convey attitudes of the teacher.

Development of the human element in teaching places great responsibility on the teacher. Some have a natural flair for relating positively to others, of creating the positive rather than the aversive tendencies that Robert F. Mager describes in his book *Developing Attitudes Toward Learning.*[2] Others must learn the process and make a conscious effort to teach humanely. *The Humanistic Education Sourcebook,*[3] edited by Donald A. Read and Sidney B. Simon, is excellent for background reading. Whatever the case may be, this process must remain alive if humanistic teaching and learning are to take place.

The appropriate mind-set for relating to students is essential if methods are to become exciting and satisfying. For the teacher to begin to know more quickly a new group of students and to put the students in a position of having consciously to pull together, we can ask students to write about those things they know about themselves. Their paper can be titled "Who Am I?" and include values, attitudes, goals, family, friends, boy-girl relationships. At the end of the course these papers can be returned to the students and they can write about themselves again, this time using the title "Who Am I *Now*?" We may see changes in the student's approach to his/her life, and be able to evaluate teacher performance and course content.

Being able to call each other by name brings students closer together and gives them a greater acceptance of cultures, attitudes, and feelings. Stressing the personal, legal, and

[2]Robert F. Mager, *Developing Attitudes Toward Learning* (Palo Alto, Calif.: Fearon Publishers, 1968).

[3]Donald A. Read and Sidney B. Simon, eds., *Humanistic Education Sourcebook* (Englewood Cliffs, N.J.: Prentice-Hall, Inc.).

social importance of names and nicknames, we can use a name game activity that can span several days, following a procedure similar to this: While students visit among themselves, each makes his/her own list of correctly spelled names. Interesting remarks can be overheard: "Remember? We shared a desk in third grade!" or "You're the one who hit me in the eye when we were in Mrs. Walker's room!" or "I was scared of you all through elementary school!" or "You spell your name just like my grandmother!" Each day, for a few minutes at the beginning of the period, allow time for studying names with faces, and for spelling. Run a trial test having the students grade their spelling from their original name lists. Repeat the trial test if needed. Using a set of 5″ × 7″ file cards, give one to each student for his/her name in order to make up a deck of Name Game Cards. If the activity is to be used in more than one class, use a different colored felt tipped pen for each class, using the same set of cards. Let the students volunteer to be "It," to try to hand each card to the correct student. When all cards have been assigned, any student with an incorrect name card holds it up for "It" to reassign the card. Give him three chances, if needed. During the game there is much suspense, faces are expressionless so as not to give away their identity, and each "It" tries very hard not to make mistakes.

Purposely putting one's goals into words and recording them to be read from time to time becomes a perception of what the student has come to value for himself and a projection into the future of what he hopes to become. Toward the end of a course, we might give each student a piece of carbon paper, two or more sheets of typing paper and two paper clips. Ask each student to make an original for himself and one copy for the teahcer, listing his life goals which may be few or many depending upon the individual. Each paper should be identified with name, date, course title, and school and should contain the address of the teacher. Encourage a contact from each student at the end of a given number of years to relate progress toward his goals.

Strained family relationships can be more easily understood through an honest appraisal of one's family members and the roles they play. A simple chart made by the student of the names of all his family members, with the role or roles played by each listed below the names, gives an immediate picture of the trouble spots within the family circle where there occurs lack of responsibility or inability to take responsibility for those activities that are needed within a family group to maintain harmony. Knowing is a step toward understanding.

Writing short stories of the happiest and of the saddest experiences that students have had with old people creates a pensive group of young writers. The activity draws them into old age and its attendant problems and creates an empathic situation. In sharing the stories, feelings are found to extend to relatives, neighbors, and strangers and to vary from sadness, to indignation, to repulsion, to sympathy, to warmth and happiness. Old age becomes real.

Family continuity and the caring and prizing of one generation for another can be evidenced through an Heirloom Workshop where students enjoy the opportunity of having community members set up a "show and tell" time in the classroom. Heirlooms of all kinds are observed and handled while family stories are related of those whose love was expressed in the making and giving of these gifts. Planning and producing their own potential heirlooms plugs these students into the future. They tend to prize their own caring feelings as they set up a plan of their own for continuity—a white satin ring pillow planned to be used by three sisters for their weddings, a pair of beautifully made rag dolls to be passed on to the first daughter, a brightly colored crazy quilt, the recipient yet to be decided upon. And each potential heirloom has incorporated within it the name of the student and the date.

Basic to good male-female relationships is an understanding of those characteristics which constitute maleness and femaleness, the roles traditionally expected of the male and the female and those roles actually accepted and assumed in a marriage and family situation. Then use a "live" continuum, designating with signs two opposite locations in the room, one "Female," the other "Male," and using the center point as "Male and Female." This is where the fun begins! Using the prepared list of roles, as each is called out, the students take their positions along the continuum according to their beliefs as to the assumption of each particular role. This elicits such remarks as "Look where he's standing. I surely would not ever marry him"; "Jim nearly always stands in the middle. His wife could have a career, too, and they could get all the work done at home together"; "She'd better wise up! She will never find a husband who will do everything she expects him to do!" The teacher will observe a self-searching for beliefs; remarks that are autocratic, cooperative, democratic, contradictory and many times indecisive. The students enjoy great fun in the opportunity and immediacy of expressing themselves on a "live" continuum and of observing their classmates' opinions in relation to their own.

Writing and memorizing an original devotional initiates a search into spiritual strengths of a person. In some families a devotional is never used; in others the feeling is there but the words are missing. Some families eat together so infrequently that a mealtime prayer time is unknown. Other families are not exposed to religious experiences and have difficulty expressing their thoughts. But a sense of wholeness can be enlarged with the ability to repeat a devotional either in the family circle, at a meal where one is a guest, or merely to oneself. This is an example of Dr. Torrance's "cutting holes to see through."

Stereotyping and labeling can shape self-concept, and self-actualization can be impeded or enhanced by both. To work against negative conditions, the teacher uses every opportunity for praise, acceptance, and development of latent talents, being careful to avoid the negativism of killer phrases such as "You don't know how to do that," or "Your idea won't work—it's never been done before." Having students answer the roll with "I am somebody!" enables each student to begin to believe in her/himself no matter how s/he has been stereotyped or labeled in the past.

A way to impress upon young people the responsibilities of parenting and the maturity required for such an undertaking is the Egg Baby Project. Determine initial student reactions to parenting through a survey which will also be used at the end of the project to measure changes in attitudes. Then follow these steps: Color each fresh egg with pink or blue water colors. (The student must not cheat by boiling the egg.) Allow each student to choose a "girl" or "boy" egg. The student is assigned the care of this "baby" for a period of seven days. S/he is to keep a 24 hours-a-day diary and is to record all items involved in baby care such as feeding, diapering, costs, medical care, and clothing. An environment must be created to protect the "baby." This may be a small basket, a pouch, or a tiny blanket, something to protect it from the elements. If the egg gets broken, the student must call a previously contacted funeral home director to arrange for burial and must adopt another "child" and go through the experience of filling out adoption papers. Early in the project, present to the class a basket full of emergency situations for each student to draw from. S/he must take care of that situation through problem solving, and necessary contacts with professionals and others must be made: the doctor because of an allergy to milk; a grandmother or other because the baby sitter cannot come. Beneficial situations should be included in the basket: the baby slept all through the night, Uncle Joe sent the baby $25—what are the consequences? A child abuse case and its follow through would create much growth among the students. The student must carry the "baby" with him at all times or provide for actual babysitting by a friend or relative and pay the cost. Repeat the initial survey and determine attitudinal changes toward parenting.

Have each student list his/her assets and liabilities—those things s/he has "going for him/her" and those things that cause unpleasant things to happen to him/her—and design an outdoor advertising poster selling him/herself to his/her classmates. The students then evaluate the posters and choose the one whose designer s/he would most like to have as a friend, or to hire to do a job, or to have as a member of his/her family.

Planning an Eatin' Meetin' becomes a fun framework for practicing the problem-solving experience. Problem: pack a lunch that you can enjoy during the hour that you are in class (morning, noon, or afternoon) according to your appetite, your pocketbook, and the time you have for preparation. No stove or refrigerator will be accessible. The individual evaluates his problem-solving ability following lunch by means of a prepared reaction sheet. Very few absences occur on such a day!

As an artist signs his paintings, a thoughtfully designed shape embroidered somewhere inside a student's clothing project becomes a personal signature, a Me-Mark. These shapes may be symbols of relationships with people; favorite toys or animals from childhood; a favorite fruit; traffic signs; or punctuation marks. Any shape that has significance for the student becomes uniquely his through a system of registration with the teacher, much the same as a rancher registers his brand. Working out the size, color, and quality of handwork on a scratch of fabric early in the course establishes the design and ownership of the Me-Mark before the first project has been completed.

If we keep available a supply of inexpensive hand mirrors, we can invite each student to take a good look at him/herself before filling out personal inventory and rating sheets.

Being able to spontaneously sense the needs of students, the teacher would find it beneficial to have "lifesavers" readily available. These could be one or two-page activities, in quantity, that can be used at a moment's notice as the student-teacher relationships develops in unexpected directions: wordsheets taken from currently popular songs; games and puzzles; inventories duplicated from references as well as your own original reaction sheets such as self-appraisal rating scales, parental approval indexes, items to be ranked, "things that motivate me" check sheets, and forced-choice values tests. *100 Ways to Enhance Self-Concept in the Classroom*[4] by Jack Canfield and Harold C. Wells is a highly recommended reference of "the sweetest, most gentle, most instantly useful, and gripping exercises, strategies, and techniques." Another suggested reference, Gloria A. Costillo's *Left-Handed Teaching—Lessons in Affective Education*,[5] provides an abundance of activities which can be used at or adapted from the elementary level for which this book has been written. Add to these the delightful book *Free to Be You and Me*,[6] edited by Carole Hart, Letty Cottin Pogrebin, Mary Rodgers and Marlo Thomas. Full of sing-along, read-along, read-to-me, read-together, close-your-eyes-and-listen fun, it can be used easily on the spur of the moment. Then enrich your "lifesavers" file with materials produced by the Future Homemakers of America. "Teen Times," the national FHA/HERO magazine; materials designed for Encounter, their program planning process, are rich sources for individual and group activities. Of five minutes duration or longer, all of these materials can truly be life savers.

William Glasser's class meeting concept which he describes in *Schools Without Failure*[7] is another togetherness serving another purpose—that of peer-discipline and self-discipline in a democratic setting. A rather complete listing of resources is *A Guide to Resources in Humanistic Education*,[8] by Jack Canfield and Mark Phillips.

The human element in teaching has come into renewed and sharpened focus with the evolvement of humanistic psychology and educaton and with the consideration of the affective domain as being fundamental to all other aspects of learning. Infinite, fluid, open, accepting and healing, humanistic teaching and learning becomes reality therapy for all who are involved in the interpersonal relationship. The investment should be made as honestly and completely as possible, for returns on the investment are forever.

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[4]Jack Canfield and Harold C. Wells, *100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976).

[5]Gloria A. Castillo, *Left-Handed Teaching: Lessons in Affective Education* (New York, N.Y.: Praeger Publishers, Inc., 1974).

[6]Carole Hart, Letty Cottin Pogrebin, Mary Rodgers, and Marlo Thomas, eds., *Free to Be You and Me* (New York, N.Y.: McGraw Hill Book Company, 1974).

[7]William Glasser, *Schools Without Failure* (New York, N.Y.: Harper and Row Publishers, Inc., 1969).

[8]Jack Canfield and Mark Phillips, *A Guide to Resources in Humanistic Education* (Amherst, Mass.: New England Center, Box 575).

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DRUG INFORMATION

Approximately 10 million women in the United States are on "The Pill." As with any drug, there are certain risks involved in the use of birth control pills, and the Food and Drug Administration has proposed that whenever a woman has a prescription filled or refilled she receive a brochure explaining the risks and benefits of using these drugs. For more information about the proposed new patient brochure, write: FDA CR-6, PO Box 4646, Chicago, IL 60680.

From FDA News Clip Sheet October 1977.

Consumer-Homemaking for Teenage Parents

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The school administrators in Jefferson County, Georgia, recognized that the number of pregnant teenagers and parents enrolled in the high schools was rapidly increasing. Many teenagers at the time of life when they should be hard at the work of emerging into adulthood suddenly find themselves faced with the awesome task of parenthood. Adolescence, which is still a time of physical, emotional, social, and intellectual growth, is usually a time when the individual is trying to find him/herself. S/he is trying to find where s/he fits into the scheme of things and is in a somewhat self-centered stage of life and needs to be able to concentrate on him/herself and his/her plans for the future. Many adolescents are caught up in the task of parenthood at this crucial time in their lives before they know what it's all about. Before they are prepared to cope with their own emotional needs they find themselves responsible for the emotional needs of an unborn child.

A proposal was submitted to the Georgia Department of Education. The proposal stated that (1) all programs would be open to both male and female students; (2) the curriculum would be expanded to include a course or courses in prenatal-postnatal care, child care and development, health services including nutrition, family relations, parenting, home management, and consumer education; (3) a comprehensive guidance and counseling program for students would be provided including school counselors, classroom teachers, other resource persons from health services, and social services organizations. An advisory council composed of school administrators, representatives from the health department, family and children services, extension service, home economics teachers, counselors and industry proved to be of invaluable help to the program.

Originally, the program was conceived to serve the teenaged parents and expectant parents in the three high schools in Jefferson County. Since the pregnant students and the students who were parents would not constitute a full class load, the course was opened from the beginning to any high school student who was interested in electing to take it. This has proved to be a plus factor for the program. The fact that the class is not limited to parents and pregnant students takes away the stigma that a class exclusively for them could have.

Since there are three high schools in the county, classes were offered in each school. The class was listed as Family and Child Development. There was one instructor-coordinator for the program whose job was to plan the program and teach the classes in each school. Due to the travel time between schools, it was possible for the instructor to be in only two of the high schools each day. A teacher's aide was employed to conduct the classes when the instructor was not there.

The most important allies were the school counselors who were very helpful in encouraging parents and expectant parents to elect the course. The course was offered as a part of the high school curriculum with unit credit the same as any elective offered. Female students entering school late because of child birth were encouraged to take the course. It is interesting to note that of the parents and expectant parents who did not elect the course last year, all but one have signed up to take the course next school year.

A class was offered in the summer for student-parents who were seniors and could not work the class into their regular schedules. Teenaged parents who did not attend school were invited to attend the summer classes which met two hours each day for four weeks. The main emphases for these classes were prenatal development, family planning, nutrition for the expectant mother and the pre-school child, and consumer education especially where food shopping was concerned. Many of the student-parents who were enrolled in the class during the school year helped publicize the summer classes and some of them attended the classes with their friends.

An added attraction for the summer classes was the infant and pre-school toys that were available for the students to check out at each class meeting for their children to play with. They really liked this and some asked to purchase a toy at the end of the sessions. Since many of the parents find transportation difficult and do not have a variety of shopping available to them, it was the first time they had seen these types of toys. They were a selection of the very durable and safe educational toys manufactured by Fisher-Price, Play School and Creative Play Things. One student suggested that they evaluate the toys' interest and play value to their children. Several of the students did this with very interesting results. The students who evaluated the toys were students who had taken the course during the school year. It was rewarding to see their enlightened approach as to how their children now spend their play time.

In working with teenaged parents, it was found that they are very eager to learn about the needs of their children. They were astounded by much of the material concerning the needs of the infant from birth where early stimulation is concerned. One student confessed that she had never taken out of its box a mobile that her baby had received as a gift. She thought her three-month-old baby was too young to be interested or even to notice something like that.

The curriculum was designed to incorporate the components important to parenthood education as outlined by Stanley Kruger.[1] Being a parent demands commitment and prospective parents need to know the kind of commitment parenthood demands before they get there. Emphasis was placed on assisting students to develop decision making skills that will provide a sound basis for coping with challenges. Nutrition and consumer education were threads running through all the units. They were not studied as separate units. The units covered were:

- Unit I—Who Am I?
  - A. Individual Development
  - B. Development as a Family Member
  - C. Development as a Friend to Others
- Unit II—Adolescence, From Child to Adult
- Unit III—Human Reproduction
  - A. Conception
  - B. Family Planning
- Unit IV—Prenatal Development and Birth
- Unit V—The Developing Child
  - A. The Postnatal Period—Care of Mother and Baby
  - B. The Baby's First Year
  - C. The Toddler—One to Three
  - D. The Child from Three to Six
  - E. The Child from Six to Twelve
- Unit VI—Family Development
  - A. Readiness for Marriage
  - B. Courtship and Engagement
  - C. Marriage
  - D. Parenthood
- Unit VII—Family Health
- Unit VIII—Working with a Pre-School Child
  - A. Guidance and Discipline
  - B. Guiding the Pre-School Child's Intellectual Development Through Play

The format of the classes varied from day to day, and lecture was kept to a minimum. A reading aloud technique, which is sometimes questioned by educators, was often requested by the students when we began a new chapter. The comprehension of students was very limited; therefore, the opportunity to discuss the material that was read aloud with the class was welcomed. Discussing the case studies in the text and other books was instrumental in emphasizing main points in the material. The case studies were especially helpful in the area of problems related to lack of parental understanding of the child's developmental needs at any given

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[1]W. Stanley Kruger, M.Ed., "Education for Parenthood and School-Age Parents," *The Journal of School Health* (May, 1975).

stage. The main points in a unit were usually listed on the chalk board or on a flip chart. This was necessary because taking notes as material was discussed was possible for only a few of the students.

Group work was popular and the students worked well together answering questions and doing projects. They planned and constructed many interesting bulletin boards. The aides in each school directed the group work, which was usually done on the days the instructor was not at the school. Other days were used to present new material or to discuss material presented as a result of group projects and reports. The days the instructor was not present the students worked on role playing, toy projects or other projects, read materials available in the classroom, and also reviewed filmstrips they wanted to see again. A key factor in the success of this project was the rapport the aides had with the students. It was important that they be able to handle the class because some days they had full responsibility for the class. They would direct the class through activities that had been planned together. The aides had been carefully selected by the principals to work with this project.

The students enjoyed doing a variety of things. Field trips were made in small groups to the local stores to determine the cost of a basic layette and the cost of furnishing a baby's room or to see what types of toys were available and to determine the cost of basic toys for an infant and pre-schooler. Local supermarkets were visited to price the food for a week's menus that were planned by groups when discussing budgeting. The students really got involved with role playing in relation to parent-adolescent relationships, friendship, and situations where guiding and disciplining the pre-school child were concerned. Some of the students chose to do interviews of friends and relatives on the subjects of breast or bottle feeding, age for dating and varied life styles (single parenthood, traditional marriage, living together and divorce). Several students collected and compiled a list of old wives' tales on menstruation, contraception, prenatal development and early childhood development. These made very interesting reports when shared with the class.

The students, without exception, were very positive about their experiences observing kindergartens in the elementary schools. They observed for three days in preparation for the nursery school laboratory, which was operated during four weeks near the end of school.

The students made toys for their children or for siblings and relatives. In making the toys the group discussed how the toy would help the child as he developed socially, emotionally, physically, and intellectually. At Christmas, several of the students made and sold toys like the ones they were making in class.

Of course, the most valuable practical experience the students had was planning and operating a nursery school for four weeks. They made many of the learning materials and the students worked in groups or alone selecting the projects they wanted to work on. The classes were divided into four groups with each group responsible for the operation of the school for a week. Two groups were working each week with one group assisting the lead group. It was interesting to see students who had not done well academically, blossom forth as they volunteered to lead the music for their group, or plan the story time, or plan the physical activities for the day. Helping to operate the nursery schools gave the students an opportunity to put into practice some of the principles of child guidance studied during the year. Experiences that foster the physical, social, emotional, and intellectual development of the pre-school child were planned and carried out by the students. Working with the children in the nursery school helped the students to see if their interest in career opportunities might be in the area of early childhood education. Each of the nursery schools was conducted during the two-hour class periods in the individual schools. There were twelve children ranging in age from three years to five years in each school. A waiting list in each school made filling the classes no problem. The children came from varied backgrounds, thereby giving the students an opportunity to observe and interact with children from different home environments.

At mid-term the students were asked to evaluate the course. The evaluations were very enthusiastic about the course content. The comment was made many times that this was the only course they had taken that helped them learn about life. The comments of the students made clear the fact that among the academic courses, college and vocational preparatory courses, there is a need for a course about life and living, and the needs of the developing individual. Along with courses that will prepare the student to make a living, there must be courses that also prepare him for living where relationships and responsibilities are concerned. Whether these relationships be husband-wife, parent-child, or just person to person we have too long neglected our youth in this aspect of their educational needs.

One of the most mentioned comments about the kindergarten observation experience was that the teachers were so patient with the children, not harsh and demanding. This shows that the students, for the most part, were seeing a different adult model than they were commonly exposed to.

The evaluations the students made of the nursery school experience were most positive. The students all worked conscientiously when it was their group's time to be responsible for the day's activities. The excitement in the high schools that was generated by the nursery school was very rewarding. Teachers, students, and visitors were constantly looking in through the window from the main hallway, and everyone was interested and excited about what was going on.

For the students, the most important outcome of this course was that they will now have a more realistic understanding of parenthood and the needs of the developing child. These students should certainly have a better understanding than did Lissovoy's adolescent parents in his study of child rearing attitudes and practices of mothers and fathers who were married while still in high school.[2]

This has been a most rewarding experience for the instructor-coordinator, to see the interest and enthusiasm the students exhibited. It is felt that changes have occurred where self-esteem, attitudes, values, and expectations are concerned for them and their children. There is hope that this project will make a difference in the quality of life for the students—the homes they build and the future children they bear.

Some of the most effective resources used in the program are listed below:

The Developing Child, Brisbane (TEXTS)
Parenting, Gordon and Wollin
Married Life, Riker and Brisbane

Coping with Books (24)
Family Developing Series, Steck-Vaughn Co.
Pre-Natal Care
Your Child from 1 to 6
Low Income Teaching Kit on Child Development FES Packet A
Food is More Than Something to Eat
Toys: Fun in the Making
Beautiful Junk (the above 6 pamphlets are available from the U.S. Government Printing Office, Washinton, DC 20402)
Your Years of Self Discovery
The Years of Independence (Kimberly Clark Life Cycle Center, Neenoh, WI 54956)
The Miracle of Nature (filmstrip on menstruation) VERY GOOD
What Women Want to Know (booklet with above filmstrip), Gleen Education Films

[2]Vladimir de Lissovoy, Ph.D., "Child Care by Adolescent Parents," *Children Today* (July-August, 1973).

Johnson and Johnson pamphlets and chart
- A Safer World for Toddlers
- Baby's Eating and Sleeping Habits
- How a Baby Grows—chart
- When Baby is Ill
- Baby Sitter's Guide

Food for Thought (filmstrip with cassette or record), Thomas Lipton, Inc.

Family Living Program (each unit has filmstrips with cassettes, worksheets)
- Unit I—The Individual
- Unit II—Partners
- Unit III—Family
- (Scholastic Magazines, Inc.)

Unit II—Health and Safety
Unit III—Learning in the Home and Learning Away from Home
Unit IV—How an Average Child Behaves from Birth to Age 5
(Parents Magazine)

Tomorrow Begins Today
Sickle Cell
Inside My Mom
(The National Foundation—March of Dimes)

Why Break the Fast—Food for Thought Resources Kit (Kellogg Co., Battle Creek, MI)

Film: Friends See You Through (family planning information on services available through health departments)

Trigger Films: Mark and Susan (chastity)
Ginger (teenage pregnancy)
Gretchen (teenage pregnancy)
Cindy and Jack (veneral disease)
(Planned Parenthood, 1303 Fifteenth Street, Augusta, GA 30901)

Food for Life (kit) filmstrip with cassette on each food group (Tupperware Educational Services, Orlando, FL 32802)

Baby Jane Layette (tub and doll)
(you need bathtub and layette but you could collect your own and have what you know is available from local stores)
MCE Module—6 Ways to Shop
MCE Supplement One
(Instructional Systems Div., Grolier's Education Corp., 845 Third Avenue, New York, NY 10022)

Nutrition Series (Double Sixteen Co., Box 1616, Wheaton, IL 60187)

Beginning of Life (filmstrip and cassette)
(Vitamin Information Bureau, Inc., 664 North Michigan Avenue, Chicago, IL 60611)

"You can be insured against everything but making a fool of yourself."

Mainstreaming EMR Students

Jenell R. Griffith
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Most teachers have experienced the satisfaction of teaching bright students and have been pleased with themselves when students excelled under their instruction. Teachers have experienced pride when their students received honors or merits of success in which they had an influential part. Such teachers spend hours planning challenging lessons for these students. It is easy to become slack, however, with a slower group and to become bored and/or frustrated if success or progress is not in evidence.

Out of what has been called the Civil Rights movement of the '70's—a movement championing the rights of all handicapped children—has come legislation that will radically change the fabric of our public education system. Public Law 94-142, signed into law in November, 1975, assures that all handicapped children have available to them a free appropriate public education which emphasizes special services designed to meet the individual's needs. States are required to offer such education to all handicapped children between the ages of 3 and 18 by September 1, 1978. The element of the law which seems to be stirring the most controversy is its firm stand on the principle of mainstreaming, or integrating handicapped children and nonhandicapped children in the classroom.

Today teachers of home economics are faced with a possible problem in teaching the retarded student. It could be a problem because most home economics teachers do not have adequate preparation to handle such learning problems. Excellent resources are available but many of these are beyond the realm of understanding of the educable mentally retarded student. The challenge of mainstreaming can be as great, perhaps greater, than meeting the needs of the gifted.

Presented here are some basic beliefs regarding mainstreaming the special student into traditional classes. The beliefs are drawn from experience in teaching consumer-homemaking at the secondary level with EMR students included, teaching personal and homemaking skills in the Georgia Retardation Center, and teaching home economics to the retarded and mentally ill in preparing them to return to community, family, and regular school settings.

Whether teachers agree or disagree that EMR students should be placed in regular classes, they are there, and the fact must be accepted. Teachers are bound by law to work with the handicapped, including the mentally retarded, in the "least restrictive environment." The least restrictive environment means that EMR students will not be restricted to the Special Education classroom but will be enrolled in other classes, such as home economics.

There may not be a Special Education class in every school, but there are probably still EMR students or at least slow learners. A special class may exist and EMR students may not be enrolled due to parental pressures or other forces. Special Education teachers should inform the home economics teacher if special students are being mainstreamed into their classes. If not, a teacher can ask to see records. IQs in the EMR classes range from 50-85. Help can be had from the Special teacher; we need to *know our students*.

The needs of the EMR students are distinct, their abilities limited, and their need for success tremendous. One of the most damaging things a teacher can do to their already low self-concept is to allow them to become observers. The student knows s/he is retarded. Exclusion can foster a multitude of problems for the teacher and the other students, and will prevent them from acquiring the knowledge and skills they are capable of learning for later life.

The EMR student has become a master of defeat before entering the home economics classroom. Most school activities are based on reading and math abilities; consequently one of the most readily observed characteristics is generally the low reading level. So much of curriculum has the underlying assumption that the student can read. This is a good place to begin revising.

The following may be characteristic of the EMR students:

1. a poor memory
2. limited ability to abstract and generalize
3. imprecise perceptions
4. difficulty in understanding cause and effect
5. limited vocabulary
6. poor retention
7. restricted reading and listening comprehension
8. poor self-concept
9. need for immediate gratification and reinforcement
10. need for sense of trust
11. a dislike of school.

Generally the physical coordination of the EMR students is poor. If an average right-handed adult attempted to sew, cut, measure, or stir with his/her left hand, s/he would experience the same awkwardness many EMR students feel when trying to do some of these tasks with their preferred hand. The students need to work with large items, practice hand work such as sewing on buttons, cutting for bulletin boards, weaving pot holders, and working cross stitch to strengthen coordination. The average student has normal ability to perceive 5/8″, half of the cloth, or a cup full. Perceptions such as these are very difficult for the EMR student. We must show the student rather than explain, and how him/her more than once, with immediate follow-up.

Individualized instruction is most satisfactory in incorporating learners of various levels. Students are allowed to perform at their own level without feeling ashamed. It may be necessary for the teacher to make her/her own learning packages for EMR students. The Special Education teacher could be asked to assist in selecting appropriate materials. Many companies and agencies are offering materials for the slow and non-reader which easily complement traditional materials. Resourceful teachers can make excellent use of magazines, games, films, pictures, demonstrations, and field trips.

In Georgia a group of home economics teachers developed a guide for teaching home economics to EMR students.[1] This guide is to assist Vocational Home Economics teachers adequately to incorporate the EMR student into their classrooms. It includes the areas of (1) Family and Child Development, (2) Housing and Management, (3) Clothing and Textiles, and (4) Foods and Nutrition. It is an adaption of the first of three levels included in four area guides developed in Georgia in 1974-75. This system offers teachers the opportunity to use similar learning experiences at very low cognitive level for the EMR students. The same objectives were used but experiences, resources, and evaluation were adapted to the slow learner.

Because the EMR student needs so much to be successful, teachers will find they must alter their expectations but keep them at the highest level of which the student is capable. A second grader would not be expected to understand or perform in the same manner as the eleventh grader, nor should a teacher expect an eleventh grader reading at a second grade level to perform the same. Nevertheless, the student is not equated with a second grader. A teacher needs to select activities which require a brief amount of time and that the student will be able to complete. Many of these students do not like school because they have not succeeded. Experiences must be found in which they will be successful. If expectations match ability, the student will be able to meet the expectations, feel successful, and then both the teacher and the student will have succeeded.

We can permit and encourage the slow student to participate and contribute to the class. Their views are often enlightening and practical. Other students may require special instruction in accepting the special students. Average students can learn and benefit from working with, not for, and laughing with, not at, their EMR classmates.

The teacher's praise is so foreign to many of these students that it usually requires many attempts. Praise cannot be "overdone," and the benefits to the learner cannot be underestimated. Praise is the incentive to continue and one sure way to improve self-concept. Sincerity is especially necessary when relating to the EMR student. S/he needs to trust the teacher so that s/he will not hide his/her efforts under the fear of being ridiculed.

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[1]*Home Economics for EMR Students* is available from Home Economics Education, College of Education, University of Georgia, 604 Aderhold Hall, Athens, GA 30602.

Generally in a class of twenty-five students it is difficult to observe what a specific student's problems are. For this reason it will probably be necessary to spend after-school time working with the slow students. The teacher will be able to identify progress when it does occur and establish a good relationship with the student. The students' request for help could be considered progress in itself. It could be very much of an incentive to a student who lacks motivation and who is certainly not accustomed to special time or attention from a teacher. Generally the EMR student will not ask for the teacher's time; s/he must offer, perhaps more than once.

It is not surprising that the EMR student does not usually care for school. There is little opportunity for involvement in school activities, clubs, or sports. This is not a necessary phenomenon as there are many acceptable ways of involving the students. The home economics teacher can encourage students to become members of the Future Homemakers of America and thereby offer the opportunity for the student to be involved with peers socially, to be a part of a group, and to enhance self-image. Suitable committees, chapter responsibilities, and projects can be delegated with guidance and encouragement. EMR students in Georgia have earned FHA junior, chapter, and even state degrees since the program is not competitive but based on attainment of personal goals. Admittedly this level of success requires much effort on the part of the teacher plus family support.

Not to be overlooked are the problems with behavior many EMR students have. Some of the problems are created as a result of frustration and their inability to cope with school in a normal way. It may be more acceptable to the student to be disruptive than to attempt work s/he cannot accomplish. Firmness is a necessity as is expectation. The student may be accustomed to just sitting or 'acting out' because no one expected anymore.

Ideally, it would serve great purpose to be able to work with counselors in channeling EMR students into lower levels of home economics—even repeating levels. If this is not possible then, as mentioned, lessons and expectations must be altered. Grades are often a source of embarrassment. The special students' cooperation and participation are accomplishments, and ratings on these personal qualities may be incorporated in their grade.

Home economists can help Educable Mentally Retarded students use academic skills in a functional way and enhance their self-concepts by creating and working well in groups. The student can gain skills necessary for a more independent adult life and see him/herself as the valuable citizen s/he is.

ESTROGENS

Each time a woman has a prescription filled for estrogen, the Food and Drug Administration requires that she receive a special brochure informing her of the risks, as well as the benefits, of these drugs. The brochure will point out that extended use of these drugs has been linked to cancer of the uterus. It will advise women to take these drugs in the lowest effective dose for the shortest time needed. The brochure states that FDA has found no evidence that estrogen drugs improve skin tone.
Be sure to read the brochure and discuss its contents with a doctor.

From FDA News Clip Sheet October 1977.

THE ROLE OF THE MALE HOMEMAKER

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According to Landis,[1] the male has maintained throughout the centuries a more nearly uniform role behavior than the female. However, in this age he has not escaped the pressure to conform to new roles. Modifications of behavior that may be embarrassing and even disastrous have become necessary. Since the 1920's our society has experienced a dramatic change in sex role definitions. Smith[2] states that the days when sex roles were well defined or generally agreed upon are gone. What a husband or a father, a wife or a mother, or a child should do were a part of the traditions of the culture. Now traditional sex roles are in question as never before.

Today, individuals, married couples, and families function in a wide variety of masculine-feminine patterns. It is no longer possible to generalize about who does which task in American families. This shifting role encourages maximum involvement of the father and husband in family affairs. Not only does this shifting role position encourage the male, but modern wives are also demanding greater involvement from their husbands. The women's liberation movement has been a major reason for the present interest in sex role allocations. Because of it women have moved even more into the working world. This has sometimes forced the husband to help operate the household, and modern occupations allow men time for greater domestic involvement.

More and more boys are enrolling in high school home economics classes. A more effective home economics class could perhaps help boys be boys and just relax. Gilder[3] notes that at present this is difficult for males, because relaxed masculinity is at the bottom of society's approval list. This is true, because society has been conditioned for countless years to expect men to be strong, stern, dominant, and tough.

Landis and Landis[4] stated that a higher value is placed on work in the competitive world than upon homemaking, thus in some ways homemaking is denigrated. They wrote that continuous pressure is placed on girls and boys to have interests appropriate to their sex, and to behave according to social definitions of "masculine" or "feminine" behavior. Christgan[5] stated that perhaps what we need is a kind of "men's lib" movement, directed to an analysis of male sex roles. Home economics for boys can assist in this effort, for it helps males realize that people should not be forced to stay with existing sex roles.

Harriman[6] stated that in order successfully to develop these role shifts both men and women need to see themselves functioning comfortably in new ways. Self-motivation plus social confirmation is necessary to validate this change. As these roles become less rigid, Landis and Landis[7] wrote that men are now free to participate more in homemaking and child care tasks and find pleasure and enjoyment in this part of life that they were denied in the past. They were among those discussing the changes that have occurred in male-female roles and noted that there has been a continuous redefining and reassessing of masculine-feminine roles within this century. The role of the male homemaker is on the increase due to a number of factors: the women's liberation movement, increased number of women in the working field, and increased leisure time. According to Landis,[8] the apron, dustpan, dishcloth, and diaper pins are symbols of his new domesticity; but, they may also be symbols of a deeper and more satisfying family life than ever before. This trend is more characteristic of the middle class than of the lower class.

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[1] Paul Henry Landis, *Making the Most of Marriage* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975).

[2] William D. Smith, "The Family Roles of Modern Man," *The Illinois Teacher of Home Economics*, X (1966/67), 2.

[3] George Gilder, "The Suicide of The Sexes," *Harper's Magazine*, 1973, pp. 42-49.

[4] Judson T. Landis and Mary G. Landis, *Building A Successful Marriage* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973).

[5] Robert Christgan, "Men, Are You Ready For Men's Liberation?" *Ms.*, February, 1974, pp. 12-13.

[6] Lynda C. Harriman, "Changing Roles: Implications for Home Economics," *Journal of Home Economics*, 69 (March, 1977), 11-13.

[7] *Op. cit.*

[8] *Op. cit.*

Holmstrom,[9] in a study dealing with traditional and professional families, stated that traditional husbands expressed negative attitudes toward household tasks. They said that the house was the wife's responsibility, they disliked housework, or they had too much else to do. The wife organized the household to support and further the career of her husband. Thus the husband's work was seen as more important and demanding of time and energy.

Cavan,[10] in 1959, reported that wives do not want their husbands to help around the house as they are awkward and make more work for them. Other wives felt that the help of a husband would be a threat to their ability to manage a household. On the other hand some husbands felt housework was beneath them. Many felt that they should not be asked to help do the wife's job after putting in a full week's work in order to support the family. Today many of these same reactions are expressed by men and women.

An important point was made by Landis and Landis[11] when they stated that a significant element in marriage is the attitude each person has toward his/her own role, and the spouse's role as well. Some marriages are placed in jeopardy by rigid ideas concerning roles. Stress may also evolve as the man tries to become more flexible by accepting some obligations formerly considered feminine and still maintain a masculine image. Westlake[12] stated that in order to prevent family stress, women and men need to learn again that there is dignity and social value in maintaining a healthy environment in which to live. The raising of well-adjusted children is a more difficult and socially valuable task than the operation of industrial or office machinery.

Harriett Coffin,[13] in an article in 1973, expresses her views on the current "house trap" families are trying to escape, as they try to unlearn myths of the past. She believes it is time the sexes gave each other permission to be human. Men should be allowed the pleasures of the more intimate "subjective" world, and women should be allowed to enter the wider "objective" world. There is a need to talk about human roles instead of masculine and feminine roles. It should no longer be necessary for men to be "tough and impersonal" and women "soft and personal." Both sexes should give each other permission to be courageous and compassionate, weak and inept, and human.

There are many factors contributing to the increased number of male homemakers. Sadker[14] believes that women's liberation encourages men to explore a more complete parental role. Nelson[15] adds the feeling that any father and husband in a liberated household must be able to defend his family's life style since many feel that a variation in life style is against sacred norms. There is again a possibility of stress in the marriage and family. Any time there is a change in family roles, stress may develop because of the lack of role definitions due to their rarity in the past.

How does the male homemaker feel about his participation? Nelson[16] describes the change his family underwent in becoming "liberated," noting that some shifts in duties, responsibilities, and attitudes were necessary. He personally found enjoyment in the chance for new expression in roles he previously disdained. Children are unaffected, since they do not have to worry about assigned roles. Husbands and wives can have their own views instead of mirroring each others' views. He also points out that it becomes easier to live with people who are reasonably content with their status. Also, income increases along with respect and understanding. Since there is a common reference between spouses and with both of their full potential being exercised, everyone gains. Russell[17] in an article from a popular women's magazine talked to several liberated men about their participation with the home. One male homemaker related his keeping the apartment clean to taking care of himself; it is his environment and he wants and enjoys taking part.

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[9]Lynda Lytle Holmstrom, *The Two-Career Family* (Cambridge, Mass.: Schenkman Publishing Company, 1972).

[10]Ruth S. Cavan, *American Marriage. A Way of Life* (New York: Thomas Y. Crowell Company, 1959).

[11]*Op. cit.*

[12]Helen G. Westlake, "Today's Sex Roles and Developmental Differences in the Male and Female," *Illinois Teacher*, XVI (March-April, 1973), 245-250.

[13]Harriet H. Coffin, "Harriet Harvey Coffin Answers Her Husband: Isn't It Time the Sexes Gave One Another the Permission to be Human?" *The Illinois Teacher*, XVI (1973), 263-266.

[14]David Sadker, "The Feminist Movement: Not for Women Only," *Journal of Teacher Education*, 26 (Winter, 1975), 313-315.

[15]Donald M. Nelson, "The Liberated Family: Everyone Gains," *Illinois Teacher*, XVI (March-April, 1973), 267-270.

[16]*Ibid.*

[17]Beverly Russell, "Do Men Still Believe that Domesticity is Women's Work?" *House and Garden*, July, 1975, pp. 59, 139.

The increased number of women returning to the working field or completing their education has also increased the number of male homemakers. Referring again to Holmstrom's study[18] of traditional and professional couples, she discovered that almost all the husbands help around the home regularly. Where children were involved, the husbands helped with such tasks as the changing of diapers, feeding children, putting them to bed, getting up at night with a crying child, or the general care of children. When asked the reasoning behind their assistance, the most common answer given was that it seemed a necessity or the only feasible way of getting things done.

Leisure time has contributed to the influx of male homemakers. Saxton[19] states in her book dealing with marriage and the family that an increased amount of leisure time has resulted from the numerous secondary institutions and services available. Both of these have enabled the husband-father to perform household tasks that no longer require special training or excessive amounts of time.

Many more studies and articles have been done concerning husbands in a parenting role rather than a homemaking role. Rapoport and Rapoport[20] view parenting as a two-person function, but it has been a highly asymmetrical one. The maternal role was associated with femaleness and mother. The paternal role was more invisible and his parenting was partly reserved for crisis, discipline, and source of material resources. Harriman[21] believes that the term "parenting" suggests that both mothers and fathers are sharing the responsibilities of child rearing.

Siegel,[22] in his 1973 article dealing with his own liberation, expressed the opinion that dealing with soiled diapers and screaming babies is not "women's work." The caring of a child's entire range of needs is the responsibility of both parents, life giving and humanizing to both, and healthy for a family relationship.

Due to this shifting role pattern of males, a study and a follow-up[23] were conducted to examine and describe the husband's parental and household responsibilities. That is, the companion studies attempted to state what men felt were their responsibilities and which responsibilities they undertook. The data for this research were collected from intact families; that is, a husband, wife, and at least one child living in the home. The sample males were selected from three different occupational levels (professional, technical, and skilled laborers) and three geographic locations to control for socioeconomic level and geographic distribution. The original study used tape recorded interviews to collect the data as an open-end questionnaire was desired. The follow-up study used a checklist based upon responses from the original interviews. The findings that appear to be significant are explained in the following paragraphs. Interest of men in child care was relatively high. Men in all three geographic locations expressed approximately equal attitudes, with professional men indicating the strongest interest. The responsibilities were scored in either the always or often column or the share with wife column indicating that not only was there an interest, but also an active role in child care. Physical care of children and discipline were the individual tasks in which men expressed the strongest interest.

Providing money for food and clothing received the most responses in the follow-up study. The research indicated that men still feel food preparation is the women's responsibility, and their role is merely secondary. The responses to food preparation indicated that males make little or no contribution. Most of the men did seem to feel they should clean up the table and kitchen after meals.

Men in all locales see the importance of their role in housecleaning, feeling that the task of cleaning the floors is the most important one for them to assume in housecleaning. However, more men actually did the heavy work in housecleaning.

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[18] *Op. cit.*

[19] Lloyd Saxton, *The Individual, Marriage, and the Family* (Belmont, Calif.: Wadsworth Publishing Company, Inc., 1972).

[20] Rhona Rapoport and Robert N. Rapoport, "Men, Women, and Equity," *The Family Coordinator*, 24 (October, 1975), 421-432.

[21] *Op. cit.*

[22] Gary Siegel, "My Male Liberation," *Illinois Teacher*, XVI (March-April, 1973), 271-272.

[23] Hilda M. Johnson, "Parental and Household Responsibilities of Husband as Identified by Married Males" (M.Ed. thesis, 1975); Susan M. Davis, "Married Males' Role in Household and Parental Responsibilities" (M.Ed. thesis, 1977). (Both theses were in Home Economics Education, University of Georgia.)

There was little male interest in laundry and clothing in all three geographic locations. The response revealed that these men rarely ever ironed clothes or mended and sewed on buttons.

Only an approximate one-third of the men interviewed indicated that they assumed the total financial responsibilities; most shared these responsibilities with their wives.

Outdoor and household maintenance is an area that was assumed by the males in this study and is of primary concern even though the original interviewees expressed little interest in outdoor and household maintenance.

What is the role home economics educators can play in perpetuating the male homemaker? Walker[24] feels that since the family and its functions are prime interests of home economics, teachers are in an excellent position to deal with these role changes. Marshall[25] states that child care and homemaking are person roles to be assumed by either men or women. Educators in the future must focus less on male-female roles but more on the person and on people and cease reinforcing cultural stereotypes. Finally, Aldous[26] wants educators to encourage their students to think in terms of family roles based on competency, interest, and available time, rather than gender roles.

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[24]Kathryn E. Walker, "Who Shares in the Family Work? *The Illinois Teacher of Home Economics*, X (1967), 2.

[25]William H. Marshall, "Issues Affecting the Future of Home Economics," *Journal of Home Economics*, 65 (September, 1973), 8-10.

[26]Joan Aldous, "The Making of Family Roles and Family Change," *The Family Coordinator*, 23 (July, 1974), 231-235.

FHA/HERO serves BOYS too

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The Future Homemakers of America organization has seen many changes since its founding 33 years ago. National dues have increased from $.10 to $1.00 per member per year; FHA merged with its black counterpart NHA; HERO Chapters were established to meet the needs of the occupational students. Many new changes must still be met if the home economics education student organization is to keep abreast with changing times.

One of the biggest challenges facing chapters today is changing the "all girl" image to "all anybody" image. In the 1976 Vocational Education Amendments, Congress expressed a concern over the existence of sex bias and sex stereotyping in vocational education. If this problem is evident in vocational education, then it is certain to exist in vocational youth organizations.

How many males in your state are enrolled in courses taught by the home economics teacher? Whether it be Family Living, Career Exploration (pre-vocational), or Co-Ed survival, these young men are potential members of the Future Homemaker organization. What can we do to encourage them to join?

Approximately one out of every ten Home Economics students in Georgia is a male while less than three percent of the FHA/HERO chapter membership is male.

Seventy-six boys are members of HERO Chapters with 413 boys belonging to traditional FHA Chapters; of the 18,130 members in Georgia, 489 are boys. This number is larger than our male membership five years ago but there is much progress to be made.

In order to learn some of the reactions of advisers of chapters with male members and of members themselves, a questionnaire was sent to all chapters having four or more boys on their membership rolls. A total of 34 questionnaires were mailed and 16 were returned with appropriate answers and comments. The questionnaire is included at the end of this article. A cover letter was attached to encourage advisers to respond to the questionnaire.

The compilation of answers revealed that most males find their way to FHA/HERO membership through Consumer and Homemaking classes. Career exploration (pre-vocational) classes come in second with family living and occupational classes being third and fourth.

What encouragement was given to these boys to join FHA/HERO Chapters? Some of the advisers' reactions were as follows: Nothing really, as soon as one joined the others followed suit. We tried to show the students the value of men knowing how to manage their time, energy, and money in the actual home situation. In our Cooperative Food Services our students work and they are expected to join the chapter as part of their learning activities. Having Family Living classes open to boys was the initial step in involving boys and the quarter system played a major role. The boys feel a need for the courses and like the way they are being taught. I told them they may need home economics after graduating. We encouraged each class member to join emphasizing that we wanted young men also.

Some chapters made a special effort to attract young men. These activities are listed below:

Boys were exposed to chapter activities during the annual membership drive. They enjoyed helping with projects during FHA/HERO Week and Degree Week.

Boys were encouraged to run for office in local chapters.

Bulletin boards were displayed with males and females working together on FHA projects.

Chapter program of work was planned with some activities appealing to males.

Refreshments served at meetings was one of the primary factors in motivating boys to join.

FHA/HERO Chapter activities and requirements were explained during the first assembly program of the school year.

All interested students were allowed to attend two chapter meetings before paying dues.

Officers encouraged non-members to join.

Many chapter projects involved boys. Also, being in Junior High gives them an opportunity to be involved in a Chapter and experience how young ladies are to be treated.

FHA/HERO Chapter sponsored a trip to local amusement center. Only members could attend.

Chapter had a "Bring-A-Beau" get together. A short briefing of the chapter's purposes and activities was given. Some joined.

Individual invitations were sent to boys who would be an asset to the program. Each year more boys join. Some have run for office and by including them in activities they often tell their friends about the chapter.

Boys attended district and state meetings as delegates and were program participants.

Some chapters reported few or no changes in their chapter's program of work. Some of the most interesting changes are:

Little sister project is now Little Sister-Little Brother project.

Mother-Daughter Banquet is now Parent-Youth Banquet.

Members are referred to as fellows and girls.

More individualized instruction in Occupational Home Economics classes so that males may work in areas of home economics that are of the most interest to them.

Programs centered around jobs involving men in home economics.

Males were placed on committees.

Male resource persons and resource materials were used which relate to male students. More consumer and business interest were included.

Programs were career oriented and were planned by both boys and girls and appealed to both sexes.

Up-to-date filmstrips, text books, and other teaching media which included males were used.

Question four related to the degree program and chapter involvement. The questionnaire revealed that male members were involved in the degree program, chapter activities, and twelve chapters reported having boys serve as chapter officers.

What is the attitude of females toward having males in the chapter? All of the 16 chapters answering the questionnaire reported very favorable attitudes of girls toward having boys in the Chapter. Some of the chapter advisers reported an increase in membership, more exciting and gratifying chapters, and girls were challenged to be better chapter members.

The reaction to question six seemed to be the most revealing. Do male members resent being called "Future Homemakers"? Five chapters stated negative reactions by male members. Some commented that they don't like it, they asked to be called HERO's, or said it would be nice to get a new name that would be more befitting. Boys seem to associate Future Homemakers with cooking and sewing. (Does that tell teachers something?)

Nine of the chapters with male members indicated positive reaction to being called Future Homemakers. They recognize the fact that, as our emblem signifies, both males and females play important roles in making a home the kind of place it should be. They realize the role of men in society and in the home. Homemakers to them is not a "sissy image." It doesn't seem to upset them in any way. They think it is in keeping with the new life style and society. All males in Family Living felt that both males and females make a home. They call themselves HERO's, but don't seem to mind when grouped as "Future Homemakers." They want to learn to cook, sew, manage their time, energy, and money; also they want to know more about child rearing and being a successful family member. In our school boys are accustomed to being in home economics classes. There was no special reaction to being called "Future Homemakers." (This was a surprise to the teacher.) Very positive—they like being an FHA'er.

/other "Cafeteria Face-lift" item on the Moultrie FHA schedule was preparation of a bulletin board. The blue burlap 4 x 8 foot board constructed by the Industrial Arts Department has rapidly become a center of interest and the FHA members have assumed responsibility for keping it up to date on activities.

Study in the grooming unit of the Moultrie Jr. High eighth grade FHA chapter's homemaking classes featured professional beauticians from a salon in Albany at a recent meeting. FHA'ers were used as models to demonstrate hair styling.

Doug Loo and Mike Fulcher, seniors a Sequoyah High School, prepared and frie butterfly shrimp the Chinese way for the HER Chapter. Doug showed how handy chop stick are in removing shrimp from the deep fat fryin and gave many helpful hints in cooking Chines food. Many young men have expressed a interest in the new home economics cours "Co-Ed Survival" being offered next year.

Yes, in our state FHA/HERO serves boys too, but we are only scratching the surface. If we have boys enrolled in home economics then we must help them to realize that FHA/HERO Chapters are an extension to classroom learning. Through membership in local chapters they can enrich their classroom learning and develop leadership skills.

As more and more boys enroll in family living classes, occupational classes, and career exploration courses, there are more and more implications for the Future Homemaker organization. Unless there is an increase in home economics teachers, this means that fewer girls have an opportunity to take consumer-homemaking courses. Could this account for a decrease in membership? Do we encourage girls to join and leave the male membership to chance? If we continue to have a student organization that is relevant to young people, then we must serve boys, too!

What can local chapters and advisers, teacher educators, and supervisors, state associations, and the national organization do to encourage more male membership in FHA?

Some suggestions are as follows:

Local chapters and advisers

1. Provide boys the opportunity to attend FFA-FHA Camps. Advisers must work with camp officials to insure proper chaperonage.
2. Work with state advisers to overcome problems that keep males from attending state and national meetings.

3. Include boys as delegates to district and state meetings.
4. Conduct leadership workshop for both male and female members.

Teacher educators and supervisors

1. Help beginning teachers eliminate sex/bias or stereotyped role of the homemaker.
2. Emphasize to beginning teachers in methods and curriculum classes that both boys and girls are enrolled in home economics classes and should be encouraged to join FHA/HERO Chapters.
3. Make suggestions to beginning teachers of appropriate degree projects for boys.
4. Help students identify ways of giving visibility and responsibility to male members of FHA/HERO Chapters.
5. Be sure that the Future Homemaker organization is an integral part of the home economics program.
6. Recruit male home economics teachers.

State Associations

1. Revise and reprint state materials omitting "her" and "she." Substitute student, member or he/she, him/her.
2. Work with local advisers to eliminate problems which prevent male members from attending state and national meetings.

The potential for increasing the number of males as members of the Future Homemaker organization is unlimited. With a little added effort and encouragement, advisers and female FHA'ers can make FHA/HERO so inviting that males will want to become members. The challenge is ours. Let's accept it and bring the fellows into our organization.

QUESTIONNAIRE

Name of Chapter ______________________________

1. How many of your male members are enrolled in:

   Family Living __________

   Occupational Classes __________

   Consumer and Homemaking Classes __________

   Mini Pre-Vocational Classes __________

   Other __________

2. What means did you use to encourage males to join your chapter?

3. What changes have you made in your program to meet the needs and hold the interest of the male members?

4. Are any of your male members: (if yes, give explanation)

   (1) participating in degree program? ( ) Yes ( ) No
   (2) serving as a chapter officer? ( ) Yes ( ) No
   (3) working on chapter projects? ( )Yes ( ) No

5. What is the attitude of females toward having males in the chapter?

6. What are their (male members) reactions to being called "Future Homemakers"?

CAREER EXPLORATION IN HOME ECONOMICS

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When did you make your decision to become a home economist? A home economics teacher? Do you wish you had gained a better basis for making your decision? Many young people today are receiving a much better foundation on which to base their decisions than were students in the past. Are you helping your students to learn more about their employability in home economics-related occupations?

Down through the years many home economics courses have included some study of job opportunities in the particular area being studied. Georgia's consumer-homemaking curriculum guides of the 60's included an investigation of jobs available, the education needed, working conditions, and salary expectations in the areas of clothing and foods. Guides of the 1970's show the increased emphasis on career education with the inclusion of investigation of job opportunities in each area of the curriculum guides and the development of a guide for the junior/middle school in *Career Exploration in Home Economics.*

In 1971, one of the ways Georgia educators reacted to Dr. Sidney P. Marland's call for developing a comprehensive "career education" program was to plan an institute for the development of curriculum guides for eighth grade career exploration programs. Agriculture, business education, home economics, and industrial arts teacher educators and State Department of Education personnel developed a plan for including teachers in the development of a tentative guide for each of the subject areas. During the summer of 1971 a three weeks institute was conducted and guides were developed for Career Exploration in the eighth grade in each of the subjects. The following school year home economics teachers enrolled in an internship revised the home economics guide based on their experiences.

Recognizing that career education is, as Associate Commissioner for Career Education Dr. Kenneth Hoyt says, "the totality of experiences through which one learns about and prepares to engage in work as part of one's way of living,"[1] the Career Exploration Program was planned to fit into an overall career education program of K-Adult. The elementary, K-6, phase of the program is designed to help students develop self and career awareness, and gain some familiarity with the world of work. The middle/junior high program, grades 7-9, is planned to assist students in exploring occupational categories and continue to develop self-awareness in relation to those categories explored. Grades 10-12 are designed for students to begin developing entry level employability skills and/or to prepare for further study. Grades 10-14 may also be designed to provide the student with skills for a specialized job.

The Career Exploration Program in Georgia was developed to provide knowledge and experiences that would enable junior high youth to become aware of a variety of career opportunities and develop tentative plans toward a career goal. It is believed that students should be given the opportunity to investigate and analyze a wide range of occupational roles and work tasks in relation to their own individual interests, abilities, and characteristics. A three-year program is recommended to allow students to be exposed to broad career areas in the seventh grade, explore careers related to agriculture, business, home economics, and industrial arts in the eighth grade, and in the ninth grade to experience more in-depth learnings in a specific occupational family.

During the middle/junior high school years career exploration activities should be planned to provide live and simulated experiences in the families of occupations. The following

[1]"An Introduction to Career Education: A USOE Policy Paper," p. 6.

dimensions of career development proposed by Wesley Tennyson, University of Minnesota, were considered as the career exploration materials for Georgia were developed:

> *Understanding of Self-Characteristics:* From recognition of likes and dislikes to the development of personal characteristics appropriate for a given occupation.
>
> *Occupational Areas:* From recognition of observable jobs in the community to acquiring training for and entrance into a chosen field.
>
> *Educational Avenues:* From recognition of the relationship between subject matter and observable community jobs to acquiring education necessary for entrance into a chosen field.
>
> *Educational and Vocational Decisions:* From recognition of factors that influence decision-making to pursuing a career.
>
> *Economic and Social Values of Work:* From recognition of the economic and social contribution of parents' occupations to the selection of an appropriate occupation and work setting.
>
> *Psychological and Sociological Meaning of Work:* From expressing a positive attitude toward self, associates, and school to purposeful involvement in work and work-related activities.[2]

Keeping in mind Tennyson's dimensions, Georgia's three-year program of career exploration is organized to be compatible with existing programs. The first year is based upon the "Program of Education and Career Exploration," better known as PECE, which is recommended for the seventh grade. Students enrolled in this seventh grade program are provided with exposure to a wide range of career opportunities in the areas of business, organizations, outdoors, service, technology, and expression of ideas. Students select several areas of interest and are placed in occupational settings to observe or participate in the work. Discussions of their experiences in terms of tasks performed, skills and education needed, and salaries earned are held upon return to the classroom. Students may, as a result of these experiences, begin to make tentative choices of a career.

During the second year of the program, eighth grade students select several occupational families for more exploration. Opportunity is given for students to enroll in mini-courses offered on a six, nine, or twelve weeks basis. For true exploration, it is recommended that courses be offered on at least a nine weeks basis, and that students, both boys and girls, be allowed to choose the "mini-course" they wish to explore as shown in Figure 1. As you can see from the figure, a student might sample from each of the four subject areas or might elect to return to an area for a second nine weeks of study.

Each summer, since 1971, a workshop has been held on the University of Georgia campus to help teachers learn about career exploration and how to adapt the recommended program to their situation. During 1974, a graduate assistant, Jeanette Miller, developed and assisted teachers in field testing learning packages designed to go with the four home economics areas in the curriculum guide. Teachers now have available for use 53 PLACE packages (Planned Learning Activities in Career Education). Each series of PLACE packages has an overview that gives an opportunity for the teacher to guide students to identify a variety of different types of occupations related to an area and guides the student to select a number of packages on occupations to be studied more in depth.

During the summer of 1976 teachers who had previously been enrolled in a Career Exploration Summer Institute and had taught Career Exploration in Home Economics in the middle/junior high school were guided by the author to revise the curriculum guide and update it to include the PLACE packages. Teachers now have a complete suggested program from which to draw ideas for planning to meet the needs of their students.

Teachers and students involved in the Career Exploration classes have had a challenging and exciting time when the program has been properly executed. Actual "hands on" experiences in large and small groups, as well as individual ones, make the classes more interesting and worthwhile.

A teacher of Career Exploration in Home Economics should carefully review the characteristics and needs of the students and investigate what has been taught in relation to career

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[2]Gene Bottoms and George L. O'Kelley, "Vocational Education as a Development Process, *American Vocational Journal,* 46 (March, 1971), 21-24.

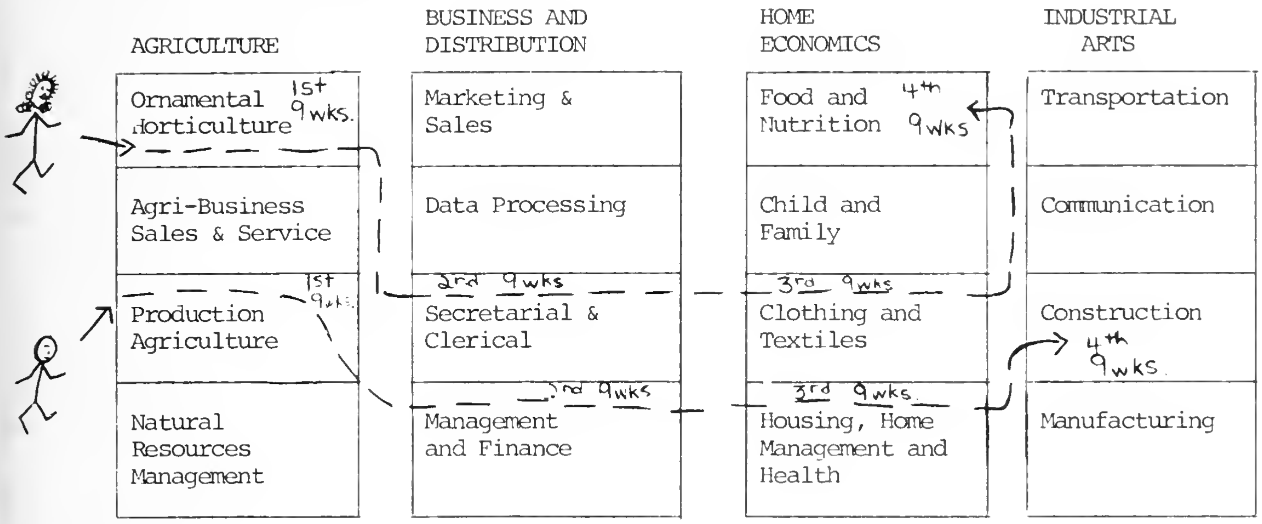

Figure 1. Mini-courses for an eighth grade career exploration program.

awareness, development, and exploration in prior grades before planning the courses. Student participation in planning and carrying out experiences is important. The students may be a great help in identifying resource persons and places for field trips, because their parents may be employed in occupations or in businesses that will be investigated.

Planning "hands on" experiences early in the course will usually help motivate students. Allowing the students some freedom of choice in the careers they will explore is also desirable. A wide variety of teaching techniques should be utilized. Students should *not* be just reading about an occupation, they should be given the opportunity to investigate an occupation in a variety of ways including individual, small group, and large group activities, and actually experience what it is like to do particular tasks in an occupation. Constructing a simple sewing project by the assembly line method and operating a small restaurant in the classroom are examples of ways the students can develop a few basic skills, as well as get the feel of what it is like to be a certain worker.

Many teachers have found that a summer project of compiling a list of community resources, both people and business, for interviews, speakers, and field trips has been very helpful during the school year. The local telephone book, Chamber of Commerce, newspapers, and state manufacuturing directory, which may be in the local library, may be helpful in identifying resources. It is recommended that the list be done on index cards; then a resource that is found to be undesirable for future use can be deleted easily. Suggested information to include on cards is: name of business, name of contact person, type of use, phone number, and course to be used in. The back of the card may be used for notes concerning contacts with the person and ideas for future use.

A detailed block plan of day-by-day objectives, and activity should be worked out for each course, including student suggestions. Along with the block plan, a plan for evaluating student progress should be devised. You may find it helpful to set up a tentative contract specifying the required and optional activities in which a student may be engaging. Many teachers have found this to be a good way to help students be aware of expectations for them, and a good way to motivate some students to achieve more than they might without a contract. Contracts may include a variety of means of evaluating student progress, not just written tests. A sample contract devised by a career exploration teacher is included at the end of this article.

Utilization of learning packages has helped teachers to individualize and broaden the scope of career exploration for many students. With the recommended class size of 20 students a teacher would find it possible to schedule the use of a variety of packages at the same time if five copies of each learning package were available. Organizing each package in a well-labeled folder, and storing the resources and equipment needed to do a package nearby, will help eliminate some confusion.

The PLACE packages Georgia teachers may use all include basically the same items. They begin with a brief introductory statement and a statement of the student behavioral objectives for the package. The first required activity is usually a "hands on" activity typical of the occupation being explored. There is then a "feedback" on how well the student did on the activity. This is followed by a number of varied activities such as viewing a filmstrip, listening to a taped interview with a worker, reading about the occupation, interviewing a worker, or taking a field trip. Most of these activities are required and some are optional. At the end of each package there is a type of exercise to cause the students to evaluate in terms of their abilities, interests, and feelings about the occupation.

Each PLACE package has some pages which are to be written by the student. Frequently items are of such a brief nature, such as a checklist, that they could be laminated, wiped off after each use, and paper saved in this manner. Other pages or portions of pages might be reproduced in large quantities to be used by the student and placed in their notebooks if desired.

The PLACE packages contain PLACE cards which give basic information on an occupation and could be laminated to preserve them. To help students who do not read well the PLACE card may be recorded, and then the student may read the PLACE card along with listening to the tape. Some teachers have recorded these themselves or allowed appropriate students to make the tapes.

Audio-visual equipment is needed in order to carry out a well-rounded career exploration program. Filmstrip projectors and previewers, and cassette tape recorders are essential. At least two listening centers with four or more headsets are desirable to cut down on distractions when several different groups are working on different packages. A carousel slide projector and camera for taking slides are also desirable equipment for use in career exploration. If a teacher is unable to take an entire class on a field trip, it may be practical to take a small group after school on a mini-field trip, taking slides to share with other students.

Teachers who have taught Career Exploration in Home Economics were asked to make suggestions to "new" teachers, those who are about to teach career exploration for the first time. Following is a compilation of the more frequently given suggestions:

1. *Be enthusiastic*—when you are, the students will be.
2. Search your community for resources available and use them.
3. Learn as much as possible about as many careers as possible. Observe and work in different jobs during the summer, if possible.
4. Begin student involvement in "doing" activities early in the mini-course, so that they are not bored before they know what it is all about.
5. Let students suggest and plan resource persons for class and places for field trips. (Sometimes they have contacts you don't have.)
6. Have a healthy attitude in your own mind about all levels of work and the importance of all kinds of jobs.
7. Let the community know about your program, how they can help you, and the future value to them.
8. Seek many resources other than books.
9. Evaluate students' progress by their activities as well as by tests.
10. Plan activities and classes for nine weeks at a time. Block it out so you can see how to correlate mini-course activities with other classes and school activities such as PTA babysitting, PTA suppers, FHA meetings, athletic and club banquets.
11. *Organize* and have your objectives clearly in mind. Organize learning packages and resources for easy student access.
12. Get acquainted with your students as quickly as possible; home visits and information sheets are helpful.
13. *Listen* to your students; plan what they want to do.
14. Gather resources before school begins.
15. Be as resourceful as you can and try new ideas. Do not be discouraged by what others may say does not work for them. It just might work for you.

As you can see from teachers who have taught Career Exploration, it is a challenging and interesting task. The teacher who is enthusiastic, organized, and who utilizes a variety of techniques will be more likely to provide worthwhile career exploration experiences for students and feel a sense of satisfaction about her teaching.

If students have explored a variety of home economics-related careers in the eighth grade, they should see the importance of selecting home economics courses in their high school programs for preparation for the career of homemaker and/or a related occupation. In Georgia, students may enroll in a traditional consumer and homemaking program in the ninth grade and above, and at the tenth grade or above in occupational courses.

It is recommended in the Georgia curriculum guide for first level consumer and homemaking subject area courses that jobs be investigated that are related to the skills and abili-

CONTRACT FOR CAREER EXPLORATION IN FOODS AND NUTRITION

I. For a grade of **A**, I understand that I must satisfactorily meet the following requirements:
   A. Complete the Overview in the Foods and Nutrition PLACE package series.
   B. Keep a notebook of all written activities.
   C. Explore *six* careers through the completion of six PLACE packages.
      1. ONE must be related to work in a restaurant.
      2. ONE must be related to a bakery or catering business.
      3. The other *four* packages may be my choice.
   D. Complete a home practice related to each PLACE package chosen.
   E. Complete a "Field Trip Observation Sheet" for each trip taken.
   F. Complete an "Evaluation of Resource Person Sheet" for each one visiting the class.
   G. Participate in the restaurant lab and fill out an evaluation form.
   H. Participate in a catering or bakery lab and fill out an evaluation form.
   I. Participate in a homemaker simulation activity and fill out an evaluation form.
   J. Make a minimum grade of *90* on tests.

II. For a grade of **B**, I understand that I must satisfactorily meet the following requirements:
   A. Complete the Overview in the Foods and Nutrition PLACE package series.
   B. Keep a notebook of all written activities.
   C. Explore *five* careers through the completion of five PLACE packages.
      1. ONE must be related to work in a restaurant.
      2. ONE must be related to a bakery or catering business.
      3. The other *three* packages may be my choice.
   D. Complete a home practice related to *four* PLACE packages.
   E. Complete a "Field Trip Observation Sheet" for each trip taken
   F. Complete an "Evaluation of Resource Person Sheet" for each one visiting the class.
   G. Participate in restaurant lab and fill out evaluation form.
   H. Participate in catering or bakery lab and fill out evaluation form.
   I. Participate in homemaker simulation activity and fill out evaluation form.
   J. Make a minimum grade of *80* on tests.

III. For a grade of **C**, I understand that I must satisfactorily meet the following requirements:
   A. Complete the Overview in the Foods and Nutrition PLACE package series.
   B. Keep a notebook of all written activities.
   C. Explore *four* careers through the completion of four PLACE packages.
      1. ONE must be related to work in a restaurant
      2. ONE must be related to a bakery or catering business.
      3. The other *two* packages may be my choice.
   D. Complete a home practice related to three PLACE packages
   E. Complete a "Field Trip Observation Sheet" for each trip taken.
   F. Complete an "Evaluation of Resource Person Sheet" for each one visiting the class
   G. Participate in the restaurant lab and fill out an evaluation form
   H. Participate in a catering or bakery lab and fill out an evaluation form
   I. Participate in homemaker simulation activity and fill out evaluation form.
   J. Make a minimum grade of *70* on tests.

I have studied the above requirements and plan to meet the requirements for a nine weeks' grade of ______.

Student Signature________________________________ Date ______________

Parent's Signature ________________________________ Date ______________

These are the PLACE packages I plan to complete:

	Date Started	*Date Completed*
1.		
2.		
3.		
4.		
5.		
6.		

Student's Signature ________________________________

Teacher's Signature ________________________________ ties developed in that particular course. Some classes do this as a group and in other classes it is approached on an individual basis with a student investigating a chosen career, and then sharing with the group.

Through career exploration either in the middle/junior high school or at the first level of high school, students should gain enough information to make tentative career decisions. Many elect to take additional courses in traditional consumer and homemaking courses because they recognize the abilities needed by a homemaker. A large number also elect to take an occupational course to equip themselves with entry level job skills in a home economics-related career.

Future Homemakers of America provides an excellent opportunity to expand on Career Exploration opportunities for students. Since one of the eight purposes for FHA is "to develop interest in home economics, home economics careers, and related occupations," students may coordinate class and FHA activities. Resource persons in occupations in which a large number of students are interested may be invited to the FHA meeting, whereas they might not be able to devote several hours to visiting different classes. Personnel directors, counselors, and state employment office personnel may also be able to visit the Chapter and provide information on employability traits, job opportunities, and general employment opportunities qualifications.

Future Homemaker encounters and degree work can be easily adapted to include projects in the area of career exploration. A personal project designed to assess and improve one's employability could be used. Other family, chapter, school, and community projects could also fit in with career exploration experiences.

If you haven't been helping your students to gain a broad base for making career decisions through career exploration experiences, you may want to consider the inclusion of some experiences in this area in a course during the next nine weeks, quarter, semester or year. It can be exciting learning for students and teacher.

The Transition from *Teaching Consumer-Homemaking* to Occupational Home Economics

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University of Georgia

Prior to the Vocational Education Act of 1968, opportunities for students to enroll in occupational programs in home economics were limited. The mandate in this and later legislation has resulted in more and more programs being developed to prepare males and females to enter the world of work for employment in home economics related occupations. Occupational programs were developed to prepare students for wage earning. One of the problems facing home economics education has been the identification of the similarities and differences in teaching consumer-homemaking and occupational programs.

The teaching techniques and processes used to plan the curriculum are the same for each program but the basic aims are different. The consumer-homemaking programs prepare students for the occupation of homemaking and the occupational programs prepare students for wage earning. The subject matter content in the two programs have similarities and differences. In the area of child and family development, for example, more stress would be placed in the wage earning program on the development of knowledge and skills in the directing of group activities in art, science, music, language arts, and other areas.

The occupational programs must result in the development of skills viewed necessary by employers, or the program will not be a success. It is essential that the subject matter for the occupational program be based upon a job analysis of the specific type of program to be developed. This means the teacher must visit business establishments and work with an advisory committee to identify the specific knowledge and skills expected of students completing the program.

There should be a justification for an occupational program prior to its development. Surveys can be made to identify sufficient job opportunities and student interest before adding an occupational program as part of the course offerings in a home economics program.

A decision should be made as to whether to offer cooperative, laboratory-preparation, or a combination program. The cooperative program might be the solution if there is a lack of facilities and equipment in the school but good work stations available in the community. An investigation should be made to determine whether there are enough businesses in the community willing to work with students to teach them the job skills while working in the business. The cooperative program would involve the scheduling of time for students to work and time for the teacher to make visits and for coordination of the program as a part of the daily school schedule. A class or related study is usually offered by the teacher for at least one period each day. The laboratory-preparatory program involves the greater cost. Facilities and equipment must be made available which, as nearly as possible, duplicate that found in the businesses in the community. The full responsibility of the instructional program rests upon the school and home economics department when this type of program is offered. Some programs may be developed in which students go through the laboratory-preparation phase of a program and follow this with participation in a cooperative program. The variations in programs should be carefully considered before making a decision as to what is needed locally.

The first pilot occupational programs at the secondary level in Georgia were taught by experienced teachers who had been teaching consumer-homemaking. It was felt that since there were differences in the programs that the experienced teachers could make adjustments due to these differences with less difficulties. Since the teacher education programs in home economics in the institutions in Georgia primarily prepare students to teach in consumer-homemaking programs, a need was apparent to prepare teachers for occupational programs. The first approach to work with teachers was the use of workshops held several times during the year through the State Department of Education and the University of Georgia. The occupational teachers actively participate as a group at state teachers conferences each year.

The next step taken in Georgia was the development of curriculum guides. Workshops were held for the experienced teachers in the areas of Child Care Services and Food Services since these were the two major thrusts in secondary occupational programs. These first guides were developed based upon the knowledge and skills identified by the teachers and advisory committees. An additional regional workshop was held to develop curriculum guides for the post-secondary programs in the same two areas. An additional guide for Clothing Services was developed in a workshop held in 1976. At present, the majority of programs in Georgia are in the Food Services and Child Care Services areas. Programs have been begun in the Clothing Services area and several in other areas.

In 1974, Mrs. Mary Elizabeth White and Mrs. Irene Rose developed Competency Based Teaching Modules for Child Care and Development Occupations. The materials are appropriate for use in secondary, post-secondary, and adult programs. These modules now serve as a curriculum guide in the Child Care Services programs in Georgia as well as many other states.

The third step was a graduate course designed at the University of Georgia for new teachers to establish an occupational program, whether a cooperative or laboratory-preparatory program, in any area of home economics. Students have participated in occupational programs in secondary and post-secondary schools as they student teach. A specific course designed for preparing undergraduates for occupational programs has not been designed at this time. The lack of such a course is due to the philosophically based decision that the consumer-homemaking undergraduate curriculum is an excellent foundation for both programs and that preparation for an occupational program should be done at the graduate inservice level.

Individualized learning packages were developed and distributed in 1973 to be used in the Food Services and Child Care Services programs. The PLACE (Planned Learning Activities for Career Education) packages in the two areas were developed based upon job analysis and evaluations by advisory committees as to their relevance to job success. The PLACE packages were field tested and revised prior to use with students. A curriculum guide developed in a summer workshop for use in Food Services programs updated the older curriculum guide and included the PLACE packages as a means of instruction. Plans have been made to evaluate the PLACE packages for the Food Services and Child Care Services and to make any needed deletions and additions. Changes in learning experiences and pre- and post-checks are made mandatory according to the availability of instructional materials.

A special funded project was instrumental in acquainting teachers and local vocational supervisors with the use of the PLACE packages. General sessions were held for two days at the beginning of "Project Install." This project was a joint undertaking of the Division of Vocational Education of the University of Georgia and the State Department of Education to upgrade occupational programs and instruct the program participants in the use of PLACE packages. Home economics was only one of the four areas of vocational education involved in this effort. Two additional meetings were held during the year to aid local vocational supervisors in giving teachers the help they needed in securing facilities and equipment and to establish a management system to use the PLACE packages in the local schools. Five weekend sessions were held for both experienced and inexperienced teachers to acquaint them with the essential components of an occupational program (cooperative or laboratory-preparatory), the planning of a local curriculum guide, and the establishment of a management system for using PLACE packages. The participants were encouraged to develop additional PLACE packages. They could attend and participate whether for course credit or non-credit.

A new in-service course was added at the University of Georgia for the preparation of occupational teachers two years ago. This course is for graduate credit and was designed for teachers to give them actual work experiences in businesses in their local and adjoining communities. "Project Update" offers opportunities for these teachers to do a better job in teaching students job knowledge and skills. The coordinator of the program arranges for a wide variety of temporary jobs in the area of the occupational program. This enables a teacher who has not had recent job experiences to have the actual work experiences their students will encounter in an occupational program.

There are occupational programs in the Area Vocational Technical Schools in Georgia offering courses in Food Services and Child Care Services. These are mainly laboratory-

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[1]These materials were developed through a grant from the U.S. Office of Education to the Atlanta Public School System. The modules are for sale by the Superintendent of Documents, U.S. Printing Office, Washington, DC.

preparation programs. Many of the Child Care Services programs are as well equipped as child development laboratories located in major colleges and universities. The majority of Food Services programs are planned so the facilities of the cafeteria can be used for the practical work experience needed by the students enrolled in the program. Individualized learning packages have been developed at the Athens Vocational Technical School and installed in the instructional program in Child Care Services. The Atlanta Area Vocational Technical School celebrated its tenth anniversary with a homecoming for more than 1000 child care workers who have received their training in that program.

Not all teachers of Home Economics Occupational programs in Georgia have been prepared first as teachers of consumer-homemaking and then as occupational teachers. Some, especially at the post-secondary level, had occupational competency or a subject matter degree and have had the additional courses necessary to become certified to teach. The approach has been to take the occupational teacher with the competencies s/he has and to provide in-service opportunities through which the additional needed competencies can be acquired.

AN INNOVATIVE POST-SECONDARY CONSUMER-FAMILY LIFE SKILLS PROGRAM

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In 1969, an innovative program entitled "Consumer and Family Life Skills" was introduced into the Georgia area vocational technical schools. Eleven teachers in eight schools initiated this program in which teachers spent part of the day teaching consumer education to students enrolled in the various vocational offerings in the area school. One-third time was spent teaching consumer and family life skills to persons from economically deprived areas in the local communities. Through in-service education courses at the University of Georgia, these teachers began to identify what needed to be included in the instructional program and to develop skills in working with adult learners. Records were kept of content most appropriate for post-secondary students and ideas that worked and did not work; and this was the beginning of the first curriculum guide.

During the second year new teachers and programs were added. The new teachers continued to work in developing a state-wide curriculum guide through in-service education courses and by field testing previously developed materials. Time was also devoted to learning about disadvantaged persons and ways of meeting their needs through community classes.

The first curriculum guide for teaching consumer education at the post-secondary level was field tested during the 1971-72 school year. Suggestions from teachers for revising the guide were utilized by 14 post-secondary teachers enrolled in the curriculum workshop in the summer of 1972. In addition to helping revise the state-wide guide, the teachers developed a local consumer education curriculum guide to meet the unique needs of their students.

At present there are 31 teachers conducting programs in 25 different centers in Georgia. Each program is designed to meet the needs of students in the school and in the community. Most area vocational technical schools require students to register for a consumer education course before they complete the occupational program in which they are enrolled. Consumer education courses vary in length from 28 hours to 52 hours per quarter, with the course in the majority of schools approximately 50 hours. Community programs vary from a one-hour session to weekly sessions for one year, dependent upon community needs and interests.

In-service education for post-secondary consumer education teachers has been continuous since the initiation of the program and has played a strong role in its success. Teachers, teacher educators, and state department of education staff have worked together and shared materials, curriculum ideas, successes and failures. "Show and tell" was a highlight as teachers came together for class.

Two problems continued to appear as the teachers talked about their programs. One problem was that commercial audio-visuals were usually designed for secondary students and not for the adult learner. Post-secondary and adult students were not interested in the escapades of "High School Harry and Henrietta." Available materials were frequently stereotyped. Second, with the wealth of information that could be taught in a consumer education course, teachers found it difficult to acquaint students with the numerous topics related to a single area. They were searching for a vehicle that would facilitate planning so that concepts most urgently needed could be included during the course. Teachers felt that students were not familiar with the course content and were unaware of the many alternatives.

With these two problems in mind, the Office of Adult and Vocational Education, Georgia State Department of Education funded a project at the University of Georgia for the development of instructional resources and staff development for teachers. The products of this grant included ten television programs with teacher's guides, 30 slide/tape series, and 20 learning modules. The 15-minute color television programs introduce the ten units of study as identified in the post-secondary curriculum guide: financial planning, credit, insurance, consumer protection, taxes, savings and investing, buying food, buying clothing, buying transportation, and housing. These programs are motivational in nature and are not designed to teach specific subject matter although they contain a great deal of information about each unit of study. Students are acquainted with the possible alternatives for study in a particular unit. After viewing the television program, the teacher and students may discuss topics they would like to learn more about during the unit.

The University of Georgia contracted with the Georgia Educational Media Services for the production of the television programs. This state agency produces and disseminates educational programs via a state-wide network. Extensive art work and still shots were used in order to produce television programs with the limited funds available. Funds paid to GEMS were used to hire professional script writers, talent, art supplies, and film. In-kind support provided by Georgia Educational Media Services included artists, developmental specialist, engineers, producers, and technicians.

Having identified television program topics, stated objectives, and designed a format, the project staff at the University began a research of resource material and wrote content information to be included. The final script was a result of the content package information being transferred to script format by the educational television personnel and acceptance by the University staff members. The television programs were recorded on video tape and were viewed for approval by state department personnel and University project staff.

The first program was pilot tested in January 1975 with 650 students in 17 area vocational technical schools. The ratings were quite good; however, changes based on findings of the pilot test were made before the program was distributed.

A unique aspect of the television programs related to distribution. Since television programming frequently does not coincide with class schedules each teacher was provided a television monitor and a video cassette player/recorder. Television programs were broadcast over the educational network and recorded on video cassettes in the area vocational technical schools for use when appropriate in consumer education classes. Engineers from GEMS checked signal strength at each school prior to the first broadcast and assisted in improving reception whenever it was necessary. The ten television programs were broadcast in July 1975. Each program was aired each day. This provided a second time to record the program if technical difficulties were encountered at the first recording.

Another product of the University of Georgia project was 30 slide/tape series. Teachers identified areas that needed additional media and then each teacher selected a topic for which she would like to produce a script and slides. Photography equipment needed to make slides was purchased for the teachers by the State Department of Education. During staff development activities, teachers received instruction in script writing and photography. They also practiced these skills under the supervision of a media specialist during in-service conferences at the University. Most area vocational technical schools have a media specialist that could assist the teacher.

The University project staff included a media specialist that worked with the teachers throughout the school year. Scripts were reviewed, suggestions made and returned to teachers for further development. Completed slides and script were sent to the project coordinator at the University of Georgia. Scripts were professionally recorded and copied onto cassettes. Slides and cassettes were reproduced and disseminated to all consumer education teachers in area vocational technical schools. Many teachers wrote learning packages to accompany their slide sets.

The following year a second grant was received by the University of Georgia to continue media production and staff development. The products developed included 20 television programs with teacher's guide and 15 slide/tape series. Again the Georgia Education Media Services participated in the production of the television programs. Due to increased funding, three times as much money was available for each television program. Therefore, the program format changed to include less artwork and more talent and live-action filming.

Once again teachers assisted in identifying program topics. These color television programs range from 15 to 20 minutes in length and were also distributed to teachers by the educational network through a special broadcast during the summer of 1976. These 20 programs focus on a variety of consumer concerns. Specific information related to the topic is presented utilizing a variety of techniques available in television production. The programs are not sequential, but can be used whenever the teacher feels they are appropriate.

The slide/tape production was similar to the previous year. However, the second year teachers worked in small groups on a particular topic and accepted more responsibility for the slide production. The Vocational Education Materials Center at the University of Georgia reproduced and disseminated the slides and cassette tapes.

During the past year, consumer education teachers have used the media in a variety of ways. Although the video equipment is not easily mobile, several teachers have successfully used the television program in community classes. The slides and cassette tapes are easier to use in community classes and are effective since many were designed for use with community groups. Both forms of media have been successfully incorporated into individualized instructional settings. Several secondary school teachers have used the instructional materials and found them to be effective with students.

NOTE: Information about purchasing copies of the slides and video cassettes can be obtained from: Vocational Education Materials Center, 124 Fain Hall, University of Georgia, Athens, GA 30602.

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REACHING the DISADVANTAGED ADULT

Eliza Cagle
Pickens Area Vocational Technical School
Jasper, Georgia

Pickens Area Vocational Technical School is 65 miles north of Atlanta and serves eight counties, all located in the Appalachian area which is rural and very mountainous. The school serves people in remote areas as well as working directly with people in new industries that have begun to come to the area. Up until 25 years ago the marble industry was the only major industry in the area other than the liquid corn industry. A group of young civic minded citizens sought and brought to the area several very good companies, enabling the people to find employment at home. Only about 10 percent of the area is considered agricultural; textiles, carpets, garments and construction of second home developments are now the mainstay of the local economy. The beauty of the land is indescribable, pollution is very limited, the hills are alive and are similar to those in "Sound of Music."

These mountain people are the best people in the world! Please erase from your mind the proverbial scene of the barefooted hillbilly, napping on his porch, black hat pulled down over his eyes with a hound dog asleep near by. If this scene is current, it is further back in the hills than where I go. A person must prove himself to these people, be ready to be silently stared upon when first meeting with a group. They can spot a fake a mile off. They have pride, especially the older ones; they want to pay their way, and are a little suspicious of anything free. They are not lazy, but must see an end product before much enthusiasm is shown toward any project. They seldom forget a promise to you or from you. These people are a "God fearing" people, take religion very seriously, and much of their social life still revolves around the church. A little of the superstitions of the folklore linger. Crops are planned by moon signs, home remedies are found in herbs, kraut and pickled beans are made at a certain time, and funeral customs remain somewhat ancient.

Their habits of food, shelter, religious beliefs, and customs might be different, but really people are people regardless of the geographic area in which they live. What I have done has been to look for the likenesses rather than the differences in these people and it has worked. I have learned (and am still learning) to take nothing for granted.

Do you have the "Chicken Little" feeling about working with disadvantaged adults? There have been times when a group gathered and seeing blank expressions, doubt, apathy, uncertainty, and suspicion on their faces, I was prone to believe that "Chicken Little" was right—the sky was falling. Then I moved in closer among them, smiled, and usually finding one in every group who was more aggressive, I asked for help with unloading equipment. And—BINGO—the sky wasn't falling; I just thought it was. They are just people and, from the words of a song, "People Needing People" keeps the sky up there in one piece.

The challenge is great and exciting; it is not immediate gatherings of multitudes with instant transformations because for the disadvantaged and handicapped adult in the rural North Georgia Mountains, an invitation to a group meeting to learn to do something that is fun or pretty or good to eat causes suspicions similar to those the "revenuer" caused who used to roam the hills. To keep the sky from falling on the job of working with disadvantaged and handicapped adults out in the country or hills is not always easy, but the successes experienced can be shared.

If I were asked what my philosophy of teaching is, it would be the same whether working with 5-year-olds, 18-year-olds, 35-year-olds, or 60-year-olds. One part of it is that learning can be fun. I confess that I hated almost everything about high school because most of the teachers appeared to work very hard at filtering out the fun and spark of learning. But at college I found some teachers who were trying to "fortify" learning with enjoyment and they were not apologizing for it. Consequently, I vowed to make people be as happy and relaxed as possible during a learning process no matter what the age or circumstance.

How do you begin working with disadvantaged and handicapped adults in a rural area? First you try to learn about the people in the area. This sounds vague; so how can you learn about the people you will be teaching? What are their folkways? All groups and areas differ, but basically their needs are the same. The most convenient time for group meetings, mornings, afternoons, or nights, must be determined. Mothers of small children or school-age children prefer morning meetings during the school term. The season is important. In the fall, it is Apple Country in our area, and this is the perfect opportunity to meet real needs and do units called, "It's Apple Time—Use 'em." In the spring there are many demands on the disadvantaged and handicapped person's pocketbook, and they are a group who seldom fail to respond to making gifts for Mother's Day, Father's Day, Graduation, Bridal and Stork Showers. Consumer education can be incorporated in many ways such as party food that is inexpensive, nutritious, and attractive; and handmade gifts that are practical and pretty. Do these things meet the real needs of disadvantaged persons? I think so, if presented properly.

Apple cookery can teach many things: nutrition, weights and measures, consumer education, and salable crafts. Disadvantaged and handicapped adults are not turned on nor will they attend if they receive a notice reading: "On Tuesday, the Parent Group is invited to a Nutrition Demonstration." But if they know apple bread will be cooked in cans and can be sampled, inexpensive gifts they can make will be displayed, recipes using apples will be distributed, and a quickie apron can be constructed, they will come. Now, when they gather they might very well tell you they do not believe that apple bread will come out of that can, and they will be slow to cut out an apron even from free fabric; but if you mix among them, not being pushy, encourage them, be sincerely interested in their children, they will slowly begin to participate. Disadvantaged and handicapped adults need to learn to do things rather than have things done for them or given to them! They want help, but their real needs must be met.

The next step after getting acquainted with the people and their folkways is to contact other agencies and ask for cooperation. If all of the federally funded programs designed to help the disadvantaged and handicapped will work together in a dovetailed, constructive way, then great things can happen. In our program there are 12 groups that work together: Head Start, Health Department, Family and Children's Services, U.S.D.A., Farmers Home Administration, Ninth District Opportunities, Neighborhood Service Centers, Follow-Thru Program (for Primary Grades), Cooperative Extension Service, Housing Authority, church groups, and utility companies.

It's true! These agencies do honestly work together but all of them were not eager at first to cooperate. As the song goes, "I didn't promise you a rose garden" but patience and an occasional invitation, or pleas for help can eventually open a rosebud. How do these agencies help?

One day a week parents are invited to spend the day in the Head Start center, have lunch, see how their children are being taught and treated, make teaching aids or equipment, and learn something for themselves. The learning activities include preparing a food and tasting it, constructing a garment, making a craft item, seeing a film, discussing a consumer education topic, making a first aid kit, or a bed caddy and food tray for sick children. But, of course, not all of these in one day.

Health Department assistance includes free film usage from their fantastic film library geared for disadvantaged and handicapped adults and free consultants doing practical presentations such as those given by the nutritionists with the cardio-vascular division. The county health nurse gives an excellent presentation on "Abuse of Common Drugs" to a group of disadvantaged and handicapped parents who greatly need this information. Family and Children's Services help with transportation of their recipients to nutrition and other informative presentations. They also give names of people needing help.

The U.S. Department of Agriculture came asking for help to form a nutrition council and they aid in furnishing food for demonstrations plus very good bulletins and periodicals. This has been a most successful program reaching a surprising number of interested adults. Farmers Home Administration is an agency whose primary purpose is to provide adequate housing for people living in rural areas. We are lucky to have an agent who talks to groups frequently and uses terminology that is readily understood by these disadvantaged and handicapped persons. The Cooperative Extension Program has a home economist who is most willing to share her expertise, and free materials are furnished in quantity.

Neighborhood Service Centers are reaching the real needs of poverty-stricken people. The challenge was there and I left each meeting with deep concern but felt they were going home with more hope and enthusiasm than when they came. The Housing Authority is very cooperative in helping to make contacts. The Senior Citizen group is housed here and the meetings are held in the Social Hall provided for community use. After being asked to speak to a church group about my job, these people were eager to do a service project quarterly with Senior Citizens and they said "Just tell us what to do." A plant exchange was suggested in the spring, a cookout in early fall, a Christmas party, refreshments furnished at a meeting in the dead of winter, plus visits made after friendships were formed.

Utility companies include the services of Georgia Power Company, Georgia Gas Company, and Rural Electric Membership Corporation. All of these have contributed greatly to the program with food demonstrations, film and slide presentations, and special publications with many suggestions.

These are helping agencies and we are working cooperatively but there is still another reason that the sky didn't fall, the cooperation and help from every department in the Pickens Area Vocational Technical School. First, I explained my objectives as a Consumer and Family Life Skills instructor working one-third time with disadvantaged and handicapped adults and also teaching Consumer Education to post-secondary students. I was allowed to ease into the program and this helped, but one cannot imagine the things these special instructors do for the Adult Program. For example, the Drafting Department will blueprint or design everything from apron, quilt, and tie patterns to geometric designs to use on practice boards for classes in cake decorating. The Machine Shop and Welding Department cut pine cones for flowers, use welding rods for stems and their lab is used to paint various craft items. They saw wood scraps and dowels (or broom sticks) for cup holders. I have found that if the student can see a finished product and know its use, they will go into production.

The Electrical-Appliance Servicing Department is "The Come Fix It" group or "Care and Feeding of Small Appliances" or "Hurry, I Need an Extension Cord." They are also a team teaching group going out to an adult meeting to show safety in electrical equipment and the actual repair of small appliances. Who checks the gas and mechanisms in the mobile unit? The Automobile Department really keeps my batteries charged and the wheels on the bus going around and around! Truthfully, a mobile unit would not be practical without an automotive department nearby and the cooperation of the instructors.

Our office staff is a dream with their delight instead of disgust in producing handouts with designs on informative material in unlimited quantity. The Instructional Coordinator really understands practical scheduling and without this understanding the program would not work! The director is not afraid to try new things and gives strong support.

This is a true story! Only small pieces of the sky have fallen. Now, of course, next week the whole thing might fall on me. Thus far what has fallen has been soft-white clouds of help when needed. We have learned about the people with whom we work and we have received help from agencies and schools in which we work.

Now, how do we get these disadvantaged adults to the meetings? Publicity and transportation are the two keys to success. Publicity should be simple, brief. Colorful notices are sent home by pre-school children. Radio announcements, posters or hand bills are placed in stores, and notices are in the local newspapers.

Transportation problems can be solved in many ways. Sometimes on my travel route, I pick up an adult. (This is when you really learn to know the people.) Family and Children Services, Parent Coordinators of Head Start and Follow-Thru groups aid in transportation as do volunteers from church groups. School buses are provided for special group outings.

They are there at the meeting place. Now, how do you put them at ease, get their attention, have them to participate, get them to come back? First, room directions should be clearly and cleverly marked so these people will not have to ask anyone. Help to give them a feeling of independence. Foot prints, arrows, and other designs can be cut from contact paper and adhered to the floor or walks giving clear directions to designated rooms. Name tags help. It is good if you greet them, write their name on a name tag and pin it on yourself. Everybody likes to see their own name and the sense of touch shows them you are not a snob. Have the tag in the shape or design of whatever is relevant to the program being presented. This acts as a good ice-breaker. It is a simple thing but means a lot. Room arrangement can set the stage; circles of chairs or tables with chairs are more effective than rows of seats. Soft music creates a pleasant atmosphere.

Instruction should be as relaxed and informal as possible whether it be lecture, demonstration, or introduction to a film. We fit the terminology to the groups. We use equipment available to them; for example, "If you don't have a pan, use a can." Yeast breads and apple

nside shot of Mobile Unit. The unit being presented was "How to Care for a Sick Child Without Going Nuts." Information on health facts, consumer information, and health care equipment was the ocus.

Ray Anderson and Eliza Cagle, Consumer and Family Life Skills Instructor at Pickens Area Vocational School, Jasper, Ga., talk with a member of a senior citizens group about the beans she planted in her flower bed as a step toward better nutrition in her own diet. This lady is 86 and lives in housing project. The little gardeners cherish a bag of rich dirt like some people cherish gold!

"Ain't it pretty? My mama made it."

A group of parents of preschool children REQUESTED help in grooming. SO—the Cosmetology Department set up a morning of appointments (free) for "Hair Care." While part of the mothers were in Cosmetology, the others stayed with the children and me in the Consumer Education Department to see videotapes on Consumer Topics. (A little Child Development was sneaked in, too. The above little boy stayed with "Mama" through the whole ordeal.) Consumer tips on best buys in shampoo and other beauty aids were given.

Each Monday morning for MANY weeks (almost a year) I traveled to Dawson County to a dark and dreary basement and was met by eight ladies. NONE had ever made a garment. Eager and ready we made-do with the poor light and sometimes leaky conditions. Each week I had help in unloading the little portable machines. The number of garments, patiently made, grew —meeting demands for special occasions or just plain need. The pride of the husbands and children spurred them on. This one project has MANY case histories, proving that the disadvantaged are out there—sometimes too shy to individually voice their needs, but eager with only a little pull.

You've Come a Long Way, Baby!

With only one lung, an epileptic child, a mentally ill husband, and living in a house with NO electricity, this "day out" for Elsie was a memorable one. Her self-image rose to heights unknown for her. Someone cared, and her hair is beautiful. (She quilts to make ends meet.)

loaves can be successfully baked in cans. A group really doubted this, so with a little oil and a prayer, that apple bread was beautiful cooked in the round! Group participation works in large groups broken down into small groups. Each group may do a different activity and then exchange ideas. Often disadvantaged persons make very good "teachers" once they have actually made an article or learned a technique themselves. Whatever they make, they want it to be fast and finished to take home that day.

Consumer information is top priority, and the foods and crafts are often only a side line but it spurs interest. These are things they can show and use immediately. Consumer education can include information on the medical dollar, funeral costs, consumer law, records and important papers, gyps and frauds.

Much instruction can be given on an individual basis in informal ways. On outings such as picnics when people are relaxed, they will open up, talk about their problems and needs. These are important times to discover from them what your teaching plans should be in the future. All the instruction does not come from me. I always come away with a new idea on consumer education or family living that I have learned from the disadvantaged or handicapped person.

The mobile unit has been a good medium for reaching people in really remote areas, especially with the gasoline shortage. It has been used with groups in industry announcing the schedule as to when the Mobile Unit would be available for session on different subjects. The Unit would be parked at the particular industry before and after shift changes. Brief programs were presented with demonstrations, displays, and handouts. Senior citizens enjoyed it because of the compactness and groups usually being small.

There is a young "Mountain Mama" I admire very much. For two years I picked her up and took her to Parents Day at Head Start. She was originally from Tennessee, married a Georgia mountain boy. She was "raised poor" but in a Christian home, took every advantage offered in high school and is well read, but "married poor." Disadvantaged, yes—very much so economically, but she gave so much to others. She would liven up a group with her smile and laughter and willingness to share her talents. One cold morning I picked her up and smiling through tears she told me she was pregnant for the fifth time; she was holding a six-month-old baby in her lap. Before I thought I said, "Oh, Pearl—what will you do?" and she said, "Mrs. Cagle, when the doctor told me, I didn't know, I came home and cried, knowing the needs of the other children. Then I remembered that my grandmother told me, 'Pearl, honey, when you think you're at the end of your rope, tie a knot in it and hang on.'" This is a bit of philosophy I learned from one not so advantaged as many but wiser. When I see her she smiles and says, "Keep tying those knots." It is our secret; she is a real friend.

So if you cannot accept where they are, how they are, and take nothing for granted, then teaching disadvantaged adults is not for you! You have to sincerely care or "Chicken Little" could be right. On days when things do not run smoothly, look up and about, find a rope and quickly tie a knot and hang on. That is sound advice received from a disadvantaged adult in the mountains of rural North Georgia.

"It's strange how much you've got to know before you know how little you know."

 

Consumer-Family Life Skills for Correctional Institution Clients

Mary Hensley, Curtiss Bell, Sally Combs, Patricia Williams
Atlanta Area Vocational Technical School
Atlanta, Georgia

The Consumer Education and Family Life Skills classes at Atlanta Area Vocational Technical School began eight years ago under very difficult circumstances. Three teachers were hired and given a job to do, but the job was uncertain. There was little money with which to work, needs had to be established, and people to teach had to be discovered. There are now five full-time instructors teaching 25 to 30 groups a week. The Georgia State Department of Education, along with the University of Georgia, provided the instructors with training sessions. The staff compared notes with other teachers over the state and from this a good exchange of ideas and a very warm feeling between teachers grew.

Classes were taught in community centers and elementary schools. The thrust was traditional homemaking classes as a vehicle to include Consumer Education. Foods, clothing construction, drapery making, and covering lamp shades were taught bringing consumer education in whenever possible. We soon discovered that if we sat down to discuss such topics as consumer buying, shopping, frauds, we were turned off. One reason for this we have come to realize was a lack of visuals that are now available plus methods to use that were interesting and thought provoking.

From these early beginnings requests came and special classes were taught at the Mental Retardation Center, Georgia Rehabilitation Center (for mentally ill persons), the Restitution Center, the Family Activity Center, the Housing Authority, Grady Hospital, four high rise buildings for Senior Citizens, and for visiting nurses.

Alcoholics

One means of teaching Consumer Education in the Atlanta community is the Family Activity Center which is a program for women with alcohol problems. The program offers a variety of activities including Consumer Education. The clients are referrals from agencies, prisoners from the city jail, and others are walk-ins.

The Consumer Education classes deal primarily with money management. Most of the women receive financial assistance, but find it very difficult to stretch their income through the month. The first step is to teach them how to get more for their money including "stretching the food and clothing dollar." This unit includes everything from growing one's own food to altering clothing and has been very helpful in assisting these women to take better care of their families.

The instructor involves the alcoholics in becoming aware of the food groups and foods they should have each day to be healthy. They are introduced to the basic four foods group; then, using the Dairy Council food models, each person selects two foods that she places in the right group. It is an excellent game and the alcoholics get involved in knowing where the food belongs. To simplify meal planning they are shown that one should have at least one food from each group. Students tell what they had for dinner the night before and put the food in the right group. The students help each other. The third activity is to select the foods they might select in a cafeteria. Food models are set up as they might be in a cafeteria line; students use a paper plate and select the foods they would like to eat from those available. Their choices are evaluated by the entire group as to nutritional balance.

Included in the Consumer Education program is energy conservation. Using discussion, films, and activities, reducing the amount of energy used in the home is emphasized. Crafts are taught to the clients. The purpose is two-fold. First it keeps the client busy and thus reduces the desire to drink. Secondly, the craft projects may be sold and the money used to supplement the income.

This service offered to the alcoholic is only a small portion of the entire program. The ultimate goal is that the women will stop drinking and gain employment. When this is accomplished, hopefully they will remember how to be a wiser consumer.

Prison Probationer Parolees

The Atlanta Restitution Shelter, a community treatment program, located in midtown-Atlanta is a program set up on the point system. A total of 624 points must be earned before a probationer parolee can be released. It takes about three to six months for these points to be earned.

The program has two purposes, it serves as a half-way house for prison parolees and enables them better to adjust to the difficulties of everyday life. Therefore instead of being totally institutionalized the parolees are able to work, attend classes, receive individual counseling, pass the G.E.D., and acquire a steady job. These activities help to rehabilitate the inmates because they are meaningful. The probationers are placed on restitution by the courts in order to keep them off the street because of their past offenses. For example, if a probationer had stolen a TV and it was not returned to the proper owner or was damaged, his restitution would be to pay for the TV or repair it while at the shelter.

The request for Consumer Education was made by the restitution shelter because inmates are permitted to manage their own money but had difficulties in doing so. The Consumer Education program involves the inmates with money management, value clarification, financial planning, buying goods and services, credit and check writing, insurance, housing, laws, and legal services. The individual who understands the characteristics of our economic system, its strengths and problems, is a more intelligent and discerning consumer. He is also a better citizen and worker.

Drug Offenders

The most recent consumer education class to be added to the regular program is off the campus and held at Andromeda, a half-way house for drug offenders. Andromeda means "new life" and comes from the mythological tale of an Ethiopian princess who is rescued from a sea monster by Perseus and made his wife, thereby giving her a new start or new life. The philosophy of the treatment program involves helping the offender learn to deal with destructive behavior by replacing his negative feelings with positive feelings. Transactional analysis forms much of the basis for the treatment. Andromeda's objectives help the young men to prepare for reentry into society.

The Department of Offender Rehabilitation requested Consumer Education classes as part of a total rehabilitation effort. Most of the offenders had handled large sums of money, but did not know money management techniques. Usually the men dealt in cash and did not know how to use banking services. The men were "street wise" but "consumer unaware."

The initial learning experience involves value clarification. This helps the student understand immediately his personal values and how they relate to his consumer values. The second phase deals with financial planning. The student estimates his future income and expenses and then sets up a flexible spending plan. Buying goods and services is the third step. Areas covered include housing, appliances, clothing, food, and other services. Discussion and learning activities are also centered on advertising, consumer protection, and consumer services. Banking, taxes, insurance, savings, credit and investments make up the final segment of the consumer education program. Handouts and worksheets are used to supplement instruction. Many visual aids are available and used for additional enrichment.

Evaluation of the 26-hour course consists of a post-test. The students also provide a continuous feedback to the instructor. An evaluational survey is being developed. Atlanta Area Tech plans to provide a certificate to the students upon completion of the course. This will help to reinforce the student's self-image and also provide him with tangible evidence that he has indeed completed a course in consumer education.

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CURRENT CONCERNS IN HOME ECONOMICS EDUCATION

RESOURCE CONSERVATION IN HOME ECONOMICS

HOME ECONOMICS EDUCATION UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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Foreword

This third issue of our "coming of age" volume XXI focuses, in the majority of the articles, on resource conservation as a current concern of our society and our profession. It includes information and teaching ideas from a variety of authors from Illinois to Australia, the scope of which will be seen in the Table of Contents.

Other articles direct our attention to the handicapped (Tipping), an unusual home management mini course (Luckhardt), competency-based education (Barkley, Finch & Harris), tutoring by students (Wilson), the need for teacher educators (Moore), and the need for home economists in the Peace Corps (Parker).

We hope the variety and size of the issue will offer something for everyone. We also hope you will share your copy and introduce new persons to ILLINOIS TEACHER as potential subscribers. We dream of reaching 6000 this year with your help!

The Editor

TEACHING RESOURCE CONSERVATION IN HOME ECONOMICS

azel Taylor Spitze

Recently I attended yet another conference on energy, and when I walked into the room to hear one of the speakers,[1] I saw on the blackboard in big letters, I.T. "I.T.?" I mused to myself, "I wonder what he's going to say about ILLINOIS TEACHER!" Well, he didn't say *anything* about *Illinois Teacher*, of course. *His* IT stood for insulation and trees, factors in resource conservation. He spoke about heavy insulation in walls and ceilings and about triple glazing on windows, the very best insulator of all because it lets the sun in and then traps the heat it provides. He said that trees could cut energy needs for air conditioning to half by providing shade, reduce heating needs by providing a wind break. They also provide fuel, attract birds for insect control, prevent soil erosion, purify the air by taking carbon dioxide out of it, and provide food. If we pick apples in our own yard, we don't use the fuel needed to produce and store them elsewhere, to transport them to us, to heat the store where we go to buy them, etc., etc. It was an illustration of how energy is saved by saving other resources.

The speaker later added some other letters to the blackboard. **G** led him to speak about **g**ardens, **g**reenhouses on the south wall of our houses to trap and store heat and to grow food and flowers, **g**lassed-in porches on the south to prevent heat loss, **g**as and **g**asoline and ways to conserve them. **F** introduced **f**ireplaces, especially those in the center of the house used with small fires, **f**ood saving as well as energy saving in its preparation and storage; and **S** led to talk about **s**haring (rides, houses, equipment), **s**weaters (so we can turn down the thermostat!), **s**toves to provide heat, reduce trash hauling, **s**aving (he would have called it recycling and reclamation if his letter had been R!), windows on the **s**outh side to make use of **s**olar heat, and **s**moke detectors to save the energy lost in fire damage. The whole set of letters spelled GIFTS, and it was a speaker's gimmick to make the point that if we conserve our resources, we are providing gifts to ourselves and future generations.

Now, really, is there a problem? In a public opinion poll reported on the Columbia Broadcasting System Special on August 31, 1977, 49 percent of our people did not believe there is an energy crisis, and 57 percent did not believe the situation to be as bad as the President portrayed it. This editor-consumer is a part of the 38 percent who do think we have a serious problem, not just because some of the experts tell us that the oil supply will fail to meet the demand in ten years and that the world supply of oil will peak in 1995 (notes from the same CBS report) but because the logic in our own minds tells us that these resources are finite. They will be gone some day and if we don't reduce our dependence upon them and increase our use of renewable resources, such as the sun, people in the future will suffer.

If there is a problem, what is it? Isn't it simply that we have limited resources, we have to allocate them in some way, and we don't all agree on the best way to do so? Some want to keep using energy according to our present ravenous appetite and seek new sources, e.g., nuclear, to keep supply coming. Some believe that the dangers of nuclear plants and wastes outweigh their advantages. Some feel that we can reduce our consumption very significantly without reducing our quality of life. Some point out the effect on foreign policy of the decisions we make about energy, the economic dangers of being so depdendent upon imports, and the risk of war when nations compete for energy resources. Some want to control demand with increased prices and others by rationing. Some fear that the supply will be allocated inequitably regardless. It does get complicated!

Home economists don't have to be experts in all these areas. We do have to arrive at some kind of belief about the problem and behave, in our family and consumer role and in our professional role, accordingly. If we decide that resource conservation makes sense, we can have

[1]Wayne Schick, Architect, Small Homes Council, University of Illinois.

some influence. There are tens of thousands of us, and we teach or have contact with hundreds of thousands. If we are able to affect energy reduction in all these homes and workplaces, imports can be reduced and we can even have far reaching influence on foreign policy! Suggestions for doing so will be found throughout this issue of *Illinois Teacher*, but the ones we will be most enthusiastic about will be the ones we think of ourselves.

One concept that has been suggested is called voluntary simplicity.[2] It can, of course, be practiced to any degree that one chooses. The key is *voluntary*. If we *choose* to do without, or substitute, or change our life style, it is very different from having the same things imposed upon us by decree, by rationing, by soaring prices, or by any other means. The effect upon our self-concept is positive rather than negative. We feel good rather than deprived, noble rather than disadvantaged.

Elgin and Mitchell believe that voluntary simplicity is "the life-style of the future . . . a major social movement which has the potential of touching the U.S. and other developed nations to their cores." It could represent not only "a powerful economic, social and political force but a major transformation of western values, consumption patterns, institutional operations, and national policies."

What is voluntary simplicity? According to these authors it is outwardly simple and inwardly rich, a way of life embracing frugality of consumption, a strong sense of environmental urgency, a desire to return to living and working environments which are of a more human scale, and an intention to realize our higher human potential, both psychological and spiritual, in community with others. It stresses being and becoming rather than *having*. It does not mean living cheaply because the durable, aesthetic items required for this life style may be hand-crafted and expensive. The preference for smallness suggests decentralization, personal-ness, doing the whole job and feeling proud of it rather than doing such a small piece of it on an assembly line that you feel no part of the finished product. It means living *with* nature rather than at the expense of nature. It means living fully, not just existing. If one tries to "keep up with the Joneses" in this life style, it could mean, not buying more things than the Joneses have, but simplifying one's life as much as the Joneses have done.

One advertising executive[3] has suggested that such a proposal is a male chauvinist plot. In a biting criticism of life in Australia as he experienced it in a two-year stay in one of the larger cities, he said that "the future doesn't work." He pointed out his annoyances with little cars, unheated homes, hot water only during off-peak hours, a minimum of appliances, unpreserved foods, and natural fibers, and noted that most of these differences between his life there and back home in the U.S. were harder on the woman than the man who, according to this writer, "watched telly or trotted off to the pub" while his wife hand-washed her dishes without enough hot water. I referred this article to one of my Australian students (who does not look old and worn at 35 as the writer described Australian women!) and, after refuting his observations, she said the key to the article was his business connection and his fear of a possible downturn of sales if we simplify our life style. She felt that he used his intelligence and wit, and his flair for cynicism, to present an exaggeratedly wicked and false picture of Australian life.

There was one thing this writer said, however, that we might well keep in mind. "I'm not saying we won't have to learn to live with less," he said, "but let's be fair about it. Let's make sure we *all* get in on the sacrificing." It certainly would not be fair if women worked at home in the heat while men went off to air-conditioned offices or if men worked in stiflingly hot offices while their wives enjoyed the backyard breezes in the suburbs. If conservation is to work, we cannot have inequities by sex or income level or social status.

Nevertheless, the concept of voluntary simplicity eliminates some of the problems simply because it *is* voluntary. It is not available to those in grinding poverty whose options are few. Its present adherents, several million of them, are from all ages and groups but, according to Elgin and Mitchell, primarily middle class, white and urban. Perhaps that is because our present American society is primarily middle class, white, and urban! In decades past it was primarily agrarian and poor, and in those days it was not such a stigma to be part of the poor since that was the predominant group. If the more affluent groups begin to assume voluntary simplicity, the poor may benefit because the things they cannot afford will not be seen as so desirable, and the differences in their life styles will not seem as great.

---

[2]Duane S. Elgin and Arnold Mitchell, "Voluntary Simplicity: Life Style of the Future?" *The Futurist* (August 1977), p. 200ff.

[3]Bernard Sloan, "The Future Doesn't Work," *Newsweek*, September 19, 1977, p. 15.

This idea, whether called voluntary simplicity or by some other name, is shared by people in other countries as well as in the U.S. At the XIIIth Congress of the International Federation for Home Economics in 1976, one major speaker from France referred to energy as "man's demanding idol" and concluded his address with these words:

> It is now clear that new energies, which are non-polluting and much more fairly distributed throughout the world than conventional sources will by the end of the century constitute a major source of energy.Their capacity will probably be stepped up even more quickly for developing countries, which do not have or are not dependent on advanced but expensive distribution structures.
>
> Ultimately, I believe that this transformation goes beyond the technical aspects of energy problems, and involves a certain change of attitudes and possibly even ultimately of civilization, as man ceases to regard his natural environment as an aggressive agent against which he must protect himself, in enclosed, air-conditioned buildings, those costly, fragile fortresses, but on the contrary tries to use what is around him to the best effect, in a form of co-operation that will ensure adaptation to his surroundings.[4]

When President Carter spoke to the nation via television on November 8, 1977, he reported that oil imports into this country have tripled in the last ten years and are now about half of what we use. He mentioned three kinds of efforts which are needed to begin to solve this dependence: (1) cut back in consumption, (2) shift away from oil and gas, and (3) encourage production of energy in the U.S.

In an analysis of the President's energy proposal, Tyner and Doering[5] stated in May 1977 that it is "the most comprehensive energy plan ever to come before the American public." They continue:

> The President clearly believes that increasing American dependence on foreign sources of petroleum poses grave risks for future global political and economic security. Increasing dependence poses at least three major political problems for the United States:
>
> 1) The conduct of foreign policy becomes more difficult as the United States becomes increasingly dependent on outside sources of energy.
>
> 2) The potential for economic or political blackmail increases as our vulnerability to petroleum supply curtailments increases.
>
> 3) The risk of global military conflict rises as nations pursue scarce energy resources.
>
> In addition, an increasing level of petroleum imports would pose balance of payments problems for the United States. The balance of payments difficulty could lead to depreciation of the dollar on international markets which in turn would raise demand for American exports and domestic prices within the country.
>
> To lessen the economic, political, and military dangers posed by increasing dependence on foreign oil sources, the President has proposed a set of policies aimed chiefly at reducing our level of dependence on foreign oil. . . .
>
> The main points of his policy can be summarized as follows:
>
> 1) A "gas-guzzler" tax would be imposed on new cars not meeting the Federal mileage standards, and rebates would be offered for cars exceeding the standards.
>
> 2) Gasoline taxes would increase by five cents per gallon per year beginning in 1979 for each year that Federal gasoline consumption targets are not met. The maximum tax would be 50 cents per gallon.
>
> 3) Price controls would be continued on most oil production. "Old oil" would be taxed to bring its market price up to the world price by 1980. New oil price would increase to the 1977 world oil price over a 3 year period. Enhanced oil recovery and stripper oil production would be free of price controls.
>
> 4) Natural gas price for new discoveries would be set equal to the BTU equivalent oil price (currently $1.75 per Mcf). The interstate-intrastate distinction on gas would disappear.
>
> 5) Utility rate structures would be changed to eliminate volume discounts and encourage usage during off peak times.
>
> 6) Industries which had not converted to coal from oil and natural gas would be taxed for consumption of these fuels beginning in 1979. Utilities, likewise, would be taxed beginning in 1983.
>
> 7) Insulation tax credits would be granted to homeowners equal to 25% of the first $800 spent and 15% of the next $1400. Business would receive a 10% investment tax credit.

---

[4]Pierre Bougeant, "Man's Demanding Idol: Energy," in Final Report of the XIIIth Congress of the International Federation for Home Economics, Ottawa, Canada, July 19-24, 1976.

[5]Wallace E. Tyner and Otto C. Doering III, "The President's Energy Proposal: Is It Enough?" CES Paper #26, May 1977, Cooperative Extension Service, Purdue University, West Lafayette, Indiana.

8) Tax credits would also be granted to homeowners who install solar heating equipment. The credit would amount to 40% of the first $1000 and 25% of the next $6400 for a maximum credit of $2000. The credit would decline between 1977 and 1985.

After fifteen pages of analysis of these points, these economists conclude:

> One major point of this paper is that even with the broad reaching measures proposed by the President, all of the 1985 energy goals cannot be achieved. Even if we are successful in reducing this growth rate of energy demand from 3.6 to 2% through the various conservation measures; even if we are able to increase the rate of growth of nuclear power to 16% per year; even if we are able to achieve massive conversion from oil and natural gas to coal and produce one billion tons of coal per year by 1985; and even if the decline in natural gas production can be reversed and production increases achieved—we still cannot achieve a reduction in the current amount of oil imports without substantial increases in domestic petroleum supply. If the United States policy is to reduce oil imports, more attention needs to be paid to measures which could increase domestic supply such as accelerated offshore leasing. While the emphasis on conservation in this set of policies is absolutely necessary, domestic supply potential should also be developed. On the other side of the coin, what may appear to be rather stringent conservation measures could turn out to be too weak to achieve the stated conservation objectives. Only by utilizing effective conservation measures and adopting supply stimulation policies will the United States be able to reduce our dependence on foreign oil imports.
>
> The real danger to the administration's total program is that Congress will adopt only those portions which cause the least pain to "business as usual." If the magnitude of the energy problem is anywhere near what the President says it is (and there are well founded studies that proclaim it to be even worse!), then the public will be putting off moderate pain today in order to reap much greater pain tomorrow.

How many times have we been told that the United States, with 6 percent of the world's population, uses 30 percent of the world's energy? What is the morality of this situation? If a more powerful person, or group, or nation takes advantage of the less powerful and lives high at the latter's expense, does it not eventually produce a rebellion in which all suffer? How much are we wasting?

Have you ever thought of obesity as an energy waster? One speaker[6] at the conference I attended most recently calculated that overweight among adults in the United States totals about 2,300,000,000 pounds. If we got rid of that excess poundage, he estimated that we could save the energy equivalent of 1,300,000,000 gallons of gasoline per year just in unneeded food and an additional amount of some consequence in not having to heat those extra pounds from the temperature of the surroundings to the 98.6 degrees which is normal body temperature.

In another report by this same energy expert, it was estimated that the energy used for containers would be reduced by 40 percent if the beverage industries were converted entirely to returnable containers.[7] If we consumers refused to buy non-returnable bottles, would the industries continue to use them?

How many people have still not turned down their thermostats from 72 or 75 degrees day and night despite the knowledge that lower temperatures may be more healthful and that every degree we reduce them is likely to save at least 1 percent of our energy consumption. For example, turning down the thermostat at night (8 hours) from 70 to 65 saves on the average 5 percent on our energy use.[8] If we turned it down to 65 all day and at night to 60 or less, the saving might exceed 15 to 20 percent, and with an extra sweater and an extra blanket, we might be just as comfortable!

How many of us are making maximum use of solar energy without the need for new equipment? Opening draperies to let in the sun, sitting near a sunny window to enjoy its warmth and to read without turning on a light, hanging our clothes in the sun to dry—these things take no equipment and very little time.

How can we get our students to think about these things? How can we teach the principles of resource conservation? How can we differentiate between teaching principles and imposing values?

A principle, we know, is a general factual statement of relationship, and the learning of relationships is what education is all about. If we say that everyone ought to turn down the

[6]Bruce Hannon, Associate Professor, Center for Advanced Computation, University of Illinois.
[7]Bruce M. Hannon, "System Energy and Recycling: A Study of the Beverage Industry," University of Illinois, 1971.
[8]"Fuel Saving Devices for the Home," *Consumer Reports*, January 1977, pp. 16-18.

thermostat at least five degrees at night, we are stating a value (and if it is understood as one person's value, I can see nothing wrong with stating it), but if we say, with adequate documentation, that turning down the thermostat five degrees every night can save five percent on our consumption of energy for home heating, we are stating a factual relationship. Those hearing it may then use that knowledge to make decisions about their own thermostat settings.

Teaching resource conservation, like teaching anything else, involves objectives in all domains and at all levels. First, we have to make our learners *aware*. In the cognitive domain, examples include awareness of the energy shortage, of the rising cost of energy, of the manner in which it is distributed among income groups, etc., as well as awareness of such relationships as I have just mentioned in regard to thermostat settings. In the affective domain, it means awareness that some people, even reasonable people, hold values with respect to resource conservation that are different from one's own. In the psychomotor domain, it means awareness that some people have skills and take actions that affect their use of resources.

We must, of course, go beyond the awareness level in all domains. As we progress to understanding, application, analysis, synthesis, and finally to evaluation in the cognitive domain, as we reach increasingly internalized levels in the affective domain, we find our task more difficult but also more stimulating and rewarding.

The teaching techniques suggested below in random order can be adapted by teachers to help meet objectives at all levels and in all domains. They are designed to stimulate imagination and interest so that teachers will create ever more effective techniques of their own, for it is the techniques of our own creation that provide the most enthusiasm and excitement for teaching.

Teaching Techniques

(1) A Resource-Waste Hunt (at home or at school)

After a brief discussion of the meaning of *waste* and of *resources*, students could be given a duplicated sheet with three columns headed "Item Wasted," "Where," and "How Avoid" and told where to search and when. When the "finds" are shared in class, perhaps with transparencies on the overhead projector, discussion could focus on how much of what kind of waste was discovered, whether all agree on what is waste and why they may not, and how waste can be avoided.

(2) Analyzing a Story for Resource Waste

The teacher could distribute a story and ask each student to underline instances of resource waste in the actions of the characters. Again, the discussion which followed this exercise could focus on points noted above. The story below is an example. This one is unfinished and could be finished by the teacher to make whatever points s/he wished to call to the attention of the students. Or it could be left for the student to finish and to incorporate all the kinds of waste s/he could think of.

In the discussion of this story, the first indication of waste would probably be in line one with the word *speeding* underlined. While there might be disagreement about what speed Jim and Karen should have been traveling, there can be no disagreement that automobiles travel more miles per gallon of gasoline at lower speeds (down to about 20 or 30 mph) nor that driving faster than 55 mph is against the law! Some may feel that security demands leaving lights on while others underlined this as waste. Some may agree that eating food one does not need is waste but still argue that the enjoyment and socialization justify the unneeded hamburger. Some may argue against night football games to save electricity or suggest that fans go in school buses rather than private cars to save gasoline, while others may see nothing here to consider.

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Jim and Karen

Jim and Karen were speeding along Interstate 74 having a great time. They were on their way home from a night football game in a nearby town. They had enjoyed seeing their team win under those bright lights.

They stopped at McDouglass's for a hamburger and a coke. Both of them were a bit overweight and they had had three good meals that day, but it did taste good! "That was yummy," said Karen, and Jim agreed as they tossed the *coke bottles, paper and foil into McDouglass's plastic lined trash can.*

They reached Karen's house in time to avoid any problem with her parents, and Karen found the outside lights on so it was easy to find her key. It was too late for Jim to come in so she said good night and went inside. It was nice and warm and she noticed the thermostat was set at 72 degrees. Everyone was asleep but the lights were on and she heard a noise in the kitchen. It turned out to be a dripping faucet someone hadn't turned off completely, so she turned it off and went upstairs. She knew she had to work the next day so she was soon asleep.

Next morning she . . .

☆ ☆ ☆

(3) Classes or FHA-HERO could make usable items from materials that would have been put into the trash can and then have a bazaar. (See *Illinois Teacher*, vol. XVII, no. 5, "Trash Is Cash.")

(4) Have a "trade fair" in which everyone trades their own "white elephants" to those who find them useful. Tokens could be given each contributor in the amount of the worth of his/her items contributed and these used to "purchase" what others brought.

(5) Students could plan and plant a school or home garden and preserve or sell the produce not used. Savings in energy as well as money could be calculated. (A helpful resource might be *Energy and Food: Energy Used in Production, Processing, Delivery and Marketing of Selected Food Items*, by Albert J. Fritsch, Linda W. Dujack, and Douglas A. Jimerson, CSPI Energy Series VI, $4.00, Washington, D.C.: Center for Science in the Public Interest, 1975.)

(6) In groups, students could write a letter from their unborn great-grandchild, dated 2050, describing life as it is because our forefathers wasted resources and as it could be if they had not. Reading each other's letters and comparing ideas could lead to interesting discussion.

(7) Teacher could prepare a list for a scavenger hunt at school or at home with items such as:

a. a place where heat is "leaking" from the building or cold air is entering
b. an item thrown away that could have been used
c. an item with more packaging than would be required to protect or preserve it
d. a light turned on where no one was using it
e. water running when it was not needed
f. something soon to become unusable if not repaired
g. etc.

After the hunt, individually or in teams, discussion could follow and perhaps include additional items for a later hunt.

(8) Lab groups could compete to see which one could cook a given meal using the least amount of energy. This would require reading the meter just before and after each group prepared its meal and avoiding other uses of electricity during that time. Alternatively, groups could try to cooperate in preparing different meals to help each other save energy.

(9) Class or club could sponsor a contest in recycling clothing (for self or others) and give an "energy saving award" to the person whose recycled garment is judged best on basis of energy saved, attractiveness, and usefulness. The certificate could be presented in some public ceremony to attract wider attention to resource conservation.

(10) Each student could make an item of clothing or accessory out of something that was to be discarded and contribute it to a project which distributes clothing to needy school children or provides gifts for nursing home residents or other such welfare project.

(11) Students could debate some aspect of President Carter's energy proposal or some other policy issue related to resource conservation.

(12) Individually or in pairs, students could interview local "experts" on various aspects of resource conservation and share results in class.

(13) Class could prepare a questionnaire and each student interview two or three elderly persons on conservation practices they have used, especially during the depression, then share in class and discuss how these ideas might or might not be useful today.

(14) Class could be divided into teams which take turns suggesting ways to reduce energy consumption without reducing quality of life. A panel of jurors could assess a point value of one to five for each suggestion on the basis of energy saved and maintenance of quality of life. This panel could be invited from outside the class, or each team could elect a person to serve on the "jury."

(15) Class could be divided into groups of three to five and brainstorm ways to use leisure time to have fun while using little or no energy, then all groups share with entire class and discuss. Plans might be made to carry out some of the ideas.

We could go on. Ideas are limitless. The message we wish to convey is, of course, that teaching resource conservation can be exciting and fun, that conserving resources can have far reaching effects on present and future individuals, families and governments, that changing life styles could enhance our quality of life, and that home economists can have influence in this regard. The impact we have as a profession will depend primarily on what each of us decides to do as an individual. *Illinois Teacher* invites your comments.

The Home Economics Laboratory as an Environmental Model

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Home economics teachers are moving from listening to ecological crisis rhetoric to positive action in the classroom. They are weary of negative, pessimistic media coverage of the subject, where some even imply the Earth's survival will depend on our returning to primitive or at least spartan life styles. Says Null, "issuing ecological or social doomsday ultimatums has never made anyone do anything but yawn!"[1] As home economists, we have an obligation to promote leadership in the midst of this depressing social climate; to show people how they might adapt their life styles and consumption patterns to meet this change in environmental conditions; to demonstrate how people can live well with less; to encourage people to ask themselves—"When is enough, enough?"

The earth's resources are not infinite, and fossil fuel (oil, natural gas, coal) especially is being rapidly depleted. Coupled with this is a growing world population, which means essentially that more people are drawing on fewer and fewer resources in an environment that is becoming more inhospitable as it becomes more polluted. Much of the blame for this crisis rests with American families, and their extravagant life styles. The United States has six percent of the world's population; yet it currently consumes over thirty-two percent of the world's resources.[2] It produces more goods and services than any other country, and this is reflected in what we are told is the highest level of living in the world. The American public seems to feel that *quantity* of goods and services is the best indicator of the good life. Obviously, an abundance of goods and services can mean comfort and convenience for many Americans, but is *all* this really necessary to their health and happiness? To return to the crux of the dilemma; on the one hand we have the facts concerning our Earth's future, while on the other we see peoples' values and attitudes linked to an economic and social system which is geared to the pursuit of technology; the production and consumption of more and more.

> Despite the seemingly annihilating effects of the technological juggernaut on man's instinctual connection with nature, there still remains a considerable basis for hope. Technology is not necessarily evil or villainous in itself. Essentially, technology is neutral and can be used or misused by man. Present in the technology are the very forces and factors that can overturn it, or change it, or move it in another direction.[3]

Those who have been monitoring President Carter's move to get Congress to approve his energy proposals have become aware that numerous powerful groups are at work with vested interests in extending the American consumption appetite still further in the future. Such groups are quick to point out that if mass acceptance of a simpler life style occurs, increased unemployment will result. This disadvantageous tradeoff cannot be ignored; however, for the present, it is a problem that remains unsolved.

> This is an era of specialists, each of whom sees his own problem and is unaware of or intolerant of the larger frame into which it fits. . . . It is also an era dominated by industry, in which the right to make a dollar at whatever cost is seldom challenged. The public must decide whether it wishes to continue on the present road, and it can do so only when in full possession of the facts. In the words of Jean Rostand, "The obligation to endure gives us the right to know."[4]

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[1]Gary Null, *Man and His Whole Earth* (New York: Pyramid Books, 1976), Foreword.
[2]Editor, "The Energy Crisis and Home Economics," *Journal of Home Economics*, 65(9) (December, 1973), 6.
[3]Null, *op. cit.*, p. 139.
[4]Rachel Carson, *Silent Spring* (Boston: Houghton Mifflin, 1962), p. 13.

In the meantime, let us approach the ecological crisis in positive fashion within the home economics classroom. The suggestions here will not mean undue inconvenience, nor will they detract from the generally inviting atmosphere that pervades most home economics classrooms. Students may be more likely to want a simpler life style, having experienced a facsimile for themselves within the classroom, than if we simply present environmental education abstractly. Further, they will see that simpler life style does not mean being deprived; it does not infringe on their potential for achieving a happy, healthy satisfying life.

> In relation to his planet, Western man is like a bull in a china shop. To maintain his ideas of self-preservation, he not only destroys his environment, but also inflicts tremendous damage on his own psyche and society. He educates his children to be aggressive rather than harmonious, critical rather than understanding, and greedy rather than cooperative and sharing.[5]

In classroom discussion, it may be a worthwhile exercise to conduct a speculation session where students are asked to suggest bonus tradeoffs that might accrue in our revised society. For example, a healthier population, and perhaps the following as suggested by Metzen.[6]

- Increased value on interpersonal relationships, creativity and personal fulfillment.
- Enhanced working conditions and job satisfaction as the pressure to produce more and more eases off.
- Decline in social tension and conflict that are products of population and traffic density, noise pollution, and keeping up with the Joneses.

Many changes toward the simpler life style will require changes in our values and attitudes, developing new habits and discontinuing old ones, together with time, effort, patience and money.[7] Currently, about twenty percent of all energy used in the United States per annum is consumed for home living purposes.

> In the average home, 57 percent of this energy is used for heating the home, 15 percent for heating water, 5.7 percent for cooling food, 5.7 percent for cooking food, 3.6 for air-conditioning, 1.6 for drying clothing, and the remaining 10.9 percent for lighting and for operating small appliances.[8]

Moreover, the declining number of persons per household and the expanding number of households in this country leads to larger expenditures of energy per person. Owning less and perhaps the sharing of some appliances between neighbors would offset this trend.[9]

The Home Economics Teacher

Can you become your own best teaching aid with respect to environmental education?

In recent years, we home economics teachers have probably attended at least one conference where aspects of the ecological crisis were examined. Possibly most of us have also listened to President Carter speak to the subject. As a consequence, some of us have jumped on the bandwagon, and introduced specific environmental resource management content into our existing curricula.

It looks impressive on paper; it indicates to our administrators that we are up to date in our teaching. In practice, however, we may present the material as little more than a list of do's and don'ts. Meanwhile, the resource use extravagance within our departments may be continuing. We may make little or no effort to practice in our own homes what we preach. It is a case of do as I say, not as I do. For example, are we included in the estimated forty million Americans who drive **alone** to work each day, perhaps in a gas-guzzler car?[10] Or, are we

[5] Null, *op. cit.*, p. 134.

[6] Edward J. Metzen, "A 'No-Growth' Economy by the 1980's. Implications for the American Family," *Journal of Home Economics*, 67(6) (November, 1975), 15.

[7] Glenda Pifer, *Energy Management Checklist for the Home* (Washington: Extension Service, U.S. Department of Agriculture), p. 2.

[8] Jacqueline Anderson, Carol Warfield, and Marjorie Mead, *Saving Energy in the Home. Using Home Appliances* (Urbana-Champaign, IL: Cooperative Extension Service, College of Agriculture, University of Illinois, 1976), p. 1.

[9] Albert J. Fritsch and Barry I. Castleman, *Lifestyle Index* (Washington: Center for Science in the Public Interest, 1974), p. 5.

[10] "Energy And You," *Current Consumer*, 1(6) (Highwood, IL: Curriculum Innovation, Inc., 1977), p. 7.

insistent on having a working environment of over 70 degrees in winter rather than lower the thermostat, and wearing an extra layer of clothing from our extensive wardrobes? Do we think nothing of drinking pop from nonreturnable cans in the school cafeteria?

Metzen[11] suggests that home economists have directly contributed to the extravagant life styles of many American families today.

> Have we not helped to develop the very attitudes and practices that have created all these shortages of energy and raw materials? In the past, to what extent have we been responsible for encouraging:
> - excessive energy-consuming gadgetry
> - excessive space for housing, and housing materials environmentally maladapted to sites
> - energy inefficient food preparation and heating systems
> - disposable goods and throw-away containers?
>
> To what degree have home economists promoted general use of products and practices that are inconsistent with society's long-run best interests in terms of raw materials, conservation, energy, resources and the environment?

Most home economists consider themselves well-versed in finding practical solutions to problems as they relate to home and family. Now is the time to put this claim to the test! One of the most urgent concerns for home economists is to assist individuals and families to make consumption decisions that will be in harmony with nature. I suspect that many of us in our day-to-day teaching situations may have lost sight of this fundamental mission; teaching a particular clothing construction technique or a specific child care principle may have become ends in themselves. Let us reconsider the very nature of home economics as it was first envisaged. Ellen Swallow Richards,[12] a founder of home economics as a formal field of study, saw its focus as human ecology; the study of man in his reciprocal relationship with his immediate environment, the home. Its aim was/is to improve the quality of life for all. That mission is still relevant today although now home economists cannot overlook the fact that we live in a "global village"[13] where the individual person or family can be seen in close interrelationship with a much wider environment, the entire planet Earth.

To date, some of us may have tried to dispense with the ecological crisis by putting it in our "too hard baskets." Our reasoning has been that the magnitude of the problem is such that anything an individual home economics teacher does won't make a difference. We **can** make a difference! Moreover, we are in a position to motivate large numbers of people to, at least, consider making a difference. Goldsmith[14] poignantly alerts us to our responsibility in treating the ecological crisis as a matter of top priority.

> In an expanding universe, the galaxies and stars grow farther apart each moment. The void of empty blackness through which they fly becomes ever larger, ever lonelier. Our little spaceship Earth whirls through the fleeing stars of night. Except for sunlight, her fuel and supplies are all on board. There's no going back for more, and there's no getting off to go some place better. Spaceship Earth is off the pad, and we're the crew. The only crew she's got.

Strategy for Positive Action

Let us assume you wish to simplify the life style model depicted in your school's home economics facility. The checklist below is intended to be discussed at a home economics faculty meeting. Doubtless not all the items for change will be applicable or acceptable in any one particular school setting; so we can delete and add until we arrive at a tentative proposal to which there is unanimous agreement. Next, we can share the proposal with students, inviting their comments and suggestions, and then commence to effect the program with regular teacher-student progress reviews until it becomes established. A public relations effort to share the good news with the school administration, the community and other teachers and students may enhance success. *Illinois Teacher* would be interested to learn of readers' experiences in such efforts.

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[11]Metzen, *op. cit.*, p. 134.
[12]Caroline L. Hunt, *The Life of Ellen H. Richards* (Washington: American Home Economics Association, 1958).
[13]Alvin Toffler, *Future Shock* (New York: Bantam, 1971).
[14]Edward Goldsmith, *et al.*, *Blueprint for Survival* (Boston: Houghton Mifflin, 1972).

Checklist for Using the Home Economics Laboratory as an Environmental Model

Room Temperature Control

1. Is your thermostat set no higher than 68 degrees in winter? In summer not lower than 78 degrees? Classes might wish to experiment to see if they can be comfortable at temperatures below 68 (or higher than 78) by changes in clothing, use of shades, fans, etc.
2. Do you keep shades open on sunny days in winter, and closed at night? Do you regulate them in the daytime to reflect the sun?
3. Have you checked to see that empty rooms are not heated or air-conditioned at intervals during the day or night?
4. You may write to the Energy Conservation Corps, c/o Bolton Institute, 1835 K Street, N.W., Washington, for information and case histories of student activities to save energy in schools.

During the energy crisis of the winter of 1973-74, the school board in one town in New England considered closing the high school for a month to save 15,000 gallons of fuel oil. A physics teacher and his class organized an Energy Conservation Corps project which they called "Be Thrifty Using Fuel" and, with the aid of an electrical contractor, did a heat loss study of the school building. This study showed that it was unnecessary to close the school. In fact, by taking simple steps to eliminate wasted energy (such as turning down the thermostat and caulking the doors, for example), a great deal of fuel could be saved. The school superintendent was so impressed by the study that he followed its recommendations. Instead of closing the school for a month to save some 15,000 gallons of fuel, the administration kept it open, using energy saving methods, and saved 80,000 gallons.[15]

Lighting

5. Do you know that fluroescent lamps produce about four times as much light per watt as do incandescent bulbs?[16]
6. Do you check at intervals during the day to see that natural lighting is used to advantage?
7. Are you avoiding excessive illumination of classrooms? The Federal Energy Administration recommends 50 footcandles of illumination in rooms with desks; 30 footcandles in laboratories or general work areas, and 10 footcandles in non-working areas such as halls and storerooms. The procedure for checking the illumination level of selected areas is simple; just read the dial of a light meter. Perhaps you could borrow a light meter from the school maintenance department or public utility.

Water

8. Why not place brief slogans or cartoons on the walls near faucets to remind everyone to use water wisely?
9. Are dripping faucets repaired promptly?
10. Are the dishwasher and washing machine used only when enough soiled items have accumulated to make a full load?
11. Are students directed to avoid use of running water where possible; for example, rinse dishes in a pan of water instead of under faucet?

Shopping Practices

12. Do you make a point of not purchasing over-packaged goods?
13. Do you select biodegradable products or containers?
14. Have you eliminated the use of aerosol (flurocarbon propellant base) packaged products?
15. Is the department's use of paper products kept to a minimum?
16. Are *low* phosphate detergents selected?

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[15]Energy. *Understanding and Activities for Young People* (Washington: Superintendent of Documents, U.S. Government Printing Office), p. 17.

[16]Edison Electric Institute, *104 Ways to Control Your Electric Bill* (90 Park Ave., New York, NY 10016), p. 9.

17. Are multi-purpose household reagents used?
18. Are fresh fruit and vegetables purchased loose rather than pre-packed?
19. Do you give particular attention to decisions concerning the quantity of materials (e.g., food ingredients) an individual or group needs to achieve a specific learning objective? Do you avoid excess unless you specifically plan to sell the extras?
20. Do you and your students practice sound storage principles to eliminate unnecessary waste?
21. Are items purchased in returnable packages in preference to throw-away forms?
22. Why not explore opportunities to establish indoor and outdoor vegetable gardens for the school?
23. How about allowing students to see you reading labels as a matter of course to determine whether product ingredients are environmentally sound, and how to use the product as efficiently as possible?

Recycling Practices Within the Department

24. Do you ever conduct periodic student "think tanks" to develop new ideas for recycling?
25. Why not write on both sides of paper, and encourage students to do likewise?
26. Have you evaluated the need to provide individual hand-out materials to students lately? If needed, avoid extras that get thrown away.

Washing Machines and Dryers[17]

27. Is the lint filter cleaned after use?
28. Is care taken not to overload?
29. Do you make a point of removing clothes immediately from dryer to minimize wrinkling, and the need for ironing?
30. Is line drying practiced as much as possible?

Ranges and Cooking[18]

31. Do you organize laboratory classes so that each oven is used to maximum capacity, with an emphasis on complete oven meals or cooking extra for freezing and later use? Do you arrange for several student groups to share one oven rather than using a number of ovens, each cooking perhaps one item of food? Have you investigated the effect on a food product when the recommended oven temperature is altered by 25 degrees?
32. Can preheating ovens be avoided? The process is usually non-critical to most food products. If the process is critical, how much extra energy is required?
33. Do you advise students to avoid opening oven doors during cooking? How much heat is lost in each peek? How quickly can a necessary peek be accomplished?
34. When selecting pans for top burner cooking, do you advise students to use those that cover the entire burner surface?
35. Do you turn down the high heat settings as soon as possible?
36. Do you know that thermostatically controlled burners are more energy efficient than conventional? They use 2 to 22 percent less energy.
37. Do you know that often it is more energy efficient to use a specialist electrical appliance in preference to the range, e.g., the toaster rather than the range broiler? Better still, we can eat bread instead of toast!
38. The *Current Consumer* (February 1977) estimates that pilot burners account for 42 percent of all energy used by gas ranges. Why not avoid ranges with pilot burners when replacing an existing model? Could present pilots be eliminated?
39. Why not consider using "elbow grease" to clean ovens rather than the high heat, self-cleaning device? Or use "preventive cleaning," i.e., cover oven with protective coating that prevents spills from sticking?

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[17]Carol Warfield, Jackie Anderson, and Marjorie Mead, *Saving Energy in the Home. Doing the Laundry* (Urbana-Champaign, IL: Cooperative Extension Service, College of Agriculture, University of Illinois, 1976).

[18]Editor, *Consumer Survival Kit. Plug-In Along* (Owings Mills, Maryland: Maryland Center for Public Broadcasting, 1976), p. 13. Reprinted article, *Energy Use in Cooking Appliances*, Energy Conservation and Services Department, Pacific Gas and Electric Company.

40. Do you know that a complete broiler meal requires 10 percent more energy than a complete oven meal? And a complete meal on the surface requires only about one-half the amount of energy needed for a broiler meal?
41. Do you know that pressure cookers reduce length of cooking time and use 26 to 42 percent less energy than steaming, simmering, braising, and stewing in a saucepan on the top of the range.
42. Have you considered the following facts about microwave ovens? Microwave ovens are most efficient for defrosting, reheating, cooking in small quantities, or when cooking individual items. For these uses they take less energy than regular conventional ovens. Because cooking a complete meal in a microwave oven means cooking each item individually, energy consumption in this case may run more than if all items were cooked at one time in the conventional oven. This depends on the number of items cooked. Anything less than four items, energy is saved in the microwave oven.
43. Do you know that smooth top electric cooking surfaces have less efficient heating surfaces than conventional electric models; and that it may take three times as long to heat two cups of water? Once heated, however, the smooth top model holds heat longer than the conventional electric cooking surface.

Miscellaneous

44. Do you make a point of using all household equipment according to manufacturers' recommendations for most efficient and economical operation?
45. Have you thought of installing a meter in the laboratory so everyone can monitor electricity use by various appliances?

> Start paying attention for energy use. It's pretty well established that the simple habit of starting to look at your electric meter once a day and paying attention to the sorts of things that make it race a little faster can easily lead to a 20 percent saving in a house without any perceptible impact whatsoever on quality of life. It costs you nothing and you feel really virtuous.[19]

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The Use of Electric Blankets to Conserve Household Energy

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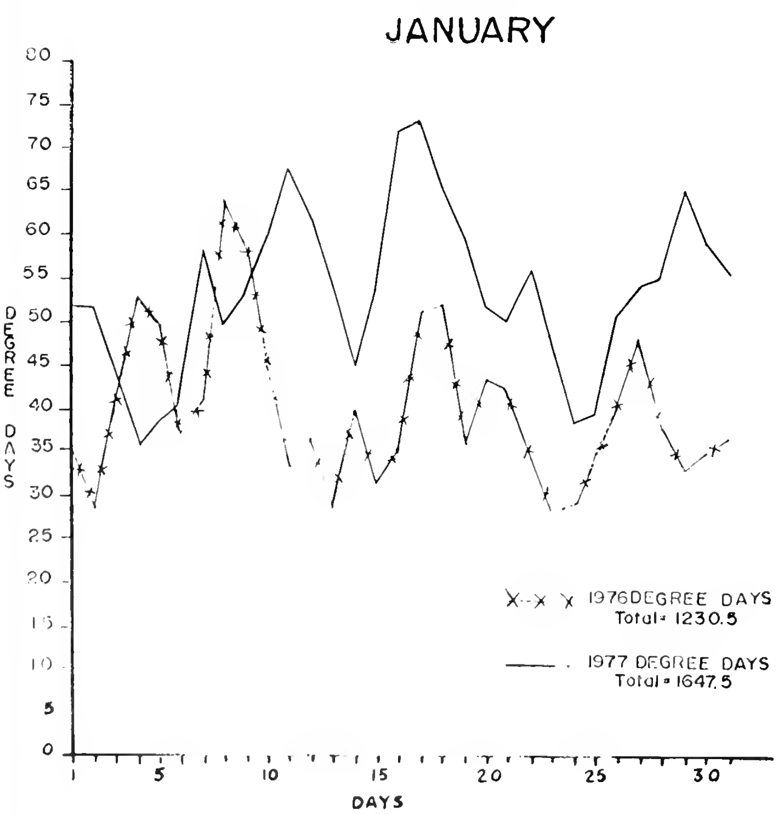
What can families do to save energy (and dollars) in their homes while maintaining their present quality of life? One answer might be the use of electric blankets in combination with reduced household temperatures. In this way, families could be comfortably warm while sleeping even though the temperature in their homes is well below what is usually considered the comfort zone.

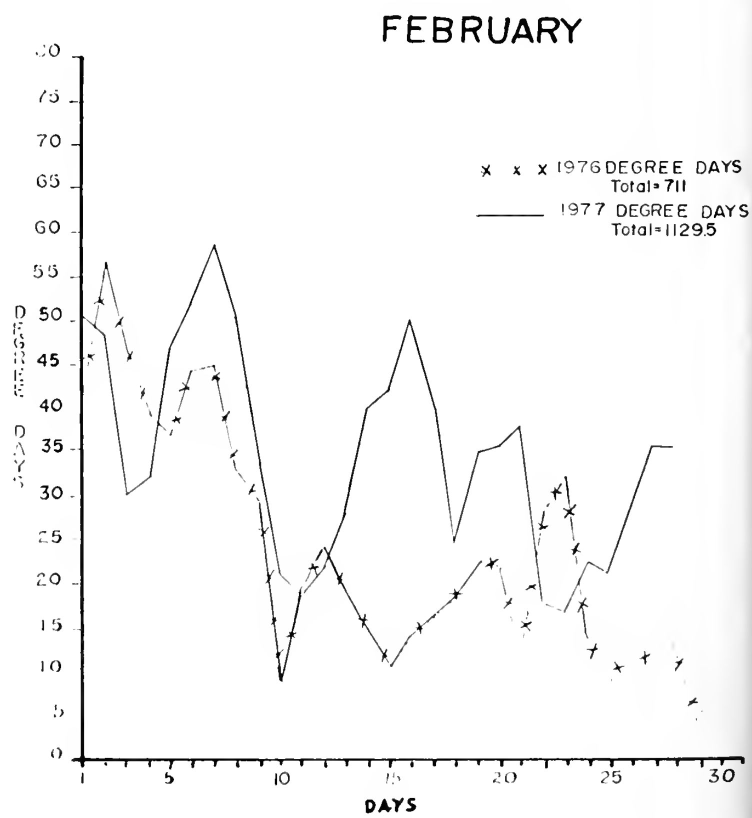
These were some of my thoughts as I began to contemplate what is now called "my blanket study." With the cooperation of Northern Electric Blanket Company, I was able to involve eleven (11) households in a study to determine whether or not my theory was practical for real live people. Northern was able to supply electric blankets of varying sizes and with the requested controls (and even colors!) for the twenty-five beds involved in the study. We also got to keep the blankets.

Through the cooperation of Dr. Dalias Price, our University Weather Man, degree days were calculated.[1] This turned out to be an important aspect of our study as we tried to compare our severe 1977 winter to the winter of 1976. The degree days for the winter of 1977 were about 50 percent higher than the corresponding period in 1976 (see graphs 1 and 2). The only valid way to compare the two years' energy use seemed to be that of figuring *utility use per degree day* for each household.

The blankets and instructions were delivered to cooperating households during the last week in December.



Graph 1. Degree days in January.



Graph 2. Degree days in February.

[1]Heating Degree Days are calculated by subtracting the average daily temperature from 65°F., the temperature of the outdoors when a home normally needs no heating or cooling. For example, if the high for a winter day is 20° and the low is 0°, the *average* of those two is *10°*. The 10° is subtracted from 65° giving *55°* as the number of Degree-Days *for that day.* Adding the Degree Day figure for each day in the month gives the total Heating Degree Days for the month. Heating costs vary in proportion to Degree Day variance. The more degree days, the higher the heating costs. January and February are expected to be highest in Degree Days.

Mrs. Strader delivering a blanket and instructions to Mrs. Norma Harrison, one of 32 participants in 11 households.

Dialing down the thermostat at least 10 degrees for 8 or more hours was an important part of the study.

The youngest participant in the study, seven-year-old Toby Strader, enjoying his blanket.

Most families ordinarily kept their thermostats at 68 degrees, so during the sleeping hours thermostats were lowered to 58 degrees or less. Turning the thermostats down around 10 p.m. and up again around 6 a.m. was the popular procedure. Most of us found our homes would remain warm about an hour but it usually took less than an hour for them to warm again in the morning. Some felt the chilly mornings were an inducement to accomplish morning chores quickly. At our house, we liked to get up to adjust the thermostat and then return to bed for a few minutes while the house recovered. Most of us felt the small sacrifices were well worth the savings.

THE STUDY

(Supported by a Grant from Northern Electric Blanket Company)

Purpose

The purpose of this study was to determine the effect of using the electric blanket on conservation of household energy.

Hypothesis

It was hypothesized that lowering thermostats at least 10 degrees for 8 or more hours while using electric blankets on each bed in the household would result in lower total household energy consumption.

Procedure

1. Households were selected to give variety in numbers of people, numbers of beds, sizes of homes, types of heat, and ages of members. Participants were asked not to make changes in the structure, number of people, or lifestyle during the experimental period. This was done to insure as few variables as possible and to validate a control period (January-February 1976).
2. Participants were asked to lower their thermostats at least 10 degrees for 8 or more hours and use electric blankets for temperature-comfortable sleeping. This was to begin with the first day of the January billing and end with the last day of the February billing, 1977.
3. The number of gallons of propane, therms of natural gas, and kilowatt hours of electricity used for both the 1976 and 1977 billing periods were obtained.
4. Degree days for each individual household's billing period during 1976 and during 1977 were calculated. In all households, degree days for 1977 numbered greater than the degree days for 1976.
5. The gallons, therms, or kilowatt hours used per degree day were computated for 1976 and for 1977.
6. The amount of savings was determined by the following formula:

$$100\% - \left(\frac{\text{1977 KWH or Gas Usage}}{\text{1977 Degree Days}} \div \frac{\text{1976 KWH or Gas Usage}}{\text{1976 Degree Days}} \right) = \text{\% of savings}$$

TABLE 1

House-hold	# Beds in House-hold	1976 Billing	Gallons* or Therms	Degree Days	Billing	KWH	Degree Days	1977 Billing	Gallons* or Therms	Degree Days	Billing	KWH	Degree Days	% Sav. Th/Gal	% Sav. KWH
A	1	1/1-2/29	818*	1941.5	1/5-3/4	890	1809	1/1-2/28	860*	2776.5	1/5-3/4	912	2716	26%	31%
B	1	1/1-2/29	750*	1941.5	1/5-3/4	690	1809	1/1-2/28	930*	2776.5	1/5-3/4	690	2716	15%	34%
C	1	1/9-3/5	353	1635.5	1/9-3/5	1329	1635.5	1/5-3/4	404	2716	1/5-3/4	1321	2716	32%	40%
D	3	1/6-3/2	497	1679	1/6-3/2	1722	1679	1/5-3/7	519	2875	1/5-3/7	1960	2875	40%	34%
E	2	1/8-3/4	663	1716	1/8-3/4	1011	1716	1/6-3/7	695	2836.5	1/6-3/7	1319	2836.5	34%	21%
F	5	1/7-3/8	667	1821	1/5-3/4	2360	1809	1/7-3/2	762	2632.5	1/5-3/4	2440	2716	22%	31%
G	3	1/21-3/16	426	1427.5	1/5-3/4	1800	1809	1/17-3/15	415	2087	1/5-3/4	1630	2716	34%	40%
H	3	1/20-3/17	373	1509.5	1/20-3/17	1118	1509.5	1/17-3/17	419	2129.5	1/17-3/17	1272	2129.5	20%	19%
I	2	1/7-3/3	499	1715	1/7-3/3	1141	1715	1/6-3/7	664	2765.5	1/6-3/7	1373	2765.5	17%	25%
J	3	ALL ELECTRIC HOME			1/8-3/4	7344	1614.5	ALL ELECTRIC HOME			1/6-3/7	9265	2836.5		28%
K	1	ALL ELECTRIC HOME			1/5-3/4	5190	1809	ALL ELECTRIC HOME			1/5-3/4	5240	2716		33%

*Propane users

Average total savings 28.8%

Results

1. The data, Table 1, substantiates the hypothesis. (Household members may have become more energy conscious and conserving without realizing it. This may have contributed to the larger than anticipated savings, especially in electricity.)
2. The number of people and/or beds in the household appears to make little difference in the savings.
3. The amount of floor space in the households does not seem to affect the savings.
4. All electric homes, propane heated homes, and natural gas heated homes appear to have similar savings.
5. The age of the people in the household does not seem to affect the savings.
6. Many participants reported enjoying sleeping in cooler temperatures and *loved* the feel of the electric blankets.
7. One person out of the 32 individuals involved expressed dislike for the cooler room temperature.

Summary

In this study, the use of electric blankets in combination with reduced household temperature resulted in an average 28.8 percent reduction in energy consumption for the household, with a range of 19 percent to 40 percent. Of course, the same savings could have resulted without the electric blankets if the subjects had been willing to turn down the thermostats and put extra blankets on their beds!

HOUSEHOLD INFORMATION *Sample Information Sheet*

First names and ages of those living in the household:

Address:

Number of beds involved in study: ___________ Type of heat: ______________________

Square feet in household:

500-1000______ 1000-1500______ 1500-2000______ Usual thermostat setting ___________

2000-2500______ over 2500______ Setting for research ___________

Billing period 1976 January _______ to _______, February _______ to _______.

Billing period 1977 January _______ to _______, February _______ to _______.

Total heating units used January 1976 _______, February 1976 _______. Total heating units used January 1977 _______, February 1977 _______.

Total electric units used January 1976 _______, February 1976 _______. Total electric units used January 1977 _______, February 1977 _______.

Please be sure to turn the thermostat down 10 degrees for **eight or more** hours.

You may being *on or before* your billing period begins, but be sure to continue for the entire billing period.

Please ask your family to make comments on the back of this sheet.

ENERGY CONSERVATION IN THE MODERN HOME

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According to the Association of Home Appliance Manufacturers, there are 1¼ billion appliances in 71 million U.S. homes using energy (gas or electricity) and water to perform their tasks.[1] Most families have felt the effects of the energy crunch in the form of higher utility bills, and some have even experienced loss of work or school closings. "Brownout" and "blackout" have become familiar words through personal experience or the news media, and some sections of the country have experienced severe water shortages. The government is planning to treat water conservation as part of its total energy savings program.[2] Is it time for us to take a close look at our life styles and evaluate the end-product in terms of resources consumed?

Total electrical energy consumption in the U.S. has increased more than 3½ times since 1950 while population has grown by only 37 percent.[3] Therefore, only one-ninth of the increased use of electrical energy since 1950 can be assigned to population growth. The rest is the result of increased per capita usage. During this same period gas usage increased by 265 percent. The residential sector consumes one-fifth of all energy used in the U.S. and of that one-fifth, home heating consumes 57 percent and the heating of water uses 15 percent.[4] Food preparation and refrigeration each account for 6 percent. The remaining 16 percent is used for drying clothes, lighting the home, cooling the home, and operating small appliances.

There are two major components that determine the cost of electricity. First is the cost of the fuel (coal, gas, oil, uranium, water power) used to turn the generators. Second is the cost of the generators themselves. Generators are usually idling and producing at a rate about 40 percent below the peak demand, but can be speeded up to meet the demand during peak periods of the day or year.[5] If electricity could be stored, the generators could produce at 100 percent capacity and the excess could be stored for future use. Then the present system would be adequate and additional costly generators would not be needed. Possible means of storing electricity are currently being studied.

One possible solution to limiting the peak load to the capacity of the current generators is "peak load pricing" or "time of day metering." For example, one utility company whose normal rate is 5 cents per kilowatt hour (kwh) is field testing a program in which the consumer pays 16 cents per kwh for electricity used "on peak," 1 cent per kwh for that used "off peak," and 3 cents per kwh for that used at other times.[6] "Peak load pricing" or "time of day metering" is expected to encourage the consumer to use the self-clean feature of the range and to dry clothes after 8:00 p.m. Controlling the time at which the water is heated is one way of limiting peak demand. An electric cooperative in southern Illinois is installing a microprocessor in each customer's home which will not allow the water heater to operate when another heavy current user, such as the electric oven, is in use.[7] Another option is to program the water heater to turn on during off peak-load hours.

The consumer can limit energy consumed by following instructions on the use of appliances already in the home. In addition, the consumer can practice energy saving techniques which have been taught as principles in home economics classes long before the energy shortage became acute.

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[1]Guenther Baumgart, President, Association of Home Appliance Manufacturers, Speech at Electrical Women's Round Table meeting in Seattle, Washington, September 27, 1977.

[2]"Happenings," *Merchandising*, 2 (September 1977), 79.

[3]Calvin L. Beale, "Implications of Population Trends for Quality of Life," *Family Economic Review* (March 1973), 4.

[4]Stanford Research Institute, "Patterns of Energy Consumption in the United States," p. 6.

[5]Joseph Sloan, "Electrical Rates," *Tennessee Magazine*, July 1976, p. 6.

[6]*Ibid.*, p. 7.

[7]S. J. Miller, Personal Correspondence, January 3, 1977.

Since most appliances have an expected life of 10-15 years, most consumers will be using appliances designed to compete in the marketplace, not to conserve energy. Consumers will need to use those appliances already in the home in ways that consume a minimum amount of energy. They will look for reliable sources of suggestions for conserving energy in the home, based on research and sound principles, and will avoid the half-truths and distorted facts.

Energy Saving Practices

Refrigerators: It costs more to operate a refrigerator during its life than the refrigerator costs when it is purchased, i.e., 58 percent of the refrigerator's life cycle cost.[8] The following practices based on energy conserving techniques will help reduce the cost.

1. Locating the refrigerator-freezer away from the range, built-in oven, dishwasher, sunlight, and heating vents will save energy because 60 percent of the heat entering a refrigerator-freezer enters through the walls.

2. Less heat is lost with fewer longer door-openings than with more frequent short-time openings.[9]

3. Cleaning the condenser coils located at the bottom of the refrigerator-freezer with the crevice tool of a vacuum cleaner or a long-handled brush every six weeks, or more often if there are pets in the home, will save energy. Condenser coils located on the back of some refrigerators need to be dusted once or twice a year.

Dishwasters: Machine washing of dishes saves human time and energy and may use no more hot water than hand washing dishes, depending upon handwashing techniques used and the brand and cycle used in dishwasher. One study reports that 2 to 8 gallons of hot water are used each time dishes are washed by hand. Assuming dishes are washed twice a day, 28 to 112 gallons of hot water would be used per week.[10] Current models of dishwashers use 12 to 16 gallons of hot water per load. Based on a plan of operating the dishwasher once a day, 84 to 112 gallons of hot water would be used.[11]

To get clean dishes with the automatic dishwasher while using the minimum amount of energy, the following procedures may be helpful:

1. Eliminate the rinse-and-hold cycle. Approximately 2¾ gallons of hot water (140 degrees Fahrenheit) is used in each rinse-and-hold cycle.[12] Research has shown that a quick pass through cold tap water will keep the difficult-to-remove soil adequately moist so that it will wash off if the dishwasher is used once a day. For longer hold periods (3-7 days), the rinse-and-hold cycle could be used daily or more thorough hand rinsing done.

2. Wash full loads. It requires the same amount of hot water to wash a 3-place setting load as to wash a 13-place setting load.

3. Select the cycle represented by the load. Most dishwashers have a cycle for heavy soil and a shorter cycle for regular soil. Usually the regular cycle is sufficient to remove all except the most stubborn soil. Hand scrubbing the heavily soiled items immediately following the last rinse will usually remove this stubborn soil. This avoids the "pots and pans" cycle saving the energy needed to heat the water to a temperature above 140 degrees Fahrenheit and to operate the motor that sprays water over the contents of the dishwasher.

4. After washing and rinsing are completed, open the dishwasher door about 2 inches and let the dishes air dry. This eliminates using the heating element to remove the moisture within the dishwasher. For dishwashers with a fan to move the heated air over the dishes, there would be an additional savings by eliminating the operation of the fan motor.

5. Avoid using the dishwasher as a plate warmer.

Ranges: The way a range is used affects the amount of energy consumed. According to the Commerce Department's National Bureau of Standards individuals using the same range to prepare the same menu can differ in their use of energy by as much as 50 percent.[13] Suggestions for minimum energy use on the electric range include:

- using a utensil with a flat bottom for good contact between the heating element and the pan

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[8]Massachusetts Institute of Technology, "The Productivity of Servicing Consumer Durable Products," p. 80.

[9]Tennessee Valley Authority Power Marketing Division, "Residential Emergency Electric Energy Reduction."

[10]Elaine K. Weaver and Clarice E. Bloom, "Is a Dishwasher Worth the Price?" Ohio Farm and Homes Research #287, Ohio Agricultural Experiment Station, Wooster, Ohio, 1954.

[11]"Portable and Convertible Automatic Dishwashers," *Consumers Research*, September 1977, p. 10.

[12]"Maytag Dishwasher Cycles," The Maytag Company, Newton, Iowa.

[13]"Appliance News," *Appliance*, 34 (August 1977), 17.

- fitting the diameter of the utensil to the unit (participants of one study tended to use the right front unit regardless of size of the utensil)
- turning the control to a lower setting just before vigorous boiling occurs and turning the controls off 2 to 3 minutes before removing the utensil from the unit to utilize stored-up heat (this is very important on smooth-top ranges)

Using the thermostatically-controlled surface unit of both gas and electric ranges can result in a 16 percent savings in fuel.[14]

The use of a timer can decrease the need to look in the oven while food is cooking. Each time the oven door is opened, approximately 20 percent of the heated air is lost from the oven.[15]

Clothes Washers: The average family washes eight loads of clothes a week.[16] To get clean clothes while keeping energy and water usage to a minimum, we can match the water level to the load size. Small loads use approximately 20 gallons of water, medium loads 25 gallons, and large loads 35 gallons.[17] All, one-half, or none of the water may be hot depending upon the temperature setting.

We can use the permanent press cycle only when necessary. Up to 20 additional gallons of water are needed for the cool down part of the cycle.[18] The spinning is also slower; therefore more water remains in the clothes which must be removed in the dryer.

Clothes Dryer: About 60 percent of U.S. homes have a clothes dryer.[19] Many families now consider it a necessity. To keep energy usage to a minimum while enjoying the many advantages of drying clothes mechanically, we can set the control so that clothes will not be bone dry at the end of the cycle. A 5 percent moisture content reduces wrinkling and makes the clothes more pleasant to touch. And we can clean the lint filter or trap after each load to prevent a lint build-up that can restrict the air flow, causing the clothes to dry more slowly.

Energy Saving Design

Appliance manufacturers in cooperation with the Department of Commerce have begun developing energy efficiency standards on a voluntary basis. As a result the energy efficiency ratio (EER) on room air conditioners was developed. The Energy Policy and Conservation Act, passed in December 1975, aims at achieving a 20 percent improvement in energy efficiency of new appliances by 1980. The Federal Energy Administration is proposing an energy efficiency improvement of 47 percent in refrigerator-freezers, 25 percent in dishwashers, 104 percent in gas ranges, 3 percent in electric ranges, 5 percent in microwave ranges, 47 percent in clothes washers, 18 percent in gas clothes dryers, and 8 percent in electric clothes dryers.[20] Manufacturers expect to meet these goals by employing one or more of three approaches to producing more energy efficient appliances: better insulation, improved motors, and more copper, steel and plastics. These designs will also result in a higher price tag to the consumer. Least efficient and least expensive models may be dropped which will mean less choice in the marketplace and could result in discrimination against the low income consumer. User-operated options that provide more flexibility and reduce or eliminate functions may be added, e.g., power saver switches on refrigerator, wash-only cycles on dishwashers, and cold rinses for clothes washers.

Energy-saving features are available on many of the appliances being marketed today, and technical developments and design changes will make greater savings possible with the appliances of the future. The informed consumer will be aware of these features as new appliances are purchased. The increased initial cost can often be recouped through energy savings during the first three years of appliance use.[21] If consumers are aware of major and minor design changes in major appliances that can result in energy savings, they may be able to reduce home use of energy significantly.

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[14] *The Distaffer*, American Gas Association, 14, p. 4.

[15] Tennessee Valley Authority Power Marketing Division, "Conserve Energy and Save Money by Using Electricity Efficiently."

[16] "The Energy Savers," The Maytag Company, October 1977.

[17] "Automatic Washer Cycles," Technical Bulletin No. 1, The Maytag Company, Newton, Iowa.

[18] "Washing Machines," *Consumer Reports*, 39 (October 1974), 723.

[19] "Altering Design for Changing Conditions," *Appliance*, 34 (August 1977), 58.

[20] A. N. and J. B. Wecksler, "On-site Washington," *Appliance Manufacturer*, 25 (September 1977), 19.

[21] "Power Saver Puts Conservation in the User's Hand," *Appliance*, 32 (November 1975), 33.

Refrigerator-freezer: For maximum energy efficiency, the refrigerator-freezer should have:

1. either a condenser loop around the doors to prevent condensation in humid weather or a switch to turn off the mullion (resistance) heater around the door of the refrigerator-freezer in non-humid weather. On models with a mullion heater a 16 percent saving can be realized by turning the switch to the off position.
2. foamed insulation which fills all cracks and crevices and reduces leakage of warm air into the refrigerator-freezer cavity
3. a one-piece inner liner construction with few seams or joints to help reduce leakage of warm air into the cavity
4. demand defrosting using a microprocessor to determine when frost is thick enough to trigger the defrost cycle rather than defrosting at a given time regardless of frost build-up
5. fans which stop automatically when the door is opened to prevent spillage of cold air from the interior of the refrigerator-freezer
6. a means other than a fan for dissipating condenser heat, e.g., the radiant shell used by one manufacturer
7. lower wattage motors for the condenser fan and the evaporator

Dishwasher: An energy-efficient dishwasher allows

- a wash-only cycle allowing the user to eliminate automatically the drying part of the cycle, and
- increased recycling of water to lower the amount of hot water used.

Ranges: Energy-saving features on new ranges include:

1. pilotless ignition on gas ranges which can save up to 30 percent of the energy used by current ranges
2. gas surface units rated at 9,000 BTU rather than 12,000 BTU frequently found on current ranges
3. self-cleaning ovens that use approximately 20 percent less energy during oven cooking due to increased insulation[22] (Cleaning the oven every six weeks plus oven cooking uses about the same amount of energy as cooking alone in a standard oven.)
4. smaller oven size to reduce oven preheat time and the energy needed to heat the inside surface area
5. convection ovens which require no preheating (Hot air moved over the food by means of a fan contributes to a 30 percent savings in fuel energy and a 25 percent savings in time.)[23]
6. special designed closed-door broiling on electric ranges

Microwave Ranges: Much of the energy used by a microwave range is to change the 60 cycle household current to 2450 megacycles necessary for microwave cooking. Microwave cooking is most efficient at the high setting. Efficiency drops significantly as cooking power is decreased. The microwave range offers the greatest savings in cooking small to medium quantities of food. Many foods such as green beans and broccoli require more energy to cook in the microwave range than on the range surface.

Clothes Washers: When purchasing a new clothes washer, the consumer should be aware that:

1. some models can be set for cold rinses, and cold rinses do not affect the degree of cleanliness attained,
2. some models have at least three water levels so that small, medium, or large loads of clothes may be washed without wasting water,
3. some models use more hot water than other models, with a "least thirsty" brand using only 15 gallons of hot water while another brand uses 25 gallons,[24] and
4. front-loading models use 36 percent less water than top-loading washers.[25]

Clothes Dryers: Energy-saving features found on clothes dryers are:

- electric ignition which can save as much as 30 percent of the gas consumed by a dryer with a continuously burning pilot light[26]
- added insulation to retain the heat within the dryer

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[22] "Conserving Energy in Home Heating and Appliances," Cooperative Extension Service, Purdue University, West Lafayette, Indiana, p. 22.

[23] Arnold Consdorf, "Tappan Forces Its Oven to Cook Faster," *Appliance Manufacturer*, 24 (February 1976), 47.

[24] "Washing Machines," *Consumers Research*, 60 (January 1977), 27.

[25] "Energy Savings: It's Big Business for Manufacturers," *Merchandising*, 2 (August 1977), 60.

[26] James Stevens, "Trends in Automatic Ignition Devices," *Appliance*, 32 (July 1975), 36.

TEXTILES AND ENERGY CONSERVATION

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As the winter of 1977-78 grows progressively colder, large numbers of us are reminded of the last winter we experienced. That was the season when we became aware, if we had not been aware previously, of the existence of certain shortages. Natural gas, of course; but also lobster, coffee, bald eagles, and cashmere. Some new ones have been noticed since then—insulating materials, water—and we realize, perhaps gradually, perhaps suddenly, that conservation really is necessary. Moreover, conservation is a life style, a life style that all of us can adopt if we feel the effort is worthwhile. Such changes in our life style may involve the way we cook a meal, the way we get to work, the temperatures of the homes we live in, the amount and kinds of clothing we purchase.

The focus on energy conservation has resulted in a somewhat mistaken idea that decreasing the use of synthetic fibers will help solve the shortage of petroleum. In fact, tips for energy saving that were circulated by the Federal Energy Office in March and April, 1974, suggested that consumers buy natural-fiber fabrics to save energy. This suggestion may have resulted from the fact that synthetic fibers are made from petrochemicals which are derivatives of petroleum and natural gas.

Although man-made fibers constituted more than 70 percent of the total fibers used by United States mills for apparel, home furnishings, and industrial uses in 1976,[1] the production of these fibers represented only 1 percent of our petroleum consumption. This amount includes not only the chemicals from which the fibers are made, but also the fuel and energy required to make the finished fibers. Thus, a decrease in man-made fiber production alone would have little effect on the total petroleum shortage. Moreover, United States fiber statistics show that current production of both raw cotton and wool is at its lowest point in years, that replacement of man-made fibers by cotton would require 30 million acres of land (more than doubling the present crop), and that replacement of wool would require a billion acres of grazing land (all the agricultural land in the United States).[2] Because neither of these approaches is economical, the need for fibers in the future will be met increasingly with man-made fibers. With the continuous increase in the cost of fuel and raw materials, the cost of producing textile products, whether natural or man-made, will increase. Energy is requisite for all aspects of fabric production, from fiber to yarn structure, to fabric construction, to the application of dyes and finishes.

At present, textile manufacturers are directing the major part of their efforts and dollars to developing lower cost processing methods which may result in greater productivity in spinning, texturizing, and converting fibers to yarns and finished products, and in lower cost dyeing operations. Last winter, large cutbacks in the industry were necessitated because of the lack of propane. Along with attempts to reduce gas usage, mills have been stockpiling liquid propane, a natural gas substitute.

It should not be expected, however, that these attempts at cost reductions will lead to lower selling prices. The combined problems of inflation, labor rate increases, fuel, and raw material costs will continue to raise prices. Consumers are only recently seeing the effects of

[1]*Guide to Man-Made Fibers*, Man-Made Fiber Producers Association, Inc., 1977.
[2]*Ibid.*, p. 12.

Jacqueline H. Anderson
(continued from previous page)

- recirculation of a portion of the heated, moist air through a special chamber designed to reduce the relative humidity of the exhaust air and thus reduce the amount of fuel needed to dry the load.

As the cost of fuel continues to escalate, consumers will become more aware of the amount of energy consumed by appliances, but they will probably still insist on features such as frost-free refrigerator-freezers. Most of today's homemakers do not wish to go back to manually defrosting the refrigerator-freezer. Through effective use of efficient appliances the consumer has an important role to play in energy conservation. ●

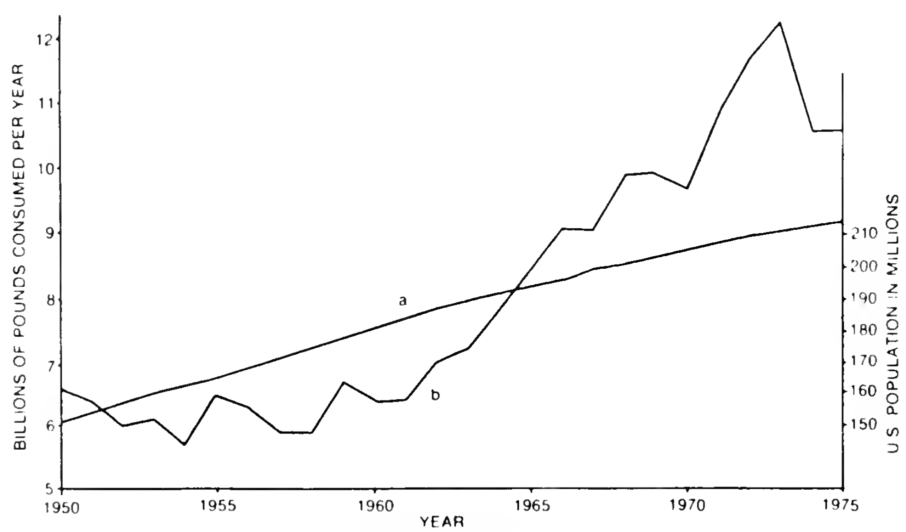
industrial energy problems of last winter; many of the shortages were absorbed by the mills themselves, and some were passed on to the apparel manufacturers in the form of "energy surcharges." Surcharges boosted the price of piece goods sold to apparel manufacturers by five to ten cents per yard. This increase grew to fifty cents at cost, and one dollar per yard[3] at retail.

As a result of price increases and fiber shortages, a textile consumer must face the fact that conserving energy through the careful selection, use, and maintenance of various textile products is a necessity. These conservation measures can be classified in two categories: (1) life style changes and (2) the utilization of a variety of technical methods and innovations.

It must be noticed, however, that choices are not always simple. Trade-offs must sometimes be involved. For example, synthetics require scarce petroleum as a raw material, while the production of cotton and wool requires land. Which do you, as a consumer, feel more comfortable purchasing?

Reducing Energy by Changing Individual Life Style

The increase in United States mill consumption is accompanied by an increase in the per capita consumption. Figure A plots both the population of the United States and the pounds of total fiber consumed, for the period from 1950 to 1975. As can be seen, the total fiber consumption is growing faster than the rate of population growth. Per capita consumption of fibers has risen from 20 pounds in 1960 to 56 pounds in 1975 and is predicted to reach 60 pounds by 1980. Other data show that in the United States, we consume twice as much fiber per capita as Western Europe, five times as much as Latin America, and ten times as much as the People's Republic of China.[4] Economists have explained the increasing consumption of fibers as attributed to such things as: (1) greater frequency of high incomes; (2) diversity of colors, textures, and designs in available textile products; (3) greater promotion of new textile products; and (4) high purchasing power of the 20 million young people between the ages of 14 and 24. These young consumers are more active in the market than their parents were and show more rapid change in their preferences for a variety of textures, colors, and designs.



(a) population; (b) fiber consumption

Figure A. U.S. population growth and fiber consumption, 1950-1975. (Source: *Textile Organon* (New York: Textile Economics Bureau), 46(3) (1975), 27.

The high per capita consumption of fibers (predicted to be higher every year) indicates the real responsibility of the textile consumer in making informed decisions when buying textile products and the need for changing habits of textile product consumption as a means of reducing energy usage.

In order to conserve energy by changing buying and consumption habits of textile products, a consumer needs knowledge of textile fibers and an understanding of information provided by labels. Some technical knowledge of major characteristics of fibers (Table 1), yarn and fabric geometry, and finishes will aid in the decision-making process. It is the responsibility of the consumer to educate her/himself by reviewing published information, taking

[3]*Women's Wear Daily*, March 16, 1977, p. 28.

[4]Roger L. Wilson, "Directions in Launderable Apparel," *Detergents in Depth*, Soap and Detergent Association, 1976, p. 61.

TABLE 1. Major Characteristics of Man-Made Fibers

	ACETATE	ACRYLIC	ARAMID	METALLIC	MODARYLIC	NYLON	OLEFIN	POLYESTER	RAYON	SARAN	SPANDEX	TRIACETATE	VINYON
Absorbent									●				
Colorfast		●		●		●	●	●	●	●		●	
Easy to dye	●		●			●			●			●	
Easy to launder		●	●	●		●	●	●	●		●	●	
Easy to iron			●			●		●	●			●	
Elastic						●					●		
Exceptional durability			●	●		●	●	●		●			
Flame resistant			●		●					●			
Good drapability	●		●			●			●			●	
Good shape retention		●			●	●		●			●	●	
Quick drying		●	●		●	●	●	●			●	●	
Resilient		●	●		●	●		●					
Resistant to													
abrasion			●			●	●	●					
chemicals		●	●		●	●	●	●		●			
moth	●	●	●	●	●	●	●	●	●	●	●	●	●
mildew	●	●	●	●	●	●	●	●		●	●	●	●
oil/grease		●	●			●					●		
pilling	●								●			●	
stretching			●					●					
soil			●				●						
shrinking		●	●	●		●		●		●		●	
weather		●		●	●		●	●	●	●			
Soft	●	●			●				●				
Strong			●			●	●	●		●			
Warm		●			●	●		●					
Wide color range	●	●			●	●		●	●			●	
Wrinkle resistant		●						●			●	●	

Source: *Guide to Man-Made Fibers*, Man-Made Fiber Producers Association, Inc., 1977, p. 16.

courses and workshops, and learning from observations and practical experiences. Such basic information will help the consumer to anticipate the performance and behavior of textile products.

Business people are also being forced to think about energy savings by keeping stores cooler in the winter, warmer in the summer, and by cutting down on hours of operation. It will be a definite change in life style for many consumers not to be able to shop every evening, for example, but it is a change of which the energy-conscious consumer will be supportive.

Wearing apparel that helps maintain the body at a comfortable temperature is an important clothing selection factor. As thermostats in homes, schools, and offices are lowered in the winter and air conditioners used less in the summer, this will become increasingly important. The actual warmth or coolness of a fabric is dependent upon a number of factors, e.g., moisture absorbency, air permeability, thickness, texture characteristics, and weight-per-unit-area. These properties in turn are dependent upon the fiber used, the type of yarn used, and the fabrication method. Clothing and household textiles can be selected to adapt to climatic conditions. For example, fabrics that are fluffy or napped or double faced entrap air and help the body retain heat; for warmer weather, fabrics that have smooth, fine yarns, and open weaves are more comfortable.

Warmth may be achieved simply by wearing more clothing; "layering" often solves the problem of comfort in changing conditions. Sweaters are crowding the stores this winter and offer both good looks and practicality. Cowls, hoods, and blousons add loose fit, bulk, and thus the warmth we welcome. Heavyweight, oversize pullovers and cardigans are good for interim weather when coats are not worn, as well as for inside cool buildings.

Warmer clothing may also be achieved by choice of fiber and fabric. Wool is, of course, an excellent choice for warmth. Although wool is expensive and definitely not for everyone, there may be more warmth and wearability in wool than in synthetic, dollar for dollar. However, 100 percent wool garments may not provide the care qualities we have come to expect in clothing. Combining with synthetics not only provides gains in performance but also lowers the cost.

Other warm, versatile fabrics are denim, corduroy, velveteen, velours, and synthetic suedes. Double-knit thermal constructions, thermal weaves, double-faced fabrications, and fleeced surfaces all entrap air and provide warmth.

"Investment buying" is a term that is gaining popularity; it means buying quality materials—especially natural substances—that will last more than a year or two, materials that give you good "value for your money." This has the ring of old-fashioned practicality, but may be more than that today.

Designers have borrowed ideas from sports clothing and are turning out warm, functional down jackets, skiwear for people who have never been on a slope, and a variety of outfits based on jogging suit styles. Further, the home sewing industry is making it easy to stitch up what we see in ready-to-wear, using easy-to-insert pockets of real goose down and Rip-Stop nylon purchased by the yard.

If we rely less on air conditioners to keep us cool, we must think also about cooler clothes for summer wear. Cotton blends, lightweight fabrics, and open weaves provide coolness. The recently struggling polyester double-knit industry has responded to this need also by producing knit polyester blends that have the look of raw silk, linen slub, and cotton boucle in attractive open-work knits. These fabrics provide easy care and comfort at low costs.

Fabrics which have been coated with metallic particles (often aluminum) are appearing on the market in greater quantities. These metallic particles are bonded to the surface of fabrics by means of a resin binder and are used in clothing and drapery lining fabrics. These linings are said to be cooler in the summer and warmer in the winter. When used as drapery linings, the surface reflects rays of sunlight, thus permitting a room to remain cooler in the summer and also protecting the fabric from sunlight degradation. Draperies may also be coated with vinyl films and aero-cellular acrylics which serve as insulating materials and help keep the room cooler in the summer and warmer in the winter.

Selecting long lasting textiles makes ecological sense. Consumers consider both the life expectancy of the product as established by textile authorities (see Table 2) and the relative importance *to them* of durability, comfort and appearance. Some items are not intended for long-term use. All fibers have advantages and limitations. Selection of the most appropriate fiber content, fabric construction and finishes to meet a given need can take full advantage of the differences.

TABLE 2. Implied Serviceability Designations and Life Expectancy Rates of Household Furnishings

Item	*Renovation Method*	*Rate* (yrs.)	*Item*	*Renovation Method*	*Rate* (yrs.)
BEDSPREADS		3	SHEETS AND PILLOW CASES		2
Cotton, synthetics	Med. wash; dryclean		White and colored	Hot wash	
BLANKETS			SLIPCOVERS	Med. wash; dryclean	3
Heavy wool and synthetic fabrics	Mild wash; dryclean	10	TABLE LINEN		
Lightweight	Mild wash; dryclean	5	Fancy	Mild wash	5
Electric	Mild wash	5	Service		
CURTAINS			(white)	Hot wash	2
Sheer	Med. wash; dryclean	3	(partly colored)	Hot wash	
Glass fiber	Hand wash; wetclean		(colored)	Med. wash	
DRAPERIES			TOWELS		
Lined	Dryclean	5	All types	Hot wash	2
Unlined	Med. wash; dryclean	4	UPHOLSTERY FABRICS		5
Sheer	Med. wash; dryclean	3	Hand cleanable with drycleaning solvent or foam cleaners. Color and finish resistant to water.		
Glass fiber	Hand wash; wetclean	4			
Linings (Attached)	Same as drapery	4			
Linings (Separate)	Med. wash; dryclean	4			

Source: *International Fair Claims Guide for Consumer Textile Products*, International Fabricare Institute, Joliet, Illinois, 1973, p. 7.

Attention is also paid to quality in construction of clothing—appropriate seam finishes and lining fabrics, well-made buttonholes, sturdy zippers. Classic styling looks fashionable year after year because of its simple yet distinctive lines, is easily accessorized in a variety of ways, and is often less expensive than high fashion. Sometimes consumption patterns must be changed in order to purchase more durable items when long-term use and service are important. In the long run, fewer items will need to be purchased.

Moreover, items with easy care finishes conserve energy in maintenance and finally, consumers who select textile products that meet their appearance and performance requirements avoid dissatisfaction which results in more frequent replacement purchases.

Reducing Energy by Utilizing a Variety of Technical Methods and Innovations

Manufacturers, retailers, and consumers are all searching for different methods which will, in the long run, save energy. For example, one new concept that eases apparel production difficulties and also simplifies store inventories, thus affecting both energy consumption and prices, is known as "simple sizing" or "one-size-fits-all" dressing. Because much of today's clothing is simple, soft, stretchy or knitted, there is no need for the manufacturer to cut the traditional six sizes. Three (S, M, L) may suffice or sometimes just one. While this is not new for certain items, e.g., T-shirts, it has recently caught the fancy of established designers and is being used on dresses, pants, skirts, and loungewear. This concept simplifies merchandising for the retailer as well as buying for the consumer.[5]

Retailers, feeling pressure from both suppliers and consumers, are also concentrating on a variety of methods by which they can save energy and lower operating costs. One interesting innovation that is presently being tested for use by large retailing establishments is a power management system that features an infrared "eye" that counts shoppers as they enter and leave the retailing establishment. This eye is connected to a computer that controls the ventilation of the store. While ventilation controls usually are set to limit automatically the amount of air called for by maximum occupancy figures, the fact that the store is rarely filled to capacity causes a great deal of wasted energy. The computer would continually change the ventilation, depending on changing store occupancy. If the device is effective, it is estimated that it could cut annual heating and cooling bills by as much as 30 percent.[6]

In the home, most automatic washing machines are provided with a variety of wash cycle selections, water levels, and temperature controls which reflect the latest developments in both textile and laundry technology. Generally, it can be said that the close liaison between appliance manufacturers, textile manufacturers, and detergent manufacturers has provided the consumer with languages which are translatable from one industry to the other. One of the important features on most washing machines is the water temperature control. This gives the user an opportunity to wash clothes at temperatures recommended by apparel manufacturers. This is accomplished through regulated mixing of hot and cold water in percentage proportions (e.g., 100/0, 50/50 or 0/100) to provide hot, warm or cold water, respectively.[7] Thus, if a home hot water heater is set at 140 degrees Fahrenheit and cold water is at 60 degrees Fahrenheit, warm water temperature will be approximately 100 degrees Fahrenheit. However, warm water temperature may vary according to seasons and regions; for example, if the hot water heater has been lowered to 120 degrees Fahrenheit and the cold water coming into a home in cold weather is approximately 40 degrees Fahrenheit, the resulting "warm" water will actually be only about 80 degrees Fahrenheit, which is in the cold water range.

In order to reduce energy in the laundry, we can (1) use hot water for washing only when necessary for heavily soiled loads or in order to kill bacteria, but avoid washing in cold water repeatedly because this may result in significantly poorer results; (2) adjust the water level switch and wash temperature to accommodate the load size and the degree of soil and avoid a maximum fill of hot water when a partial fill of warm water is sufficient; (3) avoid such a low water level or low temperature that the user will be dissatisfied and will wash the items a second time; (4) pre-heat and pre-soak in cases where water temperature is reduced to save energy; (5) separate drying loads into heavy and lightweight items to vary drying time (see Table 3); (6) keep the lint screen in the dryer clean by removing lint after each load; (7) remove durable press garments from the dryer immediately at the end of the cycle so they do

[5]*Women's Wear Daily,* April 7, 1977, pp. 6-7.
[6]*Women's Wear Daily,* September 21, 1977, p. 14.
[7]*The Technology of Home Laundering,* American Association for Textile Technology, Inc., 1973.

TABLE 3. Approximate Water Content of Typical Materials After 6 Minutes' Extraction at 500 RPM

Item	% Water Content
Turkish towels	200-225
Cotton sheets	100-125
Durable press shirts	30-40

Source: *The Technology of Home Laundering,* American Association for Textile Technology, Inc., 1973, p. 32.

not have to be re-tumbled or ironed; and (8) do the drying in consecutive loads to avoid loss of energy used to bring the dryer up to the desired temperature.

The above suggestions are mostly small, practical measures. By themselves, they may be rather insignificant. Used together by many people, however, in a serious effort to change certain patterns involving aspects of life style, clothing selection, use, and care, they can and will make a significant difference.

A Super Resource!

Save Energy—Save Dollars: Efficient Energy Management for Consumers
from the Cooperative Extension Service, Cornell University

This 95-page bulletin, authored by eighteen experts in a variety of fields at Cornell University and backed by an "energy task force" of twenty more, is a resource every teacher should have. It is well illustrated, easy to read, and comprehensive. The energy management checklist on pages 91-93 is very useful and the index makes it easy to locate material by subject. The table of contents and tables are listed below:

Information Bulletin 125 ($1.50)

SELECTED ENERGY RESOURCES FOR THE TEACHER

compiled by
Susan T. Kern
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Home Economics Department
Illinois State University

Government Publications

1. "Energy Activity Guides," 1975, Park Project on Energy Interpretation, National Recreation and Park Association, 1601 North Kent Street, Arlington, Virginia 22209.
2. "Energy Conservation in the Home, Teacher Field Testing Draft," 1977, Energy Research and Development Administration, Office of Public Affairs, Washington, D.C. 20545.
3. "Energy Labeling of Household Appliances," 1975, U.S. Department of Commerce, National Bureau of Standards, Washington, D.C. 20234.
4. "Energy Savings Through Automatic Thermostat Controls," 1977, Energy Research and Development Administration, Office of Public Affairs, Washington, D.C. 20545.
5. "How to Save Money by Insulating Your Home," 1976, Federal Energy Administration, Washington, D.C. 20461.
6. "In the Bank . . . or Up the Chimney?" Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., #023-000-00297-3, 1975 ($1.70).
7. "I've Got a Question About Using Solar Energy," 1976, Energy Research and Development Administration, Office of Public Affairs, Washington, D.C. 20545.
8. "Making the Most of Your Energy Dollars in Home Heating and Cooling," 1976, U.S. Department of Commerce, National Bureau of Standards, Washington, D.C. 20234.
9. "Project Retro-Tech, Instructor's Kit for Home Weatherization Course," 1976, Federal Energy Administration, Washington, D.C. 20461.
10. "Save Energy: Save Money," OEO Pamphlet 6143-5, January 1975, Office of Economic Opportunity, Washington, D.C. 20506.
11. "Tips for Energy Savers," 1976, Consumer Information, Public Documents Center, Pueblo, Colorado 81009.
12. "Understanding Your Utility Bill," 1975, Federal Energy Administration, Washington, D.C. 20461.

Industry Publications

Dr. Kern points out that all but one of these resources are free to teachers. Its price is indicated.

13. "A Consumer's Guide to Efficient Energy Use in the Home," Consumer Affairs, American Petroleum Institute, 1801 K Street, N.W., Washington, D.C. 20006.
14. "Dr. No-No's Natural Gas Energy Conservation Handbook," 1974, Northern Illinois Gas Company, P.O. Box 190, Aurora, Illinois 60507.
15. "Energy Crisis, How You Can Help," Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601.
16. "Making Less Electricity Do More," 1974, Consumer Affairs Department, Sunbeam Appliance Company, 2001 South York Road, Oak Brook, Illinois 60521. (This one contains a table on electric appliance operating costs from the Association of Home Appliance Manufacturers.)
17. "Of Plugs and Pennies . . . Energy, Household Appliances, and You," 1974, General Electric, Housewares Business Division, 1285 Boston Avenue, Bridgeport, Connecticut 06602.
18. "101 Ways to Conserve Electricity in the Home," Commonwealth Edison Company, Chicago, Illinois.
19. "104 Ways to Control Your Electric Bill," 1976, Edison Electric Institute, 90 Park Avenue, New York, New York 10016.
20. "Watts Going On Where You Live?" 1975, General Electric Company, P.O. Box 500, New Concord, Ohio 43762 (25 cents).
21. "You Can Save Energy While Using It!" 1975, Consumer Communications, The West Bend Company, West Bend, Wisconsin 53095.
22. Energy Saver Series, Consolidated Edison Company of New York, Inc., 4 Irving Place, New York, New York 10003.
    - (a) How to Keep Your House Warm: 44 Ways
    - (b) How to Keep Cool and Save Money, Too
    - (c) How to Achieve Good Lighting and Save Money, Too
    - (d) How to Get the Most for Your Water Heating Dollar
    - (e) Tips for the Young (written for young children)
    - (f) How to Save Gas and Money, Too

CONSUMER ENERGY PROBLEMS
IN AN UNDERGRADUATE COURSE

Gayle Gilbert Strader
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Eastern Illinois University offers a Bachelor's Degree in Energy Resource Management through the School of Business. The program provides basic training in management and business built around energy studies in such fields as physics, chemistry, geology, political science, industrial technology, and home economics. Aspects of the subject which students may pursue include policy planning, finance and incentives, systems, transportation, consumer affairs, conservation and environmental management, technology assessment, resource development, and sciences related to energy.

The Consumer Problems course in Home Economics, half of which is titled Consumer *Energy* Problems, is required in the core of the Energy Resource Management Major. The overall goal of the course is to help students make educated energy decisions in their own individual lives and to assist the consumers with whom they work in making their energy choices.

The general objectives are to:

1. identify environmental and energy problems.
2. relate energy use to individual and family life styles.
3. identify how the production and use of energy affects individuals and families.
4. identify and use resources which will conserve energy.
5. use the decision-making process.
6. make recommendations which will improve energy efficiency and equality.
7. make consumer choices which reflect management concepts beyond money.
8. relate family money and energy management practices to family harmony.
9. help families solve their consumer problems at all stages and income levels.
10. list employment opportunities related to energy.

The textbook used in the course is *The American Energy Consumer*, by Dorothy Newman and Dawn Day, Ballinger Publishing Co., Cambridge, Mass., 1975, $5.95.

Units of study include: (1) The energy problem, (2) Our energy intensive life styles, (3) Home use of energy, (4) Income levels and energy, (5) Energy costs of transportation, (6) Pollution and energy, (7) Decision making in regard to energy, (8) Energy policymaking, (9) The future of energy and the family, (10) The job market in energy.

Sample activities include: (1) Invited a consumer specialist from a utility company to share information on home use of energy. (2) Visited a lab containing many kinds of motors—discussed energy efficiency and pollution factors of each. (3) Visited a new home built to incorporate energy saving devices and techniques. (4) Viewed, on video tape, President Carter's energy speech to the nation; discussed ramifications. (5) Used daily newspaper articles concerning energy to stimulate discussion. (6) Worked on projects related to energy consumption such as: bicycles vs. walking vs. cars; thirty minute showers vs. five minute showers; disposables at fast food chains; microwave ovens vs. toaster ovens; oven meals vs. top burner meals; doing laundry in pairs to save energy; surveys related to consumer awareness of energy use. (7) Conducted library investigations on: wind energy, geothermal energy, solar energy, saving energy around the home, coal gasification, nuclear energy.

We believe that our professional dedication to the strengthening of families and to the problems of consumers gives us an opportunity to help in solving the energy problems of our nation. Families are powerful consumers; estimates of family energy consumption range from about one-third to over one-half of our nation's energy use. In addition to this direct consumption in homes and automobiles, families indirectly consume energy through their choices of manufactured products.

ELECTRICITY IN THE HOME:

Conservation is the Name of the Game

Mary Jo Clapp
Retired Home Economics Teacher
Sidell, Illinois

EDITOR'S NOTE: Fortunately fo teachers who read Illinois Teacher this retired home economics teacher remembers how busy she was in the classroom and "feels an obligation to share her experience and help younger teachers save time and be more effective." This unit is designed to do just that. Reactions and comments are invited. The source book for her information is the Time-Life book "How Things Work in Your Home (and What to Do If They Don't)" from Time Inc., 1975.

TEACHER GOALS:

1. To help students understand electricity, how it works, and common terms related to its use.
2. To provide information concerning the cost of electricity for lighting and appliances.
3. To provide practice in figuring the cost of using electrical appliances and in reading electric meters and figuring electric bills.
4. To provide information concerning safe and dangerous practices in the use and misuse of electrical appliances.
5. To help students discover ways of conserving electricity in their homes and communities.
6. To develop concern for conserving energy and other resources.

STUDENT OBJECTIVES:

1. Students understand basic concepts of electricity and can score 80% or better on test.
2. Students understand electric terms and can score 80% or more on a test of matching terms to definitions and filling terms in blanks.
3. Students understand relationship of watts, amperes, and volts, and can use formula to solve problems.
4. Students are able to locate fuse boxes or service panels in their homes.
5. Students understand the flow of current in electric wiring.
6. Student is able to determine what lights, appliances, and outlets a given circuit services.
7. At the end of the unit, *after the information on safety,* the student should be able to label house circuits which are not labelled in the fuse box or service panel.
8. Students understand the situation and can cope with a tripped circuit breaker or blown fuse.
9. Student understands and follows basic safety rules in replacing fuse.
10. Students can determine what appliances can be used on a given circuit without overloading it.
11. Given wattage consumed and cost per kwh, student can figure cost of using an appliance for one hour.
12. Students can read electric meters and figure electric bills.
13. Students can list at least 10 ways of conserving electricity.
14. Students carry out a project related to the conservation of electricity.
15. Student interest in conserving electricity may motivate family concern.
16. Given case situations students can identify electric hazards.
17. Students can list 10 electric hazards.
18. Student self-evaluation promotes self-motivation and responsibility.

UNIT OUTLINE: Electricity in the Home

I. Basic Concepts
   A. Source (Movement of Electrons) and Terms
   B. Types: AC and DC
   C. Wiring, circuits
   D. Measuring electricity
   E. Reading meters, figuring costs
   F. Safety hazards

II. Conserving Electricity
   A. Family planning for conservation
   B. Cost of operating appliances
   C. Kinds of bulbs
   D. Promotion of conservation

 The planning and contract forms use problem solving symbols developed by the Future Homemakers of America in the "Impact" program; hence the units may be integrated with the Future Homemaker program or the forms may be used for other Future Homemaker purposes.

PRE-TEST: Use another sheet of paper to write the answers to the following questions:

1. Which is more efficient—the incandescent light bulb or the fluorescent?

2. Which is the better buy: the standard incandescent light bulb or the "long-life" light bulb at three times the cost of the standard?

3. If a crepe-maker is rated 1000 watts, how many kilowats will it use in one hour?

4. If the crepe-maker is used on a 120 volt circuit, how many amperes will it use?

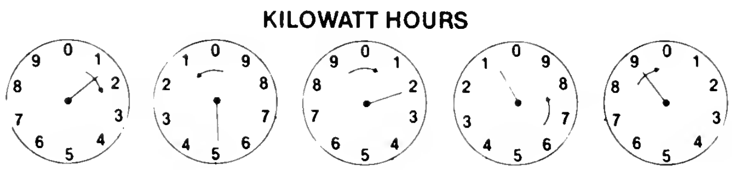
5. Can a 160 watt mixer be used on the same 20 ampere circuit at the same time as the crepe-maker?

6. What will happen if a 1625 watt Mr. Coffee coffeemaker is plugged into the same circuit as the crepe-maker and the mixer at the same time?

7. How many watts can be provided at the same time on the 120 volt, 20 ampere circuit used above?

8. How can a person tell whether an overload or a short circuit causes a fuse to blow or a circuit breaker to trip?

9. Read the following electric meter:



10. Figure the electric bill at 3.6 cents per kwh if the last reading was 14625.

11. Why is a "GFI" used with the bathroom circuit?

12. An electric cable might contain black, white, green, and red wires. Which ones are "hot"?

13. Where is the service panel or fuse box located in a house?

14. What is the function of a "circuit breaker"?

15. List the following electrical appliances in order of the amount of electricity they use—from most to least: clothes dryer, tooth brush, range, clock, refrigerator, fan (desk).

Looking in on the class (as the author taught it):

Interest getter: Raise your hand if . . .

1. you know what the family electric bill was last month. See objective 1
2. you know how much your family pays per kilowatt hour for electricity.
3. you've heard a parent say, "Turn off the light if you are not going to use it. Do you think we're made of money?"
4. you've heard a parent say, "Turn off the light if you are not going to use it. Let's help save energy."
5. you know which of the following electric appliances uses the most electricity: window air conditioner, range, toothbrush, curling iron, skillet?

Information: All matter—this paper, pen, your body, everything you see around you, and you yourself—all carry tiny particles of electricity. Some of the particles have "positive" electrical charges; others carry "negative" charges. The positive charges are called "protons"; the negative ones, "electrons." It is the movement of the electrons that creates electricity—the flow through a wire is called a "current." The rate of flow is measured in "amperes"; the force that makes it flow is measured in "volts"; and its resulting power to do work is measured in "watts." See objective 2

Activity: Students compile list of terms with their definitions. Students find and read label plates on five or more electric appliances and report information found. (May be done with appliances in the classroom or as an assignment.)

Information: In the United States most homes use 120 volts for lights and for many smaller appliances. If heavy current is required as for large appliances as an electric range or a room air conditioner, then 240 volt wires are needed.

The amount of power used by most appliances is marked on them in watts. Fuses and motors may be rated in amperes. However, a formula showing the relationship of watts, volts, and amperes makes it possible to convert from one to another. The power in watts is equal to the number of amperes times the voltage. An air conditioner which draws 8 amperes of current, operating on a 120 volt circuit, uses 960 watts. *Or* a 960 watt air conditioner, operating on a 120 volt circuit will draw 8 amperes.

The BASIC FORMULA is watts = amperes × voltage
or amperes = (watts ÷ voltage).

An understanding of basic electrical terms promotes an understanding of electrical principles. A person who understands basic electrical terms and principles is able to understand labels on electric appliances and how and under what conditions the appliances can be used on a given electric circuit. See objective 3

Activities: Problems: (1) How many watts can be delivered by a 20 ampere circuit serviced with 120 volts? (2) Which of the appliances you checked could be used at the same time on this circuit? (3) Some electric wires, cables, extension cords, etc., might be available for students to remove insulation and discover what kind and color of wires are used. Some direct current motors or emergency lighting serviced with batteries might be available. The teacher or a student may want to demonstrate wiring a lamp or changing the plug on a cord.

Information: There are two kinds of electric currents—alternating (AC) and direct (DC). Alternating current can be sent for hundreds of miles, but direct current has to be used near its source. Generally appliances which are made to operate on one type of electric current will be damaged if plugged in to the other without an adapter made for this purpose. Transformers are used to increase or decrease the voltage of alternating current. Electricity under very high voltage is sent for long distances, but the voltage must be cut before sending the electricity into houses. A transformer on a pole near your home decreases the voltage before it enters your house. Houses are wired with connections at a service panel or fuse box where the current coming into the house is broken down into separate circuits, usually 120 or 240 volts.

See objective 4

Activities: Locate the service panel or fuse box in your home electric system. Follow the wires from your house to the electric pole nearby where you can probably see a black box or transformer which cuts the voltage for your house service. Back at the service panel see if you can count the circuits provided for your house. Each will be provided with a fuse or circuit breaker. Can you identify range and air conditioner or dryer circuits? A double breaker probably controls the 240 volt circuits to large appliances.

Using electric wires and cables provided, remove the insulation to discover the red, black, white, and bare copper wires and note the layers of insulation.

See objective 5

Information: Cables carrying 120 volt circuits consist of 3 separate wires—one bare, one coated with white plastic and one coated with black plastic. All are encased in layers of insulation. The black wire carries the current when a light or appliance is switched on. It carries moving electrons (measured in amperes), under pressure (force measured in volts), and ready to perform work (measured in watts). The white wire carries electrons back to the generator, but they move along under little or no pressure since they have given up their energy in the work they have done. The white wire functions in the electric system much as the drain pipe in the water system. To ensure that the white wire carries no voltage (which could cause fire or electric shock), it is connected in some way to the ground to allow any possible current to drain into the ground. It is then said to be "grounded." The bare wire in the cable or sometimes a wire coated wth green plastic is a grounded wire and is fastened to every electric outlet and to every part of the system where leakage could occur—appliance fixtures, light fixtures, etc. In case current should leak and not be grounded, a short circuit is created which will blow a fuse or trip a circuit breaker until it is repaired. Since the black wire carries current under pressure it is "hot"—dangerous—and can electrocute a person who tries to handle it without turning off the current.

Appliances which need large amounts of current usually have their own circuits—the range or dryer, air conditioner or hot water heater. These are supplied by two 120 volt wires—one black and one red, totaling 240 volts. (The red wire here is also "hot" or dangerous.) There may be no white wire in this cable since the red wire not only carries current, but may complete the return flow of electrons. However, if 120 volt current is also needed as for a plug-in for small appliances or for a light on the range, then a neutral white wire is also in the cable.

Knowledge of the functions of wires of different colors in electric cables promotes an understanding of the flow of current and may promote safety in handling wiring.

Information: The first electrical display was at the Chicago World's Fair in 1893 when President Cleveland turned on the lights by pressing a button at the White House. However, it didn't last long because poorly insulated wire, crossed wires, and overloaded circuits quickly put out the lights and set fire to many buildings—one of them the Palace of Electricity. The Fair's insurance companies were very hard hit and hired Wm. A. Merrill, an electric engineer, to set up standards for a National Electric Code which is still in use but has been revised frequently since that time, as the knowledge and use of electricity has expanded. An independent testing agency was founded called Underwriters' Laboratory (UL) to test products for safety.

See objective 6

Activity: Check appliances and wiring for the UL symbol.

The teacher or a student may be able to show a fuse box and/or service panel with circuit breakers, and demonstrate safe procedures for replacing fuses or tripping and resetting circuit breakers. Also a demonstration, perhaps in a student's home, of checking to see what lights and outlets are controlled by a specific fuse or circuit breaker would be very helpful in understanding house wiring. By turning on all lights and then tripping a circuit breaker to see which ones go off, it is possible to determine which ones the circuit controls. It may also service wall outlets and some appliances as the refrigerator, so these will need to be checked too.

See objective 7

See objective 8

Information: A circuit breaker may trip or a fuse burn out if a defective appliance or defective wiring causes a short circuit (electrons flow from one wire to another rather than along the wires they are routed) or if there is too big a load for the circuit. A 20 ampere circuit on a 120 voltage will provide 2400 watts ($20 \times 120 = 2400$), so the circuit will handle at most a total wattage close to 2400 watts. If more watts are needed to handle the appliances and lights in use, the circuit breaker will trip (or a fuse will blow).

Example: A 1000 watt toaster-oven, a 360 watt mixer, and two 100 watt lights are being used at the same time on a 20 ampere 120 volt house circuit. A 1000 watt coffeemaker is plugged in and the circuit breaker trips. Which is more likely to be the cause—a short circuit or an overload? The answer is fairly obvious since the total load is 2560 watts which is more than the 2400 watts the circuit is wired to service. Something must be unplugged. Then to reset the circuit breaker, just turn it back on. If a fuse has blown, and needs to be replaced, certain precautions should be taken to minimize danger of electric shock. Next to the fuse box or at the top of it will be a master switch. This should be placed in "off" position. To minimize danger of grounding any leaking electric current and being shocked, the feet should be dry and on dry boards—rather than cement flooring or damp floor. Carefully unscrew the blown fuse, handling it by the rim. Replace with a new fuse of the same amperage (20 amps.). Replacing with a larger fuse would permit more electricity to flow through than the circuit is wired for. This would remove the protection the fuse provides and allow the circuit to overheat and possibly cause a fire. After replacing fuse, turn the master switch back on and the circuit should once more operate. If the circuit blows again after the overload has been removed, then there may be a short circuit.

See objective 9

If a short circuit causes a fuse to blow out, it usually discolors the window of the fuse; if an overload causes the blow out, the metal strip inside will only be broken and separated. If a circuit breaker trips repeatedly after any overload has been removed, then a short circuit is probably the cause. If a defective appliance cannot be located, then an electrician may have to be called.

A knowledge of basic safety rules can promote the safe use of electricity.

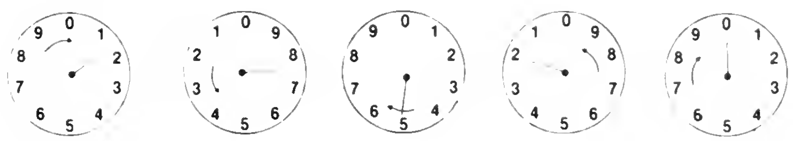
Activity: Do any necessary figuring to decide which of the electric appliances whose labels you read can be used on a 20 ampere, 120 volt circuit at the same time. See objective 10

Information: Energy consumption is measured in kilowatt hours, one kilowatt is 1000 watts and if used for one hour the consumption is one kilowatt hour (kwh). If an iron uses 1000 watts and is used for one hour, it has consumed one kilowatt hour. The cost of electricity per kilowatt hour can be found on the electric bill. At 3.6 cents per kwh, the iron can be used for one hour for 3.6 cents.

Activities: Check the light bill for cost of electricity per kwh, and figure the cost of using each of five electric appliances for one hour. See objective 11

Information: The electric bill: As electricity is used, the kilowatts consumed are recorded on the electric meter. The company usually has your meter read once a month. By subtracting the previous month's reading, the amount consumed since that time can be determined. The bill is figured at a given price per kilowatt hour. The price varies somewhat according to the amount used, but the bill will give the price per kilowatt hour.

To read the following meter, one reads from left to right the number on which the arrow falls or the smaller of the two numbers it falls between. See objective 12



17520

If the previous month's reading had been 16815, then the electricity used was 17520 minus 16915 or 614 kilowatt hours. If the bill is based on a price of 3.5 cents per kwh, then 614 times 3.5 cents equals $21.49. The electric bill for the month is $21.49 plus any tax or other charges listed on the bill.

Activities: (1) Read your electric meter. Check the last electric bill and figure the amount of electricity you have used so far this month.

(2) How much does it cost to run your home electric appliances? Figure how much it costs to run the appliances you have at home for an hour.

Watts used per hour ÷ 1000 = Kilowatts per hour

Kilowatts per hour times cost per kilowatt hour from your electric bill is cost per hour.

See objective 13 (3) How might your family save electricity? List all the ways you can think of for conserving electricity.

(4) Enlist the family's cooperation and see if you can cut the amount of electricity your family uses.

See objective 14 (5) Plan with some other students to role play a family talking over the problem of high electric bills or the need to conserve energy.

(6) Work with other students to plan a questionnaire and survey the neighborhood to determine how well other families are conserving electricity. Use the opportunity to encourage others to become conservation conscious.

(7) Collect newspaper articles and stories of accidents in the use of electricity. Plan class discussion of hazards and rules for safety in the use of electricity and electric appliances.

See objective 15 Understanding the cost of electricity and of electrical appliances may motivate concern for conservation of electrical energy.

Information on safety: Many people are killed every year and many fires are started by faulty electric appliances or by accidentally grounding electric currents with the body. Moist body tissues make the body a good electrical conductor.

See objective 16 (1) If electric appliances are disconnected before cleaning or repairing there is no danger of electric shock.

(2) Wet hands, feet, shoes, contact with a cement floor or the ground make the body a good electrical conductor for any possible short circuit from an electric outlet, switch, or appliance.

See objective 17 (3) If a person who is using an electric appliance touches a good ground at the same time (a water pipe, tub, lavatory, sink, toilet, wall switch, receptacle, cover plate, a radiator, TV, storm drain, a metal stepladder on the ground, etc.), there is *danger* of electric shock.

Example: People have been killed by touching an electric switch to turn the light on or off while they were in the tub or by having an electric appliance fall into the tub when they were taking a bath.

(4) Replacement of worn or frayed electric cords or broken plugs promotes safety.

(5) If three-prong receptacles are grounded—as they are supposed to be—there is less danger of electric shock hazards from appliances plugged into them or from the receptacle.

A circuit tester, available for a dollar or so, can be used to test for grounding. If the outlet is "hot" the bulb of the circuit tester will glow when the prongs are inserted into the two rectangular openings. If it is grounded the bulb will also glow when one prong is inserted into the third opening (usually a round one) and the other is inserted into the "hot" rectangular opening.

(6) A GFI (ground fault interrupter) is a relatively new device which can be installed where there is danger of electric shock—as in the bathroom or on an outside circuit. It will serve as a super-sensitive circuit breaker to break the flow of current before damage is done.

(7) "Octopus" outlets where more than two appliances are plugged into one outlet promote shock and/or fire hazard.

(8) Large appliances or those which produce heat—as an iron—are safer if plugged into wall outlets rather than extension cords. If extension cords are absolutely necessary, heavy duty cords should be used.

(9) Any appliance that sparks or has a motor to stall is a danger and should be disconnected immediately.

(10) Electric cords are safer and last longer if we avoid twisting or kinking an electric cord, hold by the plug to disconnect, and check frequently for fraying or loose wires.

Most accidents in the use of electricity and electric appliances could be avoided by following safe practices. A knowledge of electric hazards can promote safety, if the knowledge is put into action.

Activities: Make a list of "ten commandments for safe use of electricity."

Make safety posters to be placed in the grade school to promote the safe use of electricity.

Information: Electric lighting may be either incandescent or fluorescent. For many years incandescent lights were far more common especially in house lighting. However, fluorescent lights are becoming much more popular. For many years fluroescent lights were made only in long tubes, but round and U shapes are common now. Fluorescent lights are more expensive to install but provide about five times as much light per watt as the incandescent.

Activity: You may be interested in making a survey of homes in your neighborhood to find how many have fluroescent lights.

Information: Frequently groups sell "long-life" bulbs as special money-making projects. The bulbs cost about three times as much as standard bulbs, are supposed to last much longer. These bulbs may be useful for hard-to-reach places like high stairway lights, but in order to get longer life from the filament, less light is obtained from the wattage used than from a standard bulb.

Activity: You might carry out an experiment in which you keep track of the life of a standard bulb and a long-life bulb and compare costs of operating as well. Report back to class.

Activity: Students complete reports and evaluate their accomplishments with their projects. See objective 18

PRE-TEST ANSWERS:

1. Fluorescent lighting is more efficient than incandescent. Fluorescent lighting is somewhat more expensive to buy in the first place but it is cheaper to operate. The bulbs cost more than the incandescent but last longer and provide about five times the amount of light per watt of power consumed as the incandescent.
2. Long-life bulbs do last longer and, although they cost somewhat more, they may be convenient for hard-to-reach places. However, they produce less light, and in order to have the same light as given by a standard bulb it is necessary to buy bulbs about a fourth higher in wattage—you will need a 100 watt long-life bulb to produce as much light as a 75 watt standard bulb. Hence the "better buy" depends somewhat on your needs. You might wish to experiment with their use especially in hard-to-reach places as stair wells, and where a little less light is not a critical factor in choice.
3. One kilowatt
4. Eight and one-third amperes ($1000 \div 120 = 8\frac{1}{3}$)
5. Yes. (Circuit will handle $20 \times 120 = 2400$ watts.)
6. Fuse will blow or circuit breaker trip, because the total watts being used will be 2785, and the circuit can handle only 2400.
7. 2400 watts (see # 5 above)
8. Fuses will usually show by the way they blow-out whether a short circuit or an over-load has caused the trouble. An over-load simply causes the metal strip inside the fuse window to break or separate; a short circuit usually causes the plastic window in the fuse to be discolored/blackened. If a circuit breaker trips one or more times after being reset, with the same appliances in use, a short circuit may be suspected and should be checked for. The short circuit might also be in the wiring of the circuit.
9. 15209
10. \$21.02 ($15209 - 14625 \times .036 = \$21.024$)
11. A GFI is a ground fault interrupter—a very sensitive circuit-breaker which will stop the flow of current when there is only a very small amount of leakage. It is used where there is exceptional danger of electric shock as in the bathroom or outdoors.
12. Hot wires are black and red. (Sometimes a white wire in a switch is marked with black. It then may be hot.)
13. The fuse box or service panel is located close to the place where the outside electric wires enter the house.
14. A "circuit breaker" stops the flow of electricity whenever the circuit is carrying more electricity than it is intended to carry or whenever two wires which are not intended to touch each other do touch or touch other grounded metal and cause a short circuit, thus the circuit breaker protects from danger of fire.
15. range, clothes dryer, refrigerator, clock, tooth brush (Any appliance which heats usually uses more electricity than one that merely runs a fan or a small motor.)

POST-TEST ANSWERS:

1. D ($30 \times 120 = 3600$)
2. B ($1500 + 650 + 1250 = 3400$)
3. C ($3400 + 700 = 4100$, assuming washer is on same circuit)
4. B (1.25×3.8 cents $= 4.75$ cents)
5. A
6. A
7. B (The third prong grounded the washer.)
8. D (Great danger of shock strong enough to electrocute.)
9. C
10. D
11. A 7, B 5, C 2, D 6, E 1, F 4, G 3, H 10, I 9, J 8

POST-TEST: Electricity in the Home

Directions: Multiple choice questions—select the one best choice from the answers given and write the letter of that choice opposite the number on the answer sheet. Matching questions: Opposite each letter write the number of the corresponding definition. Use another sheet of paper, numbering it yourself or use an answer sheet provided.

1. Mrs. Smith has a 30 ampere, 120 volt circuit for the appliances in the kitchen. How many watts can be provided at the same time?
   A. 2400
   B. 2800
   C. 3200
   D. 3600

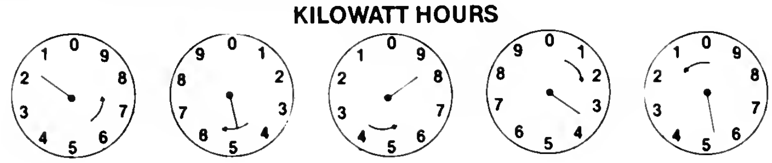
2. Mrs. Smith has a coffeemaker that uses 1500 watts, a waffle iron that uses 650 watts, and skillet that uses 1250 watts. Mrs. Smith plans to have waffles with bacon and coffee for breakfast. She plugs in all three appliances at the same time. Which of the following is most likely to happen?
   A. a short circuit
   B. no problem at all
   C. a circuit breaker trips
   D. a fire starts

3. Mrs. Smith uses the same appliances one morning the following week and starts the wash while breakfast is cooking. The washer uses 700 watts. Which of the following is most likely to happen?
   A. a short circuit
   B. no problem at all
   C. a circuit breaker trips
   D. a fire starts

4. Mrs. Smith is getting a meal in which she uses the electric skillet (1250 watts) for an hour. If electricity costs her 3.8 cents per kwh, how much will the electricity she uses cost?
   A. 47 cents
   B. almost 5 cents
   C. 3.8 cents
   D. .38 cents

5. The Smith electric meter reading for October was:

KILOWATT HOURS



   How many kilowatt hours are registered on the meter?
   A. 14835
   B. 24835
   C. 14935
   D. 25845

7. Mary started to make toast when suddenly the kitchen light and the toaster both go off. Since the dining room light is still on Mary knows the power to the hourse did not go off. Which of the following will be best for Mary to try first?
   A. unplug the toaster and reset the circuit breaker
   B. unplug the toaster and call an electrician
   C. reset the circuit breaker and take the toaster for repairs
   D. reset the circuit breaker and call an electrician.

7. Mrs. Brown has purchased a washer at a sale. A friend picks it up and brings it home for her. When they start to plug it in they find it has a 3-prong plug, and the wall outlet has openings for only two. The friend suggests that her husband cut off the third prong on her washer plug-in, and it works all right. Of the following statements which is true if they cut off the third prong?

   A. The washer will not run without the third prong.
   B. The washer will run but it will not be grounded.
   C. The washer will short circuit without the third prong.
   D. The washer will run but it will not have full power without the third prong.

8. Helen's father frequently warns the children not to turn the bathroom light on while they are in the shower. Of the following which is most likely the reason?

   A. Their wet hands might damage the switch.
   B. They might slip and fall.
   C. They would be wasting electricity.
   D. Their bodies might ground a short circuit.

9. An insulated cable contains red, black, green, and white plastic-coated wires. Of these which are "hot"?

   A. red and green
   B. red and white
   C. black and red
   D. black and green

10. Of the following, which 3 appliances use the least electricity? Range, mixer, electric hair dryer, electric skillet, refrigerator-freezer, clock, toothbrush, electric can opener

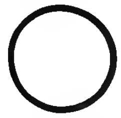
   A. mixer, hair dryer, skillet
   B. refrigerator-freezer, toothbrush, clock
   C. mixer, can opener, toothbrush
   D. toothbrush, can opener, clock

11-15. Match the following:

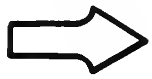
A. moving electrons	1. a switch that automatically stops the flow of electricity
B. circuit	2. measure of electrical energy
C. watt	3. a device that increases or decreases voltage in an electrical flow
D. GFI	
E. circuit breaker	4. 1000 watts of energy used for an hour
F. kwh	5. the path of flow of an electric current
G. transformer	6. a very sensitive circuit breaker
H. proton	7. an electric current
I. amperes	8. measure of electric force
J. volts	9. measure of rate of flow of electricity
	10. positive electric charge
	11. negative electric charge
	12. 1000 watts

PROBLEM SOLVING AS WAY TO YOUR GOALS

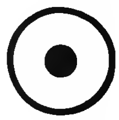
Using symbols for problem solving developed by the Future Homemakers of America in their "Impact" program, the following procedures may be used for individual or group planning and reporting on projects.



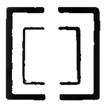
BRAINSTORM: Make a list of all the projects/activities you can think of that you might do in the general area of interest.



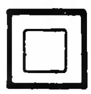
SET GOALS: Decide what you hope to accomplish; what skills you wish to develop; what you need to learn.



SELECT PROJECT: Analyze possibilities. Explore resources. Pick the project for you or your group which seems to best meet your goals, needs, resources, and interests.

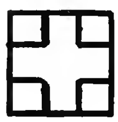


LIST ACTIVITIES: Make a list of all activities—reading, interviews, demonstrations, etc., which you hope to do.



MAKE A TIME PLAN: Organize everything you need to do and when it should be done. Write up a contract for grading.

CARRY OUT PROJECT: Carry out your project, keeping any records you plan to use.



EVALUATE RESULTS: Did you meet your goals? What do you still need to do? What changes would you make? Evaluate the work you did and determine your grade as follows ...

Give yourself a letter grade on each of the following and then make an overall average—weighing each grade as you see fit.

1. How do you rate your classroom participation?	A B C D F	_____
2. How do you rate your project performance?	A B C D F	_____
3. How do you rate your project presentation?	A B C D F	_____
4. How do you rate your papers and assignments?	A B C D F	_____
5. What is your test average?	A B C D F	_____
6. How do you rate the effort you have made?	A B C D F	_____
7. How do you rate your motivation?	A B C D F	_____
8. What grade do you think other students would give you?	A B C D F	_____

WHAT DO YOU THINK IS A FAIR OVERALL AVERAGE? _____

____
Signature

The builders show us their plan in the rear where we can view the solar collector (32 x 3½ ft.) which traps the sun's heat and transfers it, with the aid of fans, to the basement from which it rises to heat the living area.

Dave, Diane, and Mark in front of the house they built. The SEEE on the sign means Solar Efficient and Energy Effective. Asking price is about $80,000.

The SEEE House Will Have Low Fuel Bills

Hazel Taylor Spitze
Editor, *Illinois Teacher*

On a chilly day in October I visited a new house in Urbana and was toasty warm although no heat was turned on in the house. I was privileged to talk with the three young builders who took me on a tour of the house. They are David, Mark, and Diane Everly, University of Illinois students, who built it during their summer vacation to see how much they could incorporate of what they had learned in their engineering, art, and architecture courses while making the greatest possible use of the sun for heat and keeping the use of nonrenewable fuels as low as possible. They admitted that their younger sister, Mary, and their parents pitched in to help as the deadline date for completion drew near.

The inspiration for the house came from the University of Illinois Small Homes Council research on energy efficiency. It is expected that the cost of heating it will be about one-third of that required for the standard model currently approved by the U.S. Department of Housing and Urban Development. The reasons are chiefly orientation, insulation, a solar collector, and a thermostat in every room to control the need for supplemental heat from the baseboard electric units. The latter are not likely to be needed until the outside temperature nears freezing. It also has a new type of heat exchanger fireplace which blows heat into the room instead of allowing it to escape up the chimney. Located in the center of the house, it heats the rooms instead of the outdoors as exterior chimneys do.

It has double wall construction and triple-glazed windows. Heavy fiberglas insulation protects walls and ceiling and there is styrofoam insulation outside the concrete basement walls down four feet below ground level.

The house faces north and the rear has large windows and patio doors to take full advantage of winter sun in the living room and two bedrooms. The wide overhang protects these windows from summer sun.

Other interesting features include maintenance-free vinyl siding, a flagstone wall to protect the front door from wintry north winds, an extra large insulated garage, and a planter atop an entry wall with space above to allow warm air from the basement to heat the kitchen and dining area.

David, an engineering student, received credit for his part in the summer project, and Diane decided to change her major from interior design to architecture as her roles broadened during the housebuilding. The entire family had a worthwhile experience and friends, including this one, were inspired by their efforts. The house has been selected for study as a model of energy efficiency and energy use data will be collected on a continuing basis.

INDEPENDENT LIVING COURSE

GLENROSE SCHOOL HOSPITAL

Joyce Tipping
Home Economics Teacher
Glenrose School Hospital
Edmonton, Alberta

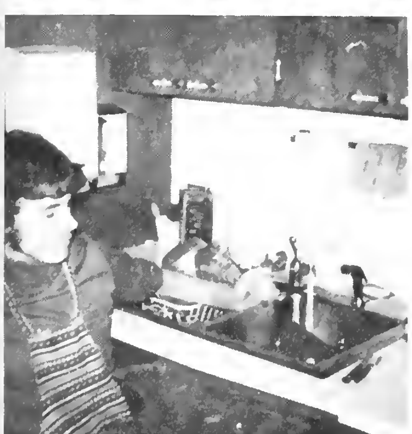
One of the physically handicapped ex-patients from Glenrose School Hospital, a school for physically disabled and emotionally disturbed children, in Edmonton, Alberta, wrote that she took great pride in her ability to function independently now, but related the "absolute horror" encountered when she first ventured unprepared into the world outside. She was inadequately fitted to manage her own finances, and actually realized, with alarm, that she did not know how to stock a kitchen with supplies or what basic staples were required. Her first shopping spree resulted in financial embarrassment for her at the checkout counter! I, as the Home Economic teacher at Glenrose, had failed to prepare that student to function adequately in the world outside the hospital!

This set the wheels in motion, and I began to realize that many of our students were living a sheltered existence in institutions, or even in their own homes. Little was being done in my classes to help them develop independent living skills. In 1975, Sue Jackson, Director of Residential Aid, a Residential Training program in Edmonton in which educable mentally retarded students were being trained by physically handicapped people to become homemakers for the physically handicapped, came to the school to speak to the high school students. She questioned the students at length regarding their independent living skills, and in doing so was able to demonstrate to the students a need for a course to develop these skills. Now the students themselves realized that they were inadequately equipped to venture into the world. An answer to our needs suddenly appeared in the form of an opportunity for the education department to use the independent living suite in the hospital. A proposal for a course entitled "Independent Living," a modification of the Alberta Department of Education course Modern Living 30, was submitted to the administration. Part of the course would be centered in a five-day live-in experience for each student. The proposal was accepted. The course content was then planned in more detail.

A visit to some handicapped housing units.

In order to ascertain which skills and knowledge would be needed by the physically handicapped in the community, I naturally turned to those who had been educated at the school and were now living and working in the community, the graduates. A number of them were invited to a barbecue at my home in the summer of 1976 so that we could discuss, on an informal basis, some of their experiences. We had an exciting brainstorming session so that my head was swimming with ideas for speakers, field trips and other activities, and the objectives for the course became clearer. I also visited a Community Enrichment program, a program which enabled severely physically disabled adults to bridge the gap between school and the mainstream of adult community life in Edmonton. The program stressed independence and responsibility which were two of the major goals of my proposed new course.

Investigation of other similar programs put me in contact with Mary Catherine Beasley, Director of Continuing Education in Home Economics, University of Alabama, who informed me of their monthly newsletter "On Your Own" and also sent me a list of appropriate films. "On Your Own" has many interesting and informative articles written specifically for the physically handicapped.



Jerry washing dishes with a long handled sponge mop. Note lapboard which is very useful while cooking, etc.

I had a number of consultations with the Occupational Therapy Department in our hospital, since this department was to be responsible for supervising the students during their live-in experience. It was decided that an Occupational Therapist, Carol Isaac, should be assigned to work with me to assist me in program planning, to assess the students' physical abilities, suggest special aids, equipment and techniques that would be beneficial, to act as a homemaker and as evaluator during the students' stay in the apartment. This "team approach" to the whole program has proven to be very effective, and I have found Carol's advice and assistance to be invaluable.

In September, six severely disabled Grade 11 and Grade 12 boys enrolled in the course. To introduce the program to the students, Carol and I obtained two wheelchairs and performed a skit which featured two boys trying to manage in their own apartment without any "know-how." This set the tone for the program, and from the resulting list of students' objectives we realized the boys were eager to become more self-sufficient and responsible and seemed motivated toward improving their own self-image. Below is the objectives listed by one of the students:

Objectives for Modern Living 20/30 Course

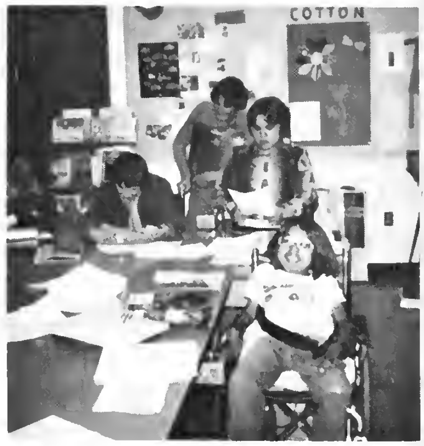
My main objective for the Modern Living Course is to achieve a better understanding of independence for the handicapped person. Suggested activities include: finding information of societies like the A.R.C.D. (Alberta Rehabilitation Council for the Disabled) that help the handicapped in various ways, finding information about social assistance, and finding other information of various ways in which to become more independent.

Skills such as budgeting, cooking, and sewing, are the skills I hope to develop as a result of this course. The preceding skills are other objectives I hope to achieve in this course too.

And, I hope that good feelings about myself and others will occur as a result of this course, along with a good attitude. I hope that my objectives will enable me to lead a more productive life in the future.

After listening to a group of graduates discuss their problems with transportation, finding suitable living accommodations, finding jobs, hiring homemakers, meeting other people and handling the curious public, the students were sold on the program. Besides expanding their own list of objectives, students then had much input into planning the total program and deciding how to evaluate the results.

The first part of the program was geared to preparations for the live-in experience beginning in February. Topics such as safety and sanitation in the kitchens, shopping for groceries, planning, preparing and serving meals, nutrition (we used the Grocery Cart game from *Illinois Teacher*), entertaining, laundry, management, budgeting, working with homemakers, planning personal care, homemaker schedules and housekeeping, were included in the program. As a preview to the apartment live-in experience, each student spent a day in the apartment orienting himself as well as planning and preparing two meals. Before moving into the apartment, he was expected to plan his menus, including a dinner which he would serve to his parents, shop for groceries using the amount of money allowed by Social Assistance, plan his personal care schedule and the times when he would need homemaker and volunteer help, and plan his housekeeping schedule. During his stay in the apartment, Carol acted as one of the homemakers and was able to assess him as a candidate for independent living by checking on such areas as functional hand activities, performance of household tasks, total organization following time schedules, handling of staff, completing household tasks, cleaning and general attitude. Nurses and other hospital staff also took turns acting as homemakers when required. Students were expected to attend school regularly during this period. At the end of the five days, each student was asked to write his own evaluation of the experience. These evaluations will be useful in revising the course for next year. One suggestion was to include two five-day live-in experiences for each student.



Carol helping the students plan their menues and shopping lists for their stay in the apartment.

The second half of the year has seen more concerted effort directed toward the development of an awareness of community resources as well as development of consumer skills. Speakers from community organizations such as Alberta Rehabilitation Council for the Disabled, Human Rights Commission, Alberta Department of Health and Social Development, Paralympic Sports Association, and Handicapped Housing, have helped to broaden the students' horizons. Field trips to a bank, a group home for the disabled, a shopping center, a furniture store, and a handicapped housing unit have been undertaken.

In the consumer education area a unit on choosing an apartment was included. Points in choosing an apartment included landlord-tenant rights and responsibilities, study of leases, and damage deposits.

A unit on money management culminated in a project whereby the students worked in pairs to compute the cost of furnishing and equipping an apartment with all the necessities, and then working out a budget for the year using income figures supplied by Alberta Department of Health and Social Development, Social Assistance Department.

Carol and I have endeavored to foster student responsibility for the program by expecting the students to contact guest speakers and to introduce and thank them, verbally and by letter. We have a "Responsibility Chart" for the students to check off after they have undertaken some responsibility for the class. Students also made the field trip arrangements as well as planned some of the programs. One of the projects undertaken by by the students was the preparation of a video-tape program of themselves in action in the Home Economics kitchen and in the independent living suite. This program was shown at one of the parents' meetings. Other projects included reporting each month on the local paper "Handicapped Spokesman" and on the "On Your Own" paper mentioned previously; reports on travel, bus, air and train transportation; suggestions regarding the hiring of homemakers, and one report was prepared on handicapped housing in Edmonton.

Role playing emergency situations such as "What to do when your homemaker leaves without notice" gave students an insight into handling difficult situations which may arise.

Opportunities to meet and socialize with physically able people seemed to be so limited that it was decided to invite a class from a regular school to come and participate in some of our classroom and recreational activities. It was a worthwhile learning experience for both groups but no lasting relationships developed.

Demonstrating the operation of the touch operated selector control (T.O.S.C.) equipment. TV, radio, phone, electrical appliances, stereo, etc., can be connected to this equipment and operated by a slight push of the button.

Several parents' meetings were held in order to give the parents opportunities to have input into the program, explain, and help alleviate any fears they may have had regarding their child's proposed live-in experience in the apartment. The parents also had an opportunity to meet the members of the staff who would be working with their children in the apartment. Some of the special aids used by the students were demonstrated, and suggestions as to ways in which parents could encourage their children to be more independent were offered. One student was very eager to convince his parents that he could be left alone at home, and he saw the stay in the apartment as an opportunity to prove the point.

Teaching basic skills for independent living, developing responsible attitudes, and imparting basic knowledge required for fitting into the mainstream of life were the goals which Carol and I kept in mind as we directed our course. Each experience, activity, and project was planned with these objectives in mind, so that students would not only enjoy participating in them but find them relevant and worthwhile. Repeated evaluations of what we were accomplishing resulted in some changes being made as we went along. We were pleased that students felt comfortable enough in the class to be able to offer constructive criticism which kept us on our toes.

The most meaningful experience was the five-day stay in the apartment. As one student aptly stated in his evaluation: "You can talk about things all you like but experience is still the best teacher. In the apartment we were really being tested and had to put into practice all the skills we were taught. Now I feel ready to try it on my own." In the apartment students were able to discover their own abilities and limitations as well as the appropriate occasions to ask for help. Hopefully each one is able now to set more realistic goals for himself, and is ready to take his place in society to the best of his ability. Even if a student is unable to live on his own and must rely on a setting such as an auxiliary hospital, the experience of trying to manage his own life is still an extremely valuable one.

Some students found that having to accept so much responsibility was overwhelming. This made Carol and me realize that fostering independence and developing responsible attitudes must begin as early as possible, even in elementary grades. It is all too easy to overprotect the disabled child and so hamper his development. He needs room to grow and we must often step aside so that he has opportunities to work some things out for himself and to learn by experience. He also needs to realize that a sign of maturity is "planned dependence," a willingness to seek assistance where it is necessary. He needs to learn not only to use his own potential to the fullest but to face realistically and practically his own real limitations.

I dream of things that never were and ask: Why not?

HOME MANAGEMENT PRACTICUM AT HOME

"It's amazing how much a husband will do if I ask. I didn't realize that."

"My mother is astonished that my younger sisters really help me while I shop for food. They help decide which size package to buy. I've learned they will help if I tell them what I'm trying to learn."

"We've been married three years and we never really talked about our goals before."

"Imagine! My husband doesn't particularly care whether I get his breakfast. I thought he did. My dad always wanted my mother to have his breakfast ready."

"I'm disgusted. I decided to rearrange the cupboards and my brothers came and messed them up."

Mildred C. Luckhardt

At the time this was written Dr. Luckhardt was in the Department of Home Economics, Manchester College, North Manchester, Indiana.

You might think that you are overhearing families who were talking in family therapy sessions. These are a few statements from the journals and evaluation papers of students in a home management practicum in their own home. What they learned in actual experience, they were writing about. They did learn that communication was an art and a skill needed if families are to function. If they had been in family therapy sessions, they would be learning that communication is the key to good family and individual functioning. But, this was home management at home. Communication skills were clearly needed for successful management. Students reported their learnings.

These were evaluations and summaries of a practicum in home management for a small independent college. Fortunately, we could not afford the expense of a home management house and a person to staff it. But a practicum in home management is a necessity for certification as a teacher in this state; so, it was imperative that a course be designed to fulfill the requirements. We believed that it could be done. If learning is behaving, then students could put into practice the theory that had been taught. The practicum was designed to test the behavior of students at work in a real situation. The students and teacher planned that each student should choose a site, decide on general objectives, specific objectives, design procedures, and present evaluations. The combined ideas were briefly reviewed before Christmas. The group decided on the general objectives for the scope of the course. Everyone promised to refine his/her ideas over the holidays. The course was during the break between semesters.

Each student chose a site. Some were married, some chose their family of origin and others chose an adoptive family. The semester break provided enough time to concentrate on home management although some worked part time or did substitute teaching. The families differed, the personalities differed, the facilities differed, and the time available differed. The practicum was not a simulation, but life itself. What would students learn about management?

After the holidays, the consensus of opinion about what was to be done by students was spelled out in some specific objectives. Students were to carry out the objectives in their own situation, in their own way. Each student was to begin with a family talk session where the goals of the family were to be clarified, both long- and short-term goals. In order to receive credit, the student would make a certain number of time charts; experiment with changing a product, a procedure, or arrangement of equipment; make weekly menus; keep a food budget; entertain; write a daily journal of personal feelings about the day; try some communication experiment; and evaluate the total experience and the way the course was designed.

The practical tasks of using resources such as time, money, and energy were learned or demonstrated in the usual practical ways. Just as home management courses of years ago found that tasks were easily taught and improved with experimentation, the practicum successfully demonstrated that students were proficient in applying theory to concrete tasks. This practicum gave students the added experience of finding their own problem, deciding on

EDITOR'S NOTE: Although the project described here was done in a college, there seems to be no reason why some adaptation of it could not be successful with high school students. It could be part of a course in family living, home management, or consumer education; or it could be a mini-course or an independent study project. Both sexes could benefit from and enjoy the experience.

how to solve it, trying it, and then examining the feedback. In one case, the tasks were performed, but no satisfaction was gained. This was the disgusted student who arranged the cupboards only to have her brother "mess" them up. She had to look at her management decisions. She had managed her own time, energy, and equipment without getting communications clear with everyone else using that equipment. Her brothers did not have the same goal as she did. They might have enjoyed ruining her work. With some communication skill prior to her decision, she might have had to change her goal or get her brothers interested in the same goal as she had. She needed to explore those possibilities first. Families are not automatically as cooperative as students in a home management house. Families function in different ways with different standards. Not all have the goal of a neat, efficient cupboard, nor is it desirable that they do. Functioning families do clarify just what they expect of each other. In this practicum, students had to work at that task as well as the practical ones with which we are more familiar.

Other students gained much insight into the process of communicating and its importance to their feelings of accomplishment and the family's feeling of satisfaction. One bride of six months discovered a technique for finding what different values she and her husband placed on household chores. He didn't value what her father had valued. She was delighted and rearranged her priorities. Another student who had been married over three years found that much of the responsibility for having a husband help was hers. She had assumed the age-old belief that her husband "should know" what she wanted. During the course, she shared her goals for the course and found he was more than willing to help if she just asked. One student designed and experimented to help her teenaged sisters tone down the way they communicated. They screamed. She worked up a game of paying whenever they yelled. The sisters soon lowered their voices to normal, and vied for the money in the kitty. These small action researches were designed, carried out, and concluded independently. The students not only tended to the everyday process of doing tasks, but they discovered some important principles about changing attitudes and processes, and about themselves.

The students had the total responsibility of feeding the family. All of the menus were written, shopped for, and prepared for the total time. The students didn't rotate in the jobs as they might in a home management house. They had all of the jobs for the entire course. All students displayed a gain in their understanding of how families use their money for food. Where fathers went shopping with them, students would report retraced steps, unneeded items in the cart, or large amounts of an item. They were reluctant to report their findings to their fathers, but they questioned their own shopping habits and discovered that planning did save their food dollars. Some kept a monthly account of their spending and found just where their money was going. Such an experience cannot be gained in a home management house since the total budget is not the jurisdiction of the student.

Each student chose to experiment with some chore or task. The product was to be examined to determine whether the standard was to be changed or the product eliminated. If not, then arrangement of equipment was to be examined in light of use. Many enjoyed this. Cupboards were rearranged, small appliances put to use, cup hooks bought and installed. Others rearranged laundry rooms. Some used pathway charts to substantiate their rearrangement. These were the usual kinds of management experiences that home management practicums provide. Students demonstrated they could see problems, design methods to analyze the problems and apply solutions. They did so independently.

Each student entertained. From weekend guests to sisters' pajama parties, birthdays, and anniversaries; for breakfast, brunch, late supper, or snack, each planned, charted, cooked and served. Some worked alone. Others learned to include everyone in the process. None said they liked the feeling of being the maid. Some knew how to avoid the feeling. Cooking, serving, cleaning—all of the usual activities of home management practicum were done. The difference in the practicum in their own homes and the practicum in a home management house is expressed in comments these students wrote about the experience. They made some profound conclusions as aside remarks. "I don't ever want to be a full-time homemaker without some part of myself involved in other activities I want." "My mother does have some management skills." "I want to learn to do these chores so that life can have meaning. I want the time I can save for more meaningful activities." "My family thought I was supposed to be the maid. I didn't like that." "It was fun, but—." Each communicated a growth that seemed impossible for one three-week practicum. But home management practicum in their own home had provided the opportunity. Students had learned in ways that a home management house could not simulate.

NEEDED:
Outstanding Secondary Teachers to Become Teacher Educators

Barbara A. Moore
Assistant Professor
Home Economics Education
Purdue University

The answers to the next three questions may open a new career objective for some secondary home economics teachers:

1. Have you completed at least three successful years of home economics teaching at the secondary and/or junior high or middle school level?

2. Are you continually seeking new ways to improve your teaching skills and would you like to help other teachers improve their teaching skills?

3. Do you have an interest in furthering your education beyond the master's degree and taking an active role in shaping the future of home economics education?

If you answered these questions "YES," maybe your next career aspiration should be that of a teacher educator in home economics at the college and university level.

WHO ARE TEACHER EDUCATORS?

Every year a large number of undergraduate students participate in home economics education programs in colleges and universities across the United States. These students study curriculum development, teaching methods, classroom management, professional ethics, learning differences, classroom evaluation, and group dynamics. In addition to these and other courses, undergraduates participate in field-based teaching awareness programs and ultimately engage in some type of student teaching experience. The persons responsible for coordinating and directing the education of these potential home economics teachers are the college and university teacher educators.

Another responsibility of the teacher educators may include the operation of graduate programs at the master's, educational specialist and/or doctorate levels. At these levels of instruction the teacher educators provide depth and breadth in the study of teaching methods and strategies, evaluation, program or curriculum development, supervision, administration, trends and issues, and research methods.

Equally as important, the teacher educator engages in research which is needed to advance the profession of home economics education. Rendering both professional and personal service to the college and university, the teacher educator strives to communicate research and other information nationally as well as locally. As a leader in home economics education, the teacher educator needs to be active in professional and community organizations. Her/his abilities should include human relations skills necessary to work with all types of educational personnel.

BECOMING A TEACHER EDUCATOR

The requirements for the position of teacher educator vary throughout the more than 300 programs available in the United States. Some teacher education positions require no more than a master's degree while other positions require a doctorate, as well as a minimum of three years of successful secondary teaching. The need, however, to increase the number of faculty with doctorates in home economics education is becoming more evident. The doctorate is still the most accepted preparation for college and university teacher educators. A person who completes the requirements for a doctorate degree is more likely to be equipped to handle various types of research, advanced graduate programs, advanced program development, supervision, and administration as well as being on the same level as other faculty in the university.

WHAT DOES IT TAKE TO GET A DOCTORATE?

Completing the requirements for a doctorate degree in home economics education requires hard work but is possible for many people. Average doctorate programs require one to two years of full-time course work beyond the master's degree. In addition to the course work and comprehensive examinations, approximately one year of full-time research is necessary to complete the dissertation requirements. For the most part, programs are individually planned to consider the background and focus on the interests and desires of the candidate. The candidate may want to analyze each university's philosophy to determine what area of study the university's graduate programs emphasize. It is possible to work towards a doctorate on a part-time basis provided that residency requirements of the university can be met. The amount of work required to complete a doctorate program may seem monumental; however, it is being done every day by women in many different fields of study. Many universities are increasing the availability of part-time financial aid to assist with making graduate work possible, especially when one has to take a leave of absence from one's present position. Although children and other family responsibilities and obligations often make "going back to college" difficult, by employing good management techniques and by viewing the whole undertaking as a family goal, many women do receive doctorate degrees. More women and men who complete doctorate degrees in home economics education are needed every year to fill teacher educator faculty positions at the college and university levels.

PROJECTIONS FOR JOBS IN TEACHER EDUCATION

Unlike general educational areas such as English and history, vocational home economics secondary programs are continually increasing in enrollment; thus requiring more secondary classroom teachers and ultimately requiring more college and university teacher educators in home economics education. The total number of people enrolled in Home Economics Programs (including the home economics secondary program, technical program, adult program and special needs program) has increased from 1,897,670 in 1966 to 3,702,684 in 1974. The secondary vocational home economics program accounts for the majority of these enrollees. The number of students in the secondary vocational home economics program, alone, has increased from 1,280,254 in 1966 to 2,817,069 in 1974.[1]

The increase of students in secondary vocational programs required a proportionate increase in the number of secondary teachers. In secondary vocational home economics there has been an increase of over 9,000 teachers from 1970 to 1974. The total number of teachers in secondary federally aided home economics programs rose from 34,225 in 1970 to 43,326 in 1974.[2]

Increased enrollment in high school vocational programs in the United States can be expected to continue in the near future. Rottman, quoting from *Vocational Education Today* says that "by 1980 the number of job openings for those with skills taught in vocational programs would be four times the number of people who completed such programs in 1968.[3]

My study to determine the staffing needs of institutions offering at least a bachelor's degree in home economics education revealed that between 1977 and 1981, 195 faculty vacancies requiring doctorates are projected to exist while 227 persons interested in pursuing teacher education positions are projected to be awarded doctorate degrees. A comparison of the supply and demand of home economics teacher educators by years through 1981 is presented in Table 1.

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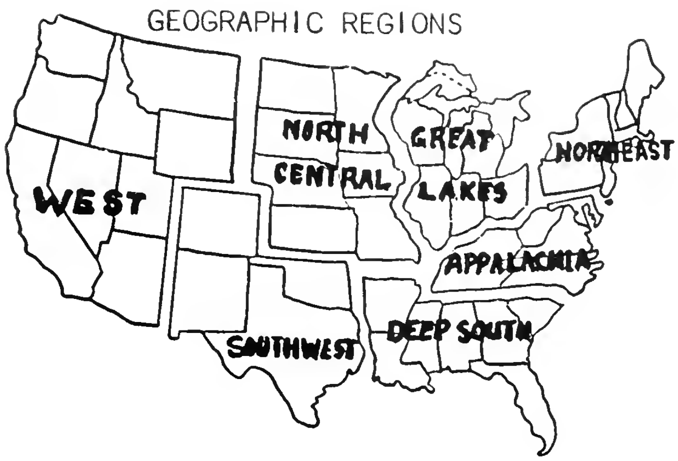
[1]U.S. Department of Health, Education and Welfare, *Digest of Educational Statistics*, 1975 Edition, by W. Vance Grant and C. George Lind (Washington: U.S. Government Printing Office, 1976), p. 138.

[2]*Ibid.*, p. 138.

[3]Ellis Rottman, in a letter soliciting subscriptions to *Vocational Education Today*, September 25, 1973.

TABLE 1. Supply and Demand Comparison in Home Economics Teacher Education

YEAR	SUPPLY (No. of doctorates awarded)	DEMAND (No. of faculty vacancies)
1977/1978	52	57
1978/1979	55	46
1979/1980	59	52
1980/1981	61	40
Total	227	195



The projections indicate slightly more than one new doctorate for every faculty vacancy through 1981. Although this appears to indicate the supply of teacher educators will meet the demand in home economics education, a deeper analysis suggests otherwise. First, factors such as mobility, educational and personal obstacles faced by women, parental responsibilities and family obligations may hinder new doctorates from seeking vacant positions in home economics education. In other words, one new doctorate for every faculty vacancy is only enough if each doctorate can go where the vacancies are regardless of size, type or geographic location of the institution.

Dividing the United States into seven geographical regions (see map) one can see where the projected faculty vacancies will exist and how many doctorates are projected to be awarded. This provides a clearer picture of where the faculty vacancies are likely not to be filled (see Table 2).

TABLE 2. Supply and Demand Comparison Home Economics Teacher Education According to Geographic Location

SUPPLY AND DEMAND	NE	W	SW	NC	GL	DS	APP	TOTAL
1977-78								
Supply	11	3	6	6	11	6	6	52
Demand	7	8	9	7	6	8	12	57
1978-79								
Supply	11	1	9	6	14	9	5	55
Demand	6	8	4	10	7	2	9	46
1979-80								
Supply	12	1	10	9	13	6	8	59
Demand	7	8	4	8	6	14	5	52
1980-81								
Supply	10	1	12	9	14	6	9	61
Demand	4	3	6	5	7	5	10	40

WHERE DOES ONE BEGIN?

Persons interested in working on doctorate programs should contact the universities of their choice and ask for information concerning the doctorate programs and financial aid. They might also consider applying for an EPDA fellowship through the U.S. Office of Education. Talking with several individuals may provide different opinions and options. A "So You're Going Back to College" seminar may be sponsored by nearby universities or community agencies. The time to act is NOW! New directions are possible for some outstanding secondary classroom teachers in home economics education!

Editor's Note: Those interested in a doctoral program, or a two-year teacher education program without a dissertation, at the University of Illinois, may request information from the Home Economics Education Division, 352 Education, University of Illinois, Urbana, IL 61801. Also see *Illinois Teacher*, vol. XXI, No. 1, p. 35.

COMPETENCY-BASED INDIVIDUALIZED INSTRUCTION PROGRAMS

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Tempe, Arizona

Everyone talks about individualizing instruction, but few educators give full support to the concept largely because they really do not know what the full scope of individualizing implies, and they do not understand procedures to use in implementing the concept. Other terms which are often used somewhat synonymously with individualizing are "personalizing education" and "adaptive education," although there are fine distinctions made among these three terms. There are some characteristics that seem widely accepted as essential ingredients for different versions of individualized programs, although the implementation and the interpretation may vary from program to program. These characteristics are:

1. *The student is active in the learning process rather than passive.* Physical as well as mental activity is usually involved. Institutions that have been able to staff open laboratories and learning centers provide extra opportunities for actively involving students in the learning process.

2. *The teacher becomes the facilitator of learning and assists the student in realizing his/her goals.* The teacher leads the student into diagnosing his/her goals, suggests available resources, assists in setting up activities which lead to the fulfillment of the goals, and then evaluates with the student the progress made. The teaching role means listening to students, observing students, and permitting students to incorporate their own needs and interests into the program.

3. *The student is allowed to proceed through materials at a self-determined pace that is comfortable for him/her.* This is also called "rate tailoring" and is being widely implemented in individual programs. Self-pacing is easy to achieve with reading materials but difficult to do with lectures, group discussions, films and other teaching strategies.

Some students find it difficult to discipline themselves to do the work when pressure of time is absent. Some suggestions reported in Cross (1976) indicate that some successful practices to overcome procrastination are that the first units should be short, interesting and relatively easy so that students get a good start in the course. Also setting an early deadline for the completion of the first unit gets everybody started. Sometimes a greater reward in the form of grades is awarded for those students turning in their units early in the semester. Other programs provide extra tutoring assistance for those students who have not turned in work.

4. *The student is able to work at times convenient to him/her.* With semesters as part of the traditional school setting, a student does have pressure on him/her. With the exception of the public libraries, many learning centers operate because of economics on an eight to five schedule.

5. *The student begins instruction in a given subject at the appropriate level to his/her achievement.* "This concept," states Mitzel (in Palardy, 1975), "makes the assumption that progress in learning is linear and the main task is to locate the learner's present position on a continuum. Once properly located he can then continue to the goal." Mitzel does not believe that this assumption is true for all subjects, although it may be appropriate for such sequential subjects as mathematics and foreign languages. The content in human development in home economics is one that does not seem to lend itself to the linear continuum.

6. *Learning difficulties that are inhibiting progress in learning can be identified and corrected by remedial instructional units.* This implies that evaluation procedures can identify whether or not a student has reading difficulties or lacks the ability to verbalize, to do mathematical computations or other defined skills so that remedial measures can be implemented. Some other problems such as poor study habits and aspiration levels may be very difficult to analyze. It is especially important, however, that culturally disadvantaged students be given this kind of help along with emotional support to promote increased motivation.

7. *The learning environment will have a variety of instructional media from which to choose.* Students have different learning styles and some believe that they will tend to choose the medium or combination of media that will facilitate their learning. Research, according to Mitzel (in Palardy, 1975) does not necessarily support this viewpoint. Some forms of individualization are inexpensive. As far back as 1968 Esbensen (1968) suggested that each teacher needed an initial budget of $2,000, plus another $1,000 the second year, to implement individualized instruction. Some feel that an individualized program needs to have available a tape recorder, overhead, filmstrip projector, and cassette or record player. Also an eight millimeter film projector is most helpful in showing filmloops which are so important to use in conveying single concepts. Many schools may already have some of this equipment so the major cost will be buying materials or paying for time to develop materials that can be used in individualized programs. Few teachers can develop the needed materials and occupy a full-time teaching role. Teachers can have more materials available to students if they are willing to share materials with each other, and students themselves can develop some of the materials. Teachers will critically evaluate before selecting commercial material on the market. Some that is advertised for individualized programs may not be useful.

Students must learn to use a variety of resources, many of them outside the formal school environment. When students use community agencies, our public also becomes informed about what the schools are trying to accomplish.

8. *Learning is broken into small units, often called learning modules.* The size of the modules may vary according to the age and motivational level of the students using them. Some authorities advocate approximately ten to fifteen units per semester for high school students.

9. *In many instances, individualized programs are competency-based.* "A 'competency' is an attitude, behavior, skill, or understanding demonstrated by a participant at a specified performance level. A competency is broad in scope," states the A.H.E.A. publication, *Competency-Based Professional Education in Home Economics* (1974). Palardy (1975) indicates that the learner must be able to demonstrate mastery or attainment of specified criteria. These criteria can be stated so that they include areas in the cognitive, affective, and psychomotor domains and are suitable for preprimary to graduate students. Time is not a limiting factor in CBE and learning is not the same rote way as in traditional education. It does imply, however, that detailed description of the behavioral outcomes for the learner be specified. Mager (1962) states that these outcomes, also called behavioral objectives, performance goals, operational objectives and instruction objectives, need to meet three criteria: (a) the behavior itself must be identified, (b) the important conditions under which the behavior is to occur must be defined, and (c) the criterion of acceptable performance must be specified.

Palardy and Eisele in Palardy (1975) indicate that in a competency-based program, there are required objectives which must be met by everyone, but there are other objectives, too. From the non-required list of objectives each learner has the freedom to choose and negotiate a program for him/herself. If the objectives for a particular area of study are not already provided, the student becomes involved, along with the professional staff, in designing learning modules in that area. The extent of the learner's involvement will depend upon the ability level, interests and age level of the students.

The design and implementation of a competency-based program may be so organized and managed that all persons concerned with or affected by the education of learners share the responsibility for it—parents, community groups and institutions, teachers and learners.

10. *The mastery concept is implemented so that if the learner does not master the concept at first, other learning activities are offered until s/he demonstrates adequate performance.* According to Bloom (in Block, 1971), 95 percent of the students can learn a subject to a high level of mastery if given sufficient time and appropriate types of assistance. Carroll (in Cross, 1976) concludes from research studies that the bottom 5 percent of the students will take about five times as long as the top 5 percent of the students. Block (in Cross, 1976) found that students who learned one task well took significantly less time to learn a related task than those students who had not learned the initial task to a high level of mastery. Perhaps this study indicates to educators that they need to stress in-depth mastery toward a few objectives and then students will be in a position to choose other objectives for themselves.

11. *Students receive feedback and evaluation on a regular basis.* This indicates that midterm and final examinations are inadequate because they may cause students to proceed through learning sequences with only slight understanding of the concepts involved. By the time the student receives the feedback from the midterm, it may be too late to go back to (continued at bottom of page 156)

WE'VE JUST HATCHED AN IDEA

ATTENTION PROFESSIONAL COLLECTORS

FROM A STUDENT

Marlene Borschel
Home Economics Teacher
Elma, New York

At the time of writing, the author was a student teacher at Purdue University.

What's one sure way of identifying a home economist? Often s/he's the one with bags and boxes of professional materials on the floor or in the closet. Sound familiar? Well, it doesn't have to be that way. With just a little time, money and energy, *YOU* can set up your own personal file.

My prime objective in setting up a file was organization rather than beauty or expense. I tried to be flexible and resourceful. I remembered that old crate in the basement and found that after painting, it made a great file drawer. I also found that cardboard boxes made great file containers. I chose my favorite patterns in contact paper and covered them to fit into my decorating schemes. I found something a file folder fit into and I found I didn't need to go out and buy a file cabinet. When it came time for me to buy a filing cabinet, I found a two-drawer cabinet offered more convenience than a larger one. Two-drawer files can be moved easily and disguised. Four-drawer files may present more of a challenge.

Next I needed an outline. I decided which subject matter areas I wanted. I found that using a pre-developed outline saved time. A table of contents was a good place to start. I found it is better to be too specific than too general. That way when I needed a new category I didn't have to hunt for folders or markers. I had it already!

I chose temporary folders for my file. I decided there was no use putting money into my file until I found which parts I'd be using the most. I purchased plain manila folders and used them over and over. They're cheaper by the hundred! Color coding is helpful but I found a number system even better. Colors can fade and become undistinguishable.

I not only coded the folders but *EVERYTHING* in them as well. This way I know where the materials go instead of filing them in a different spot each time they are used. My objective was to make it as easy as possible to get things in and out without mistakes. In the first folder of each subject matter area I *attached* an outline of the folders within it. I also made sure to place the outline so I could read it without pulling the file. I also date all the materials I put in my file. This way I always know which copy is new.

It's easier to start your file *before* you accumulate too much and files do need to be updated. I periodically go through and discard unused or outdated materials. My neat file is admired by all my friends and I feel proud!

Margaret V. Barkley
(continued from previous page)

clarify basic information. Instead, individualized programs attempt to build in evaluation devices so students can check their progress frequently.

Individualizing teaching is a matter of degree rather than an all-or-nothing endeavor. Every teacher individualizes to some degree when s/he makes it possible for students to make choices. Because of practical limitations in resources, in the amount of time available, and in the student him/herself, the ideal of complete individualization will not become a reality. Also it would be impossible for the teacher to identify and diagnose all the difficulties of students and make provisions for meeting these needs. Individualization, however, can be implemented to some degree in every classroom whether self-contained, an open-space, or in a departmentalized program or team teaching situation. It takes a great deal of work on the part of the teacher but usually leads to more personal and professional satisfaction because of the enthusiasm of students and the successes they enjoy. The focus must be on learning rather than teaching and involves a commitment on the part of the teacher and students. Confidence in the ability of students to direct their own learning is crucial.

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A FRAMEWORK FOR IMPLEMENTING COMPETENCY-BASED TEACHER EDUCATION IN HOME ECONOMICS

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Some vocational educators believe that competency-based teacher education (CBTE) *can* be implemented in a university setting and that it *does* actually work. Of course, there is not complete agreement by all teacher educators as to the worth of CBTE. A number of persons have raised serious questions about the nature of CBTE and its ultimate value as a movement. Merrow[1] points out that CBTE has serious shortcomings in the areas of administration, politics, philosophy, and cost. Nash[2] has made a strong plea for CBTE to be more humanistic in nature. Merrow and Nash are perhaps representative of those who do not fully support the CBTE movement or who seriously question its basic precepts. While CBTE has garnered much support at national, state, and local levels, it is certainly not all things to all people and must be dealt with accordingly.

The discussion which follows is based upon the premise that implementing CBTE does not differ markedly from making any curricular change. While it is easy to recognize that CBTE has certain peculiarities, the business of implementing any new curriculum raises several fundamental concerns. We shall attempt to deal directly with these concerns and incorporate them into a conceptual framework for implementing CBTE. Initially, we discuss teacher education curriculum development, then identify vocational teacher education program types, potential implementation constraints, and implementation options, and finally, we propose a framework which takes into account these program types, constraints, and options.

CURRICULUM DEVELOPMENT IN TEACHER EDUCATION

By their very nature, teacher education programs are often constrained by a number of forces such as college structure, certification requirements, and credit hours. The result has been maintenance of rather traditional teacher education curricula which have not always focused on meeting graduates' professional needs. While vocational education curricula have undergone numerous revisions and modifications so that graduates would be better able to survive in the world of work, many teacher education curricula have not been equally responsive to the needs of their graduates. There is certainly nothing wrong with tradition, *per se*, but it is important that teacher educators examine today's and tomorrow's needs and determine just what sort of curriculum renewal should take place. As Swanson[3] points out,

> it may be necessary to create entirely new norms or forms of teacher preparation, including the creation of entirely new types of institutions, to insure that vocational teacher preparation will not operate at the margins of technical competency.

The actual business of Home Economics Teacher Education curriculum development should not be thought of as a simple task which can be accomplished in a few days. Rather, it constitutes a major undertaking and represents a strong commitment on the part of professionals and students at all levels. Teacher education curriculum development may be repre-

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[1]John G. Merrow, *Politics of Competence: A Review of Competency-Based Teacher Education* (Washington, D.C.: National Institute of Education, 1975).

[2]Paul Nash, *A Humanistic Approach to Performance-Based Teacher Education* (Washington, D.C.: American Association of Colleges for Teacher Education, 1973).

[3]Gordon I. Swanson, *The Preparation of Vocational Teachers*, Project Baseline Supplemental Report (Flagstaff, Arizona: Northern Arizona University, 1974).

sented by four stages: the need stage, the design stage, the development stage and the implementation stage.[4] As Cruickshank indicates:

> During the need stage, the training agency organizes for change and establishes needs and priorities in teacher education curriculum; the design stage includes efforts to identify programmatic thrusts that hypothetically will reduce or eliminate the needs; in the development stage, the training agency seeks to build or adopt new training components and support subsystems; during the implementation stage, the new components and subsystems are tried out.

This process with its four stages has several important implications for Home Economics Teacher Education in general and CBTE in particular. First, taken together, the four stages represent a systematic approach to curriculum development. All too often, change is made merely for the sake of change. The four stage process assists in overcoming this sort of difficulty by first identifying what needs actually exist and then proceeding to reduce or eliminate these needs.

A second implication may be drawn from the long-range commitment to change. If the developmental process is to have any lasting value, persons involved in this effort must look at programmatic change rather than merely attempting to find some immediate solution to a complex problem. If, for example, there is a need to develop a Home Economics teacher education curriculum which will prepare teachers of handicapped students, plans should be made to deal with both the process of preparing teachers and the impact of newly prepared teachers on their students. While it is recognized that a long-range commitment to curriculum development and study is most difficult to make, the rewards more than offset this extra effort.

A third implication derived from this process is concern for trying out components of the new program and thus insuring that they do make a difference. While it is easy to speculate that students will learn and enjoy their learning, there is no substitute for systematic examination of program operation. The result of such an examination will be useful feedback about the program which may ultimately lead to program refinement.

VOCATIONAL HOME ECONOMICS TEACHER EDUCATION PROGRAMS

Within the broad context of teacher education curriculum development, there always exists the specific concern for one's own particular situation. The general and abstract must eventually become specific and concrete if change is ever to take place. Consequently, it becomes important to identify the exact kinds of vocational home economics teacher education programs which might lend themselves to CBTE implementation. While, at first glance, it may appear that vocational home economics teacher education is restricted to teacher education institutions, this is far from the truth. Teacher education institutions do make a substantial contribution to the preparation and upgrading of teachers; however, there are others who may also perform these tasks. In recent years, many local education agencies have taken on a greater responsibility for secondary vocational home economic teachers' in-service education. Post-secondary institutions (community colleges and technical institutes) have also been moving in the direction of providing their own in-service teacher education. Thus, it may be seen that both teacher education institutions and employers have the responsibility for educating vocational home economics teachers with employers placing a greater emphasis on in-service work.

The different ways that home economics teacher education may be arranged also have importance to CBTE. Some teacher education programs are set up by service area while others are offered on a comprehensive basis.

In a number of instances, some core or common offerings are provided to all students with the remainder of course work in each student's teacher education program taken through a specific area. Although the foregoing is common knowledge to many, it has been mentioned to point out the range of ways that CBTE might be offered. The fact that pre- and in-service teacher education might be offered by a number of different institutions and agencies on an across-the-board basis or by service area points up the need to account for this variation during the CBTE implementation process.

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[4]Donald R. Cruickshank, "Conceptualizing a Process for Teacher Education Curriculum Development," *Journal of Teacher Education*, 22(1) (Spring, 1971), 73-82.

POTENTIAL IMPLEMENTATION CONSTRAINTS[5]

While the actual type of home economics teacher education program may, in itself, be a deterrent to CBTE implementation, there are other potential difficulties which can arise when CBTE is being installed. These seem affected by program type but are also tied closely to the teacher education setting. Potential constraints which may show up during the CBTE implementation process include: identification of competencies; instructional materials; roles of faculty and students; interaction with various groups, institutions, and agencies; instructional support; and costs.[6]

Identification of Competencies

When a competency-based teacher education program is being developed or plans are being formulated for an existing program to move in this direction, a primary concern is with the identification of competencies. Since teacher competencies serve as a foundation for CBTE, errors at this point may result in the establishment of a program that lacks validity. One of the major criticisms leveled at some CBTE programs is that they merely "teach the same (and perhaps irrelevant) content with a new and improved framework."[7] The key issue then seems to be that of identifying competencies which actually maximize the probability of teaching success. Closely associated with this issue is the establishment of priorities for competencies. Given a comprehensive listing of valid competencies, how can teacher educators select those which are most beneficial to the student (assuming that institutional or agency constraints do not permit all to be taught)?

Instructional Materials

As an institution or agency moves forward with the business of implementing CBTE, an immediate need is felt to obtain and/or develop instructional materials. These generally take the form of modules (learning packages) and supporting mediation (e.g., videotapes, films, reference materials). Although there is general agreement among those in CBTE as to what constitutes a module's component parts, several questions may be raised about what it should actually do. For example, does the module "deliver" on a certain important teacher competency or set of competencies? Is it functional and usable? Does it change teacher behavior? What are the effects of modularization on a grand scale? These as well as others are legitimate questions which may be raised about instructional materials that are typically used in a CBTE program.

Roles of Faculty and Students

The roles of faculty and students will most certainly change when a CBTE program is implemented. Or, put another way, if faculty and student roles are not revised the program is probably doomed to failure. Some people (particularly faculty members) may not be receptive to the idea of being involved in "another" new approach to teacher preparation. Faculty may be threatened by the thought of losing a little personal autonomy while students might not relish interacting with instructional packages. Indeed, all who will be associated with a CBTE program can raise meaningful questions about their respective roles.

Interaction With Various Groups, Institutions, and Agencies

Closely aligned with the CBTE movement is the idea of increased interaction with various groups, institutions, and agencies. For example, competency-based certification being implemented in many states is serving better to align teacher education programs and certification

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[5]For a more detailed discussion about implementation constraints, see Curtis R. Finch and James B Hamilton, "Performance-Based Teacher Education Curricula: Implications for Programs," in *The Changing Educational Scene*, ed. by Anna Gorman (Columbus: The Ohio State University, Center for Vocational Education, 1974).

[6]Curtis R. Finch and James B. Hamilton, "Issues in the Implementation of Performance/Competency-Based Teacher Education," *Journal of Industrial Teacher Education*, 12(4) (Summer, 1975), 14-21.

[7]Lewis J. Sinatra, "Performance-Based Teacher Education: It Can Be Transformational," *Educational Technology* (August 1973), 60-63.

requirements. Much collaborative work will surely need to be done before programs and certification are in alignment. Interaction with local education agencies will, likewise, be increased. CBTE has placed a great deal of emphasis upon field-centered instruction where the student will apply principles learned in an actual school setting. This may include many more instances of "supervised teaching" than would normally be found in a traditional teacher education program. The implications for interaction with local education agencies are obvious, and in some cases, difficult to predict. Logistics associated with field-centered instruction are often extremely complex, especially for universities located in a more rural setting. Increased interaction may be necessary among teacher education institutions, local education agencies, state education agencies, and other interest groups (e.g., NAE, AFT, AVA, AHEA, NCATE, AACTE).

Instructional Support

In order for any teacher education program to function properly, adequate instructional support must be provided. This may take the form of classroom space, audiovisual equipment, student records systems, or resource centers.

As with many instructional programs which break with tradition, CBTE requires that support be realigned to fit its unique needs. This realignment is, for the most part, necessitated because of a shift from traditional practices to mastery learning and individualized instruction. Since students will be learning at their own particular rates, and demonstrated competence (rather than grades) serves as the record of assessment, facilities must be available to meet their particular needs. Typically, a CBTE resource center that contains relevant resources such as references and media is made available to students. A resource person is generally located at the center to assist students in the completion of various module learning experiences. Of course, the lack of such a center may pose a problem to many teacher education institutions and some persons may question its practicality. Other potential problems in the instructional support area include, but are not limited to, making provisions for in-service teacher education, recording student mastery of various modules, and resolving conflicts between the academic calendar and variations in student progress.

Costs

A final area of concern is CBTE program cost. Many persons have negative feelings about this important aspect of CBTE implementation, particularly in light of recent budgetary cuts at various colleges and universities across the country. The primary issue associated with costs seems to be one of comparisons between CBTE and traditional programs. Persons inquiring about CBTE generally ask how much more it will cost or how much more they get for their investment. At this point in time, it appears many are asking about increased institution budgets *per se* rather than costs in relation to benefits or effectiveness.

IMPLEMENTATION OPTIONS

When the time actually arrives to implement CBTE, there are several options open. The choice may be made to replace a traditional program with one which is completely competency-based. This, of course, would entail an extensive amount of pre-planning and require that numerous resources be on hand for use by teacher educators and students. Each of the five potential constraints to implementation might have considerable impact on this option since it represents the greatest immediate commitment to CBTE. The choice to completely replace a traditional program also has impact on the way a home economics teacher education program is arranged. If a program deals exclusively with part-time in-service teachers from one vocational service area, the replacement approach will certainly create difficulties but would be simpler than a program which includes pre- and in-service teacher education for persons in numerous service areas.

A more conservative option to CBTE implementation might be the offering of dual programs, one of which is traditional and the other competency-based. This choice has a distinct advantage in that it should enable students to choose which program best aligns with their needs and learning styles. There are, however, several potential problems with this option. Even though teacher educators may well recognize that the traditional program will eventually be replaced, the cost of operating two separate programs can sometimes be prohibitive. Other possible constraints might include the confusion over faculty roles and the range of instructional support which may be needed.

A third possible option for the teacher educator is to focus initially on implementing one CBTE component of the total program. This choice allows teacher educators and students time to "shake down" the system and identify and eliminate problems before they show up across the entire program. It also enables teacher educators to focus on a more narrow aspect of the program, and thus build high quality CBTE. Taking the component option route could, however, have a damaging affect on commitment. Obligations to make a certain number of program components competency-based each year may soon be overshadowed by other priorities such as maintaining certain enrollment levels or providing graduate level studies. Since it is often found that priorities shift dramatically from year to year, the business of slowly phasing in CBTE may end up being only partially realized.

A PROPOSED FRAMEWORK FOR IMPLEMENTING CBTE

While it is virtually impossible to speak to all the possible teacher education program types, implementation constraints, and implementation options, it is nonetheless important to be aware of what might be associated with a CBTE implementation effort. Figure 1 serves as a graphic representation of these areas. Its purpose is to assist teacher educators in "thinking through" the CBTE implementation process and recognizing that simple decisions and plans are not always possible. It may be noted that three dimensions are represented in the schema which is presented. These constitute the three foci of CBTE implementation: types of programs, potential implementation constraints, and implementation options. As data are gathered in support of these dimensions, the teacher educator should begin to see what the best implementation option is for a particular setting.

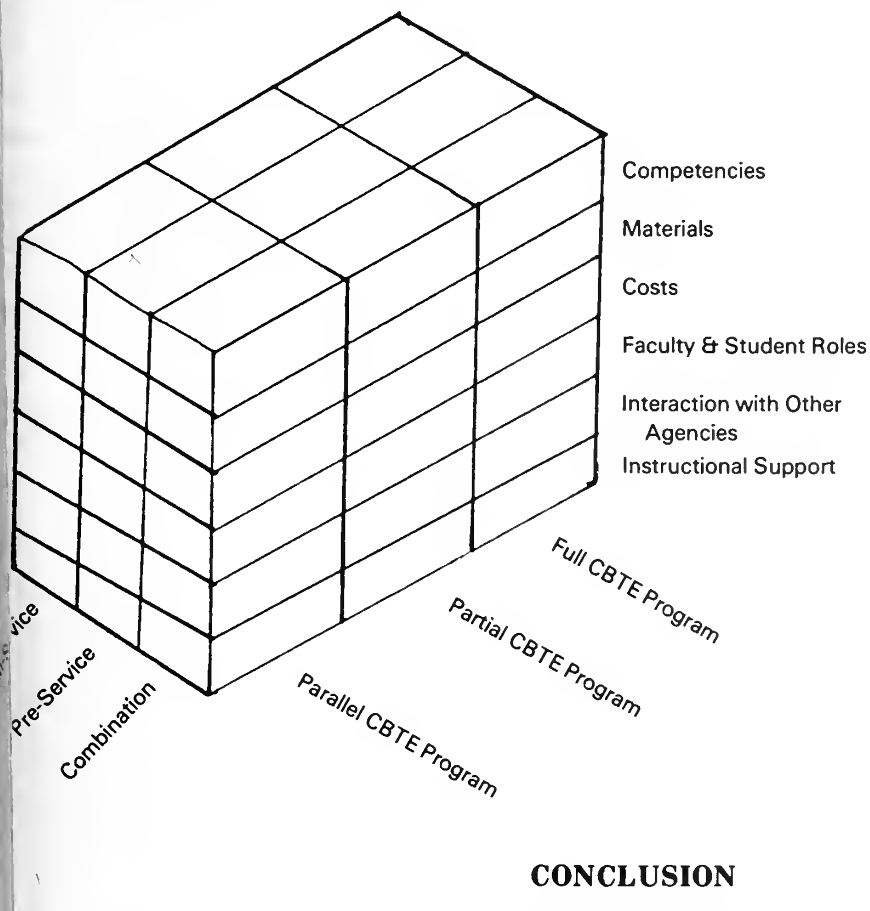

Figure 1. Factors Associated With CBTE Implementation: A Conceptual Model*

*Representative factors are provided. No attempt has been made to be all inclusive.

CONCLUSION

We have presented a framework within which the implementation process may be examined and refined. Each teacher education program is unique. It is closely tied to a specific set of standards, constraints, and operational guidelines, each of which must be accounted for as CBTE is being implemented. The framework which has been presented is designed to address these unique needs. Hopefully, it will enable teacher educators to consider the many factors associated with CBTE implementation and make each new program a stronger one.

LEARNING BY TEACHING:

AN INVOLVEMENT EXPERIENCE WITH MULTIPLE BENEFITS

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With adequate preparation, teens can function effectively in a teaching role. Home economics skills and concepts take on new dimensions when they are learned with the objective of teaching them to others. Understandings and communication occur when students are aware of the interests and needs of their audience. Education is more real as students become personally involved in the process. Assuming a teaching role helps develop self-confidence and heightens self-esteem in the participants. All of these are the multiple benefits of involving students in a teaching activity.

PROGRAMS USING STUDENTS AS TEACHERS

A number of home economics experiences are adaptable to learning-by-teaching (LBT) situations. The student teachers can come from both junior and senior high home economics classes and their pupils may range from pre-schoolers to senior citizens. Teachers are using the LBT concept in many different ways. Some specific examples follow to show the versatility of LBT.

Junior High Teachers-Elementary Level Students

In Somers, Connecticut, eighteen eighth grade home economics students taught four lessons on nutrition and food to a total of 242 fourth and fifth graders.[1] Each team of two students developed lesson plans with appropriate objectives and learning experiences. They designed crossword puzzles and simple games to interest the elementary students in developing better food habits. The results of the teaching experiences indicated that:

1. both groups developed a more positive attitude toward nutritious snacks and became more knowledgeable about nutrition.
2. the observing teachers felt that the teen teams were effective as teachers.
3. eighth graders who served as teachers became more interested in school and in nutrition.

Senior High Teachers—Pre-school Students

Another nutrition project involved ten high school students working in teams of two, teaching pre-school children in a play school situation.[2] The students met as a group with their home economics teacher before and following each teaching experience. They learned nutritional information, prepared materials to use with the children, designed the lessons and discussed the results of their teaching during these sessions.

Lessons were kept simple and focused on these nutrients: vitamin A, vitamin C, protein, fat and carbohydrates. Each nutrient was illustrated on a poster and in a coloring book. Students developed feltboard cut-outs, used food models, wrote stories, created puppets, selected recipes, and developed pre- and post-tests to use with the children. The children learned about the nutrients by associating protein with "muscle power," vitamin A with good eyesight and calcium with a life-size skeleton. They connected nutrients with food by preparing a "vitamin A salad" and by squeezing oranges for vitamin C.

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[1]Esther W. Shoup, "Teens Teach Children Nutrition," *Journal of Nutrition*, 7(3) (July-September 1975), 107-108.
[2]Janette Peracchio, "Cross-Age Nutrition Study—Rockville High School," unpublished paper presented at the University of Connecticut, Storrs, on December 20, 1975.

Both groups benefited from this experience. Nutrition knowledge was increased as evidenced by an improvement in post-test over pre-test scores. The home economics teacher conducting the project indicated that the high school students became more aware of the interests and behavior of young children, were willing to try new things, and felt important in their role as a teacher.

College Students Help High School Students Teach Elementary Students

Nutrition education undergraduates designed the training program, observed the high school students as they taught, and arranged the teaching situations with the elementary teachers. They were assisted by the home economics teacher who arranged practice sessions and assisted with materials.[3]

Twenty-one high school students worked in teams with seven elementary classes. They taught five lessons and participated in five training sessions. The program as planned by the college students had the following objectives for the teen teachers:

1. To identify appropriate food sources and body functions of carbohydrates, protein, fats, vitamin A, vitamin C, iron and calcium
2. To apply this nutritional information in activities suitable for elementary children
3. To create interesting ways to teach nutrition

Because of the limited time for orientation and training, most of the teaching materials were prepared by the college students. The teen teachers familiarized themselves with the posters, games, hand outs and stories available to them as well as the lesson format. Using these highly structured lessons helped make the high school students feel more secure and allowed them to function as teachers with a minimum of supervision.

The college students observing the teen teachers noted that several teams needed help with voice projection, student involvement and effective use of resources. In general, the teen teachers demonstrated good teaching techniques and enjoyed the teaching role. A significant increase in nutrition information was also noted.

Occupational Students Teach Nursery School Children

Most occupational child care services programs provide teaching experiences for the participants. These can take place in an in-school laboratory or in the community by utilizing existing nursery schools, day-care centers or the public schools. In most instances the students function as aides and work under the supervision of the pre-school teacher.

The author developed a program in the Amherst, Massachusetts, schools that provided both teaching and teacher aide experiences for the students enrolled in the two-year occupational child care services program. Students formed team teaching groups and operated the four-day-a-week nursery school located in the high school home economics department throughout the school year. All the students in the programs met daily as a class to plan and evaluate the lab school experiences.

Students prepared lesson plans for activities involving a small number or the entire group of sixteen children. All the teaching was performed by the students and I assisted the students only when necessary and functioned mainly as a facilitator or resource person.

The second year of the occupational program allowed the students to spend four afternoons a week as teacher aides in pre-schools, kindergartens, or elementary schools in the community. This broad background enabled them to seek employment immediately as teacher aides or continue their education to become a teacher. The curriculum for this program is available through ERIC.[4]

SUGGESTED SUBJECT AREAS

Nutrition is an appropriate topic for LBT and all of the examples cited included some aspect of this area. The popularity of nutrition may stem from its versatility and adaptability to all age levels. Everyone is involved in eating and concerned about maintaining good health.

[3]Robert Schrader, "Cross-Age Education Project in Thompson, Connecticut," Interim Report on the project of Peer Influence on Acceptance of Child Nutrition Program, University of Connecticut, Storrs, April 29, 1976.

[4]Marian Wilson, "Child Study: A Home Economics Related Occupational Course," *AIM/ARM*, 7(1) (1974). ERIC Document #ED 094 269-VT 100 097.



There are also a number of good materials available and it is easy to develop attractive visuals using colorful pictures of food.

A study by Lamar University indicated that elementary teachers considered home economics concepts relevant for their students.[5] In response to a list of 36 concepts in four home economics content areas, fifty percent of the elementary teachers checked 25 or more affirmatively. The areas of family relations and child development were ranked the highest in importance, but some concepts in clothing and textiles, family economics and management, and foods and nutrition received a positive response by 90 percent of the teachers.

This study would seem to indicate that almost any home economics content area could be used for LBT with elementary students. The limiting factors in considering a topic would be the interests of the home economics students and the anticipated response from the recipients of the teaching activity.

OBTAINING AN AUDIENCE

The learners are an important ingredient in the entire process. One of the anticipated outcomes for the teen teachers might be to understand better the age group they were teaching. If the teaching activity were incorporated into a child development class, it would be logical that the learners be appropriate to the age-level of the children being studied. A class focusing upon the problems of the elderly most likely would choose to work with senior citizens.

In addition to finding an appropriate audience, it is also necessary to schedule a convenient time for the teaching to take place. Ideally, this would fit into the school schedule of the teen teachers. It could be appropriate for the group to meet at the time and place of the regularly scheduled economics class.

A convenient source of participants is the elementary students in the school system. Cooperation can be obtained from the elementary teachers by familiarizing them with the LBT process. The teachers could also serve as observers and evaluators. Many elementary schools do not include home economics content in their curriculum, and this could serve as a way of broadening their experience.

PREPARING STUDENTS TO TEACH

The success of the experience may depend upon the quality and quantity of student preparation. Several different approaches have been used. One method developed by the Lippitts[6] for a cross-age helping program includes discussions, role playing, brainstorming and reactions to familiar classroom incidents. The aim of this program is to help create a positive student attitude.

A more structured training program is advocated by Ebersole in which students are taught step-by-step procedures.[7] They learn to make flash cards, use drill techniques, and develop techniques to discover whether the children are understanding what they are being taught.

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[5]Virginia Anderson, "Home Economics and the Three R's," *Journal of Home Economics*, 65(2) (1973), 15-17.

[6]Ronald and Peggy Lippitt, "A Cross-Age Helping Package," Institute for Social Research, University of Michigan, 1973.

[7]Jane Shaw, "Cross-Age Tutoring," *Nations Schools*, 91(1) (1973), 43-46.

Before proceeding with methodology, the students must become acquainted with their learners. Students may be encouraged to visit and observe their prospective students. If elementary or pre-school children are involved, perhaps their teacher could be invited to come to class to share ideas about students of this age level and how they learn. On the basis of this knowledge teaching objectives can be formulated.

Assuming that the student teachers are familiar with the content to be taught, the next steps may be:

1. Identifying what is to be learned.
2. Planning activities to accomplish these goals.
3. Developing materials to be used for the activities.
4. Deciding on ways to assess what was learned.

Using this format, students can develop lesson plans which would be discussed with the teacher. It is also desirable to conduct practice sessions. Class peers can function as learners. The practice sessions could serve to develop self-confidence and help the students with voice projection, clarity of explanations, timing, questioning techniques, and other teaching competencies that are learned mainly through experience.

EVALUATING THE EXPERIENCE

Opportunities need to be provided for the students to discuss and share the teaching experiences. Students can learn from each others' successes and failures. Materials and ideas can also be shared for the mutural benefit of everyone.

Some notion of the learning that occurs from the experience can be obtained through the use of pre-assessment and post-assessment devices. These measures can be developed for both the teen teachers and their audiences.

The extent of the evaluation is dependent upon the overall objectives for the LBT project. Learning content may be only one of several anticipated goals. Evaluation devices may be needed to measure the students' understanding of their audiences, their development of self-confidence and interest in the education process.

Tips and Topics, the quarterly publication for home economists from Texas Tech, has in its October 1977 issue an interesting idea by Grace Callaway on group debate as a teaching technique. She has suggested a way to get all students to look at *both* sides of an issue.

Even if you're on the right track, you'll get run over if you just sit there.

NEEDED:
Home Economists in the Peace Corps

Dr. Miriam Brush, Chairman Home Economics, Rutgers University (right) and Dr. Frances J. Parker, Chairman Home Economics, State University College, Oneonta

The children are waiting their turn to have lunch at a cooperative government and community operated program "Centro Nutricion"—Nandayure, Costa Rica.

Dr. Frances J. Parker, Chairman
Department of Home Economics
State University College
Oneonta, New York

To live and let live is one thing but to live and help live is better. Professionals have important competencies which can help people throughout the world live better. The Peace Corps recognizes the unique qualifications of the home economist and is actively recruiting home economists, nutritionists and dietitians. As part of the Professional Resources Overseas Program (PRO) I was invited to observe and evaluate the Peace Corps program in Costa Rica.

Objectives were to:

Gain first-hand knowledge of the role of the Peace Corps volunteer in Costa Rica.
Recognize the unique responsibilities of the Peace Corps nutritionist, dietitian or Home Economist in Costa Rica.
Become aware of the health care problems and nutrition education needs of Costa Rica.
Understand the national nutrition program.
Become familiar with the life style of the Peace Corps Volunteer in Costa Rica.
Assess the contributions of the home economics related Peace Corps volunteers to the national program and make recommendations.

Improved Nutritional Status—a National Priority

Costa Rica has a commitment to Education. Its inhabitants are known to have the highest literacy rate in Central and South America. Correspondingly, there is strong commitment to improve the nutritional status of the population and a belief that one cannot teach a hungry child. The basic nutritional need overshadows all progress.

Fifty seven percent of the children of Costa Rica who are under 5 years are malnourished. Approximately 150,000 are in the primary stage which is least serious, 41,000 in the secondary stage and 3,500 are severely affected.[1] Malnutrition is known to be related to the incidence of other disease such as parasites, gastroenteritis and tuberculosis.

[1]Gary O'Neil, "Basic Nutritional Problem in Costa Rica," unpublished speech, Acting Peace Corps Country Director (for Costa Rica).

There are three types of federally supported nutritional programs in Costa Rica: (1) Feeding programs, (2) Intensive Rehabilitation/Recuperation, and (3) Nutrition Education. The Costa Rican Government has passed legislation requiring flour to be enriched, salt to be iodized, milk to contain Vitamin D, and sugar to contain Vitamin A. (The government feels that sugar consumption is low enough that there is no danger of an excess of Vitamin A.)

Breakfast and lunch are provided to all pre-school children who are certified as eligible by a volunteer citizens committee. Over 17,000 pre-schoolers are fed daily.

Free lunch is available to every child in the public school system.

Programs are under the Ministries of Health and Education.

Two kilograms of powdered milk with Vitamin D and enriched with soy protein blend are issued each month to all pre-schoolers who are underweight for size and age. Pregnant and lactating women are also eligible for the milk, which is distributed through Health and Nutrition Centers.

The Center for Nutritional Rehabilitation cares for severely malnourished infants. Forty-five children were housed at the Center. A two-hundred bed facility is under construction. The babies suffered from varying degrees of kwashiorkor and marasmus. The program not only treats the malnutrition diseases but educates the family to assure proper nutrition of the child in the future. There is a coordinated occupational program so that families will have the means for adequate nutrition.

Nutrition education is taught in the community by Peace Corps Volunteer nutritionists and Costa Rican paraprofessionals who have completed three months training in nutrition. There are classes for school children as well as mothers at the schools, nutrition programs or the health centers.

Health care in Costa Rica is divided among the several aforementioned agencies and institutions, the social security system, private doctors, hospitals and clinics.

The majority of the population (90%) live in rural areas. Generally they are not covered by social security because they are unemployed, self-employed, or farm laborers. The per capita income for the rural areas is $600 per year.

There are 170 rural health clinics and sub-clinics. Each serves a minimum of 2500 people and covers 150 square kilometers. The health services are grouped into six regions. Each region needs a nutritionist to supervise and train the paraprofessionals. Itinerant doctors and dentists serve the regions. Peace Corps nurses direct the health clinics and sub-clinics.

Home Economists Can Help

General understandings that you have as a fellow human being, citizen of the United States and as a college graduate will contribute to the role.

1. A helping attitude with no feeling of class differences can provide a model for the country as a whole. Rewards are great and experiences are unique. Unusual and delightful taste experiences include fresh cheese and tortillas, native vegetables from their gardens, and tropical fruits, such as coconut, papaya, bananas and sweet limes.
2. Your scientific background will help coping with: (1) parasitism, which is prevalent in the country; (2) sanitation techniques; (3) lack of modern conveniences; and (4) unusual flora and fauna.
3. Aesthetic appreciation will be stimulated by the beautiful environment of palm trees, lukewarm surf, white sand, deserted beaches, coral, lush green and mysterious forests. Unique architecture ranges from grass huts to palatial mansions. Some are dirt floored with open windows, others immaculate tiled floors and intricate ironwork. The Indian art work and pottery is of interest as well.

Specialists in nutrition, dietetics, education, child development and family life, consumer education, clothing and textiles, equipment, housing and furnishings and generalists with competency in each of the aforementioned categories are needed in the Peace Corps. Home economists are concerned with man's physiological, psychological, social and physical well being. Consumption and management of resources as well as community interaction are also of paramount concern.

From this perspective home economists can make important contributions. The family-centered approach is especially effective in a traditional family oriented society such as Costa Rica. They are needed to share their expertise, prepare teachers and teacher educators, and teach paraprofessionals, the children and families.

The Home Economist's understanding of the relationship of social-psychological, physiological and physical components, their singular or combined influence, as well as environmental factors on individual or collective aspects of nutritional well-being provides an informed and realistic basis to cope with the concerns of Costa Ricans.

Role of Home Economists in the Peace Corps

Peace Corps Volunteers give formal nutrition education classes to the mothers of children in the feeding programs and nursing women. Topics include food preparation, balanced diets, recognizing nutritional disorders and gardening. School children are also taught about the aforementioned assuming they will be involved in meal preparation and influence family eating patterns.

There are home visits to the families with malnourished children to follow up on classroom instruction and be sure families are using the nutritional supplement, such as the powdered milk, correctly.

Peace Corps Volunteers assist with the feeding and milk distribution programs. They are involved with the promotion and planting of school and home gardens. They handle administrative tasks and record keeping. Peace Corps Volunteers work with the volunteer citizens committee who screen the children for the feeding programs. They work with the community to establish new centers. Each Peace Corps Volunteer is responsible for 20 feeding programs, supervising programs, training Costa Rican paraprofessionals and working with menu development. Dietitians are needed to administer food programs in several medical facilities.

Summary

The Peace Corp Volunteers I saw were very similar to the young men and women found in North American universities today. They were concerned with relevance, meaning of life, loneliness, authority, cultural mores, and they were impatient with procedures, paper work and red tape.

There were those who were frustrated and discouraged with the worth of their efforts and others who were supremely content or exuberant about their experiences.

For the Peace Corps Volunteer music, the people of Costa Rica, visiting countrymen, transportation (a motor bike was an envied luxury), fences for the gardens, food such as chocolate bars and peanuts—all were important. Generally the heat, humidity, parasites, and living conveniences were of little concern.

Observation at the Center for Nutritional Rehabilitation was especially effective in emphasizing the severity of nutritional inadequacy. To see that many infants afflicted with marasmus and kwashiorkor was a revelation. Recognition that there are two nutritionists with the Ministry of Health in the whole country was another revelation. Tours of two ultra modern medical facilities which were under construction confirmed the continued government commitment for health problems emanating from nutrition.

American Peace Corps Volunteers spoke Spanish fluently and all agreed that communication facility was a fundamental requirement for success in the Peace Corps. Costa Rica is a tropical paradise. There is lush green vegetation, exotic flora and fauna, white sandy beaches with lukewarm rolling surf. The people are also beautiful and warm. Emerging professionals will find this country an interesting and meaningful experience. Retiring home economists will find the environment inviting, economics attractive and professional experiences rewarding.

When asked what advice they had for those considering the Peace Corps, their answer was one word: *"Come."*

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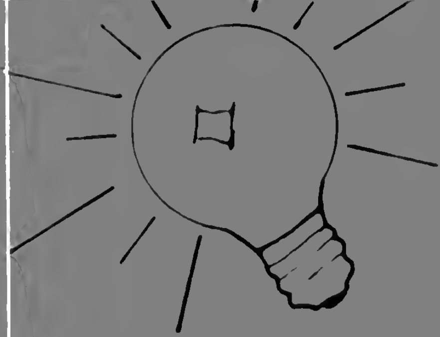

A Metric Idea That Worked!

Donna Koehler
Home [illegible]
Bloomington [illegible]

To add interest to an exam in my metric unit I used photographs and asked the students to choose from four alternatives the probable temperature in the photo.

Estimating Temperature

Name Date Hour

Choose the Celsius temperature that would most likely be present in each of the picture examples. Be sure to put your answer by the number of the picture to which it corresponds.

1. (a) 0 °C (b) 37 °C (c) −5 °C (d) 20 °C
2. (a) 22 °C (b) 40 °C (c) 0 °C (d) 100 °C
3. (a) 100 °C (b) 50 °C (c) 0 °C (d) 37 °C
4. (a) 50 °C (b) 10 °C (c) −5 °C (d) 100 °C
5. (a) 30 °C (b) 10 °C (c) 0 °C (d) 50 °C
6. (a) 50 °C (b) −5 °C (c) 100 °C (d) 10 °C
7. (a) 0 °C (b) 40 °C (c) 15 °C (d) 1.5 °C
8. (a) 100 °C (b) 10 °C (c) 30 °C (d) 0 °C
9. (a) −5 °C (b) 10 °C (c) 37 °C (d) 0 °C
10. (a) 0 °C (b) 18 °C (c) 32 °C (d) 60 °C

Answers to quiz:

1. D (20 °C)
2. A (22 °C)
3. C (0 °C)
4. C (−5 °C)
5. A (30 °C)
6. B (−5 °C)
7. C (15 °C)
8. C (30 °C)
9. B (10 °C)
10. B (18 °C)

My photographs which correspond to the test items above, by number, were:

1. Family room setting, with couple dressed comfortably in street clothes.
2. Couple strolling on the beach along the ocean.
3. Glass ice bucket filled with ice.
4. Man skiing.
5. Camp counsellor and four boys, dressed in shorts and T-shirts, on a hike. They have a tired, warm look.
6. Hockey player, dressed for a game.
7. Man carrying an umbrella in the rain.
8. Group of people playing volleyball.
9. Fish under water.
10. Girl on a bicycle.

Editor's Note: Other possibilities for photos might be:

Water boiling on the range.
"Old Faithful" gushing forth its steam.
Mother or nurse taking child's temperature.
Snow.
Children playing, wearing heavy outer garments.
Swimmers.
Worker dripping with perspiration.
Woman taking biscuits from oven.
Icicles hanging from house eaves.

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Foreword

Penny Ralston

Our current concerns in human relationships include, within families, a rise in child abuse, and even with today's sex education, available contraceptives and legalized abortions, an alarming increase in teenage pregnancies. Another concern is our lack of understanding of the aging process. Are we adequately prepared to meet life crises throughout adulthood and are we aware of the life cycle to the extent that old age is welcomed and not dreaded? Another human relationship concern is educators' influence on the development of positive or negative self-concepts in students as they work with them on a day-to-day basis. These are some of the topics that we have chosen for this issue.

The topic of self-concept is considered by educators at several levels. Hare, a university professor, explores the relationship of self-concept and school achievement in children from varying backgrounds. As an administrator, Folgate draws from personal experience to give teachers a basis for maintaining and/or improving student self-esteem. A current teacher, Kautz, and a retired teacher, Clapp, share various techniques that may aid students in learning more about themselves. In addition, Hasbargen and his home economist daughter, Janet, give teachers with special needs students a model for developing Individual Educational Programs which are an integral part of the new special education legislation (PL 94-142). Certainly, the implementation of this legislation will provide exciting human relationship challenges for both teachers and special needs learners.

Possibly the most frightening human relations concern, child abuse, is presented from two viewpoints. Hanrahan outlines the legal aspect of child abuse (in Illinois) while Price shares how vocational home economists in Ohio are tackling this problem. "Portrait of a Child Abuser" gives us an aggregate picture of child abusers.

With child abuse and other family relationship problems increasing, home economists, among others, have recognized the need for reaching and educating more present and future parents. Radeloff and Vogel provide helpful parent education ideas and resources, while the questionnaire "Am I Parent Material" is a useful tool in assisting students with decision-making in this important area. For teachers dealing with school-age youths who are already parents, Mothner's summary of the problem, Caldwell's nutrition article, and Wilson's description of an innovative educational program will supply useful information.

Some help toward an understanding of the crises of adulthood is provided by Simerly's review of *Passages: Predictable Crises of Adult Life* by Gail Sheehy. Simerly also shares a technique for teaching the reality-oriented, "rollercoaster" aspects of adulthood. Teaching about the latter stages of adulthood is also explored. Ralston presents an argument for teaching about aging in our school systems and shares techniques and resources for doing so, while Spisak describes the development of a gerontology unit in her school.

To help us in our general relationships with others, Clapp shares the teaching technique "Unmasking Ourselves" and Spitze provides us with an exercise in communication.

Hopefully, this issue will give you relevant educational resources and techniques on topics that are of great concern in our society today. We hope also that this issue will give you some "food for thought" so that you will use your own creative abilities in the classroom and elsewhere to help alleviate the problems and bring to the forefront the positive aspects of human relationships.

Penny Ralston, Editor for This Issue

Self-Concept and School Achievement: The Role of the Teacher

Bruce R. Hare
Assistant Professor
of Educational Psychology
University of Illinois

This article will discuss some of what is generally believed to be known about self-concept and achievement in children, and the role of the teacher in facilitating positive self-concepts and high achievement for *all* children. It will draw both on the experiences that I have had as a fifth-grade teacher and on child self-concept research that I have recently conducted in two Illinois school systems. Some self-concept theory and some practical advice for classroom behavior will be included.

There has been a recent rise in concern over the relationship between child self-concept and school achievement. This concern can be blamed in part on the quest to understand why some children, and particularly lower class and minority children, are doing so poorly in school. Such studies as the Coleman Report have documented the performance of black children, as measured by standardized tests, to be significantly below that of their white counterparts.[1] A study I have recently completed has documented the same significant differences in performance on standardized tests by family socioeconomic status.[2] The greater the parental education and income, the higher the performance of the child.

While much has been written about the alleged causes of difference in academic performance by race and social class, the majority of such explanations has been placed in the form of what Ryan calls "blaming the victim."[3] As pointed out by Katz, this victim blame approach has been taken to such lengths as to attribute causes of academic failure to such deficiencies as the failure of the socialization process in the Negro home, personality deficits from growing up in a disorganized environment, sensory deprivation, language deprivation, peer pressure to underachieve, failure to engage in deferred gratification, and of course, on genetic deficiencies.[4] These explanations have served the function of removing the blame from the school and legitimizing inequitable educational outcomes.

As these assorted excuses for not doing a good job of educating lower class and minority children have been refuted, new excuses have emerged. In a sense, the concern with self-concept is a part of this tradition. The assumption here is that the children don't do well in school because they don't like themselves. While there has been little investigation of differences in how middle class and lower class children feel about themselves, the belief that black children feel less good about themselves than white children has a long history. Such studies as the doll study by Kenneth and Mamie Clark which found black children preferring white dolls to black dolls are central to the traditional belief of group self-hatred among black children.[5] The foundation of this assumption was best stated by Kardiner and Ovesey in a work called *The Mark of Oppression* when they stated:

> The Negro has no positive basis for a healthy self-esteem and every incentive for self-hatred. The basic fact is that in the Negro aspiration level, good conscience and even good performance are irrelevant in the face of the glaring fact that the Negro gets a poor reflection of himself, in the behavior of whites, no matter what he does or what his merits are.[6]

While my own recent studies tend to refute this general belief in finding no significant differences in general self-esteem between black and white children when social class is controlled, there are some self-concept relationships about which teachers need to be aware.

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[1]James Coleman, *et al.*, *Equality of Educational Opportunity* (Washington, D.C.: U.S. Government Printing Office, 1966).

[2]Bruce R. Hare, "Self-Perception and Academic Achievement Variations in a Desegregated Setting" (unpublished paper, University of Illinois, 1977).

[3]William Ryan, *Blaming the Victim* (New York: Vintage Books, 1971).

[4]Irwin Katz, "The Socialization of Academic Motivation in Minority Children," in *Nebraska Symposium on Motivation*, ed. by D. Levine (Lincoln, Nebraska: University of Nebraska Press, 1967).

[5]Kenneth and Mamie Clark, "Racial Identification and Performance in Negro Children," in *Readings in Social Psychology*, ed. by Newcomb and Hartley (New York: Holt, 1947).

[6]Abram Kardiner and Lionel Ovesey, *The Mark of Oppression* (New York: Norton, 1951), p. 297.

First, my research indicated although black and white children of equal social class backgrounds did not differ in how they *generally* felt about themselves, poor children felt less good about themselves than middle class children.

Second, when trying to predict the contributions of school, home and peer self-esteem (we may call these area-specific self-esteems) to the making of children's *general* self-esteem, we found some important differences across different groups of children. For example, I found, consistent with Coopersmith's[7] finding for middle class white children, that how they felt in school was the greatest predictor of how they felt in general. It appears difficult for middle class white children to feel generally good about themselves unless they feel good about themselves in school. On the other hand, for all other children (middle class black, lower class black, and lower class white), how they felt at *home* was the greatest predictor of how they felt in general.[8] In fact, it appears possible for both the black and white lower class children to feel generally good about themselves even if they don't feel good about school. The importance of this information for teachers is simply that the most effective route to these children is through gaining parental support.

The Role of the Teacher

While there is a relationship between self-concept and academic achievement as extensively discussed by Purkey,[9] among others, it appears that the relationship varies by the racial and social class background of the children. Middle class children, particularly white middle class children, appear least capable of feeling good about themselves if they don't do well in school. This may be in part because their parents are frequently educational successes themselves, know how to generate the need for educational achievement in their children, and have full confidence that their children can achieve. Furthermore, middle class children can be said to be the closest thing to what teachers are trained to expect in their classrooms and teacher expectations are frequently higher for these students. On the other hand, lower class and frequently minority children come less prepared, experience lower teacher expectations, and are capable of feeling generally good about themselves even in the absence of adequate academic performance.

If the teacher is to help lower class and minority children to achieve, the following suggested steps may be implemented:

1) Teachers can assist the parents in driving home a message that says how well students do in school is most important to how they feel about them.
2) Teachers can improve the connection between home and school by visiting homes and inviting parents to visit school as often as possible.
3) Teachers can allow the home and community experiences and knowledge of such children to become relevant material for school learning. This can be done by using the children, parents, and community members as resource persons.
4) Teachers can increase the number of school projects that have take-home products as their outcome. Class projects such as books, paintings, hand craft items, and tools, can be taken home and presented to the parents. This further facilitates parent/teacher appreciation.
5) Teachers can see that children with a history of academic failure experience success. For example, many children stop trying altogether because failure without effort hurts less than failure with effort. In extreme cases some passing may be necessary on the basis of effort alone in order to regenerate motivation.
6) Teachers can investigate their *own* attitudes toward under-achieving children to find out whether they are co-conspirators by expecting less of such children. While class and race discrimination of the overt kind are readily recognized, the paternalism of excessive sympathy and/or lower expectations of performance from "deprived" children is an equally crippling, and in many ways, a more dangerous form of discrimination.
7) Teachers can strive to increase the importance of academic performance to the child's general concept of self-worth. People tend to do most seriously those things that are

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[7]Stanley Coopersmith, *The Antecedents of Self-Esteem* (San Francisco: Freeman, 1967).

[8]Bruce R. Hare, "The Relationship of Social Background to the Dimensions of Self-Concept" (unpublished doctoral dissertation, University of Chicago, 1975).

[9]William Purkey, *Self-Concept and School Achievement* (Englewood Cliffs, N.J.: Prentice-Hall, 1970).

most important. They also tend to diminish the importance of those things they believe they cannot do so as to protect their general concept of self-worth. Thus, it is important that a balance of success accompany an increase in the importance of school. Emphasis on such things as effort and improvement would facilitate this process among students without a strong history of success.

8) Teachers can take care that grouping practices and classroom organization don't provide positive messages to some children at the expense of others. Such practices as giving out third, fourth, and fifth grade spellers with large numbers on them in the same classroom, creates a caste system in which everyone knows who is "smart" and who is "dumb."

9) Teachers can be conscious that "differentness" is not synonymous with sickness and "sameness" with health in their expectations and evaluations of children. Frequently, stereotyped expectations of what the model student is supposed to look, act, and think like, diminish our appreciation of difference. In a pluralistic society diversity can be an advantage to all.

10) Teachers can take care that curriculum materials do not glorify some groups at the expense of others. For example, the treatment of slavery has frequently been embarrassing to black children, the celebration of Columbus Day to American Indian children, the derogatory treatment of women to female children, the treatment of World War II to German American and Japanese American children. In the school curriculum, crimes of both omission (the omission of positive facts) and commission (the negative stereotyping of a group) as outlined by Carter G. Woodson[10] have much to do with the alienation of non-male, non-white, non-middle class children in the classroom. Positive treatment of all groups makes students feel they belong, induces pride, and facilitates the need to achieve.

11) Finally, teachers should make the assumption that all children can achieve regardless of past academic history or characteristics, and commit themselves to achieving this goal. Children cannot be expected to transcend the expectations of their teachers.

For further discussion of parent/teacher consensus, see my *Journal of Negro Education* article[11] and for detailed discussion of the self-concept study findings, see my *International Journal of Intercultural Relations* article.[12] It is my hope that the issues herein discussed will assist the classroom teacher in enhancing the self-concepts and achievement of *all* children.

In closing a quote from Everett Hughes on audience choices seems most appropriate.

> One of the most important things about any man is his audience, or his choice of several available audiences to which he may address his claim to be someone of worth.[13]

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[10]Carter G. Woodson, *The Miseducation of the Negro* (Washington, D.C.: Associated Publishers, 1933).

[11]Bruce R. Hare, "Black and White Self-Esteem in Social Science: An Overview," *Journal of Negro Education*, XLVI (1977), 141-156.

[12]Bruce R. Hare, "Racial and Socioeconomic Variations in Preadolescent Area-Specific and General Self-Esteem," *International Journal of Intercultural Relations*, forthcoming.

[13]Everett Hughes, *Men and Their Work* (New York: Free Press, 1958), p. 43.

A Teacher's Responsibility in Child Self-Esteem: An Administrator's View

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Prior to accepting any responsibility for how a child feels about himself, a teacher must believe that damaging a child's self-esteem can be crippling. Once we accept the fact that a child's psychological self can be damaged as easily as the physical self, then the only task facing us is how to help students develop feelings of adequacy. Everyone wants to feel good about him/herself as a person. Shouldn't we, as educators, realize how important this is to each of our students? A basic need faced by all human beings is to identify one's self as worthwhile, one whose life is meaningful, and one who has a good self-image. However, as educators, we often tend to place more emphasis on *what* we teach rather than *whom* we teach. Educators are often subject matter oriented while students are searching for a role as well.

The search for this role can be painful. Many students do not like themselves. To stress this fact I would like to share with you parts of a letter written by a thirteen-year-old girl published in an educational journal:

> The strongest pressures that drove me to near-insanity were: to adjust, both to changes within myself and external changes . . . mainly junior high school; to find someone to confide in and love and to understand myself and my place in the world. (I was no longer a child from grade school, but I had been exposed to the adult world I feared, yet longed for.)
>
> . . . Perhaps the strongest of all my pressures was the need to confide, to discuss, to find answers to the questions every teenager faces sooner or later. Especially at this age one needs someone to talk with. I did without, like a child at Christmas who stands in a gift receiving line and doesn't get one because they've just run out . . . except that human understanding is so much more valuable than any gift.
>
> Would I try suicide again for the fifth time? If the pressures were great, if my life collapsed again, if I had nowhere to run, and if I were faced with existing alone again, I would seriously consider it.[1]

Is it possible that one of the youngsters in your classes could write this same type of letter? Notice the importance this young teenager placed on the need "to adjust, both to changes *within* myself and *external* changes."

A student, because s/he is human, responds both to external and internal stimuli on the basis of his/her perception of those stimuli. The task for teachers, according to Coulson,[2] is to develop means of becoming informed of the nature of the perceptions of their students. To accomplish this task a teacher must acquire some knowledge of his/her students' likes, ambitions, habits and problems. There must be personal interaction between teacher and student. It will not suffice to say, "Johnny has a poor self-concept." It is our responsibility to determine why.

Let me use a specific example. One day I was sitting with a teacher who was having little success in motivating a seventh grader to do his school work. The teacher said, "I'm really concerned; however, I don't know what else I can do." I suggested that her student must be feeling pretty worthless as an individual. I also added that if she really cared she should find out why he felt so inadequate. The teacher accepted this challenge. She started working on the positive aspects of his personality. This youngster, today, is the only youngster in a family of six to graduate from high school.

Such examples provide evidence that as educators we have a deep impact on the young people attending school. When a person loses self-esteem s/he has a tendency to withdraw or become defensive often saying or doing things that are unacceptable. Such behavior usually invokes a similar response from the person on the receiving end.

Let me illustrate this point by relating another situation that actually occurred in our school. One of our eighth grade students was very upset over an "F" on her grade report. An

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[1] "Pressures on Children," *Theory Into Practice*, VI(1) (February, 1968), 1-3. Quoted with the permission of *Theory Into Practice*, College of Education, The Ohio State University.

[2] Roger Coulson, Director Child Development Center, Iowa State University. Speech given at the Indiana Visiting Teachers and Attendance Officers Association in Greenwood, Indiana, on October 27, 1970.

emotional outburst ensued which resulted in a conference in my office involving the student, her mother, and the teacher. The student had a well-known temper. She was also capable of frightening teachers because of her size (obese) and being black. These factors contributed to a rather negative self-concept. The teacher was a young, vibrant, warm, and caring person, well liked by all her students.

The teacher justified the low grade because the young lady did not make any effort to turn in required work during the last weeks of the grading period. One more completed assignment would have earned enough points to receive a "C" or even a low "B." Our student, in her own defense, said her tabulation of points indicated there was no way to receive a higher grade than "F." Countering, the teacher, with grade book in hand, explained how the higher grade could have been easily obtained. Checking the student's tabulation both teacher and student suddenly realized the student had not recorded her last grade on her progress sheet. It was now apparent to all why the student gave up. This human error altered the student's perception. This, in turn, caused the low grade, her loss of self-esteem and the verbal blast on the teacher. Frightened by such an attack, the teacher was demanding the student be transferred to another teacher.

Once the mother realized the daughter had erred, she became embarrassed because of earlier remarks she had made against the teacher. Therefore, she switched her attack to the daughter by saying she would never come to school again to defend her. At that remark the teacher turned on the mother defending the daughter's right to parental help.

Soon the emotions subsided. Both teacher and student regained their dignity. The teacher-student relationship was restored. Each of us had experienced growth.

Hopefully, I have made a strong case that every teacher has an awesome responsibility for each student's self-esteem, and that teachers must formulate a facilitative relationship with their students. There are millions of teachers who have reached such a goal already. I would suggest that there are certain characteristics of a facilitative relationship which would be found among all teachers in such an elite classification. Teachers possessing these characteristics receive high marks from their students and principals.

CHARACTERISTICS OF A FACILITATIVE RELATIONSHIP

There are four characteristics[3] of a facilitative relationship which I would like to share with you because I believe them to be realistic definitions that can be applied to self-evaluation.

The first is **genuineness**, the ability to be open and honest. Ideally, you would never have to withhold or deny any of your feelings. Naturally, there are limitations to the degree of genuineness a person can obtain, but the more genuine you can comfortably be, the more satisfying and close your relationships will be.

The second characteristic is **understanding** of your own and others' feelings. Being understanding of others' feelings usually means that you have experienced these feelings, maybe in a similar situation, and that you have empathy, not sympathy.

The third is **valuing**, the extent to which you see yourself and others as being worthy of respect as human beings.

The fourth is **acceptance**, the degree to which you allow persons to be themselves, to have their own opinions, ideas, and feelings, to be unique, individual. This is not to be confused with tolerance or a polite condescension to another's differences. Acceptance does mean unconditional regard, allowing another person to have their own feelings, opinions, and ideals, and to express them.

Do you possess these characteristics as a teacher? Many of us don't really know. Those that do have such characteristics usually know because they are aware of the value such qualities play in good human relationships. Where do you acquire such characteristics? You learn who you are and what you are from the ways in which you have been treated by those surrounding you in the process of growing up. Brandes describes such growth in this way:

> A teacher's behavior toward his students is influenced by feelings and attitudes that stem from past experiences, as well as personal needs and conflicts. These kinds of reactions are grouped under the term "countertransference." Countertransference produces inter-

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[3]Definitions taken from *Human Relations in Nursing*, Human Development Institute, Incorporated, 34 Old Ivy Road, Atlanta, Georgia 30305.

personal (and intra) reactions of the present in terms of the past, especially past childhood, adolescence, and family experiences; it is an extremely crucial factor in significant interpersonal relationships.[4]

Because teachers have a strong influence over the development of their students, "countertransference" becomes a vital factor in the teacher-student relationship. Therefore, Brandes strongly suggests:

> Just as psychiatrists must face up to their responsibilities in the area of knowing themselves and their own personal problems (countertransference) in order to more effectively help their patients so teachers should accept the responsibility of looking at themselves so as not to contribute to problems and future emotional disturbance in their students. While there are many teachers who have a profound interest in the emotional lives of their students as well as themselves, there are others who are either oblivious and indifferent or ignorant in this dimension in education.[5]

This is not a new message. It dates back to Socrates' dictum: "Know thyself." But for most of us it will be a difficult assignment. Completion of the following short self-evaluation quiz will give you some insights as to how you perceive yourself in relationship with your students.

KNOW THYSELF QUIZ[6]

1. Who am I?
2. Do I see myself as others see me?
3. If not, what are the differences?
4. Am I not seeing myself in reality?
5. Are others not seeing me realistically?
6. Can I show others how different they seem to me?
7. Can I let others help me be more myself?
8. Can I really help others to be more themselves?

Continuum Voting (On the line below, place an X where you see yourself in relationship to the opposite ends of the continuum on each of the four facilitative characteristics.)

GENUINENESS

Phony |———————————————————| Congruent

EMPATHY

Superficial (Not listening) |———————————————————| Deep understanding

VALUING

Don't care |———————————————————| Really care

ACCEPTANCE

I like you if |———————————————————| I like you

These questions need to be answered by you because these are the kinds of questions students are asking themselves today in our schools. Once you understand yourself you are better equipped to help others. George B. Leonard says it eloquently:

> A world in which everyone will be in touch, needs people in touch with themselves. Where the actions of one can drastically affect the lives of others far distant, it will be crucially important that each person master the skill of feeling what others feel. This skill more than new laws or politics will soon become crucial to survival of the race. Such empathy is possible only if one is deeply aware of his own feelings.[7]

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[4]Norman S. Brandes, "The Significance of Emotional Disorder in the Teacher," *Theory Into Practice*, VI(1) (February, 1968), 6. Quoted with the permission of *Theory Into Practice*, College of Education, The Ohio State University.

[5]*Ibid.*, p. 7.

[6]This quiz is adapted from materials presented at the "Behavior Change: Theory and Practice" Conference sponsored by the Human Development Institute, Atlanta, Georgia, 1968.

[7]George B. Leonard, "How School Stunts Your Child," *Look*, September 17, 1968, p. 40.

Teachers who are ready to accept the responsibility of helping students develop emotionally and socially as well as intellectually may feel guilty about doing so because of recent heavy demands on "teaching the basics." I am a strong believer that we must help our students acquire the basic skills of reading, writing, and arithmetic. These are the intellectual tools needed for a productive life in our society. We must not fail in doing everything possible to provide each learner with an opportunity to reach the greatest height of basic skill development that their potential will allow. However, I do not see any conflict between teaching the basics and dealing with the social-emotional needs of students. It is not a question of *what*, it is a question of *how*. In fact there is now some evidence to support the hypothesis that teachers who conduct their classrooms in a facilitative manner are actually achieving better results than those taught in a conventional classroom. This research by David Aspy and Flora Roebuck is partially summarized by Carl Rogers in a recent article. The findings revealed that:

1. There was a clear correlation between the academic achievement of students and the facilitative conditions provided by the teacher. Students showing the greatest gains in learning were those in classrooms with high facilitative conditions while students showing the least gains were in classrooms with low facilitative conditions.
2. Students showed greater gains in school subjects when both teachers and supervising principals exhibited high levels of facilitative conditions.
3. Other gains were shown by students in high facilitative conditions. They were more adept at using higher cognitive processes such as problem solving, had higher positive self-concepts than other groups, initiated more behavior in the classroom, exhibited fewer discipline problems and had a lower rate of absence from school.[8]

There are many people now opposed to those teachers who utilize a more humane approach in the classroom when compared to more conventional practices. Those opposed are only seeking the assurance that students are not allowed to do anything they want. Such opponents equate being humane with being permissive. This is a bad "rap." Many times the most humane teacher is also the best organized, best prepared, and has the best disciplined classes. In our school we have developed a philosophy of *firm* but *fair* in our relationships with students. Being firm is humane when it is fair. We always tell new faculty members if they are firm but not fair they will experience trouble. Likewise if they are fair but not firm they will also invite trouble. It is amazing how this philosophy has become the foundation on which our relationships with students are built. In essence, the responsibility for a child's self-esteem becomes a shared one between teachers and administrators.

If we are to survive emotionally in our changing society, we need people, we need friends, we need to know we are loved and respected. How we relate to people is, then, a central issue in the education of the young.

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[8]Carl R. Rogers, "Beyond the Watershed: And Where Now?" *Educational Leadership*, 34(8) (May, 1977), 627-28.

A Time Management Tip

by Alice M. McLaughlin
Home Economics Teacher

When preparing a roast, I cook extra vegetables and prepare TV dinners to be used later. I do the same with stew, lasagna and pork chop casseroles. When freezing these meals, I always date the package in order to use it within two months' time.

Encouraging the Development of Value Clarification and Life-Coping Skills in Any Classroom Setting

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One of the roles of a teacher should be to help students develop healthy self-concepts and life-coping abilities. This includes instilling within them the desire and skills needed to pursue learning on their own throughout their lifetime. This also includes creating the classroom atmosphere and providing the opportunities necessary for developing their imaginations and problem-solving skills as well as value-clarification skills.

I believe that the teacher can, through his/her own behavior and attitudes, create an atmosphere in any classroom situation, and incorporate activities into any curriculum, conducive to value clarification skill development.

Values: A Definition

Values are guides that give direction to life. They should effectively relate one to one's world in a satisfying and intelligent way.[1] They may be modified and shaped by experiences, but experiences alone should not be the basis for values. They should also rest on facts and cognitive reasoning.

Rubin describes values as "the joining of the cognitive and affective domains into a filter through which beliefs are passed."[2] What we call "feeling" he says is really a part of believing and knowing. Feeling expresses itself in attitude; and attitudes are values acted out or made behavioral in a specific situation.[3]

Values, then, shape beliefs and attitudes and are interrelated with a person's self-image and mental health. They dictate how we will think about and act toward other people. They help us define who we are and what we would like ourselves as well as others to be. We interpret the world around us through them.[4]

Helping Students to Clarify Values

The teacher's role is to help students develop healthy self-concepts and life-coping skills. This includes attempting to help students clarify their own values, rather than imposing the teacher's. On the other hand, the teacher has a right to his/her own values, and a responsibility to act on those values as s/he creates a workable classroom atmosphere. However, I believe the teacher must be willing to withhold specific personal feelings until they are sought by the students. Then the teacher's values should be expressed honestly, in a non-imposing manner. The teacher may encourage students to consider his/her values as worthy to be acquired, but the students have the right to reject them if they choose. As Raths *et al.* relate: "A value, if it is to be a true value, must be chosen freely from among alternatives after thoughtful consideration of the consequences of each alternative."[5]

In informal one-to-one interaction throughout the day, as well as in formal classroom discussion and activities, there are certain teacher behaviors, questions and responses that will help students develop these aspects of the valuing process if they so desire. Such responses or questions to students' comments or behaviors as "Do you have a reason for your choice?" will help the students consciously think about their attitudes and behaviors, and hopefully begin to put values on them.[6]

The teacher must encourage the students to make choices freely, help them discover or examine available alternatives, and weigh them thoroughly, reflecting on the consequences. This means that within the classroom itself there must be alternative activities available at times from which the students can freely choose (e.g., one of three methods to set in a sleeve, one of four recipes for a particular food group, one of several individual learning packets, one of three or four different reading assignments).

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[1]Louis E. Raths, Merrill Harmin, and Sidney B. Simon, *Values and Teaching, Working with Values in the Classroom* (Columbus, Ohio: Charles E. Merrill Publishing Co., 1966), p. 27.
[2]Louis J. Rubin, *Curriculum Development, A Study Guide for Educational Administrators*, p. 119.
[3]*Ibid.*, p. 119.
[4]*Ibid.*, p. 121.
[5]Raths, *op. cit.*, p. 29.
[6]*Ibid.*, pp. 56-57, 110.

The student must be encouraged and given the opportunity consciously to transfer classroom learning to the real world. This involves an understanding of the valuing process and development of problem-solving skills. There are many classroom activities that can be incorporated into any curriculum and style of teaching to help facilitate this skill development. Here are some ideas:

1. Incorporate, as part of unit tests, attitude survey questions dealing with the subject matter covered in the test. This part of the test would not be graded. Students would indicate mild to strong agreement or disagreement for each item. The questions could be discussed by the class later.
2. Bulletin board displays can be used to trigger class discussion or as the basis for essay papers. In collage fashion, pictures can show variations on a theme, such as car makes, kinds of food, family units, various leisure-time activities, home appliances, etc. Students can then be asked to react to the collages, explaining and defending choices.
3. Students can engage in realistic problem-solving activities, incorporating material presented by the teacher or an individual reading assignment and identify other resources that can be used. Outline and demonstrate for students the classic steps involved.
   a. Identify and define the problems. (Who or what is involved, why important?)
   b. Determine possible alternative solutions. (When must a decision be implemented?)
   c. Gather data. (Where can information be obtained?)
   d. Select the best possible solution from various alternatives. (What results are desired? What other problems may occur?)
   e. Implement the solution.
   f. Evaluate results.
4. Use cartoon strips, radio and television characters, or advertisements to stimulate class discussion or essay papers. This activity can introduce, run throughout or end a unit.

An example: The valuing process can be incorporated into a specific subject unit or lesson. The following are examples of objectives I have emphasized in teaching child care:

1. Students will demonstrate orally and in written form an understanding of the influence one's environment has on his/her physical, emotional and intellectual development.
2. Students will be able to identify examples of negative correction and positive direction as alternative forms of discipline.
3. Students will be able to explain orally and in written form the importance of their verbal and facial expression when interacting with young children, and demonstrate positive expressions in their actual work with the children.
4. Students will be able to explain both orally and in written form the factors involved in toy safety beyond the toy itself.

These are some assignments I have used to try to meet these objectives:

1. Interview parents of young children and ask them to describe the developmental differences between their children.
2. Watch a television program or movie with child-adult interaction, noting the communication characteristics and their influence on the solving of conflicts.
3. Respond in writing to the statement: "The family is the foundation for a child's interpretation of the world around him."
4. Rate toys in the preschool room according to safety and explain ways to make the toy safe if rated unsafe.
5. In groups of 4-6, students could role play the following discipline situations:
   a. Clean-up time after free-play for snack.
   b. The discovery that a child has drawn on the table instead of on paper.

   After role playing situations, students could indicate what discipline technique was used (positive direction or negative correction). Then students could role play situation again, using alternate form of discipline.

It has been said that one task of the school is to teach children to create solutions to future problems. But students and adults may not be able to solve today's known problems if their values, the guides that relate one to the world around them, are unclear and contradictory. It behooves teachers to incorporate into the classroom atmosphere the opportunities that will encourage and allow their students to develop problem-solving, value-clarification skills, forcing them to appraise the world around them and consider how they are going to relate to it effectively.

Individual Educational Programs for Handicapped Learners

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Teachers of home economics have often been assigned handicapped students, long before mandatory Special Education was a reality. Through the years home economics educators have responded to the needs of these special students by providing them with skills which have promoted the economic value of the individual and permitted a higher level of normalization. State and federal legislation requiring education of the handicapped and mainstreaming concepts have brought increasing numbers of handicapped persons into the home economics suite.

With the advent of Public Law 94-142, The Education for All Handicapped Children Act, home economics teachers will be required to participate in the development of Individual Educational Programs (IEP) for those handicapped children and young adults whom they teach. The complete IEP (the student's total program) will require input by the student's teachers, diagnostic staff, therapists, parents and administrative personnel. According to the law, the IEP must include:

A. The curriculum area, e.g., tools used in the home, cleaning, food preparation, sewing, or child care.
B. Present level of performance, i.e., knowledge and skills.
C. Annual goals, e.g., use of washer and dryer, cleaning the kitchen with minimum supervision, preparing and serving a simple meal, repairing clothing, or caring for a baby.
D. Short-term objectives, e.g., recognizing and indicating function of household appliances, safety practices in the kitchen, spreading butter and making a sandwich, sewing buttons to fabric, or bathing a baby.
E. Procedures, methods or intervention techniques, i.e., tools will be shown, demonstrated, and actual practice will be given in each sequential step of the tool's utilization.
F. Time lines or hours anticipated for mastery, e.g., spreading butter requires four hours for a particular trainable mentally retarded student, sewing buttons requires five class hours for an individual physically handicapped person, or bathing a baby requires one class hour for a specific educable mentally retarded adolescent.
G. Record of when teaching was initiated and when the objective was attained.

Since preparing the IEP will become a part of the professional duty of many, if not most, home economics teachers in the public schools, the focus of this paper will be to provide assistance in determining present levels of performance, annual goals, and short-term objectives for their handicapped students.

The teacher-constructed check list is an inexpensive, meaningful, reality-oriented device which may be used to determine pre-intervention level of performance, to provide an indication of what needs to be learned, and to check achievement of goals. It is suggested that this performance-based check list be related to rooms of a house in which knowledge and skills are normally used. Thus, there would be segments of the check list related to adaptive behaviors in the living room, family/sewing room, dining room, kitchen, bathroom and bedroom.

The student, using the equipment and furnishings in each room, would demonstrate knowledge in terms of recognition and function, safe practices, appropriate use, sanitation and cleaning. The knowledge and skills involved are requisite to effective home living.

The check list would be used in an evaluation-teaching situation. As an example, in the living room unit the student would be checked while getting the vacuum cleaner from the closet, assembling the pieces, utilizing the appropriate tool (carpet, upholstery, floor, crevice), connecting to the outlet, using the machine appropriately, checking the dust bag, removal of the dust bag, disassembly and storage of the cleaner and attachments. A similar procedure is used for each major or small appliance in each room. Upon completion of the check list for each room and activities customarily performed in these rooms, the teacher has a list of the capabilities and instructional needs demonstrated by the student.

Each item on the check list would be rated on a three-point scale extending from "competent" through "requires practice" to "lacks skill." Table 1 provides an example of that segment of the teacher-made check list used in the bathroom.

TABLE 1. Bathroom Skills

Area	Competent	Requires Practice	Lacks Skill
Recognizes use of fixtures			
Turns water on and off in sink			
Turns water on and off in tub			
Flushes toilet			
Uses appropriate cleaners in a safe manner			
Cleans sink			
Cleans tub			
Cleans toilet			
Cleans mirror			
Cleans tile or walls			
Cleans floor			
Washes hands			
Arranges towels			

Utilizing the bathroom skills in Table 1, we have defined a specific curriculum area, determined present level of performance, gathered information needed to establish long-term goals and short-term objectives and specified basic materials to be used in instruction. Upon reutilization of the check list following instruction, a valuable indication of growth will be provided.

The value of such a teacher-made check list which deals with actual skills in each room of the house extends beyond the preparation of IEPs. The units suggested by the check list are especially important to the handicapped person. In the SPEED Developmental Center, an educational center for developmentally disabled, student mastery of the units was found to be highly productive in at least three areas. First, it was found that the student's self-image was enhanced. This was behaviorally evidenced by increased communication, more frequent smiles, and eagerness to participate. Second, the skills learned made the student a more valuable family member. S/he was able to perform tasks at home which were previously undertaken by other family members. Finally, the units provided pre-vocational training by teaching task orientation, work habits, and skills for selected occupations.

In summary, Individual Educational Programs will require the home economics teacher who works with handicapped persons to be prepared to specify curriculum areas, determine present level of performance, list annual goals and short-term objectives, describe procedures, set time lines, and maintain a record of progress through mastery. The teacher-made check list, with a demonstrated skill basis, is suggested as an economical and effective device to expedite development of the input required from the home economics teacher. The suggested structure for the check list has been tested in the classroom with handicapped students of both sexes.

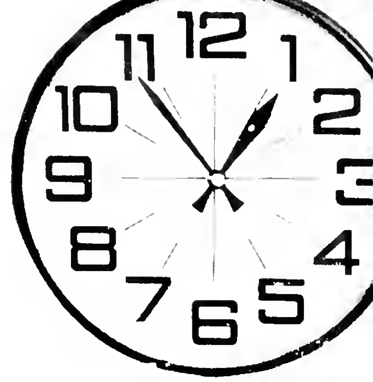
SUGGESTED REFERENCES

Blankenship, C. S. *Interim Resource Manual for Preparing Individualized Education Programs.* Springfield, Illinois: Illinois Office of Education, 1977.

Torres, S. *A Primer on Individualized Education Programs for Handicapped Children.* Reston, Virginia: Foundation for Exceptional Children, 1977.

TURN BACK THE CLOCK...

DISCOVERING WHAT MAKES ME TICK...



A Teaching Technique to Help Individuals Understand the Effects of Childhood Experiences on the Self-Concept

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The effects of childhood experiences and emotions on peoples' self-concepts are often overlooked or ignored. The person we think we see mirrored in the reactions of others may or may not be the real person. If we can gain some insight into these effects on our self-concepts, we may be more objective in understanding and helping ourselves and others. The main objectives of these lessons are to help individuals to:

1. discover that our childhood experiences affect our feelings about ourselves,
2. realize that our childhood experiences may have caused our self-concepts to be different from our capabilities,
3. understand that our attitudes toward children will affect the self-concepts they develop, and
4. promote positive self-concepts in children we encounter.

Generalizations

1. As a person recalls and shares childhood experiences and feelings, s/he may see them in a more objective fashion and gain insight as to their effects on his/her personality.
2. Our self-concepts develop as we *think* we see ourselves mirrored in the attitudes of those around us.
3. Generally our self-concept will relate closely to the attitudes of one or more adults close to us as we grow up.
4. Our self-concepts may be different from our capabilities because: (a) others may *not* have understood us; (b) we may have misunderstood the attitudes of those around us; and/or (c) we may have changed.
5. Our philosophies of child care develop from our own experiences as well as from what we have read or been taught.

Organization

This series of lessons is planned for discussion and sharing first in small groups, with a final period of discussion and sharing in the total group. Either the teacher, a student or another individual may act as leader to take charge of general procedures and discussions, although the leader can and probably should take part in the small groups and share with others. Some guidance by the teacher or other leader may be needed in order to emphasize basic generalizations and promote in-depth discussion. Pencils are needed, and a whistle is optional for attracting attention and changing activities. Crayons or colored pencils are needed for all group members for IX.

Procedure

1. Everyone reads and checks the following items I to IV:

I. When I was a small child I liked best: (circle one)

a. taffy apples	f. birthday cakes
b. Captain Kangaroo	g. snowballs
c. my dog (or other pet)	h. Sesame Street
d. Sundays	i. other ____________
e. candy	

II. My favorite early memories are about: (circle two)

a. Christmas	h. county fairs
b. Saturday nights	i. Scouts
c. Hallowe'en	j. 4-H Club
d. Easter	k. swimming
e. family vacations	l. riding my bike
f. school	m. family fun
g. birthdays	n. other ________

III. My favorite meat when I was a child was: (circle one)

a. hamburgers	c. fried chicken
b. hot dogs	d. other ________

What other members of your family were especially fond of this food too? ________

IV. My greatest fear as a child was: (circle one)

a. high places	f. snakes
b. the dark	g. crawling or flying insects or spiders
c. mice	h. other ________

What other members of your family were afraid of the same thing? ________

2. The leader breaks the group into pairs for sharing answers and reactions to the above questions. At a signal by the leader (whistle or clap of hands), partners change and share with another. Each person shares with at least four or five different people, or as many as there is time.

   The leader may call for show of hands to check on questions related to other family members who liked the same foods or feared the same things.

3. Everyone checks answers to items V to VII.

V. When I was a child, the people who made me feel great were:
(Rank by numbering 1 and 2.)

a. father	f. brother
b. mother	g. sister
c. grandmother	h. teacher
d. grandfather	i. club leader
e. friend	j. other ________

VI. People who made me feel "dumb" were: (Rank by numbering 1 and 2.)

a. father	f. brother
b. mother	g. sister
c. grandmother	h. teacher
d. grandfather	i. club leader
e. friend	j. other ________

VII. If I tried to describe my childhood in one word, I would choose: (circle one)

a. happy	f. boring
b. exciting	g. depressing
c. unhappy	h. chaotic
d. blissful	i. blah
e. sad	j. other ________

4. The leader divides the group into smaller groups of three or four. Groups share answers to V to VII and discuss how people made them feel "great" or "dumb." Also answer the question: WHY would you like or NOT like to relive your childhood?

5. The leader has the group answer item VIII. You may need to explain that the "adult you were close to" would probably have been mother or father or guardian, but might have been an adult you greatly admired or were very fond of.

VIII. In the following chart of *paired* characteristics (1) make an "X" on each line to indicate what would best describe you as a child; (2) check "✓" where on each line you think an adult you were close to would place you.

As a child I feel that I was: (X) A close adult would feel I was: (✓)

Active ______________________________ Quiet
Rebellious ______________________________ Cooperative
Mean ______________________________ Kind
Smart ______________________________ "Dumb"
Agile, graceful ______________________________ Awkward
Healthy ______________________________ Sickly
Pretty, good looking ______________________________ Ugly, plain
Ornery ______________________________ Helpful
Daring ______________________________ Practical
Often alone ______________________________ Generally part of a crowd

a. Of the ten pairs of characteristics in the chart above, how many did you and the "close adult" check rather closely together? ______________
How many did you check far apart? ______________

b. If we want to know what we *look* like, we look in a mirror (and we are sometimes very surprised at our appearance). Where did you get your concept of your personality? How have you learned what it is like?

6. In small groups, the leader has everyone share their answers to "a" and "b" following VIII. Give time for discussion.

A report of small groups back to the group as a whole may be desirable. Usually the group will quickly bring out the fact that individual's self-concept was probably greatly influenced by the attitudes and feelings of the "close adults" s/he chose. Can the group account for items where there was some disagreement? (See Generalizations 2, 3, 4.)

7. Using crayons provided, follow instructions in IX.

IX. On the back of one of your sheets of questions, draw the dinner table around which your family sat when you were a child. Place the initials of the family members of your childhood in their proper places. Draw colored lines from mother (M) and father (F) or other adults to each other person. Use colored lines to indicate the kind of communication most common: red for love and affection; blue for annoyance/disapproval; brown for strictness/sternness. Also join with green lines those who argued, quarrelled, nagged, or were jealous. Put an arrow on lines to indicate anyone commonly "picked-on."

8. Share your drawing and your reasons for making it as you did with other members of your small group. Share with the group the effect you feel your family communication had on you. What changes will you try to make when you have a family of your own? (If sharing these personal feelings and memories will cause embarrassment to some, they may benefit from the exercise without sharing.)

You may wish to have small groups report back to the group as a whole. Some may say the family rarely eats together. (They can draw in the lines for the type of communication there is, whether they often eat together or not.) You may wish to discuss whether they would like to have regular meals together when they have families of their own.

9. Discuss in small groups X and be prepared to report to the whole group.

X. Discuss in small groups:
(1) The effects your childhood may have had on you
(2) Where we get our ideas about ourselves, our self-concepts
(3) How you will relate to children to help them develop positive self-concepts

10. Return to the group as a whole. Summarize: What insights has this return to childhood provided you? How has it affected your self-concept? How will it affect your relationships with others, especially with children?

LEGAL ASPECTS OF CHILD ABUSE

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Editor's Note: State reporting laws have helped in the fight against child abuse. In this article, the author discusses various aspects of the Illinois law entitled "The Abused and Neglected Child Reporting Act." Since child abuse laws vary somewhat from state to state, home economics educators in other states and countries will want to become acquainted with their own legislation.

The history of man contains many sad stories. One of the saddest is the story of the treatment of children. Through the ages there has been a great deal of cruelty and mistreatment of children both by society and by parents.

In our country there has been a growing awareness over the past 100 years of the problem of child abuse and neglect. In 1874 in New York City some church workers came across a little girl named Mary Ellen who was being treated inhumanely by her parents. Much to the dismay of the church workers, they could not help her initially because there were no laws against cruelty to children. Parents could raise their children as they wished. Finally Mary Ellen's case was taken up by the Society for the Prevention of Cruelty to Animals. There were laws against cruelty to animals. They convinced a judge that Mary Ellen was a member of the animal kingdom and he removed her from her parents. This case, and others like it, mobilized a number of concerned citizens in various parts of the country to protect children from mistreatment. Their efforts took two forms. First, juvenile courts were established to take jurisdiction in child abuse and neglect cases. Secondly, private associations were formed, especially in urban areas, to investigate complaints of child neglect, to help parents give better care for their children, and to refer cases to juvenile court where necessary. These private associations were able to deal with only a small part of the actual cases. This was the pattern for dealing with child abuse and neglect cases from the beginning of this century until the 1960's.

In the late 1950's some medical research gave new impetus to society's awareness of the problem of child abuse and neglect. Several physicians became interested in a curious phenomenon—a significant number of young infants were being seen with multiple fractures and there seemed to be no apparent cause. This phenomenon was studied and cause after cause was eliminated. Finally the researchers were forced to think the unthinkable; the fractures were being inflicted by the children's parents. This led to the development of the term "battered child syndrome" and this finding was widely disseminated to physicians, social workers, and the general public. Soon there was pressure in state legislatures for laws which would give greater protection to children.

In the early and mid-1960's, state after state passed Reporting Laws. Although there were slight variations from state to state, all of the laws follow a similar pattern. The Illinois law provides a good example for purposes of study.

First passed in 1965, the Illinois law is entitled The Abused and Neglected Child Reporting Act. Amendments have been added since that time, each amendment broadening the scope of the Act.

The Act is divided into eleven sections. Section 2 contains the purpose of the legislation: "[to] protect the best interests of the child, offer protective services in order to prevent any further harm to the child and to other children in the family, stabilize the home environment and preserve family life whenever possible." It should be noted that the Act urges that whenever possible children should be protected without removing them from their families.

Section 3 provides a definition of abuse: ". . . any physical injury, sexual abuse or mental injury inflicted on a child other than by accidental means by a person responsible for a child's health or welfare." Child abuse, as this definition indicates, refers to injuries inflicted by parents or parent substitutes and not to injuries inflicted by strangers. This definition also indicates that child abuse refers to intentional injuries or injuries due to negligence and not to accidental injuries. Section 3 also provides a definition of neglect: ". . . a failure to provide by those responsible for the care and maintenance of the child . . . the care necessary for the child's well-being." Such care includes adequate and sufficient food, clothing, shelter, medical care, education, and supervision.

Section 4 is the essence of the Reporting Act. It lists those professionals who are required to report as ". . . any physician, hospital, surgeon, dentist, osteopath, chiropractor, podiatrist, Christian Science practitioner, coroner, school teacher, school administrator, truant officer, social worker, social service administrator, registered nurse, licensed practical nurse, director or staff assistant of a nursery school or a child day care center, law enforcement officer or field personnel of the Illinois Department of Public Aid." If any of these professionals have reasonable suspicion that a child is being subjected to abuse or neglect, they are required to report the matter to the Illinois Department of Children and Family Services. This obligation to report does not require conclusive evidence of abuse or neglect, only reasonable suspicion. Such a suspicion could arise from a variety of sources: marks on the child's body; comments made by the child; severe behavior problems; evidence of lack of proper food, clothing, or sleep; unattended medical problems; etc. In addition to the professionals listed in Section 4 who are mandated to report, the Act also provides that any other person who has a reasonable suspicion of abuse and neglect *may* report the matter.

How should the report be made? A telephone call can be made to the nearest office of the Department of Children and Family Services. If possible this should be followed by a written report. Anonymous reports will be accepted and acted upon but it is more helpful if the reporter identifies him/herself.

What should the report contain? "The name and address of the child and his parents or other persons having his custody; the child's age; the nature of the child's condition including any evidence of previous injuries or disabilities; and any other information that the reporter believes might be helpful in establishing the cause of such abuse or neglect and the identity of the person believed to have caused such abuse or neglect."

What will the Department do once it receives a report of abuse or neglect? First of all, they will initiate an investigation. Secondly, if indicated, they will provide services to the family to help them provide better care for their children. Such services might include counseling, day care, homemaker service, visiting nurse, etc. Thirdly, if indicated, they will initiate juvenile court action to have the children removed from their home.

Could a person be sued for making a report? The Act says: "Any person . . . participating in good faith in the making of a report . . . shall have immunity from any liability, civil, criminal or that otherwise might result by reason of such action."

A great deal of progress has been made in society's understanding of the problem of child abuse and neglect. This progress has been made because of the concern of interested professionals and citizens. In spite of the progress, there are still thousands of children and families in desperate trouble. They continue to need concerned professionals and neighbors.

WE CAN AND MUST HELP PREVENT CHILD ABUSE

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It would be easier for many, many children to grow up free of abuse and neglect if there were more cooperation among community agencies, and if schools took an active role in combating the atrocious treatment of helpless children.

Fewer children would be neglected and abused if adults did not become parents until they were capable of adequately loving, understanding, and caring for children. Vocational home economics teachers alone cannot prevent abuse and neglect, but we can help.

State leadership in vocational home economics is addressing the critical issue of child abuse and neglect in Ohio. In 1975 over 8,700 Ohio children were reported as abused or neglected and nearly 60 children died from such abuse. In Columbus, the capitol city, a 48 per cent increase has been noted in the first six months of 1977. Vocational home economics teachers see these abused and neglected children daily. Our responsibility must be two-fold:

> Especially in child development and family relationship classes, as well as occupational child care and adult education classes, we must incorporate concepts to help prevent students from becoming abusive adults and parents.
>
> In the classroom we must be perceptive to suspected cases of abuse and neglect and report incidents to the appropriate person or agency. School policies and procedures should be clearly defined to facilitate reporting of suspected cases within the school district.

State staff members participated recently with an Ohio Department of Welfare special project funded by H.E.W., Office of Child Development, entitled *"Team" Training in Ohio—Child Abuse and Neglect.*

Teams from five disciplines—education, social work, law enforcement, medical, and mental health—representing 21 counties were chosen to test nationally-developed curriculum modules which related to reporting, referral, treatment, and prevention of child abuse and neglect.[1]

The vocational home economics state staff selected a minimum of 1 teacher in each of the 21 counties to attend the five-day project curriculum sessions and assume a leadership role in regional in-service meetings for all vocational home economics teachers in the fall of 1977. To elicit teacher participation, it was necessary in a few school districts to pay for substitute teachers during part of the training sessions. Local guidance counselors were encouraged to participate as two state guidance consultants worked cooperatively with vocational home economics personnel.

The five-day training sessions in Sequence I incorporated identification of all types of abused and neglected children; community agency responsibilities for reporting, investigating, case planning and referrals; and the role of the courts.

Sequence II centered on specialized training for each of the five disciplines. Educators are chiefly responsible for reporting suspected cases to the proper authorities. It was apparent that few school districts have written policies or procedures to follow in reporting cases. But, the new Ohio law requires school teachers or school authorities to report suspected cases. Likewise, the law protects those required to report child abuse or neglect as follows: ". . . anyone . . . participating in the making of such reports, or anyone participating in a judicial proceeding resulting from such reports, shall be immune from any civil or criminal liability that might otherwise be incurred or imposed as a result of such action."

Editor's Note: Ohio helps point the way to tackle one of our most difficult social problems. What kind of research do we need to find out whether parents who have studied child development in high school are less likely to abuse their children?

[1]The National Center on Child Abuse and Neglect, *A Curriculum on the Identification, Reporting, Referral and Case Management of Child Abuse and Neglect . . . We Can Help* (Washington, D.C.: Office of Child Development, U.S. Department of Health, Education and Welfare, September, 1976).

During the second sequence, the educator trainees were asked to make recommendations to enforce the law which could be submitted to the Superintendent of Public Instruction for his consideration in giving support and leadership to the local school districts. His response has been encouraging.

In the final sequence, all trainees from the five disciplines worked toward planning a local, coordinated response system for child abuse and neglect cases.

To further extend information about child abuse and neglect, state staff members and the trainees from this project were involved in 19 regional vocational home economics and 12 guidance in-service meetings in the fall of 1977. At the vocational home economics in-service meetings, many of the materials and resources from the curriculum project were used. In addition, child abuse and neglect supplements have been written to accompany the secondary curriculum guides for both consumer-homemaking and job training. The teachers in attendance had an opportunity through work sessions to become acquainted with the supplements and to obtain a variety of useful materials to supplement classroom instruction.

As educators, we can and must assume a responsibility for reporting suspected cases of child abuse and neglect. As vocational home economics teachers, we can and must incorporate within our instructional programs sufficient information to help students to understand child growth and development stages of children and to learn how to cope with daily living stress situations. According to many research studies, this is especially critical for students who have been or are still being abused by parents or adults, as there is a strong tendency for them to abuse their children when they become parents.

There are numerous ways that home economics students could help determine the extent of the problem of child abuse and neglect in their local community. In most states the Children Services Board or the County Department of Welfare is responsible for following up on reported suspected cases. Each state must report child abuse cases to a national data center. Therefore, there should be information available either locally or at the state level which will be helpful in determining the extent of the problem. It would be helpful to know the present trend since these data could initiate some lively class discussions as students try to determine why there are fewer or more reported cases locally, statewide, or nationally.

With student interest aroused, there will be many resource persons in the community who can help students understand what constitutes abuse and neglect, why it happens, and how cases are handled by responsible agencies.

Very quickly students will see the need for school systems to have a written policy and step-by-step procedures for reporting suspected cases, since educators have an opportunity to identify suspected cases on a daily basis and must feel obligated for the safety of their students to report to the proper authorities.

Maybe the students in child development courses, homemaking or job training, could develop a questionnaire to use with faculty members to:

(1) determine how knowledgeable they are about child abuse and neglect,
(2) determine how frequently they see suspected cases of abuse or neglect, and
(3) how often, how, and to whom they report suspected cases.

As a follow-up, students from classes or FHA/HERO could present the results to school administrators to determine the need for the local district to establish written policies and procedures for teachers to follow in reporting suspected cases.

The home economics teacher who is willing to accept the responsibility of consciously working toward prevention can either teach a separate unit or find many opportunities to integrate the legal and moral aspects of child abuse and neglect into existing units and FHA/HERO.

Some suggestions for integration of the concepts into the existing units might be as follows:

(1) Within a nutrition unit, define neglect in relation to nutritional needs of children, discussing the implications of ignorance of basic nutritional needs and the responsibilities of parents.
(2) Within a child development or foods unit, discuss discipline versus abuse in relation to a topic such as forcing a child to eat.
(3) Within a clothing unit, consider the provision for (or neglect of) basic needs; discuss the problem of a child who has no gloves in cold weather.
(4) Within the family relationship unit, study family stress and the potential contribution to abuse and neglect.

(5) Within a child development unit, present the emotional and physical development of children by including the effects of abuse and neglect on development.

In Ohio, child care workers are mandated by law to report suspected cases of child abuse and neglect; therefore, it is imperative that our child care occupational programs include information relative to:

- the background and legal aspects of child abuse and neglect with emphasis on the identification process and reporting procedures,
- identification of abuse and neglect in children with whom they work, and
- reporting responsibilities and procedures.

Many excellent materials are available to the resourceful teacher. An excellent filmstrip to use with administrators and other educators is *What the Educator Sees* which may be purchased for $14.50 from The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

On the state level, the Children's Service Section of the Department of Welfare should have numerous resources. Nationally, contact the National Center on Child Abuse and Neglect with the U.S. Department of Health, Education and Welfare. Many excellent films and filmstrips are available for purchase from the National AudioVisual Center, General Services Administration, Order Section, Washington, D.C. 20409. Since child neglect cases are more prevalent and more difficult to define than child abuse, the teacher will find *Profile of Neglect* (A Survey of the State of Knowledge of Child Neglect) a valuable resource for background information. This booklet is available through the Superintendent of Documents, U.S. Printing Office, Washington, D.C. 20402.

There is a sense of urgency for home economics teachers to accept a responsibility toward the prevention of child abuse and neglect with our students of today and those of tomorrow.

We can and must help prevent child abuse and neglect.

PORTRAIT OF A CHILD ABUSER

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Who abuses a child and why?

Based on studies of the 60,000 cases of child abuse reported in the U.S. each year, the following portrait of a child abuser emerges:

- More than 90% of the abusers are married, not divorced or single.
- The "typical" child abuser is 26 years old.
- In 52% of the cases, men are involved. But women murder babies five times as often as men.
- Most child abusers are loners. They have few friends and don't receive support from their spouses.
- Usually abusers pick on only one child. The child is wanted, not born out of wedlock.
- In 55% of the cases, abusers pick on male children.
- In 50% of the cases, the abused child is under two years old.
- More than 80% of abusers attend church.
- Only 8% of child abusers are alcoholics. In American adult population, 14% are alcoholics.
- Only 2% of the abusers have ever tried any illegal drug; some 12% of American adults have tried drugs.
- More than 90% of the abusers are registered voters.
- Many abusers were abused themselves as children. They do not see themselves as child abusers.
- Many set unrealistic expectations for their child.
- Most abusers abuse children who resemble themselves physically. Many doctors hypothesize that child abuse is a manifestation of self-hate and when a child fails, the parent reacts to his own sense of failure.
- In 25% of the cases, the abuser abuses a child with his own name. In the general population, only 4% of the children have the same name as their mother or father.

EDUCATION

FOR

PARENTHOOD

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What is Education for Parenthood? Is it reading a book such as Gordon's P.E.T.?* Is it keeping up on the current child rearing fads promulgated by the "experts" in the popular magazines? Is it raising kids by the trial-and-error method? Is it for mothers, fathers, expectant parents, or teenagers? Should it be available to the affluent or the poor?

The current reference to parent education as new is rather strange to us home economists since, when we review the literature we find the aroma and flavor of the family life education, human relations and child development courses that we have developed and taught for many years.

Why, then, is education for parenthood making headlines today? Probably the main reason is that the federal government via the Office of Child Development, the Children's Bureau, the National Center for Child Advocacy, in conjunction with the Office of Education and the National Institute of Mental Health, has promoted the development of new curriculum materials and provided technical assistance to states and agencies for setting up various parenthood education programs for teenagers. Education for parenthood is intended to supplement, rather than replace, any parenthood training young people receive at home, and to strengthen the family as the most important influence on a child's life.

NATIONAL PROJECTS

Two major education for parenthood projects at the national level have been completed and disseminated throughout the country. One is the *Exploring Childhood* curriculum,[1] now being used in junior high and senior high programs across the country. The one year course consists of booklets, films, audio-cassettes, and posters on child care, child development and family living. It has these goals for teenagers:

1. To see work with children as rewarding and challenging
2. To gain basic information about child development, human interactions, and the effect of the larger society on the conditions of child rearing
3. To learn to be reflective about interactions with children
4. To gain a sense of how a child experiences the world
5. To acquire the skills needed for effective caretaking
6. To gain understanding and respect for the diversity of caretaking patterns represented in our pluralistic society
7. To become prepared for adult responsibilities involving the care of the young.

In 1973 the federal government undertook a second major project when it awarded grants to seven national voluntary youth-serving organizations for three years to help them design parenthood education projects for teenage boys and girls outside of the schools. The organizations that received grants were: Boys' Club Foundation of America, Boy Scouts of America, National 4-H Club Foundation of America, Girl Scouts of the U.S.A., National Federation of

*Thomas Gordon, *Parent Effectiveness Training* (New York: Wyden, 1970).

[1]*Exploring Childhood* (Education Development Center, EDC/School and Society Programs, 55 Chapel Street, Newton, Massachusetts 02160).

Settlements and Neighborhood Centers, The Salvation Army, and Save the Children Federation (Appalachian Program).[2] They wrote curriculum materials, developed filmstrips and implemented seminars, rap sessions, and "work with children" experiences for teenage boys and girls. The thrust of the programs were as follows:

Content:	45% of all sessions child development
	26% self-development
	20% sex education
	11% peer relationships
Techniques:	40-53% group discussion/rap sessions
	30-36% lectures
	20-29% audio visuals
	8-11% practicums with children
Materials:	Over one-half were developed by the volunteer organizations
	Opinions about children were used as pre- and post-tests as part of an evaluation system
	The *Exploring Childhood* materials were used extensively

Based upon the demonstration projects during 1974-75, the following description of over 3,000 teenage participants is as follows:

Mean age:	14
Sex ratio:	23% male; 77% female
Race:	62% Caucasian; 25% Black; 8% Mexican American
Home background:	58% living with mother and father; 22% lived with the mother only; 73% no younger siblings

In sum, these programs utilized resources in the community, agency commitment, planning, and practical application of theory for adolescents. The evaluation of the programs found that males changed from authoritarian opinions about family decision-making in the pre-tests to more democratic attitudes in the post-tests. Other positive changes for both boys and girls were found in increased confidence in handling child care responsibilities and increased interest in a career working with children. The youth participants, by a strong majority (80%) found the programs to be "interesting" or "very interesting." Most participants thought they had learned a lot and would become better parents.

Statistics Regarding Teenage Mothers

Why is the federal government so concerned about education for parenthood and committed to giving adolescents an opportunity to learn about parenthood? W. Stanley Kruger, Chief of Special Programs of the U.S. Office of Education, believes that the statistics related to teenage pregnancies suggest the need for support for all kinds of education for parenthood projects. For example, a recent census analysis reveals that:

> Ten percent of all [female] teenagers become pregnant each year and six percent bear children. This means that one out of every five babies born this year will have a teenage mother. Some 300,000 of these young mothers will not yet be 15-years-old. In the past 10 years, the birth rate of girls under 14-years-of-age has increased slightly at a time when the birth rate for older age groups has declined appreciatively.[3]

Various reasons have been given for this disturbing development. Some people argue that this in itself is proof that the family as a societal structure is disintegrating. There are, in addition, physiological factors that should be considered as causes:

> For the past 100 years, girls on the average have been maturing earlier. In the past 20 years, the average age at which girls can become pregnant has dropped two full years, to 13.5 years of age. One-fifth of all babies born are to teenage mothers, and the younger the mother, the greater the incidence of infant mortality and neurological defects (including lifelong mental retardation) in the child.[4]

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[2]See national voluntary organization projects listed in bibliography.

[3]John H. Niemeyer, "The American Family In Need of Help," *Early Childhood Project Newsletter*, No. 23 (May, 1973), 1-3.

[4]*Ibid.*

Further statistics compound the problem. Eighty percent of young mothers will be dropping out of school. More of them will be unemployed and on welfare than mothers 20 years of age and older. An extremely high percentage of those that are married during or immediately after pregnancy will be divorced within a few years.

Surveys Related to Children and Families

The concern for the "family in society" is further highlighted by massive research conducted by various groups within the past two years. Examples:

1. National Council of Organizations for Children and Youth produced a Factbook entitled *America's Children 1976* revealing an assessment about children in poverty, child health problems, changes in American family structure, child care needs, and federal programs serving children.
2. Family Service Association of America and Redbook's Survey reported in the March 1977 issue of *Redbook* entitled "How Today's Couples Are Making It As Parents" portrays how the new ideas related to women's rights, sexual liberation, nonviolence, communication and self-fulfillment have affected child rearing.
3. *Raising Children In a Changing Society* is the title of the General Mills American Family Report 1976-1977. This study focused on parents with children under 13, 23 million American families. Topics covered with the parents included profiles of the parents, outlooks, satisfactions, attitudes toward parenting, values, sex roles, problems and concerns, issues, discipline, communicating with children, handling problems, and need for advice.
4. The *Office of Child Development* recently conducted a study to ascertain what 17.7 million children, ages 7 to 11, and their parents believe about parenting. The intent in this study was to develop a national profile of the way children live and the care they receive.
5. The newly released report by the *Carnegie Council on Children: Jobs, Income, and Parent Power* strongly recommends a unified national policy to support families. The Council concludes that parents are competing on unequal terms with institutions. To empower parents is "to make it possible for them to be effective coordinators of the other forces that are shaping their children's lives, to give them a greater voice in the process, and a wider choice of assistance of the kind that protects the family's integrity and vitality."[5] Relevant texts developed by commission members are included in the general parenting materials.

CONTENT OF PARENT EDUCATION

There is a continuing need for education for parenthood for adolescents. The need is so great that a variety of delivery modes along with a relevant content seems appropriate. Who should teach education for parenthood? What should be the content? What are the resources?

Richard Kerckhoff and Myrna Habig reported in an article entitled "Parent Education as Provided by Secondary Schools," in the April 1976 issue of *The Family Coordinator*, the following:

> Of the 42 secondary teachers interviewed who taught parent education, 74% were in home economics. Others were in the subject matter areas of health, biology and general science. The content they believed to be important was:
>
> 1. physical and psychological development of children
> 2. discipline and guidance
> 3. parent-child communications
> 4. how children affect the marriage
> 5. how various stages of marriage affect the children
> 6. child care (physical care)
> 7. other areas mentioned were: feelings, self-concept, human sexuality, family planning, the importance of play, child abuse, exceptional children, sibling relations, and maternal and child nutrition.

[5]"All Our Children: The American Family Under Pressure," *Carnegie Quarterly*, XXV(4) (Fall, 1977), 3.

The teachers interviewed believed that every parent education program should involve contact with children if possible. All teachers had the teenagers observe children. They expressed a need for good commercial texts and films.

The Education for Parenthood Curriculum Development Committee asked, "What should a teenager learn now in order to become an effective parent?" They identified three general concept areas:

- *Who Are You?* (self-awareness, relating with others, attitudes and approaches to life, human sexuality)
- *Children* (prenatal; physical, intellectual, social development; behavior and discipline; children with special needs; child health and safety)
- *Family & Environment* (parent's needs and family life styles, community resources, children's rights, parent's rights, stress, family management, family communication, children's needs)

Education for Parenthood Materials

To help teachers identify resources for parent education, the following selected annotated bibliography has been prepared. It contains some new materials that home economics teachers may not be familiar with and presents information that could help a teacher select some available information relative to teaching preteens, teenagers, and adult education classes on this very popular topic. It does not include child development references, a vital component of all quality parenting courses.

A. EXPLORING CHILDHOOD

Education Development Center
EDC/School and Society Programs
55 Chapel Street
Newton, Massachusetts 02160
You may write for their catalog which describes the course including recently prepared units on subjects such as infancy, single parenthood, families in stress, and children with special needs. The catalog also includes information on teacher training workshops.

B. NATIONAL VOLUNTARY ORGANIZATION PROJECTS

1. Boys' Clubs of America
771 First Avenue
New York, New York 10017
HELP-A-KID (HAK)
This program is designed to train older male youth to develop skills and knowledge which are useful for working with younger boys.

2. Boy Scouts of the U.S.A.
(Contact local office)
EXPLORING CHILDHOOD SEMINAR PACKAGE
This three-hour package incorporates a slide/tape show, group discussion, role playing, panel discussion, and self-correcting information about children and family dynamics.

SKILL BOOKS
Several of these books have been developed dealing with topics such as family and community living, cooking, communication, and first aid. These are written for scouts with poor reading skills.

3. 4-H Clubs
National 4-H Club Foundation of America
14th and Independence, Room 6002
South Building
Washington, D.C. 20250
Four programs have been developed:
a. Texas: *Teens Explore Parent Education (TEPE)*
Teacher guides are available that include session format, activities, and a bibliography.
b. Riverside, California:
Growing Together
This innovative program pairs a mother volunteer with a pregnant teenager to help prepare them for motherhood.
PACE
Group leader training is provided for a ten session program where teenagers discuss parenting concepts, family life, and adult roles.

c. College Park, Maryland:
Write to the Extension Service for information on many projects. University of Maryland (ZIP 20742).

d. Minnesota:
Teenagers Learning About Children (TLC)
Teen coordinators receive intensive training and then teach other adolescents about human development, child care, family life and basic interpersonal skills.

4. Girl Scouts of the U.S.A.
830 Third Avenue
New York, New York 10022
CHILD DEVELOPMENT GUIDE
FAMILY LIVING GUIDE
Leader's and girl's versions are available in Spanish as well as English in both programs.

5. National Federation of Settlements and Neighborhood Centers
232 Madison Avenue
New York, New York 10016
Preparing Teenagers for Parenthood (PTP)
Local adaptation is emphasized when implementing this program, which focuses on group discussion.

6. The Salvation Army
120 West 14th Street
New York, New York 10011
A wide variety of curricula were developed. At least a dozen programs are available.

7. Save the Children Federation
P.O. Box 319
Berea, Kentucky 40403
Teenagers As Child Advocates Program (TACA)
This program responds to the special needs and conditions of rural Appalachia.

C. Behavior Associates
330 E. 13th Street
Tuscon, Arizona 85701
Education for Parenthood: Curriculum, Program & Evaluation Guide, Field-Test Draft, May 1977.
Evaluation of Education for Parenthood Programs: An Overview

General Parenting Materials

Babcock, Dorothy E. and Terry D. Keepers, *Raising Kids O.K.* (New York: Avon Publishers, 1976).
This paperback espouses the philosophy of transactional analysis in relationship to parenting. Part I is entitled "Parents, People and Families"; Part II, "Psychological Development"; Part III, "Troubleshooting." Scripting, Ego State development, and how to join the International Transactional Analysis Association (ITAA) are explained. I think it is well worth the $1.95.

Becker, Wesley C., *Parents are Teachers: A Child Management Program* (Champaign, Illinois: Research Press, 1971).
If you believe in behavior modification techniques, this little book clearly explains the techniques. Examples and class activities for all ages are included. About $3.00.

Bessell, Harold and Thomas P. Kelly, Jr., *The Parent Book* (San Diego: Graphic Publishers, 1977).
Children's feelings and how caring parents can deal with them is the focus of this parent education book. It is designed to help parents create and keep a loving relationship with their children and build their emotional maturity.

Brim, Orville G., *Education for Child Rearing* (New York: The Free Press, 1965).
Although not new, Brim's book is still a classic for understanding the elements of organizing parent education programs within a middle class frame of reference. It is not particularly useful for high school teachers in implementing school programs, but if an overview of parent education is desired from a programmatic and research viewpoint, this book is helpful.

Brodsky, Ida Mockrin, *The World's Newest Profession* (Philadelphia: Profession of Parenting Institute, 1977).
This book presents a case for regarding parenting as a profession worthy of recognition and remuneration. It looks at such questions as "Are parents born or made?" "Who is a parent?" and "How does one become an effective parent?"

Brown, Catherine Caldwell, "It Changed My Life," *Psychology Today*, November 1976, pp. 47-57; 108-112.
An excellent review of the four major types of parent-training courses available today: PET, Responsive Parent Training, Glasser's Parent Involvement Program, and Adlerian programs a la Dreikurs. I think this one is well worth reading before delving into a specific study of individual programs and would also be good to distribute to adult classes.

Cable, Mary, *The Little Darlings* (New York: Charles Scribner's Sons, 1975).
A sympathetic and objective history of Americans' attitudes toward their children from Puritan times until the present. $8.95. This puts into perspective current practices.

Dreikurs, Rudolf, *Challenge of Parenthood* (New York: Hawthorn, 1958).
In this text, Dreikurs presents the psychological background of the parents and the children in Part I. Part II is devoted to the methods of training, and in Part III the difficult child is discussed. The aspect of power is discussed in relationship to the parent-child relationship which is a key element of Adlerian psychology. I think it is great for parents who are having problems and a good overview of this approach.

Dreikurs, Rudolf and Vicki Stolz, *Children: The Challenge* (New York: Duell, Sloan and Pearce, 1964).
This text reiterates the philosophy of *Challenge of Parenthood.* A child study manual with a workshop format is also available for parent study groups.

Dinkmeyer, Don and Gary D. McKay, *Raising a Responsible Child* (New York: Simon and Schuster, 1973).
This book covers the theory and techniques of the STEP program which is a combination of Adlerian psychology and Gordon's No Win-No Lose philosophy.

Duvall, Evelyn, *Evelyn Duvall's Handbook for Parents* (Nashville, Tennessee: Broadman Press, 1974).
Duvall, a recognized author on family development, presents a practical, easy-to-read book that could be used by all age levels. The section on discipline is particularly helpful.

Ginott, Haim, *Between Parent and Child* (New York: Macmillan, 1968).

Ginott, Haim, *Between Parent and Teenager* (New York: Avon, 1971).
Both of these books deal with Ginott's basic philosophy of describing what we mean when we talk with children. Emotions, honesty, letting children make decisions, and the acknowledgement of feelings are key elements explained in these books. This one could help improve communication skills with anyone.

Gordon, Thomas, *Parent Effectiveness Training* (New York: Wyden, 1970).
The classic No Win-No Lose, I-Messages versus You-Messages, and Active Listening techniques are included in Gordon's book, probably one of the most popular parent skill building courses available. Some feel that it is a communications parenting model.

Faber, Adele and Elaine Mazlish, *Liberated Parents, Liberated Children* (New York: Avon, 1974).
This book reveals the growth the authors experienced when they participated in a child study group conducted by Haim Ginott. They also wrote a workshop series in human relations skills based upon this book for part of the Salvation Army's Series on Education for Parenthood program. Dealing basically with communication skills, these two publications have been successfully used for parenting courses for teenagers.

Fisher, Seymour and Rhoda L. Fisher, *What We Really Know About Childrearing* (New York: Basic Books, Inc., 1976).
The authors have written what they feel is the science in support of effective parenting. As psychologists and parents they believe critical components to child rearing include emotional security, control and discipline, and education regarding the body and sex. They also discuss the role of the school, adolescence, working mothers, and some current social problems that affect child rearing. $12.50.

Krumboltz and Krumboltz, *Changing Children's Behavior* (New Jersey: Prentice-Hall, 1972).
A textbook orientation to behavior modification of children, this book provides teacher background on learning theory, but might be too difficult for some parents.

Lane, Mary B., *Education for Parenting* (Washington, D.C.: National Association for the Education of Young Children, 1975).
This 81-page booklet describes NICE or Nurseries in Cross-Cultural Education which was an ecological approach to parent education in California. It presents a broad philosophy with lots of good parent education references. Nursery school teachers wishing to extend their program to include an organized parent education component might find this book helpful. Around $4.00.

LeMasters, E. E., *Parents in Modern America* (Homewood, Illinois: Dorsey Press, 1974 revised edition).
A classic sociological presentation of parents including folklore about parenthood and a role analysis of the American mother and the American father, this one has background reading for any teacher planning to begin parenting classes.

Lynn, David B., *The Father: His Role in Child Development* (Belmont, California: Books-Cole, 1974).
I recommend this source for actual data related to the impact of the father on the socialization of the child. Interesting findings are documented.

McBride, Angela Barron, *The Growth and Development of Mothers* (New York: Barnes & Noble Books, 1973).
A personalized emotional account of one mother's feelings and reactions with a middle class orientation, this one supports the belief that all mothers need a psychological support system when rearing children. $2.25.

Markun, Patricia, *Parenting* (Washington, D.C.: ACEI, 1973).
Presenting the role of parenting, of nurturing, and of child rearing in a broad perspective, this collection of articles should help a teacher conceptualize elements of parent education. $2.50.

Mead, D. Eugene, *Six Approaches to Child Rearing* (Provo, Utah: Brigham Young University Press, 1976).
This book covers the various child rearing approaches—psychoanalytic, developmental-maturational, socio-teleological, cognitive-developmental, existential-phenomenological, and behavioral—from a research as well as an applied frame of reference. Criticisms of each approach help to make it an excellent review for teachers. Around $6.

Pickarts, Evelyn and Gene Fargo, *Parent Education: Toward Parental Competence* (New York: Appleton-Century-Crofts, 1971).
An excellent book on how to organize parent education as a separate field of study. It discusses the philosophy of parent education and the need for such programs. The two-year graduate level program which is outlined would be useful for college instructors wishing to expand offerings in this area.

Satir, Virginia, *Peoplemaking* (California: Science and Behavior Books, Inc., 1972).
This very popular human relations book that is fun to read looks at family systems, blueprints, engineering, the extended family, and the family of the future. It includes an excellent section on communications. $7.95.

Schaffer, Rudolph, *Mothering* (Cambridge, Massachusetts: Harvard University Press, 1977).
This is one of a series entitled "The Developing Child," edited by Jerome Bruner, Michael Cole, and Barbara Lloyd. It is research based data dealing with the organization of infant behavior, mothering as stimulation, mothering as interlocution, love, hate, and indifference. The overwhelming, not so new, conclusion is that babies do need mothers!

Southwest Educational Development Laboratory, *Parenting in 1977: A Listing from PMIC* (Austin, Texas: Parenting Materials Information Center, Early Childhood Division, 1976).
This is the fourth comprehensive listing of the current holdings of this laboratory (1973, 1975, 1976). The table of contents includes: Pregnancy and birth, Parenting, Family, Parent-Child Activities, Discipline, Health and Safety, Language and Intellectual Development, Physical and Sensory Development, Sexual Development & Education,

Social and Emotional Development, Child Abuse, Parent/School/Community Involvement, Education & Educational Programs, and Exceptional Children. The appendix contains a helpful list of publishers. Cost $5.00.

Talbot, Nathan B., *Raising Children in Modern America* (Boston: Little, Brown and Company, 1976).
This book presents a physician's viewpoint, substantiated with research, about what parents and society should be doing for their children. It is a condensed version of materials studied at a Harvard Interfaculty Seminar that covered such issues as filling the parental role, what infants and young children need from parents, what older children and adolescents need from parents, schools and society, TV, ethics, nutrition, and perspectives and recommendations for action. A good substantive book for teachers of family life or parent education courses as it separates myths from facts. Cost $8.95.

Yankelovich, Skelly and White, Inc., *Raising Children in a Changing Society* (Minnesota: General Mills, 1977).
This is a report of 23 million American families with children under 13 years of age and of how parents are coping with the problems of raising their children in a period of rapid social change.

Other Parenting Resources

1. American Guidance Service, Inc.
Circle Pines, MN 55014
STEP (Systematic Training for Effective Parenting(by Don Dinkmeyer and Gary McKay, 1976.
A parent education program designed for nine training sessions complete with cassettes, posters, and parent handbooks, plus invitational brochures and instructor's guide. Based on Adlerian psychology.
Complete STEP Kit—$65.00; Parent's Handbooks—$3.50 each; Invitational Brochures (25 per package)—$.50.

2. Brushing Up on Parenthood
Institute of Family Home Education
P.O. Box 539
Provo, Utah 84601
A set of 16 tapes and workbooks produced at Brigham Young University as part of an ongoing parent education project. $128.00.

3. Butterick Publishing
161 Sixth Avenue
New York, NY 10013
A four-part filmstrip on parenting is available along with a teacher's guide and spirit masters. You may write for the catalog describing other instructional media for home economics. Cost: $75.

4. Child Study Press
50 Madison Avenue
New York, NY 10010
212-889-3450
You may write for current publications list.

5. ERIC/ECE (Educational Resources Information Center/Early Childhood Education)
805 W. Pennsylvania Avenue
Urbana, Illinois 61801
You may write for their free resource list on parenting.

6. *Growing Parent & Growing Child*
Monthly Publication
Dunn & Hargitt, Inc.
22 N. 2nd Street
Lafayette, Indiana 47902
Very practical and the yearly subscription rate is $5.95.

7. Guidance Associates
751 Third Avenue
New York, NY 10017
You may write for their catalog which describes family life education materials. These include sets of filmstrips and cassettes plus discussion guides for about $50 per set. Titles include: What are Parents For, Anyway? (Gr. 5-8); Understanding Your Parents; Parenthood: Myths and Realities; Family Planning Today; and The Future of the Family (Gr. 9-12).

8. Jalmar Press, Inc.
391 Munroe Street
Sacramento, CA 95825
TA FOR TOTS (AND OTHER PRINZES)
Cost: Complete Parent Pac $19.95.
This package for parents contains a book and corresponding records which the child and parent experience together. The general objectives are to strengthen family ties, build self-esteem, promote emotional growth, and tell families that they're OK. It is designed for families with young children. "Warm fuzzies" and a poster are included.

9. Johnson & Johnson
"Baby Care" and "First Aid" filmstrips, course outlines, and student information have been developed by Johnson & Johnson and are available from:
Instructional Materials Laboratories, Inc.
200 Madison Avenue
New York, NY 10016

10. J. C. Penney Company, Inc.
Educational Relations Department
1301 Avenue of the Americas
New York, NY 10019
PARENTING: FATHERS, MOTHERS, AND OTHERS. Consultants: Dr. James Walters, Kent G. Handorf and Barbara Glaser-Kirschenbaum, 1975. Cost: $12.85.
The kit contains a filmstrip, a tape cassette which is the narration of the filmstrip, a guide, and action awareness activities for each of the three sections: (1) What is a Parent?; (2) What is a Child? and (3) What is Parenting? Excellent, inexpensive supplementary materials for junior high and high school parenting classes and certain adult courses on parent education depending on the sophistication of the group. These materials may be purchased or borrowed from your local J. C. Penney's store.

11. Parent's Magazine Films, Inc.
52 Vanderbilt Avenue
New York, NY 10017
You may write for listing of several sets of filmstrips and cassettes which cost about $200 per set. Titles include: The Effective Parent, Parenthood in America, Parents and Teenagers, Children in Crisis, Bringing Up Children, Conflicts Between Parents and Children, What Do I See When I See Me?

12. Perennial Education, Inc.
1825 Willow Road
P.O. Box 226
Northfield, Illinois
You may write for their catalogue describing family living and sex education films and video cassettes.

13. Polymorph Films
331 Newbury Street
Boston, MA 02115
617-262-5960
You may write for their listing of films about families and living. Most films cost $30 for rental; $200 to $300 for purchase. *Adapting to Parenthood* depicts a young couple coping with their new roles. (20 min., color, rental $30; purchase $285)

14. The Public Affairs Committee, Inc.
381 Park Avenue South
New York, NY 10016
This committee publishes a series of public affairs pamphlets dealing with a wide range of social, personal, and economic concerns. Public Affairs pamphlet No. 520, *Preparing Tomorrow's Parents*, deals with the total Education for Parenthood project and includes materials on national youth-serving agencies.

15. Ross Laboratories
Columbus, OH 43216
Several inexpensive booklets are available, such as *Becoming A Parent, Your Baby Becomes A Toddler, Your Child's Tears.* You may write for a complete listing.

16. Sunburst Communications
Department TG
Pound Ridge, NY 10576
A filmstrip/cassette program that explores the responsibilities and rewards of parenthood. It consists of three filmstrips entitled: (1) The Decision, (2) The Alternatives, and (3) Memories. I highly recommend this one. Price $72.00.

17. Toy-Lending Libraries. To purchase a toy-lending library with related material, you may contact:
General Learning Corporation
250 James Street
Morristown, NJ 07960

18. U.S. Office of Education
W. Stanley Kruger
Special Programs Director
400 Maryland Avenue, S.W., Room 2089-G
Washington, D.C. 20202
You may write for listing of general education for parenthood materials.

Teaching Parent Education in the Secondary School: The Role of the Home Economics Teacher

Virginia L. Vogel, Instructor
School of Home Economics
Eastern Illinois University
Charleston, Illinois

Parent education has been a topic of concern in the 1970's. It can prepare people for the role of parenthood and help them understand what to realistically expect of their children at various ages. Since an increasing number of young people between the ages of fourteen and seventeen are becoming parents, it is urgent that these young people receive parent education. Ideally, the home would fill this need, but the school is being called upon to reinforce and assist in providing a knowledge base about children and parenting. In the secondary school, home economics teachers play a vital role in providing this knowledge base.

CAUSES FOR CONCERN

Since 1950, there has been a dramatic increase in the number of births to teenage mothers, especially in the fourteen to seventeen year old age bracket. This has precipitated an increase in the number of young parents who are still in high school. The number of unwed pregnant teenage girls who attend high school throughout their pregnancy and after the birth of their child has also increased. Most of these young people are not physically, psychologically, emotionally or economically ready to assume the role and responsibility of parenthood when it occurs. Most have not taken full responsibility for themselves at that point.

The trend in recent years has been for fewer girls under eighteen and fewer boys under twenty to marry. However, more young people under the age of eighteen are having babies and opting to rear them. This means that more babies are being born to single parents of junior and senior high school age.[1] The availability of contraceptives and the legalization of abortion might be expected to eliminate or at least significantly reduce the number of unplanned pregnancies among school-age young people, but this has not happened.

Knowledge, skills and competencies necessary for parenting do not automatically descend upon the new parent at the moment of birth. Successful parenting is not instinctive, and mothers and fathers cannot learn all they need to know on the job. School-age parents and unwed pregnant teenagers have an immediate need for parent education during their secondary schooling.

THE ROLE OF THE HOME ECONOMICS TEACHER

The entire parent education curriculum could be taught as an interdisciplinary effort with the home economics teacher filling the role of program coordinator. Expertise of teachers in subject matter areas such as biology, physiology, health, social studies, and English could provide valuable input to the program. School counselors and community resource people could also be utilized.

Research has shown that a comprehensive program is most effective.[2] This includes health, education and social service resources of the community. The teacher would help young people be aware of available health and social services in the community and inform them about how to obtain the services. The education component of the program is of primary concern to the school and the home economics teacher.

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[1]Ivan F. Nye, *School-Age Parenthood.* Consequences for Babies, Mothers, Fathers, Grandparents and Others (Washington State University Cooperative Extension Service, J. O. Young, Director, and the U.S. Department of Agriculture, April 1976 [revised January 1977]), p. 1.

[2]Stanley Kruger, "Parenthood Classes Smooth Way for Future Moms, Dads," *Nqtions Schools*, 92(4) (October, 1973), 7; Mattie K. Wright, "Comprehensive Services for Adolescent Unwed Mothers," *Children*, 13(5) (September-October, 1966), 170, 171, 176.

A needs assessment for school-age parents and unwed pregnant girls could be implemented. Young people would be encouraged to complete their high school education. The home economics teacher would be actively involved in teaching parenthood education by helping young people acquire knowledge and skills for the proper physical, socio-emotional and intellectual care and development of the child. A vocational or career education could be a part of the program with the goal of helping the students gain marketable skills.

Specific topical material that the home economist might teach include: (1) physical functions and changes during pregnancy, (2) classes to prepare the mother for delivery, (3) infant care, (4) maternal and infant nutrition, (5) relationships with parents and other students, (6) human sexuality, (7) family living, (8) home management, (9) how to use existing coping mechanisms and develop new ones to meet emotional and social needs, and (10) child development information. Many of the topics mentioned are presently included in the family life education curriculum.

If a special class for pregnant girls were being taught, emphasis would be placed on topics relevant to their needs. The teacher would want to consider involving the putative fathers and the girls' parents to encourage their emotional support of the girls during the pregnancy.

SUGGESTED TEACHING IDEAS

Basically, two kinds of school programs for pregnant teenagers have been used in the past. One is home instruction which provides tutoring for one to two hours weekly in two or three subjects. The other is formation of special classes for all the pregnant girls in the school. These are usually operated on a full day schedule in some facility of the school. Authorities in the area of secondary school parent education are now advocating integration of pregnant students into the regular classes at the school with the addition of a parent education class just for them.[3]

No matter what type of program is utilized, a combination of classroom instruction and direct, supervised experience with young children is recommended as the optimum teaching method.[4]

One program in a Massachusetts high school uses the students and their babies as teachers in postnatal infant care for other pregnant students in the parent education program. The home teacher and a school nurse initiated a brown bag lunch and rap session for all home bound students. The group met regularly for a time in an assigned room which the students redecorated. The teacher and nurse designed a program for the girls which enabled them to attend their regular classes and spend part of the day in the meeting room for discussions and to receive instruction in prenatal care. After giving birth to her baby, one girl felt she would be forced to drop out of school because she could not afford to pay for the baby's care while she returned to school. The distributive education teacher offered to pay the girl to bring her baby to the meeting room and demonstrate to the other students how to care for the baby. The same opportunities were made available to other girls in the program who later gave birth. The result was the inclusion in the curriculum of instruction in postnatal care for mothers and infants with teaching assistance being provided through new mothers demonstrating care techniques for infants using their own babies.[5]

The importance of learning from experience is central to the philosophy of a variety of parent education programs which include "Exploring Childhood" curriculum. Students are given an opportunity to put learning to work and to examine ideas and theories about children.[6] This technique can be implemented by establishing a nursery school for preschool children on the high school premises to provide first-hand experience with young children. One such program is at Gaithersburg High School in Montgomery County, Maryland, where the "Exploring Childhood" curriculum is used. A nursery school for three-year-olds from the area is conducted four days each week at the high school. The curriculum combines academic studies and first-hand experience. Students receive six weeks of orientation and work the rest

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[3]Harold Goldmeier, "School Age Parents and the Public Schools," *Children Today* (September-October, 1976), 18-19; Joan W. Weigle, "Teaching Child Development to Teenage Mothers," *Children Today,* 3(5) (September-October, 1974), 23.

[4]Noel Epstein, "Priorities for Change—Some Preliminary Proposals from the White House Conference on Children," *Children,* 18(1) (January-February, 1971), 7.

[5]Goldmeir, *op. cit.,* pp. 18-19.

[6]Kruger, *op. cit.,* p. 52.

of the semester in the nursery school. Each week students are divided into four groups who plan the preschoolers' learning and play activities, teach in the classroom, observe the children and make notes or conduct research projects in child development. Four class periods each week are spent in the laboratory and one is an evaluation of the week's activities. Having a nursery school within the school facilitates first-hand experience with young children.

If it is not possible to establish a nursery on the high school premises, other community resources can be utilized to provide first-hand experience. Cardozo High School in Washington, D.C., effectively uses Head Start centers, elementary and preschools in the community as five field sites for this purpose. Some of the Cardozo students assume a leadership role and organize activities for the total group of preschool children with whom they work. However, the majority of students work with individual children and small groups. This first-hand experience with young children in a teacher-supervised work situation is a viable teaching technique.[7]

Another possibility for providing first-hand experience for students when a nursery school cannot be placed on school grounds is to establish an infant care center adjacent to the school. This was done in New London, Connecticut where a project called New London Young Parents Program is sponsored by the Maternal and Child Health Section of the Connecticut Department of Health. Young mothers attend regular classes and go to the infant center to feed their babies or stop to visit between classes. They also participate directly in the care of the infants as well as doing observation for their parent education class. The center functions as a service to the mothers and a field site for their learning experiences.[8]

Kruger[9] identified instructional methods which helped to make parent education content meaningful to the student. In addition to practicum experience in a child development laboratory or other field site, he suggested using films, filmstrips and audio cassette to bring a variety of case studies into the classroom. Kruger also suggested incorporation of group discussion centered around problems experienced by students in their laboratory assignments. Another technique he suggested was the use of such instruments of observation as rating scales and check lists to help students analyze what is happening within child-to-child interaction so students understand why certain behaviors are exhibited and also see how those actions might be modified. Kruger felt that incorporation of these teaching techniques in a parent education curriculum helps adolescents not only to understand the principles of child development, but also to gain a better understanding of their own growth and development and their relationships with parents, brothers and sisters.

SUMMARY

There is a need in the secondary school for parent education. All young people need to have a knowledge base in the subject to prepare them for future parenthood. The increasing number of school-age parents and unwed pregnant girls from age fourteen to seventeen needs immediate parenting knowledge and skills.

When planning and implementing parent education in the secondary school, the home economics teacher is a logical choice as coordinator for a comprehensive parent education program involving education, community health and social services. Home economics teachers possess knowledge and skills required to be program leaders in this interdisciplinary effort.

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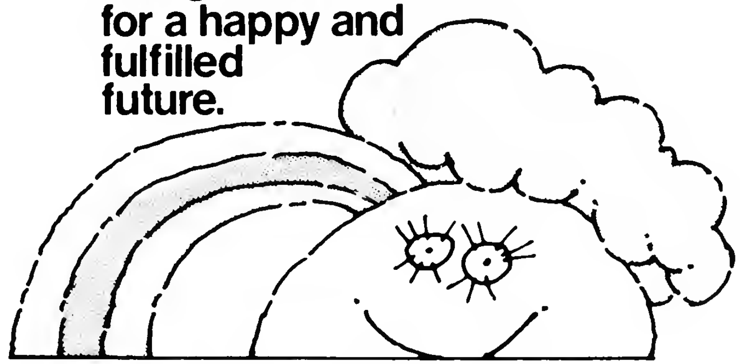
[7]Priscilla S. Jones, "Parenthood Education in a City High School," *Children Today*, 4(2) (March-April, 1975), 8, 11.
[8]Weigle, *op. cit.*, pp. 23, 24.
[9]W. Stanley Kruger, "Education for Parenthood and the Schools," *Children Today* (March-April, 1973), 7.

Have my partner and I really talked about becoming parents?

1. Does my partner want to have a child? Have we talked about our reasons?
2. Could we give a child a good home? Is our relationship a happy and strong one?
3. Are we both ready to give our time and energy to raising a child?
4. Could we share our love with a child without jealousy?
5. What would happen if we separated after having a child, or if one of us should die?
6. Do my partner and I understand each other's feelings about religion, work, family, child raising, future goals? Do we feel pretty much the same way? Will children fit into these feelings, hopes and plans?
7. Suppose one of us wants a child and the other doesn't? Who decides?
8. Which of the questions in this pamphlet do we need to really discuss before making a decision?

This triple-fold handout, reprinted with the permission of the National Organization for Non-Parents, may be useful for classes in parenting.

Good luck in making your decision, and good wishes for a happy and fulfilled future.



This paper was prepared by Carole Goldman, Executive Director of the National Organization for Non-Parents, in cooperation with Elizabeth K. Canfield, Health and Family Planning Counselor, University of Southern California; Dr. Robert E. Gould, Professor of Psychiatry, New York Medical College; Angel Martinez, Director of Special Projects, James Bowman Associates, San Francisco; and Dr. Burleigh Seaver, Research Associate, Pennsylvania State University, Institute for Research on Human Resources.

Additional copies of "AM I PARENT MATERIAL?" are available from the National Organization for Non-Parents,
806 Reisterstown Road, Baltimore, MD 21208.
2–49, 6¢ each; 50–199, 5¢ each; 200–499, 4¢ each; 500 or more, 3¢ each.

AM I PARENT MATERIAL?

Some thoughtful questions about one of the most important decisions you'll ever make.

Here are some questions for you to consider before you deal with the important decision of whether or not to have a child.

If you decide to have a child, it'll be a decision that will affect you for the rest of your life. Think about it... Taking responsibility for a new life is awesome.

These questions are designed to raise ideas that you may not have thought about. There are no "right" answers and no "grades"—your answers are "right" for you and may help you decide for yourself whether or not you want to be a parent. Because we all change, your answers to some of these questions may change two, five, even ten years from now.

You do have a choice. Check out what you know and give it some thought. Then do what seems right for you.

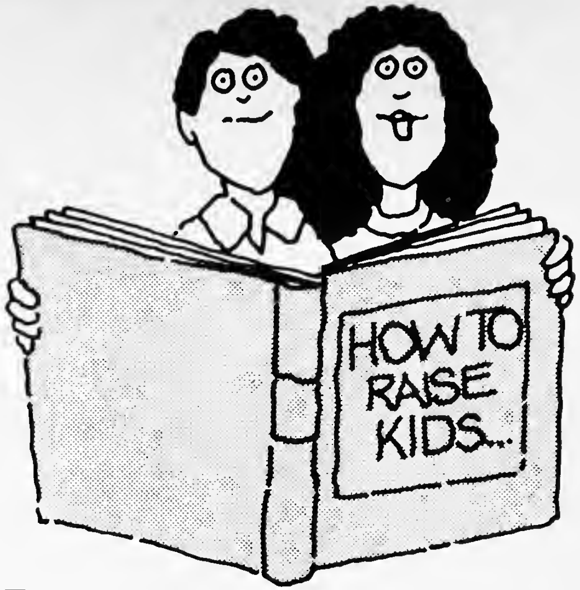
Does having and raising a child fit the lifestyle I want?

1. What do I want out of life for myself? What do I think is important?
2. Could I handle a child and a job at the same time? Would I have time and energy for both?
3. Would I be ready to give up the freedom to do what I want to do, when I want to do it?
4. Would I be willing to cut back my social life and spend more time at home? Would I miss my free time and privacy?
5. Can I afford to support a child? Do I know how much it takes to raise a child?
6. Do I want to raise a child in the neighborhood where I live now? Would I be willing and able to move?
7. How would a child interfere with my growth and development?
8. Would a child change my educational plans? Do I have the energy to go to school and raise a child at the same time?
9. Am I willing to give a great part of my life—AT LEAST 18 YEARS—to being responsible for a child? And spend a large portion of my life being concerned about my child's well being?

As published, this was the back of page 200.

What's in it for me?

1. Do I like doing things with children? Do I enjoy activities that children can do?
2. Would I want a child to be "like me"?
3. Would I try to pass on to my child my ideas and values? What if my child's ideas and values turn out to be different from mine?
4. Would I want my child to achieve things that I wish I had, but didn't?
5. Would I expect my child to keep me from being lonely in my old age? Do I do that for my parents? Do my parents do that for my grandparents?
6. Do I want a boy or a girl child? What if I don't get what I want?
7. Would having a child show others how mature I am?
8. Will I prove I am a man or a woman by having a child?
9. Do I expect my child to make my life happy?



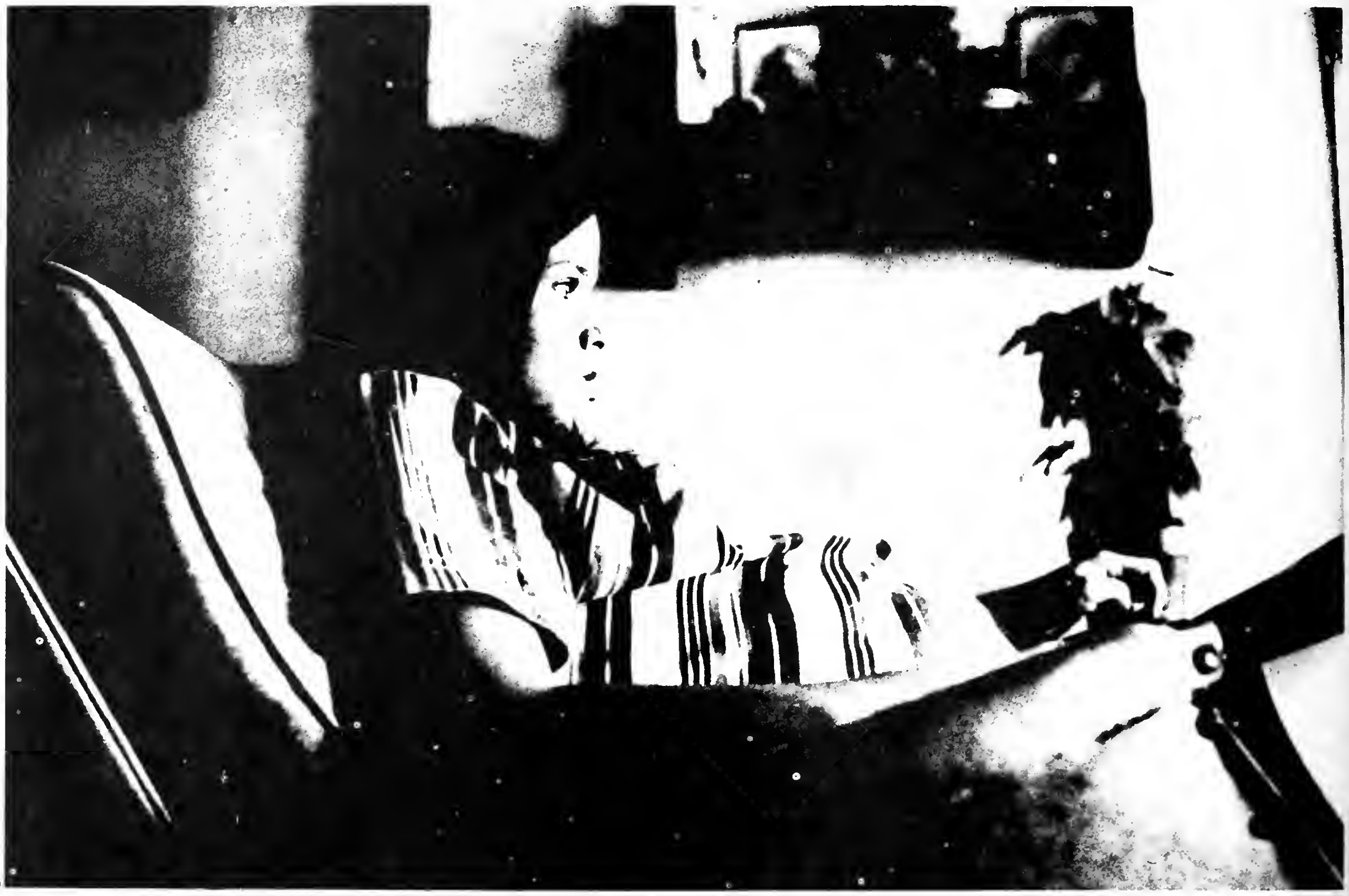
Raising a child? What's there to know?

1. Do I like children? When I'm around children for a while, what do I think or feel about having one around all of the time?
2. Do I enjoy teaching others?
3. Is it easy for me to tell other people what I want, or need, or what I expect of them?
4. Do I want to give a child the love (s)he needs? Is loving easy for me?
5. Am I patient enough to deal with the noise and the confusion and the 24-hour-a-day responsibility? What kind of time and space do I need for myself?
6. What do I do when I get angry or upset? Would I take things out on a child if I lost my temper?
7. What does discipline mean to me? What does freedom, or setting limits, or giving space mean? What is being too strict, or not strict enough? Would I want a perfect child?
8. How do I get along with my parents? What will I do to avoid the mistakes my parents made?
9. How would I take care of my child's health and safety? How do I take care of my own?
10. What if I have a child and find out I made a wrong decision?

Teenage Mothers USA

Today in the United States, adolescents bear one-fifth of the nation's children and half of its illegitimate ones. The birth rate for adolescents in the U.S. is twelve times greater than Japan's and runs ahead of the Philippines' and Tunisia's. For most of these youngsters, the social and economic consequences of early motherhood and fatherhood are grim: dropping out of school, broken marriages, and a life below the poverty line. ***by Ira Mothner***

his article appeared in e May, 1977 issue of *RF ustrated* and is re-inted with permission of e Rockefeller Founda-n.



Gordon Baer

USA: A million teenagers get pregnant each year.

Lately, we seem to be hearing and learning a great deal about pregnant teenagers, most of it shocking. The Alan Guttmacher Institute, research arm of the Planned Parenthood Federation, warns of "an epidemic of adolescent pregnancies" and cites the data.

If we imagine the 21 million Americans aged 15 through 19 as a nation, then that nation has 4.3 million potential mothers, its sexually active females, and:

- one million become pregnant each year;
- 600 thousand give birth;
- two out of every three conceptions are unintentional;
- one out of every three births is illegitimate;
- and fewer than one mother in three gets early prenatal care.

For a nation, even one far down the road toward development, these figures are frightening.

The birth rate for adolescents in the United States is twelve times greater than Japan's, twice France's and runs ahead of even the Philippines' and Tunisia's. Yet the rate hasn't increased at all during the past decade and a half. But the numbers stand out sharply against the general decline in U. S. fertility. Teenagers seem to have been left behind during the mid-60's, when American women were dramatically reducing unwanted births through widespread use of contraception. Today, adolescents bear one-fifth of the nation's children and half of its illegitimate ones.

THE COST IS HIGH

Recent studies of teenage sexual behavior, pregnant adolescents, and young parents have made us more aware of what rushing into childbearing can cost. At 15, a mother stands more than twice the normal chance of seeing her child die during its first years, and adolescents bear double the number of low-birth-weight babies, more vulnerable to birth injury and childhood disease, more prone to retardation. Complications in pregnancy and delivery are a greater threat to teenagers, who are twice as likely as older women to die after a miscarriage or hemorrhage. And what can these young mothers look forward to? They will probably have more children than their peers. They will live out their lives with less education, fewer skills, and lower incomes. Their marriages will be less successful.

YOUNG PEOPLE DON'T KNOW MUCH...

No wonder just one-quarter of the nation's married teenagers and only 2.5 percent of its other sexually active teenagers are eager to conceive. Nevertheless, sexual relations invariably result in pregnancy for one adolescent in four each year—hardly surprising in light of a nationwide study by Johns Hopkins University that showed that more than half the young women interviewed had used no means of contraception the last time that they had had intercourse, and four out of five admitted going ahead without such protection at one time or another. Those who took precautions tended to use the least effective means. Ten percent trusted to withdrawal alone.

In Baltimore, a six-year study of pregnant adolescents (followed for five years after giving birth), their classmates, and mothers, found many members of the sample group had believed it was impossible for them to conceive "right away" or if sex occurred "only once in a while." Contraception was generally a matter of "getting the boy to use something," most often a condom and rarely with much consistency.

Most of the Baltimore participants shared their families' conviction that girls shouldn't marry before their early 20's or have sexual relations before 18. Nevertheless, they were all sexually involved long before that time and justified this on grounds of pressure from boyfriends and because "everyone is doing it."

...AND NEITHER DO THE GROWNUPS

The reaction of mothers to the pregnancy of their unmarried daughters was usually surprise. Only one-quarter admitted knowing the girls were sexually involved. Other studies confirm the tendency of mothers to preserve the fiction that their daughters are "staying out of trouble." Thus, they are spared having to help the young woman avoid pregnancy.

Not that they all had much help to offer. Many mothers were almost as poorly informed about contraception as their daughters, and most found any discussion of sex difficult. Still, 60 percent raised the subject fairly often, usually cautioning the girls not to "get mixed up with boys." About as many mentioned birth control, generally in casual and indirect ways. Still, girls from homes where the subject was raised were twice as likely as others to use some form of contraception.

The young women in the Baltimore sample had all chosen to have their babies. But almost as many pregnant adolescents today opt for abortion. Teenagers obtain about one-third of all abortions, and this is plainly the reason the adolescent birth rate has remained so stable.

SLAMMING THE DOOR ON LIFE

Women who decide to have and keep their children face a bleak future. Eight out of ten mothers under 18 drop out of school. A New York study found nine out of ten teenage mothers on welfare 19 months after giving birth. A national study reported one-third of all women who had a first child at 15 or younger live below the poverty line, and mothers of 16 and 17 have twice the average chance of living poor.

How did the mothers in the Baltimore study make out? They married quickly. Only 3 percent were married at the time of conception, 25 percent before delivery and 50 percent within the next two years. Eventually, two-thirds of the sample married and 70 percent married the fathers of their children. But these marriages didn't stand up well. One-fifth broke down during the first year, one-third within two years. By the end of the study, three out of five married mothers were separated. Rarely did they divorce, for few planned to marry again.

Some of the earliest marriages proved the strongest, for the young mothers wed most readily those fathers who were good economic risks. The best indicator of marital success seemed to be a husband with a high school diploma or a trade. Just about all the young women in the study proved good mothers, and many fathers were concerned parents as well.

The young Baltimore mothers, predictably, had more children than their classmates. By the end of the study period, 30 percent had three or more. But those who returned to school immediately after having their first were less likely to have a second as soon. Those best able to overcome the handicap of youthful parenthood were mothers who made early and strong marriages or who put off marriage and resumed their education. For single parents, the ability to avoid the second child and make adequate arrangements for child care proved basic to economic independence—staying off welfare.

A BACKWARD COUNTRY?

The author of the Baltimore study, Frank F. Furstenburg, Jr., points out that even had all the participants been "supermotivated" there still were not enough eligible mates for them, enough caretakers or day care centers, or enough jobs with better benefits than public assistance provided. He makes a strong case for prevention rather than cure. The Planned Parenthood Federation concurs and calls for more services to young people —sex education, family planning, pregnancy counseling, abortion, prenatal care—and more help for young families too.

The Federation points out that sex education is required only in five states and the District of Columbia. Even there, only one-third of the districts allow teachers to touch on birth control. What's more, only half of the nation's 4.3 million sexually active adolescent girls, 15 through 19, have access to contraceptive services from either private physicians or organized family planning agencies. Perhaps even a greater tragedy is that just 7 percent of the almost half million 13- and 14-year-old girls who are sexually involved have access to these services. And 30 thousand of them become pregnant each year.

NUTRITION IN ADOLESCENT PREGNANCY

Mariel Caldwell
Nutrition Consultant
Region V, U.S. Department
of Health, Education & Welfare
Chicago, Illinois

Nutrition is one of the most important factors in the health of the pregnant adolescent, and nutritional status at the time of conception is an important determinant in the outcome of pregnancy.

Among the various age groups included in the Ten State Nutrition Survey,[1] adolescents between the ages of 10 and 16 had the most unsatisfactory nutritional status. Diets of adolescents have long been known to be less than optimum, especially in low socio-economic populations. Adolescent diets have most often been found to be low in calcium, iron, vitamin A and vitamin C.

Irregular eating habits, snacking on high calorie, low nutrient foods, poor eating patterns and underweight all detract from the nutritional well-being so essential to the adolescent during the physiological stress of pregnancy.

High Risk Pregnancy

The young teenager who becomes pregnant is at special biological risk. Girls who become pregnant while they are under 16 years of age and still growing are at greater risk than older girls. Growth appears to compete with pregnancy when conception takes place within 4 years after menarche.[2] Indeed it appears that hormones are produced during pregnancy which accelerate fusion of the epiphyses and thereby lead to premature cessation of growth.

Adolescents often undergo serious complications including acute toxemia, uterine dysfunction, contracted pelvis, premature and prolonged labor, feto-pelvic disproportion, vaginal infection, anemia and heart disease.[3] The most consistent high risk condition found in adolescent pregnancy is toxemia, and the highest rates of toxemia occur in the youngest adolescent. Many of these serious complications appear to have a nutrition component that might be eased by a life-long regimen of adequate nutrition.

Poor nutritional status has implications for the infant as well as the mother.[4] A disproportionately large number of low birth weight infants (under 5.5 lbs.) are born to adolescents. It is known that mental retardation, cerebral palsy and other central nervous system deficiencies occur more often as birth weight falls. In addition several studies have shown that undernutrition is accompanied by relatively high prematurity rates. Presumably the two are closely related.

A recent study in Connecticut[5] of teen-age mothers revealed that the risk of prematurity and perinatal death increased greatly in second and third pregnancies. This happened despite the fact that the mothers were older.

Subsequent infants had a death rate almost 9 times that of first-born infants. Twenty-seven percent of the subsequent infants were under 2500 grams at birth, over twice that of the first born.

An encouraging finding of the study was that in both initial and subsequent pregnancies a strong relationship was demonstrated between the number of prenatal visits and the outcome of pregnancy. Women who made fewer prenatal visits were more likely to deliver prematurely or to have infants die in the perinatal period.

These studies indicate a need for more intensive prenatal care and nutrition training.

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[1] Ten State Nutrition Survey, Center for Disease Control, Health Services and Mental Health Administration, U.S. Department of Health, Education and Welfare, Atlanta, Georgia 30333.

[2] Bonnie S. Worthington, Joyce Veermeersch, and Sue Rodwell Williams, "Nutrition in Pregnancy and Lactation" (St. Louis, Missouri: The C. V. Mosby Co., 1977).

[3] "Maternal Nutrition and the Course of Pregnancy" (Washington, D.C.: National Academy of Sciences—National Research Council, 1970).

[4] Kamran S. Moghisci and Tommy N. Evans, eds., "Nutritional Impacts on Women Throughout Life with Emphasis on Reproduction" (Hagerstown, Maryland: Harper and Row, Publishers, 1977).

[5] James F. Jekel, *et al.*, "A Comparison of the Health of Index and Subsequent Babies Born to School Age Mothers," *AJPH*, 65(4) (April, 1975), 370-374.

Nutritional Needs

Adolescence is a time of rapid physical growth. Since calorie and most nutrient needs tend to parallel the growth rate, the adolescent's needs are higher in proportion to body size than those of younger or older individuals. The maximum growth rate occurs just before puberty at around 10½ to 13 years in girls and 12½ to 15 years in boys. It then declines rapidly.

The character and timing of physical growth and sexual maturation differ greatly among individuals and so the nutrient needs of teenagers vary widely.

Little solid data are available on the nutrient requirements of the pregnant adolescent. In general the nutritional needs of the teen-age girl during pregnancy are based on her size and physical activity, normal nutrient losses, body stores, rate of growth at the time of pregnancy and any additional stresses placed on her. Estimates of her needs have been made by using the Recommended Dietary Allowances[6] for the non-pregnant girl and adding the increase suggested for adult pregnancy. This may overestimate the need for some individuals since metabolic alterations of pregnancy may increase absorption and utilization of some nutrients, pregnancy hormones may cause termination of growth and physical activity may decrease during pregnancy, further reducing energy needs.

Energy Needs

Because of individual variation in growth patterns, body builds and physical exercise, it is difficult to estimate energy requirements accurately. However, since pregnancy increases requirements, an increase of 330 calories per day has been suggested for the last three-quarters of pregnancy. Added to the calorie recommendation for non-pregnant teens the estimated need becomes 2730 calories per day for a 58 kg. girl.

Recent studies have indicated that energy needs during pregnancy are directly related to the increase in body mass.[7] Since body mass increases around 20 percent during pregnancy, activities that demand a great deal of movement would require 20 percent more energy to accomplish.

It has long been known that the young adolescent tolerates calorie restriction poorly. The best assurance of adequate energy intake is a satisfactory weight gain over time for a total of 22 to 30 lbs. An excellent tool for observing adequate gain in pregnancy is the "Prenatal Gain in Weight" grid (see Figure 1).

Protein

The protein needs of the pregnant adolescent increase to meet the needs of the growing fetus and the accessory maternal tissue including the placenta, amniotic fluid, increased maternal blood volume, mammary glands and uterus. An additional amount is stored as nutrient reserves.

When too few calories are available to meet energy needs during pregnancy, protein is used to meet these needs instead of being used for tissue synthesis. To prevent this a protein intake of 75-78 grams per day is recommended along with an energy intake of around 2700 calories.

Iron

Iron needs are increased during pregnancy by the greatly enlarged blood volume as well as the enlarging muscle mass. In addition some teen-age girls are anemic and many more have low iron stores. These girls are a high risk for developing iron deficiency anemia during pregnancy.

Since iron absorption is more efficient during pregnancy, 18 mg. of iron per day is felt to be adequate. This amount is often difficult to reach in teen-age diets. If it is not met, the diet should be supplemented with 30-60 mg. of elemental iron each day.[8]

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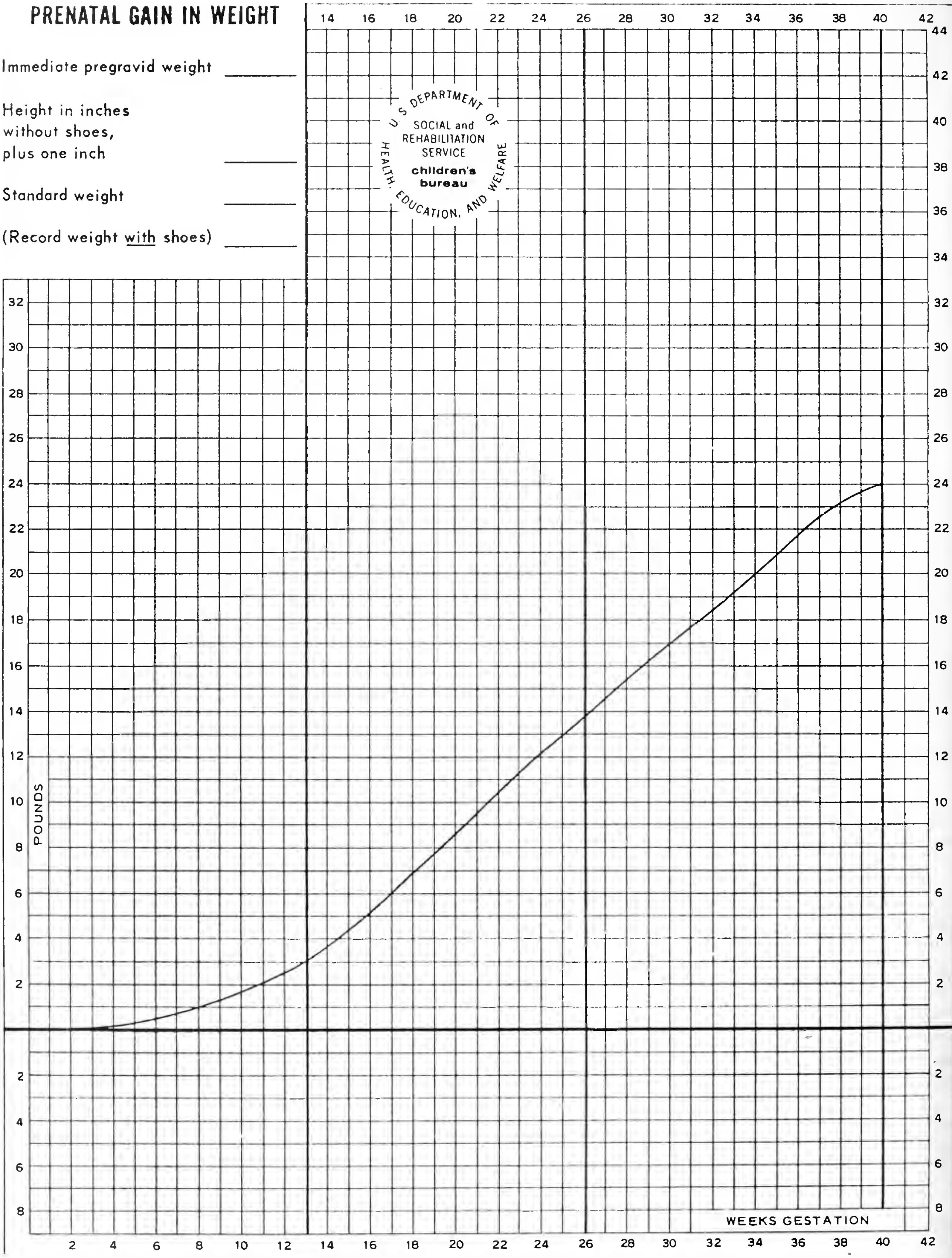
[6]"Recommended Daily Dietary Allowances" (Food and Nutrition Board, National Academy of Sciences—National Research Council, Revised 1973).

[7]M. L. Blackburn and O. H. Calloway, "Energy Expenditure and Pregnant Adolescents," Protein Requirements of Pregnant Teenagers, Final Report to National Institutes of Health, Division of Research Grants, Grant No. H.D. 05246, 1973.

[8]Nutrition in Maternal Health Care, Committee on Nutrition, American College of Obstetrics and Gynecology, Chicago, Illinois, 1974.



PRENATAL GAIN IN WEIGHT
Immediate pregravid weight
Height in inches without shoes, plus one inch
Standard weight
(Record weight with shoes)
U S DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
SOCIAL and REHABILITATION SERVICE
children's bureau
POUNDS
WEEKS GESTATION
2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40 42

FIGURE 1

Calcium

The need for increased calcium during pregnancy is largely due to the development of the fetal skeletal system. Young women whose calcium intakes have been low throughout childhood are apt to have low tissue stores of calcium. To provide adequate calcium for normal fetal development without depleting maternal tissues, the pregnant adolescent needs around 1200 mg. of calcium each day.

Other Nutrients

Diets of adolescent girls are often restricted by their desire for a slender figure or by other physiologically unsound motivations. These diets are apt to be low in vitamins C and A, folic acid and possibly some of the B-vitamins. Adolescents on vegetarian diets without animal products such as milk and eggs will probably have inadequate intakes of vitamin B^{12}.

For these reasons the total diet of the teen-ager must be considered so that adequate amounts of all the essential vitamins and minerals are included. When they are not adequate in the diet, there may be a need for supplementation. However, supplementation of the diet may lead to a false sense of adequacy. Table 1 shows the suggested intake of several key nutrients for pregnant teenagers.

TABLE 1. Estimated Dietary Needs of Pregnant Adolescents*

Nutrient	Recommended Intake for Non-pregnant Adolescent Girl (15-18 Years)	Recommended Increase for Adult Pregnant Woman	Recommended Intake for Pregnant Teen
Energy, kcal	2100	+ 300	2400**
Protein, g	48	+ 30	78
Calcium, g	1200	—	1200
Iron, mg	18	+	18*
Vitamin A, IU	4000	+ 1000	5000
Vitamin D, IU	400	—	400
Ascorbic Acid, mg	45	+ 15	60
Niacin, mg equiv	14	+ 2	16
Riboflavin, mg	1.4	+ 0.3	1.7
Thiamin, mg	1.1	+ 0.3	1.4
Folacin, mg	400	+ 400	800

*Adapted from *Recommended Daily Dietary Allowances*, Revised 1974, Food and Nutrition Board, National Research Council, National Academy of Sciences.

**This is a low estimate for many pregnant adolescents.

Diet Patterns

The simplest way to insure inclusion of adequate nutrients is through the intake of a well-balanced diet containing a wide variety of foods. This is seldom typical of the usual adolescent girl's diet. Adolescent diets are influenced by many things including their daily routines and peer influence. During the busy high school years eating habits are often irregular. Adolescent girls often skip breakfast and possibly other meals and tend to increase snacking. As much as one-fourth of the total daily caloric consumption of adolescent girls may come from snacks.

One who is planning dietary patterns with the adolescent girl will do well to consider her lifestyle. Such planning will nearly always result in a dietary plan which contains both regular meals and snacks.

Nutrition Teaching

The best biological preparation for successful childbearing is lifelong good health and nutrition practices. With this in mind every effort should be made to help parents feed their children appropriately from infancy. Increased emphasis should be given to sound health, nutrition and family life education in elementary and secondary schools in order to promote desirable health practices and prepare young people for family living and responsible parenthood.

The nutrition educator has a responsibility to put nutrition into perspective as one of the factors involved in the total physical, emotional and social development of the adolescent. The aim should be to teach a nutritional way of life that will stand the individual in good stead throughout all phases of the life cycle.

Factors that affect food habits include availability of food, economic status, cultural background, social influences, family eating patterns, educational influences and personal motivation.[9] An awareness of all these influences is essential to good nutrition teaching and counseling of adolescents. To be effective, modifications in dietary habits must be adapted to these influences.

Economic Influences

Although it is possible to plan an adequate diet with limited financial resources, it is difficult at best and probably unrealistic to expect the adolescent with a limited food budget to plan adequately on a daily basis.

Food resources are often an essential part of nutritional care. The school lunch program as well as other food programs of the U.S. Department of Agriculture can be of great value to the pregnant adolescent.[10]

Cultural Influences

Basic cultural food patterns are nutritionally sound; however, an individual or family often makes adaptations due to food unavailability, inadequate purchasing power and limited food preparation facilities and skills. These adaptations may result in an inadequate nutrient intake.

Helpful discussion of cultural food patterns and practices may be found in several references.[11]

Motivation

Many approaches can be successful in motivating adolescent girls to modify their food habits. However, they must be based on the development of rapport. A relaxed and accepting atmosphere, an interested teacher or counselor and relevant teaching can do much to establish this rapport.

The good aspects of the adolescent's diet should be reocgnized and praised, and the adolescent should not be overwhelmed with the need for drastic dietary changes. Generally only a few modifications or additions will allow the diet to be adequate and it is much more acceptable to the adolescent to work toward one change at a time.

Teaching Tools

Nutrition can be taught using simple food groupings such as the Basic Four Food Groups. However, by the teen years, adolescents are ready for a more sophisticated approach to nutrition education and it is appropriate to discuss nutrients, their functions and food sources and the Recommended Dietary Allowances of the National Research Council for various population groups.

Practice sessions on meal planning to meet family and individual nutrient needs as well as low cost food budgeting allow the teens to apply what they learn about food, nutrients and nutrient requirements. A modified "four food groups" such as shown in Table 2 can still be used to make a simple assessment of the pregnant adolescent's food intake.

Another nutrition teaching tool is the bulletin "Food for the Teenager During Pregnancy," by Margaret G. Phillips (DHEW Publication No. (HSA) 76-56 11, 1976). Other teaching tools and methods are described in the March/April, 1976 issue of *Illinois Teacher of Home Economics* which is devoted entirely to the topic of "Nutrition Lifestyles and the Quality of Life."*

***Editor's note:** Other issues of the *Illinois Teacher* which focus on nutrition education include: "Nutrition for Consumers," Vol. XIV, No. 1; "Nutrition Education for Increased Humaneness," Vol. XVI, No. 1; "Better Health Through Better Nutrition," Vol. XVII, No. 3; "Futurism and Nutrition Education," Vol. XX, No. 3. Also Vol. XIV, No. 2, teaches prenatal nutrition via "Letters from Your Unborn Baby."

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[9]Ethel A. Martin, *Nutrition in Action* (3rd ed.; New York: Holt, Rinehart and Winston, Inc., 1971).

[10]Mary C. Egan, "Federal Nutrition Support Programs for Children," *Pediatric Clinics of North America,* 24(1) (February, 1977), 229-239.

[11]Martin, *op. cit.* Also see "Nutrition During Pregnancy and Lactation" (Maternal and Child Health Unit, California Department of Health, Revised 1975).

TABLE 2. Daily Food Needs of the Pregnant Adolescent

Food Group	Servings for the Pregnant Adolescent
Milk and milk products	5 servings
Meat, eggs and legumes	2 servings
Fruits and vegetables	
Vitamin A Source*	1 serving
Vitamin C Source**	1 serving
Other	2 servings
Whole grain or enriched bread and cereal	4-6 servings
Other foods	To meet calorie needs

*e.g., broccoli, carrots, sweet potatoes, pumpkin, dark squash, dark greens, apricots, cantaloupe

**e.g., broccoli, dark greens, tomatoes, strawberries, melons, citrus fruits, turnips, sweet potatoes, potatoes (baked or boiled), green peppers, asparagus

Effective Programs

Success in the management of the nutrition problems of the pregnant adolescent can seldom be achieved unless the total needs of the girl are recognized and addressed. The pregnant teen often has a variety of health and social problems which may be complicated by psychological, financial, educational and vocational difficulties all of which need attention if the stress of pregnancy is to be minimized.

An example of a local program with a school base that has been effective in providing services to the pregnant adolescent is located in St. Paul, Minnesota.[12] There a high school joined forces with the local hospital and the Maternity and Infant Care project to develop a comprehensive program of health services, education and day care.

The health services cover prenatal, postpartal and family planning care including nutrition services as an integral part of each component. In addition, the health service offers immunizations, preventive dental care, athletic physical exminations and weight control classes for the entire school population.

The day care center for the infants allows the adolescents to complete high school and serves as a laboratory for teaching the young mothers parenting skills. An important part of this parenting is learning the food needs of infants and good infant feeding practices. The day care center also functions as a part of a vocational education program.

A series of classes for the student parents is taught jointly by the home economics teacher and Maternity and Infant Care project staff. In addition to covering routine prenatal topics such as nutrition and preparation for childbirth, some of the sessions focus on the adolescents' feelings and attitudes toward child rearing. In addition the home economics teacher conducts a general class entitled "Exploring Childhood." The program has brought about changes throughout the school curricula strengthening nutrition, health and sex education.

The program makes full use of many community nutrition and food resources including the local health and welfare departments; the Supplemental Food Program for Women, Infants and Children; and the school lunch and child feeding programs of the U.S. Department of Agriculture.

Evidence of the broad acceptance of the program was shown by the implementation of the total program into a new school which replaced the old high school.

There are a variety of model programs for the pregnant adolescents around the country. In general all programs contain:

1. broad community support,
2. early, comprehensive and continuous health care,
3. classroom education on a continuing and integrated basis,
4. individual and/or group counseling, and
5. utilization of a variety of community resources.

Because of the diverse biosocial problems of teen-age mothers, fragmented delivery systems which do not consider the whole person are not as successful as the St. Paul example.

(continued)

[12]This program is operating in Washington and Central High Schools, St. Paul, Minnesota. For more information, write Irene Alton, Chief Nutritionist, Maternal and Infant Care Project, St. Paul-Ramsey Hospital, 640 Jackson Street, St. Paul, Minnesota 55101.

AN INNOVATIVE PROJECT TO SERVE SCHOOL-AGE PARENTS

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During the past ten years the birth rate among teenagers has steadily increased. More than one million teenagers become pregnant each year. In 1975, nearly 595,000 teenagers gave birth, and an estimated 325,000 teenagers had abortions. Increased public concern over teenage pregnancy may be attributed to the increasing proportion of out-of-wedlock births among teenagers.[1] In light of these developments it is imperative that school districts across the nation provide these young parents with relevant and appropriate information which they need to maintain them in the mainstream of life.

Urbana (Illinois) High School has had a class for pregnant students for several years which was taught by two community health nurses and coordinated by a counselor. The class met three hours per week and was taken for physical education credit. Grades were pass/fail. Areas covered included nutrition, anatomy and physiology, physical and emotional changes during pregnancy, labor and delivery, community resources and other areas as time permitted.

The students continued to attend all of their other classes until they started "homebound instruction," which some of them chose to do earlier in the pregnancy than seemed medically necessary. The social worker tried to maintain a postpartum discussion group for the girls struggling with conflicting roles as mothers, daughters, students, employees, wives/sweethearts, etc., but because of tight scheduling and because many of the girls already missed many days of school, teachers complained about their absence from class. This made it very difficult to keep the group together.

In order to alleviate some of these problems, Urbana has changed the program somewhat this year by including postpartum as well as antepartum students in the same class. The group planning the program met many times in the spring and summer to develop objectives and to schedule units taught by various team members. It became obvious that we needed money to purchase some additional materials which the school district could not afford. A proposal and request was submitted to the March of Dimes and they graciously granted us a one time sum for books, pamphlets, filmstrips, a "real" baby doll to practice on, etc.

Objectives of Home and Family Education Class include:

1. Providing necessary information for student to cope with the multitude of problems, decisions and conflicts which arise,
2. Providing each girl with an unsegregated educational experience to promote social and emotional well-being during pregnancy,
3. Encouraging completion of high school, and
4. Providing an opportunity for school age parents to explore the growth and development of their children.

The Home and Family Education class meets daily at 8:00 A.M. This is not an ideal time, particularly for girls in their first trimester, but because of class and work schedules it is the only feasible time. Students enter the class as soon as they are identified as being pregnant. The social worker who is now coordinator of the program interviews each student, discusses various options, and makes any necessary schedule changes. The class is encouraged but is not mandatory. Some are unable to enroll because of heavy class schedules. Pregnant students

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[1] "Teenage Pregnancy—A Major Problem for Minors," Zero Population Growth Paper, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.

(continued from page 209)

The key to good care, including good nutritional care, is recognizing the many and varied needs of the pregnant adolescent and seeing that she enters a comprehensive program of care. Home economics teachers can play an important role in the development and implementation of such programs.

take the course in place of physical education. Postpartum students have the option of enrolling for one semester when they return to school after their six-week checkup.

Pregnant students are strongly encouraged to stay in school as long as possible, since their class work as well as social and emotional adjustments are improved when they stay with their peers. There is no elevator in our three-floor school; thus, some of the girls find the last month very difficult and do start the Homebound Program. If the doctor feels it is medically necessary, they may start earlier. Homebound teachers keep in touch with classroom teachers and help the student keep up with as much classwork as possible.

The class is taught by a team of five, each planning and teaching units in her area of expertise. The team includes a social worker, school nurse, public health nurse, food service director and a community resource coordinator. The social worker leads discussions in the emotional demands of parenting, interpersonal and family relationships, values clarification, communication skills, assertiveness training, and developing long-term goals. The high school nurse teaches a child development unit, including normal growth and development with emphasis on reasonable expectations for the infant, care of a sick child, preventive health care, infant feeding, etc. The nurse from the local public health district is a qualified LaMaze instructor and teaches the unit on body physiology and labor and delivery. She also does home visits and keeps in touch with the students who are in the Homebound Program.

New to the program this year is the food service director for the school district. In addition to her job of running the school lunch program, she is very interested in nutrition education and teaches a unit on nutrition. We all feel that nutrition is probably the most important unit of all during pregnancy. She also includes information on consumerism, budgeting, and use of WIC (food supplements for Women, Infants, and Children provided by a federal program). She periodically has the students plan and cook a meal for the rest of the teachers.

The fifth team member uses the community's resources and coordinates field trips to hospitals, the Planned Parenthood Clinic, WIC, a local day care center that accepts infants of school age mothers, etc. The five team members meet at least once a month to plan and coordinate units and to discuss progress of each of the girls. Grades are a combined decision of the various teachers. Some testing is done in some of the units, but the wide range of ability levels in the class makes testing a problem.

During most of the units, information is equally appropriate for both prenatal and postnatal students, but during the LaMaze sessions, the postpartum group meets for more in-depth discussion of infant care problems, infant stimulation, or perhaps to play "The Nutrition Game"[2] which teaches nutrition principles painlessly.

Each student is required to do two projects each semester in some area covered in class. The student chooses a topic and is assigned to one of the five teachers who can help acquire materials and plan a paper. In addition to books, pamphlets, and magazines, we have a vertical file of clippings and other information on a variety of subjects. A partial list of materials is included in the reference list.

Through an interdisciplinary program at Urbana High School, we are trying to meet the educational needs of pregnant teenagers. We feel that the program has to be comprehensive in order to help these young women through a difficult time in their young lives. Mentally and physically healthy mothers and children are the hoped-for outcomes of our efforts.

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Parenting Curriculum (6 workbooks). Consortium on Early Childbearing and Childrearing. Child Welfare League of America, Inc., Suite 618, 1145 Nineteenth St., N.W., Washington, D.C. 20036.

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[2]Hazel Taylor Spitze, *The Nutrition Game*, Graphics Company, P.O. Box 311, Urbana, Illinois 61801.

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ON BECOMING ADULTS:

A Review of Sheehy's *Passages*

The predictable crises of childhood have been well documented by child psychologists over the past 25 years. This understanding of personality growth has been useful in guiding our offspring from birth through adolescence. But once the adolescent period is over, what lies ahead? We approach adulthood geared for problem solving, prepared to manipulate things and to maneuver around obstacles. However, according to Sheehy, "We have little understanding that even as grown-ups we may alternate between being in step and being off balance both with ourselves and the forces in our world."

In America, perhaps more than in any other society, we seem to hold the assumption that adult life is ordained to be safe, secure, and serene and anything which interferes with this view is evidence of our failure and our inadequacies. Such a notion of adult life is a heavy burden and it is debilitating. In *Passages: Predictable Crises of Adult Life*, Sheehy sets out to do for adult life what Gesell and Spock had done for childhood—to draw up a descriptive (not prescriptive) developmental sequence of adulthood. She begins with the hypothesis that the various conflicts and crises of adult life might well be viewed not as failures or disorders but rather as the same kinds of developmental surges that we have learned to expect in children. Sheehy's research reveals that not only are there crises in every life, not only do they occur with reasonable predictability, but they are normal.

In *Passages*, Sheehy attempts (1) to compare the developmental rhythms of men and women, (2) to examine the predictable crises for couples, and (3) to provide a framework for self-examination which could help others who, like herself, were caught in the snarls of adulthood. I think she succeeds. The research is imaginative and thorough and she utilizes a wide range of sources. For men and women interested in gaining greater control over their own lives and for those concerned with human development and family life education, the conclusions are interesting, plausible and useful. She starts the book with a survey of current theories of Erikson, Levinson, and others who have postulated definite growth and transition stages in the normal psychological development of adults.

Sheehy's study grew out of a personal crisis. "I was talking to a young boy in Northern Ireland where I was on assignment for a magazine when a bullet blew his face off. That was how fast it all changed." In her middle thirties, her "happiest and most productive stage," she suddenly found herself quarreling with friends and floundering in her work, suffering intense but unaccountable terrors and strange physical symptoms. By talking with others and by reading she attempted to make some sense of her own midlife crisis. She concluded that somewhere between 35 and 45 we commonly discover mortality as a fact, not an abstraction. The last remnants of childhood security dissolve. There is no one with you. There is nobody who can keep you safe. There is nobody who will not ever leave you. We are on our own, responsible for ourselves in a world abruptly understood as precarious, and facing the reality that our life is half over. That is, in effect the "mid-life crisis," an emotional event as predictable as the onset of puberty and often as stormy.

From this beginning Sheehy embarked upon the research that was to help her delineate the other stages of adult development. From the study of 115 individual case histories she has identified the predictable crises of adulthood. For her, a crisis is the strategic interplay of stable periods and critical turning points. However, because our culture's interpretation of crisis is often one that implies personal failure, she refers to these critical transition periods as *passages*. She identifies the major stages of adulthood as: Pulling Up Roots, The Trying Twenties, Catch-30, The Deadline Decade, and Renewal or Resignation. Sheehy's thesis is that everyone comes to each crisis and that everyone must resolve the crisis before progressing with new strength and vitality to the next stage. Attempts to dodge, ignore or camouflage the crisis will only prolong the period or necessitate backtracking at a later date when it may be even more painful.

Pulling Up Roots

Before 18, our inner voice says, "I have to get away from my parents." But the words are seldom reflected in action. After 18, we begin pulling up roots in earnest. In attempting to separate ourselves from our parents we cast about for beliefs and values we can call our own. This process of reality testing often draws us to ideas and beliefs which are foreign to our parents.

The tasks of this passage are to locate ourselves in a peer group role, a sex role, an anticipated occupation, an ideology or world view. Just as one part of us seeks to become an individual, another part of us longs for a relationship with another person. A popular myth of this passage is: We can piggyback our development by attaching to a stronger one.

A stormy passage through this first adult stage will probably facilitate the normal progression of the adult life cycle. "If one doesn't have an identity crisis at this point," concludes Sheehy, "it will erupt during a later transition, when penalties may be harder to bear."

The Trying Twenties

How to take hold in the adult world is the question of the Trying Twenties. Our focus shifts from the inner turmoil of "Who am I?" and "What is truth?" to "How do I put my aspirations into effect?" "What is the best way to start?" "Where do I go?" "Who can help me?" "How do you do it?"

The task of the twenties is to shape a dream, that vision of ourselves which will generate energy, aliveness, and hope. We seek to prepare for a life work, to find a mentor if possible, and to develop a capacity for intimacy.

Doing what we "should" is the driving force in the twenties. The "shoulds" are largely defined by family models, the press of culture or the prejudices of our peers.

A terrifying aspect of the twenties is the inner belief that the choices we make are irrevocable. It is largely a false fear, for change is quite possible and probably inevitable. Two impulses are at work; one is to build a firm safe structure for the future, to "get set." The other is to explore, experiment and keep the options open. The motto of this period is, "I'm different."

Catch-30

Impatient with doing the "shoulds," a new vitality surfaces as we approach 30. Both men and women speak of feeling narrow and restricted. They blame all sorts of things but in reality they have outgrown the career and personal choices of the twenties. New choices must be made and commitments altered or deepened. To do so involves great change, turmoil and often crisis—a simultaneous feeling of being at rock bottom and ready to break out.

One common response is the tearing up of the life we spent most of our twenties putting together. It may mean setting new goals or modifying others to be more realistic. The single person feels the push to find a partner, the homemaker longs to venture into the world. The childless couple reconsiders children and almost everyone who is married, especially those married for more than seven years, feels a discontent. For the couple experiencing Catch-30, it is perceived as a lack of mutuality and being out of "sync" with each other or psychologically being in different places at the same time.

The Deadline Decade

Time starts to squeeze in the mid-thirties. We have reached the halfway mark. The loss of youth, the faltering physical powers, the fading purpose of stereotyped roles, the spiritual dilemma of having no absolute answers—such thoughts usher in a decade between 35 and 45 that Sheehy calls the "Deadline Decade." It is a time of both danger and opportunity and those who make the most of the opportunity will have a full-blown authenticity crisis. To come through this authenticity crisis, we must reexamine our values and reevaluate how we will use our resources from now on. "Why am I doing all of this?" "What do I really believe in?"

Women experience this passage earlier than men do. In spite of all their qualms and confusion about where to start looking for a new future, this is usually an exhilarating period for women. An assertiveness begins to emerge, a stronger ego.

Men respond to the Deadline Decade by pressing down harder on the career accelerator and viewing it as "my last chance" to pull away from the pack. Men discover that they have been too anxious to please and too vulnerable to criticism. Regardless of the level of achievement he has attained, the man of 40 usually feels stale, restless, burdened, and unappreciated. He worries about his health and he wonders "Is this all there is?" He may make a series of departures from well-established base lines, including marriage. A more tender, care-giving side emerges.

Renewal or Resignation

Equilibrium is regained and a new stability is achieved somewhere in the mid-forties. If one has refused to confront the mid-life transition, a sense of staleness will calcify into resignation. One by one, the safety and supports will be withdrawn from the person who is standing still. Loneliness becomes pervasive. Parents will become children; children will become strangers; a mate will grow away or go away; the career will become just a job. And each of these events will be felt as an abandonment. This crisis will probably resurface again around 50 and although its impact will be greater, it may just be strong enough to push the resigned person toward seeking renewal.

For those who confronted self in the middle years and found a renewal of purpose, these may be the best years of their lives. There is increased personal happiness for partners who can say, "I cannot expect anyone to fully understand me."

A depressing idea, one foreshadowed in *The Greening of America*, emerges from this research. The American Dream, as embodied in both the rags-to-riches corporate life and the happy-ever-after monogamous couple and their 2.08 children, might have been invented to make as many people miserable, failure-prone and "locked-in" as possible. The corporate life, as a vehicle for personal fulfillment is at best chancy and at worst debilitating. The drive for the top demands a singleness of purpose not at all compatible with the personality's changing needs. Because a man has sacrificed all other aspects of his personality to a single aspect, because he has sidetracked all crises but one, when he hits the top he is too often lonely, lacking in self-respect and self-fulfillment. The dream is empty. Each crisis has been avoided and the man at the top finds himself in the awesome position of having either to backtrack on a speeding train or to attempt, desperately, to deny the missing stages by dyeing his hair, pretending at youth and seeking out younger companionship.

A second picture which emerges from this book confirms what we have vaguely been aware of for some time. The couples in these pages are frequently out of step with each other. When the husband is feeling on top, flexing his muscles in his work and loving it, his wife is at home, a care-giver who bears and rears children with few opportunities to engage in the outside world. Then as she begins to define herself by her own talents, she finds herself locked in and must risk the disruption and unhappiness of her family to break out. Often this happens at the same time when her husband, either defeated or experiencing great success, returns to care-giving and a desire for a quieter, more intimate domestic life. A continuing marriage, then, depends either on each partner's being prepared to offer the other a personal autonomy that each is unaccustomed to giving or on one partner's willingness to accept a more narrow self-fulfillment.

Another interesting finding of the study is that one group of women is apparently happier than their sisters, or than men. These are the women who elect to stay single through the Trying Twenties, putting all of their energies into work and overcoming the single woman's perennial fear that personal autonomy inevitably means loneliness. When these women marry and bear children in their early thirties, their egos have been fulfilled by work, they happily turn to care-giving and relish the role of wife and mother. Even those who do not marry emerge happier than their housebound contemporaries or working men.

Another oddity that emerges is the attitude toward having children. Most of the couples in the study seem to believe that having a family is an inevitable burden, an enormous obstacle but one that must be surmounted. They seem to believe that having children is a duty to be performed for the greater good, to be done, to be endured.

A couple of notes of caution: Sheehy seems to be aware of the problems of overgeneralization but rather than addressing those problems she chooses to let the reader assume that responsibility. In addition, Sheehy fails to make clear that the developmental sequence is not universally valid. Subjects for the study were selected from the fairly well-educated, highly motivated American middle-class. Thus, the following questions seem to be important: Are these the predictable universal crises of adult life or more accurately of *American* adult life? And secondly, is this developmental sequence valid for those in the upper and lower classes of American society?

TEACHING TECHNIQUE

The following lesson is designed to help students become aware of the rollercoaster (in contrast to the stereotyped "smooth-sailing") aspects of adulthood. To stimulate, you may approach this lesson from the standpoint that students may be able to identify and affect (i.e., help or hinder) adults who are currently experiencing a passage or crisis, e.g., their parents or older siblings.

Concept: Predictable Crises of Adult Life

Objectives:

1. To identify the predictable crises of adult life.
2. To identify the developmental tasks of adulthood.
3. To be aware of the feelings and emotions that adults experience during times of crises.
4. To be aware of a variety of coping strategies that can help adults deal more effectively with their own life crises.

Generalizations:

1. Life is an everchanging process. There is always more to learn, unexpected events to experience and continuous choices to be made.
2. Adults, like children and teenagers, may alternate between being in-step and at-odds with themselves and their world.
3. Adults can expect to face a number of passages or turning points during their life. These crises are not unique; they have been and will be experienced by other adults.
4. Reading, talking with others who have experienced similar turning points, self-examination, and using a problem-solving process can help us cope more effectively with our own life crises.

Learning Activities:

1. Panel Discussion. Invite four adults to discuss the process of their growth and development. Suggested questions:
   A. How have your beliefs, values and goals changed since you were 18?
   B. What events have occurred in your life that you didn't plan or foresee?
   C. How did you feel and what were you thinking when you finished high school? College?
   D. How do those thoughts and feelings contrast with your thoughts and feelings at the present?
   E. What have been the points of greatest stress in your adult life?
   F. What have been/are your greatest satisfactions in your adult life?
   G. What are you looking forward to in the future?
2. Using the following guide, each student can conduct two interviews with adults.
   Introductory comments: I'm trying to learn more about how to cope with the stresses and strains of adult life. Would you be willing to tell me about a stressful period or incident in your adult life?
   If the answer is *yes*, ask the following questions:
   A. Would you briefly describe the stress situation?
   B. How old were you when you were dealing with this problem?
   C. How did you feel during this time of difficulty?
   D. Did you do anything that made the situation worse?
   E. What did you do that reduced the problem and made it more manageable?

   Discuss how the experiences of those interviewed compare to the developmental tasks and predictable crises identified by Sheehy in *Passages*.

(continued on next page)

TEACHING THE YOUNG ABOUT THE OLD:

An Advocacy for Education About Aging

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An athletic-looking, blonde-haired, teenage male sat across from a wrinkle-faced, gray-haired woman on a bus in a medium-sized midwestern town. The woman had just entered the bus by slowly climbing the stairs with the aid of the guard rails. After seating herself near the bus driver, she went about the task of finding her senior citizens tokens located somewhere deep inside her purse. As she searched for the tokens, the teenager stared at her, his eyes revealing a sense of denial and rejection. He stared and stared and then abruptly looked away. To himself he could have been saying: "I'll never look like that . . ." or "I don't want to grow old" or "I'm certainly glad I'm young. . . ."

Similar observations could probably be made in any city or small town across the nation. Such observations make us cognizant of a human relationship problem in this society: negative attitudes and feelings toward aging and older people. These attitudes are a result of our society's youth orientation which has provided the milieu for the creation and nurturance of agism (prejudice against older people because of their age). To rectify this situation, gerontologists and professional educators have called for education about aging, a curriculum designed to educate youth about the aging process and about older people. In this paper, I shall discuss the societal conditions which have led to a need for education about aging. In addition, this need will be further discussed by briefly reviewing statements by those who have advocated education about aging. Lastly, teaching ideas and an annotated list of relevant resources are provided to help home economics teachers include aging in their school curricula.

Societal Conditions

The need for education about aging is directly linked to the modernization and advancement in our present society. Cowgill and Holmes[1] and Rosow,[2] among others, argue that the status of the aged is inversely proportional to the rate of social change. In other words, the more rapidly a society changes, the greater decrease in the status of its older people. As a result, older people are not looked upon as valuable sources of knowledge since their skills, experiences and knowledge have become obsolete due to rapid social change. While this has not been found to be true in all societies experiencing rapid social change,[3] it is thought to be true in the United States. For example, in our society, a trade, once learned primarily in an apprenticeship with a skilled craftsman, is now acquired through vocational schools. With older people less often serving as "knowledge sources," our young people increasingly learn

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[1]D. Cowgill and L. Holmes, eds., *Aging and Modernization* (New York: Appleton-Century-Crofts, 1972), p. 332.
[2]Irving Rosow, "Old Age: One Moral Dilemma of an Affluent Society," *Gerontologist*, 2 (1962), 184-185.
[3]Erdman Palmore, *The Honorable Elders, A Cross-Cultural Analysis of Aging in Japan* (Durham, North Carolina: Duke University Press, 1975).

(continued from page 215)

3. Based on the interviews and panel discussion, discuss and identify strategies for coping with the stresses of adult life. Also see: "The Management of Stress," *Illinois Teacher* (September/October, 1977), 5-13.
4. Using the interviews and panel discussion as a base, identify the feelings experienced by those adults during times of crises. Compare these feelings to the kinds of feelings teenagers experience during stress.
5. Draw a time line showing personal goals and plans for the future. Then write a short paper identifying potential obstacles to attaining these goals.
6. Discuss how knowing what to expect gives us greater confidence to deal with events when they do occur.

attitudes and an interpretation of life from their peers or directly from the mass media. In turn, the influence of the "older person's perspective" on life has greatly diminished.

Rapid social change has moved our society from rural and agricultural to urban and industrial. This change has had an effect on the status of the aged and on the collective attitudes of this society toward its elders. At one time, small rural communities and neighborhood structures in larger cities could effectively acommodate older people. However, urbanization and industrialization have brought about greater residential mobility and the alienation characteristic of urban environments.[4] As a result, old people have easily become the "invisible, hidden minority." Industrialization, along with other factors, has had an effect on the productivity of older people in this society. Industrialization, the influx of immigrant workers and the replacement of certain skills with technological advancement diminished the need for older workers.[5] Moreover, the passage of the Social Security Act in 1935 resulted in mandatory retirement policies and an institutionalization of the age at which people were seen as having reached old age. All of these factors have had a debilitating effect on vocational productivity of older people. Marxian theory[6] asserts that culture and social structure are determined by the economic system and that a person's status is determined by his/her relationship to the means of production. In following this theory, once a person is divorced from vocational pursuits as a result of mandatory retirement, his/her status is necessarily lowered. Although some would argue against its general applicability in all capitalistic societies,[7] this theory seems to be applicable in our society. Thus, lowered status as a result of industrialization and a greater invisibility as a result of urbanization have had a negative effect on the collective attitudes of our society toward its elders. For the young, older people's loss of status and increased invisibility have not only made them less likely knowledge sources, but generally less physically accessible as well.

Kinship and family ties have also been affected by the rapid social change in our society. It is argued that the status of the aged is higher in societies which have the extended form of the family and lower in societies which favor the nuclear form.[8] In the nuclear family structure, obligation to one's spouse and children take priority over obligations to parents. Although adult children still help aged parents, especially in blue collar families, the major responsibility for old people has shifted from the family to the government and other formal organizations.[9] This particular societal condition explains, to a great extent, the need for education about aging. With the extended family structure, education about aging took place in the home where grandparents, great aunts and uncles were available for one-to-one relationships with young children. With the change to the nuclear family, the absence of the elders in the home has led to less interaction between the young and old generations. Contact between these two age groups is a salient factor since research indicates that direct contact with healthy older people seems to improve attitudes of the young toward the aged.[10] Thus, unlike their nuclear family counterparts, young people in the extended family structure grew up with older people in the household which necessarily resulted in their having a better understanding of the aging process and a higher regard for old age.

Related to the change in kinship ties in our society is the spirit of individualism. Rugged frontiersmen and frontierswomen who settled this country had to adopt this attitude as a means of survival. However, individualism continues to be valued in this society and is related to the quest for the "American Dream" where one can supposedly start with nothing and become successful as a result of hard work and determination. Valuing individualism does not facilitate collective efforts. A society that has internalized this mode of thinking would be less likely to form strong kinship ties, and an obligation to one's elders would not be of top priority.

Other societal conditions have led to a need for education about aging. For example, age segregated retirement dwellings, senior citizen centers and social programs specifically designed for older people have helped to increase the segregation of young and old, although

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[4]Rosow, *op. cit.*

[5]*Age Discrimination in Employment of Older Persons: A Review of Federal and State Legislation and Enforcement.* A Collaborative Project of the Center for Advanced Study, University of Illinois at Urbana-Champaign and the Illinois Department on Aging, August, 1977, p. 5.

[6]Lewis S. Feuer, ed., *Basic Writings on Politics and Philosophy, Karl Marx and Friedrich Engels* (New York: Anchor Books, Doubleday and Company, Inc., 1959).

[7]Palmore, *op. cit.*

[8]Roscow, *op. cit.*

[9]Cowgill and Holmes and Rosow, *op. cit.*

[10]Ruth Bennett, "Attitudes of the Young toward the Old: A Review of Research," *Personnel and Guidance Journal,* 55 (1976), 139.

these developments may greatly benefit older people as a collective. The segregation and isolation of older people have led to age grading on the part of the young toward the old and vice versa. Age grading is the expectation that persons of certain ages should have certain behavioral characteristics.[11] Thus, as "youth" is associated with physical and mental vigor, carefree lifestyles, speed and beauty, the expectations of "old age" are declining physical and mental powers, unattractiveness, conservatism and inflexibility. Age grading can also result in a confusion between physiological and psychological aspects of aging. As gray hair and wrinkles increase and muscle mass decreases with old age, there is the stereotypic belief that mental capacities necessarily decline. The frequent use of the word "senile" to describe an older person's behavior is a good example of this confusion. In addition, individual differences are sometimes overlooked as old people are "lumped together" as a homogeneous group. Thus, a healthy, active, gray-haired retiree may be thought of as "senile" just as easily as an unhealthy, inactive, gray-haired retiree of the same age. The irony is that neither may be senile since senility is a disease that causes a cognitive deficiency and is not an inevitable consequence of a specific chronological age.[12]

The societal conditions discussed in this section have had a detrimental effect on attitudes of our society toward aging and toward older people. As Butler[13] states: "Our popular attitudes could be summed up as a combination of wishful thinking and stark terror. We base our feelings on primitive fears, prejudices and stereotypes rather than on our knowledge and insight." The "stark terror" Butler speaks of is a person's inability to come to terms with his/her own aging. This terror necessarily lessens as one enters the latter end of the life cycle. Aging, then, is a process we *all* must experience. As Bennett[14] relates: "The aged are not an exotic minority group, toward whom some people can feel detached but sympathetic. The aged are all of us."

Coming to terms with aging can come early rather than late in the life cycle. In fact, educating students about the aging process is a form of anticipatory socialization since it socializes and prepares youth for certain inevitable events, processes and/or situations related to aging.[15] However, education about aging at the secondary level is seen not only as a way to help students come to terms with their own aging but also as a way to help them develop positive attitudes toward the aging process and toward older people.

An Advocacy for Education about Aging

There has been an increasing emphasis on the inclusion of education about aging in school curricula. Perhaps the most notable push for education about aging was made at the 1961 and 1971 White House Conferences on Aging. Both conferences recommended that there should be a coordinated effort by the government, the media and public and private educational institutions to help educate the American populus about aging. Specifically, recommendation XVIII of the 1971 White House Conference on Aging[16] stated:

> A national awareness campaign must be initiated through mass media and through educational systems to promote better understanding by society of the nature of the aging process, the needs and interests of older people, and the positive contributions and potential, untapped resources of older persons.

Subject matter specialists in diverse fields of study have joined in the push for education about aging. For example, the Subcommittee on Aging Education of the American School Health Association recommended that a multidisciplinary approach (i.e., biological, social and behavioral sciences) be used to develop and implement comprehensive programs in education about aging in the public schools.[17] At the post-secondary level, some social work educators feel that field placement in agencies serving the aged is an inadequate experience to learn

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[11]H. Lee Jacobs, *Youth Looks at Aging* (Iowa City: The University of Iowa, 1964), pp. 16-17.

[12]Douglas C. Kimmel, *Adulthood and Aging, An Interdisciplinary Developmental View* (New York: John Wiley and Sons, Inc., 1974), p. 326.

[13]Robert N. Butler, *Why Survive? Being Old in America.* (New York: Harper and Row, 1975), p. 2.

[14]Bennett, *op. cit.*

[15]Betsy Bennett, "Social and Psychological Aspects of Aging," *Tips and Topics in Home Economics*, XVI (March, 1976), 2.

[16]*Toward a National Policy on Aging*, Proceedings of the 1971 White House Conference on Aging, Vol. II, Conference Findings and Recommendations from the Sections and Special Concerns Sessions.

[17]Subcommittee on Aging Education, ASHA Study Committee on School Health Education, "Education About Aging," *The Journal of School Health*, XLVI (September, 1976), 417.

about aging. Instead, life-span education, particularly the aging phase, should permeate the social work curriculum.[18]

Home economics, however, has probably been identified as the most practical subject matter area for teaching about aging, especially at the secondary level. Havighurst[19] realizes this when he states: "The teachers most ready to teach such a course ['Preparation for Aging'] are those in the fields of sociology, psychology or home economics. However, the first two disciplines are seldom taught in high school. But home economics *is* taught, and taught by well-trained people." In the same vein, the AHEA Position Paper on Aging states that: "An understanding of aging should be built into life experiences and into the school curriculum at the various levels of the educational system."[20] Moreover, the Position Paper advocates home economics as the subject matter for teaching about aging: "Home economics educational programs treat aging as a normal process in human development and have integrated into their courses a consideration of the responsibility of the individual and of society in meeting the needs of older people."[21]

Although the need for education about aging is well documented, there has been a scarcity of resources available for secondary educators to use to incorporate aging into their curricula. Gradually, however, professional educators are developing curriculum materials. (See annotated resource list.) Nevertheless, more materials are needed and an increasing concern is how effective these materials are in helping students to improve their attitudes toward aging.[22] Therefore, we must concentrate our efforts not only on sharing the materials that we develop, but on carefully evaluating their effectiveness.

TEACHING TECHNIQUE

One means of helping students to understand aging better is by familiarizing them with the facts about old age so that they may dispel the misconceptions about this age group. The following lesson concentrates on some of these facts as well as the stereotypes we often have about older people.

Objectives: 1. Identify some of the stereotypes often associated with older people.
2. Become aware of some of the facts about older people.

Stereotypes and Facts of Old Age

The following are seven common stereotypes about old age. Each stereotype is accompanied by factual information. To stimulate interest and discussion, you may want to make a bulletin board displaying the stereotypes and facts.

STEREOTYPES . . .	FACTS . . .
Many people believe that a person is "old" once a certain age is reached. Since retirement usually occurs between age 60 and 65, we often assume that when a person reaches retirement age, s/he is "old."	Growing old includes physical, social, mental and chronological aging. Each person may age at a different rate for each of these. For example, a person who is 65 chronologically may be much younger physically, socially and mentally. Hence, "old" cannot be determined by a person's age alone.
The belief that old people are unproductive and are of little use to society is another common stereotype. We often believe that older people can make few contributions because they may no longer be employed.	Without health problems, old people tend to remain productive and actively involved in life. Involvement may include religious, recreational and family activities. Statistics show that many old people remain employed past age 65. Those that do retire often obtain part-time jobs or do volunteer work.
Another general belief is that old people disengage. Disengage means to withdraw from society or to isolate oneself. It is often assumed that older people seldom replace the friends and relatives lost through death. As a result, these individuals increasingly "keep to themselves."	Although some people *do* withdraw, it is considered only one of the *many* patterns of aging. Thus, it cannot be considered a natural part of the aging process for everyone.

[18]Elaine M. Brody, "Serving the Aged: Educational Needs as Viewed by Practice," *Social Work*, 15 (1970), 50.
[19]Robert J. Havighurst, "Understanding the Elderly and the Aging Process," *Journal of Home Economics* (April, 1974).
[20]Irene H. Wolgamot, "American Home Economics Association Position Paper on Aging," *Journal of Home Economics*, 63 (December, 1971).
[21]*Ibid.*
[22]David A. Peterson, "Educational Gerontology: The State of the Art," *Educational Gerontology*, 1 (1976), 65.

Many people believe that old people are inflexible and do not want change. It is often assumed that they only think of "the good old days." Hence, it is believed that old people find it difficult to adapt to the many changes that occur in our society.

The ability to change or adapt has little to do with a person's age. Rather, it has more to do with a person's lifelong character or personality. Some young people can be considered inflexible and as they age, they will probably continue to be this way. Likewise, some young people adapt to change readily. When they age, they will more than likely be the same.

A very popular stereotype is that all old people are "senile." The word senility is used very loosely. Many people assume that it means that an old person has lost some of his/her mental capacity. For example, if an old person is forgetful, we often immediately assume s/he is senile!

Senility is a mental disorder resulting from brain damage. Some older people become senile, but *most* do not. Some older people do suffer from anxiety and depression as do many young and middle aged people. Often this behavior is considered senility when it actually is not. Anxiety and depression can be treated.

The belief that old age is a time of the "golden years" is another common misconception. Many feel that retired older people have a lifestyle that includes ample time and money.

Old age can be an enjoyable time in one's life. This is true for many old people. However, "golden years" of old age are not always the lifestyle of aged individuals. Some older persons experience stress due to problems such as lack of enough money and feelings of uselessness. Thus, although growing old *can* be enjoyable and fulfilling, it may not be for all people.

A stereotype that is quite common is the belief that old people have a decline in their ability to learn. The often quoted statement that "you can't teach an old dog new tricks" has done much to continue this belief.

Experts in the field of adult learning and development have found that the ability to learn does not decline with age. Most older people are still able to function at about the same intellectual level as when they were young, although it may take them longer to complete the learning task. The factor that usually helps or hinders learning for older people is self-concept. If an older person feels positive about his/her ability to learn, then learning will most likely take place. On the other hand, negative feelings about one's learning ability will severely limit the acquisition of knowledge and skills. In addition, whether or not a person continues to be an active learner throughout life is an important factor.

This teaching technique is adapted from *Exploring Our Attitudes Toward Aging*, by Penny Ralston. Innovative Teaching Techniques, Division of Home Economics Education, University of Illinois, 1977.

Learning Activities

1. How do the mass media portray older people? You can have students keep a notebook of advertisements, cartoons, newspaper and magazine articles which portray older people. You can also have them write a short description of radio and television shows they have observed. For each item collected, students can write a short paragraph explaining how it reinforces or dispels stereotyped beliefs about older people. This same activity can be done by using the theme of the aging process rather than older people. Students can collect items showing how the mass media attempt to keep us looking, acting and feeling young. (Examples: hair coloring to get rid of gray hair, tonics to keep one feeling young, creams to remove wrinkles, etc.)
2. Over a period of a week, students can become observers of human behavior. At strategic public places, such as grocery stores and laundromats or in family settings, suggest that they listen and record statements that they may hear concerning older persons. Also, suggest that they keep a record of various actions that may take place (e.g., someone helping an older person carry his/her groceries). Both positive and negative statements and actions should be recorded. You may want them to note when and where the observations take place, then they can write a short paper giving their reaction to the observations. What stereotyping did they observe? How did they feel when the statements were said or when the actions took place? How have their observations affected their own behavior and thoughts in regard to older people?
3. The following futuristic activity will help students relate the aging process to their own lives. You may want to have students do this activity twice, first as an introductory activity and then as a follow-up to the discussion of stereotypes and facts. Students may find it interesting to compare and note the changes made when the activity is completed the second time.

   What will you be like fifty years from now? Pretend an extraordinary machine allows you to see yourself in the future. In a futuristic paper, can you describe what you will be like after the turn of the century? The following points can be included:

   a) Describe your relationship with your family. Did you marry? Have children? Do you have grandchildren? Do you see them often? Is your spouse (husband or wife) still living? Are your parents and sisters or brothers still living? If so, how often do you visit?
   b) What have you done for the last fifty years? Did you work? Describe the work experiences you had. Are you retired from your job? Did you make any preparation for retirement? How do you feel about being retired?

c) Where are you living? Have you moved far away from where you grew up? What places have you lived in the last fifty years?
d) How do you feel about your age? Do you feel old? How have your lifetime experiences affected you as an old person?

Questions for Discussion

1. Why do some people believe stereotypes about older people?
2. How might the belief of stereotypes affect our relationships with older people?
3. How will knowing the facts about older people affect our relationships with them?
4. How might the belief of stereotypes affect our attitudes toward the aging process?
5. How will knowing the facts about older people affect our attitudes toward the aging process?

RESOURCES FOR TEACHING ABOUT AGING

To help you include aging in your curriculum, the following resources are listed. A brief description of each resource is given.

Barbone, Mary J. "The Young and the Elderly—Our Best Resources." *What's New in Home Economics.* Human Development, Teaching Supplement #7, Vol. XXXIX, No. 7, April 7, 1975. 4 pp.
The main theme of this resource unit is bridging the gap between the young and the old. The author provides teaching techniques, student activities and a lengthy listing of resource organizations and agencies for the aging and their families.

Butler, Robert N. *Why Survive? Being Old in America.* New York: Harper and Row, 1975. 496 pp.
In a comprehensive examination of the present conditions of the aged in the United States, a well-known gerontologist documents the problems of housing, economic support and medical care and proposes broad new programs designed specifically for the elderly in this society. He also discusses the social myths about growing old which leads to "agism." The large bibliography along with the directory of helpful services for old people help to make this book an excellent reference for educators.

Cameron, Marcia J. *Views of Aging, A Teacher's Guide.* Resources in Aging Series, Institute of Gerontology, The University of Michigan—Wayne State University, 1976. 179 pp.
This teachers' guide provides content, teaching techniques and learning activities on aging that can be incorporated into various courses at the secondary level. Major units include: "A Personal View of Aging," "Environmental View of Aging" and "A Societal View of Aging." Mini-units for incorporating lessons on aging in the subject matter areas of art, biology, career education, consumer education, economics, English, health, history and political science are also included. The appendices add to the usefulness of this teachers' guide. Various reference lists and related papers that provide background information on aging are collected here to further aid teachers in incorporating aging into their curricula. This teachers' guide may be purchased for $6.00 from the Institute of Gerontology, 520 East Liberty Street, Ann Arbor, Michigan 48109.

Dancy, Joseph, Jr. *The Black Elderly, A Guide for Practitioners.* The Institute of Gerontology, The University of Michigan—Wayne State University, 1977. 56 pp.
This manual provides a comprehensive and accurate accounting of the cultural background, traditions, needs, problems and strengths of the black elderly. The three sections of the booklet cover society's stereotypical view of aged blacks; major problems of aging affecting the black elderly; and the differential Afro-American cultural patterns practitioners may encounter when working with aged blacks. The manual also has appendices which include an outline for a training program for practitioners; an annotated selection of films and videotapes; and a list of various organizations and educational institutions which have a special interest in the black elderly. The booklet may be purchased for $4.50 from the Institute of Gerontology, 520 East Liberty Street, Ann Arbor, Michigan 48109.

Focus on Aging, Selected Articles from the Journal of Home Economics. Washington, D.C.: American Home Economics Association, 1977. 55 pp.
This booklet is a compilation of fourteen selected articles related to aging that have appeared in recent issues of the *Journal of Home Economics.* Included are the AHEA position paper prepared for the 1971 White House Conference on Aging, an article by Robert J. Havighurst on understanding the elderly and the aging process and an article entitled "Companion to the Elderly" which describes a pilot course taught by a secondary home economics teacher. The booklet may be purchased for $4.00 from AHEA, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036.

Jacobs, H. Lee. *Youth Looks at Aging.* The University of Iowa: Institute of Gerontology and Division of Extension and University Services, 1964. 41 pp.
This unit outline is one of the earlier curriculum guides developed for education about aging. While the content may be somewhat dated, the suggested teaching techniques are still useful.

Kimmel, Douglas C. *Adulthood and Aging, An Interdisciplinary Developmental View.* New York: John Wiley and Sons, Inc., 1974. 490 pp.
Using an interdisciplinary developmental approach, this book is a good reference for looking at aging throughout adulthood. The literature in the disciplines of psychology, sociology and physiology are used to provide the content of the chapters. Case examples of adults who are at different points in the adult life span are interspersed throughout the book.

National Council on Aging Publications List. Washington, D.C.: National Council on Aging, Inc., 1975.
Resource materials published by the National Council on Aging are listed in this booklet. Books, pamphlets,

brochures, bibliographies and other resources related to various aspects of aging are included along with ordering information. This publication list can be acquired by writing the National Council on Aging, Inc., 1828 L Street, N.W., Washington, D.C. 20036.

"Old Age Conspiracy." *Current Lifestudies*, March, 1977, pp. 20-21.

This short lesson helps students to empathize with how older people are often treated in this society and gives suggestions as to how students can bridge the generation gap. *Current Lifestyles* is published monthly by Curriculum Innovations, Inc. during the school year. Annual subscription rate per student is $3.50. For more information, you may write: Curriculum Innovations, Inc., 501 Lake Forest Ave., Highwood, Illinois 60040.

Rich, Thomas A., and Alden S. Gilmore. *Basic Concepts of Aging, A Programmed Manual.* Washington, D.C.: U.S. Government Printing Office, 1972. 148 pp.

Utilizing programmed instructional methods, this learning device gives students a basic knowledge of aging. Nine main concepts of aging are covered including: psychology and aging, social aspects of aging, economic issues, and housing. This programmed manual may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number: 1762-00072; price, $1.25). Or you may write: College of Social and Behavioral Sciences, Aging Studies Program, University of South Florida, Tampa, Florida 33620.

Tips and Topics in Home Economics, Vol. XVI, Nos. 3 and 4, 1976. Theme of issues: The Later Years (Part I) and The Later Years and Death (Part II). Texas Tech University, Lubbock, Texas.

These issues provide relevant content and teaching tips for integrating aging into the various subject matter areas of home economics. Back issues of *Tips and Topics in Home Economics* are usually available for under $1.00 each. Subscription to this quarterly publication is $4.00 a year in the United States and Canada and $5.00 in foreign countries.

PERCEPTION AND UNDERSTANDING OF THE ELDERLY: A High School Unit

To assist teenagers in understanding older people and the aging process, a gerontology unit was begun at Marie Curie High School in Chicago in the spring of 1977. The title of the unit was "Perception and Understanding of the Elderly." The main objectives of the unit were: (1) to teach the aging process in order to better intergenerational communication, (2) to teach the process of aging as a part of the life cycle and (3) to prepare students for the changing financial status of the retirement years. A proposal has been made to extend the 5-week unit to ten weeks to be taught in the senior "Personal Development and Family Living" class.

Mr. James Pletz, Ms. Spisak and Students.

DEVELOPING THE COURSE

Loretta Joan Spisak
Home Economics Teacher
Marie Curie High School
Chicago, Illinois

Developing a relevant course on aging for high school students required competent people, timely data and creative techniques.

Establishing Consultants

Since few materials were available, it was necessary to seek resource persons to serve as consultants. The consultants included a PTA member who is a nursing home coordinator, a college professor, a psychologist, a civic leader, a physician and a gerontologist.

Content Material

Having established a base from which to build the course by using the input of the consultants' experience and accomplishments, it was then necessary to develop content material.

The students were asked to list any questions they might have concerning the lack of communication with an elderly person they might know. The questions included biological, psychological and physical conditions, as well as social situations. The students were told that the questions would be answered during the class sessions or when the panel of older people came to speak to the class.

Library books on the aging process selected from a college reading list served as reference material in preparing class lectures. Dr. Regina Kulys, Research Associate and Lecturer of Gerontology at the University of Chicago, served as a consultant in collecting the materials. These materials were coordinated with those prepared by James Pletz, Specialist on Aging, Chicago Public Library. Mr. Pletz co-taught the course with the author. Some of the topics included the status of the aged in today's population, the aged in the family, retirement years, and positive strategies in working with older people.

To develop admiration, respect and trust with the senior adults with whom they came in contact, an understanding of the changes caused by the aging process in the biological, physiological, emotional and sociological areas was necessary. Emphasis was placed on what is in store for the present teenager when s/he gets old if the guidelines suggested are ignored.

Guest Speakers

Experts in various areas of dealing with the elderly were invited as guest speakers. These included a lawyer, a dietition, a college professor, a psychologist, and an international traveler. The "Problems of Aging" provided the students a broad perspective of the resources available from the Mayor's Office for Senior Citizens and Handicapped. Representatives from the following departments discussed other available services: Manpower and Social Services, Urban Progress Center, Information and Referral, and the Greater Lawn Mental Health Clinic. To increase intergenerational understanding between the young and the old, Barry Fieldsteel, the Director of the Southwest Area Office, the Mayor's Office for Senior Citizens and Handicapped, served as a coordinator for a panel of older adults from varying backgrounds who discussed "The Beauty of Aging."

Sensitivity Sessions

It is said that understanding helps to dispel fears and confusion. With this in mind, sensitivity sessions were developed in which a "loss of hearing" record was played eliminating high frequency sound. Eye glasses simulating glaucoma and cataracts were worn by the students as well as plastic showing dim outlines as experienced when partially blind. To empathize with those suffering from arthritis, the class was asked to thread a needle and button a coat while wearing mittens. These techniques afforded the students experiences with the cumulative effects of a disease accentuated by biological aging.

LEFT: Mr. James Pletz, Ms. Spisak and students trying on glasses simulating cataracts and glaucoma.

RIGHT: Mr. James Pletz, Ms. Spisak and students trying to thread a needle with gloves simulating arthritis.

LEFT: Mr. James Pletz, Ms. Spisak and students simulating blindness with plastic.

RIGHT: Ms. Spisak, Mr. James Pletz, and students listening to "loss of hearing" record.

Available Movies

Three outstanding movies were shown which were available through the Chicago Public Library.

1. "The Shopping Bag Lady"—This movie shows the resulting tender relationship between a formerly unconcerned teenager and an elderly woman whose entire worldly possessions are contained in two shopping bags.
2. "Pleege"—This story takes place in a nursing home showing the gentle and loving communication between a senile woman and a member of her family.
3. "String Bean"—An elderly woman lives alone in a run-down tenement. Her only joy in life is watching her meager string beans grow.

Experiences With the Elderly

Many of the students expressed an interest in working personally with older adults. For Mother's Day the class made floral tray favors which were used by Holy Cross Hospital in Chicago for the Home Delivered Meals program. The students assisted the volunteers during the Spring Clean-Up week vacation in delivering the meals to the home bound patients. Another positive social experience was planning a fashion show and tea for the Archer-Curie Senior Citizens group. The Wendy Ward Fashion Consultant from Montgomery Ward's Department Store featured fashions suitable in price and style for older adults.

Ms. Spisak and students making floral tray favors for the Home-Delivered Meal Program patients at Holy Cross Hospital.

Evaluation

To evaluate the course, the students were asked three questions: what they liked the most, the least, and how the course could be improved. The consensus of opinion was that they recommended the length and format be enlarged. If this can be done, the course could include guest speakers, such as a physician who could discuss the emotional-physical reaction due to death of a friend or family member and field trips to nursing homes and hospitals. Also, the students felt they wanted to experience more techniques to help them understand the physical disabilities endured by the elderly such as "loss of hearing." Some also felt that there should be more personal contact with the elderly by adopting a grandparent.

BENEFITS OF THE UNIT

The benefits of this unit were extended to the Marie Curie faculty members. Faculty members were invited to attend the lectures, a classroom library was made available and James Pletz volunteered to serve as a consultant to any faculty member wishing his services.

This course provided numerous benefits to the students. Students were delighted when, at the end of the unit, they felt a camaraderie with the elderly in their lives. They realized that both had much in common. Each wanted to maintain his/her independence and self-esteem, was concerned about his/her body's physical changes and wanted to participate in the extensive array of experiences in enjoying life to its fullest.

For those teens who came in contact with older people in poor health, there was a better understanding of coping with a debilitating body. They did not mind speaking in a loud voice to the elderly and understood the trauma of lessening vision and mobility.

The gerontology unit helped students to have more positive attitudes toward older people, increased their sensitivity to the problems some old people encounter and aided in their general understanding of the aging process. As a result, this increased awareness helped the students in their own maturing process.

INTERGENERATIONAL COMMUNITY PROJECTS

The universal appeal of this course is evident because it touches all our lives. The following are proposals for community activities to promote intergenerational understanding:

1. Celebration of "Senior Citizens Week" during Senior Citizens month in May. At this time various departments in the school could concentrate on the aging process as it relates to each discipline: the elderly as treated by the English department, the status of the aged in foreign culture by the social studies department, a buffet luncheon prepared for the senior citizens by the home economics department with accompanying nutrition displays and educational activities. An assembly could culminate the week's activities focusing attention on the importance of independence to self-esteem of retired persons.
2. In June, selected students could be invited to participate in a city-wide intergeneration conference with senior citizens. The purpose would be to open avenues of communication between teens and senior adults.
3. In July, the teens could serve as volunteers in preparing and serving food as well as assisting with recreational activities at an all city senior citizen picnic.

AN EXERCISE IN COMMUNICATION:

Learning to Disagree Without Being Disagreeable

Hazel Taylor Spitze

Human relationships can often be enhanced if people who disagree know how to do so in acceptable ways. Opportunity to practice this skill in a non-threatening, learning situation may enable students later to be able to cope with spouses, employers, parents, children, neighbors and others in situations where there is disagreement, without creating negative interactions.

One possible way to gain such experience is by role playing in the classroom. To begin, the teacher may need to play the main role and to give some examples of possible responses such as the following.

Instructions to students: Have you ever had the experience of someone speaking to you in a hateful way because s/he disagreed with you on something? Have you ever known anyone who could disagree with you and still be pleasant and friendly? Let's see if we can demonstrate both. I'll say something to two of you and you'll both disagree. The first one will reply in a disagreeable way and the second in a pleasant way. Let me give you some examples. Sometimes as you will see, the response is completely non-verbal.

A. Person No. 1: I think chocolate ice cream is the best flavor of all.
   Person No. 2: How *could* you think such a thing? Anybody knows the best flavor is vanilla. It outsells all other flavors. Chocolate looks like dirt to me.
   Person No. 3: Well, personally, I like vanilla best and I think it goes well with other flavors on fruit and pies. But I can see how you might like chocolate best. It has a distinctive flavor and looks rich and delicious.

B. Person No. 1: I think Nixon is the best president we have ever had.
   Person No. 2: Good heavens! You really are off your rocker. He was not only a terrible president but a criminal as well.
   Person No. 3: It seems to me that we've had many better presidents, but he did have some difficult situations to deal with, and I think he had a nice family.

C. Person No. 1: I think polygamy should be legalized.
   Person No. 2: I suppose you'd like to have several wives. Well, thank goodness you can't. But if you feel that way you don't deserve *one*.
   Person No. 3: It seems to me that that would create more problems than it would solve. If some men have several wives, other men can't have any. I believe human beings benefit from the close relationship of monogamy, but some societies have seemed to find polygamy acceptable.

D. Person No. 1: I'm ready to give up on this.
   Person No. 2 frowns, tosses head arrogantly, and walks away.
   Person No. 3 shakes head to show disagreement, smiles, walks over and puts arm around shoulder of No. 1 and says nothing.

E. Person No. 1: I think winter is the nicest season.
   Person No. 2 shakes head negatively with disgusted look on face, points to person with gesture that says "S/he's a nut" (e.g., finger in circle, then pointing to own head) and says nothing.
   Person No. 3 smiles, hugs self shivering to show dislike of cold, hands No. 1 a sweater, a camera (to take snow pictures) or something to show positive interactions. Says nothing.

Examples of statements the teacher might use to give students practice, starting with the least controversial, include:

1. I like blue better than any other color.
2. My favorite sport is skating.
3. I think you look best in short skirts.
4. I think the next president should be a woman.
5. I believe the place for dope addicts is in jail.
6. I think our school lunch room serves lousy meals.
7. I voted for increasing the school tax.
8. I think child abusers should be hanged.
9. I'd like for our town to have more parks.
10. I don't think the FDA has any business banning foods.
11. I don't like for my tax money to be spent for supporting people on welfare.
12. I think consumers who buy any insurance except term insurance are just supporting the insurance companies.
13. I think big cars and big houses should be banned to save energy.

After several opportunities are given to practice the skill and all students have participated, the teacher can lead a discussion asking such questions as:

How do you think you'd feel about yourself when you got the disagreeable response? How would you feel toward the respondent?

What are some of the characteristics of the disagreeable response? (personal, derogatory, emotional, etc.)

What are some of the characteristics of the responses of those who disagreed in a pleasant way? (impersonal, supportive, analytical, etc.)

What effect do you think the different responses have on the respondents?

How could this ability to disagree pleasantly affect a marriage? A parent-child relationship? An employer-employee relationship? etc.

How can you practice this skill in every day life?

Would you like to keep a diary of your efforts and of others' responses, of both kinds, to you?

UNMASKING OURSELVES

A Teaching Technique to Help Develop Openness and Trust

Mary Jo Clapp
Retired Home Economics
Teacher
Sidell, Illinois

Many people put on masks. Children, especially at Hallowe'en time, enjoy it. "You can't guess who I am, Mommy." But don't we all often wear masks? In fact, isn't it sometimes hard to know WHO we really are? Will the REAL _______ please stand up? Who are we really?

Developing openness and trust plays an important role in attaining successful interpersonal relationships. The main objectives of the following lesson are to help students:

1. Understand that people often wear "masks" to cover their feelings.
2. Understand that the wearing of masks prevents honest, open communication and hinders human relationships.

Generalizations

1. People tend to wear "masks" to cover their feelings when they are afraid others, especially significant others, may disagree with them or make them feel "put down" or "dumb." People also tend to wear masks when they are afraid of making a mistake or not living up to the image they think or hope others have of them.
2. "Masks" prevent open, honest communication and encourage fear, distrust and suspicion.
3. Openness and honesty on the part of one individual tends to promote openness and honesty on the part of others.
4. Feelings of security, confidence, and friendliness encourage openness and honesty.

Learning Activities

Have students act out the following skit entitled "Putting Your Best Foot Forward."

Situation: Millie Smith is trying to get the family ready for church. She isn't getting much cooperation. Dad (Steven Smith) doesn't really want to go, and the kids couldn't care less. The children are: Bill, age 8; Jody, age 5; and Sissy, age 3. Millie (Mom) and Dad are the only ones who talk.

Mom: Bill, if you don't get dressed and get down here I'm going to come up and smack you. We'll be late for church. Yes, Jody, you *have* to wear that dress. Put that cat down or you'll get all dirty. Sissy, quit bawling and hold still. I can't help it because your hair is all tangled up. I *have* to get it brushed.

Dad: Sunday is a madhouse around this place. All I want is some peace and quiet and a little rest on Sundays. Do we *have* to go to church?

Mom: Yes we do! If you'd help a little it wouldn't be a madhouse. I can't do everything. I've about had it! Can't you do anything with your son? If Bill doesn't get down here we'll be late.

Dad: *(yells)* Bill, if I have to come up and get you, you'll be sorry. . . . This coffee looks black as Hades. No wonder we use so much coffee or is this yesterday's?

Mom: Make it yourself if you don't like the way I do it.

☆ ☆ ☆

At the Church: A neighbor greets the family as they go down the hall toward the auditorium.

Neighbor: Hello, Millie! I just marvel at how you are able to get your little family here every Sunday looking so neat and clean and happy. It's all I can do to get myself around.

Millie: Oh, we couldn't miss church, Helen. We all help each other. Sissy, honey, let me smooth your hair.

Dad: Families need to go to church together. Families who pray together stay together! That's what we believe.

Questions for Discussion

1. How were the Smith's wearing masks after they arrived at the church?
2. How might Mr. and Mrs. Smith have honestly reacted to the neighbor who complimented their organizational ability of getting the family members to church?

Below is a list of roles we assume at various times and situations which might arise. Be prepared to tell whether a person is more likely to wear a "mask" or to react openly and honestly in each of the situations. What are the possible effects of either reaction? (You might wish to plan to role play or act out the situations.)

Parent role:
(a) Dad was repairing the roof and left the ladder up against the house. He discovers his four year old son, Jim, and a little neighbor boy playing up on the rather steep roof.
(b) Dad tells the guys at the filling station about Jim's escapade on the roof.
(c) Mother discusses daughter's low college grades with her.
(d) Mother "explains" daughter's college success or lack of it to some of her women friends. "The college she attends is much harder than most."

Husband role:
(a) Jeff tells his wife, Mary, why they need a new car rather than new furniture.
(b) Later Jeff explains to some of his men friends why he does *not want* to trade cars this year.

Wife role:
(a) Susan tells friend on phone she must hang up and get supper.
(b) Susan tells husband what a rough day she has had, and why they should eat out tonight.

Businessman role:
(a) Roy tells wife why they have to attend the Thanksgiving dinner at the church. (He has insurance for many of the families at the church.)
(b) Roy tells the women serving the dinner why they always attend the Thanksgiving dinner.

Student role:
(a) Tom tells his friends how he never "cracks a book" for a class.
(b) Tom tells the teacher how hard he is studying and how much he is learning in the class.

Sister role:
(a) Linda bawls out her brother for being so "dumb."
(b) Linda tells friends how smart and good looking her brother is.

Questions for Discussion

1. Why do we wear "masks"? What are we covering up? Why are we not open and honest?
2. List reasons for wearing "masks."
3. How will our masks affect others?
4. Is there ever a time when we might be justified in wearing a mask?
5. What effects might there be if we were always open and honest with everyone?
6. Would we be less likely to wear masks to conceal our feelings and activities if we knew others were open and honest with us?

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May–June 1978

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Foreword

This issue should be particularly useful to beginning or continuing teachers as plans are made over the summer months for an exciting consumer education class in the fall.

The articles contain information on curriculum development to help you evaluate and/or improve your teaching plans. Some techniques are included to make your work a little easier. You may want to order the resources described in this issue for your classroom. Order them early so you'll have them when school starts.

Consumers are often thwarted in their attempts to be assertive in the marketplace because they are ignorant of their rights. This issue contains a review of three pieces of legislation that consumers need to know about.

Reading the *Illinois Teacher* can be one of the activities on your list of "things to do" during your summer break. Our editor will spend the summer working to get *Illinois Teacher* ready for you in the fall.

Mildred Barnes Griggs
Editor for This Issue

CORRECTION: Please alter your Vol. XX, No. 4, on page 207. Table I should read:

Nutrient	Recommended Intake for Non-Pregnant Teen	Recommended Increase	Recommended Intake for Pregnant Teen
Calcium, mg	1200	400	1600

In addition, Folacin should be expressed in micrograms (ug).

ANNOUNCEMENT

WHITE HOUSE CONFERENCE ON FAMILIES DECEMBER 9-13, 1979[1]

On January 30, 1978 the **President** made the following announcement:

In order to help stimulate a national discussion of the state of American families, I will convene a *White House Conference on Families* in Washington, DC, December 9-13, 1979.

Families are both the foundation of American society and its most important institution. In a world becoming more complex every day, our families remain the most lasting influence on our lives.

I am confident that the American family is basically sound, and that we can and will adjust to the challenges of changing times. Yet American families confront growing problems. Two out of five marriages now end in divorce. One child in eight is born outside of marriage. A million young Americans now run away from home each year. In the face of these difficulties, I am encouraged by the increasing interest in the state of the family by people from all walks of life.

The main purpose of this White House Conference will be to examine the strengths of American families, the difficulties they face, and the ways in which family life is affected by public policies. The Conference will examine the important effects that the world of work, the mass media, the court system, private institutions, and other major facets of our society have on American families.

This Conference will clearly recognize the *pluralism of family life in America.* The widely differing regional, religious, cultural and ethnic heritages of our country affect family life and contribute to its diversity and strength. Families also differ in age and composition. There are families in which several generations live together, families with two parents or one, and families with or without children. The Conference will respect this diversity.

The work of this *Conference*, in conjunction with our current efforts to implement family-oriented government policies, *can help strengthen and support this most vital and enduring social resource.* I look forward to participating in the work of the Conference and receiving its report.

[1]Taken from News and Views. Publication No. 385860. Illinois Commission on Children, 3 West Old State Capitol Plaza, Room 206, Springfield, Illinois 62701.

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College of Home Economics
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CURRICULUM DEVELOPMENT IN CONSUMER EDUCATION

Teaching consumer education is a responsibility of home economics teachers, and consumer education is a required part of federally reimbursed consumer and homemaking programs. When one examines the daily life of today's teenagers, one recognizes their need for consumer education, for teenagers are major consumers in our society. Although curriculum guides have been and are being developed at national, regional, state, and local levels in consumer education; although business, industry, publishing companies, and government agencies have many materials available in consumer education for teachers and for students; and although textbooks abound, still, at teachers' conferences one continues to hear teachers ask for help in teaching consumer education.

Some states are mandating specific consumer competencies as high school graduation requirements. Other states have mandated courses in consumer education for all secondary students. Curriculum development is becoming increasingly constrained by the teacher negotiation process as well as by legislative bodies. Also, as the trend toward accountability increases, curriculum development becomes more expensive and demands greater responsibility for program outcomes.

In the last five years the body of knowledge or content of consumer education has become more clearly defined. There *is* a subject matter of consumer education to be taught. Many materials have been developed, and some of them are excellent. Teachers today are more sophisticated in their preparation for teaching. So, what is the problem?

It may be that teachers are simply overwhelmed with materials and the resulting choices and decisions they must make. Perhaps the oversimplified cry of many legislators of "back to basics" may help solve the problem. What is it that consumer education teachers are trying to do? Re-examination of the processes and principles involved in curriculum development may help get or keep the teaching of consumer education on the track and keep it moving.

A FRAMEWORK FOR DECIDING

However one ultimately defines curriculum, most will agree that it includes those activities and experiences of students which occur under the guidance and direction of the school as a result of the planned school program.[1] The perennial question in curriculum is "What can and should be taught to whom, when, and how?" Curriculum is designed and planned to enhance student learning. Thus, curriculum development is a task that requires orderly thinking.

It is the classroom teacher who has the primary responsibility for curriculum development in consumer education at the course or unit level. Even though there are many curriculum guides, modules, textbooks, state guidelines, teaching aids, and audiovisual materials available, ultimately the classroom teacher makes the curriculum decisions.

What are the questions that classroom teachers need to ask in developing curriculum in consumer education? Analysis of the literature on curriculum development and conversations with teachers indicate there are six questions of concern to teachers in curriculum development in consumer education.

1. What do you believe about consumer education?
2. What are the needs of your learners?
3. What should be the objectives?

[1]Weldon Beckner and Joe D. Cornett, *The Secondary School Curriculum: Content and Structure* (Scranton, Pennsylvania: Intext Educational Publishers, 1972).

4. What content is needed and how should it be organized?
5. What learning activities are needed and how should they be organized?
6. How do you evaluate student learning?

These questions incorporate Taba's steps[2] in the curriculum development process and are supported by Tyler's work[3] and the more recent work by Beckner and Cornett[4] and McNeil.[5]

What Do You Believe About Consumer Education?

What you believe about consumer education plays a major role in your development of curriculum. And what you believe about consumer education is dependent upon what you believe about the purposes of education in general, what is important for students to learn, and how students learn best. In a broad sense, your philosophy of education, of teaching, and of learning affect what you believe about consumer education specifically.

To illustrate, do you believe that consumer education consists of a body of knowledge, i.e., facts of what and how to buy, principles governing choices, and theories explaining decision-making, that are to be imparted to students?

Or, do you believe that the body of knowledge, i.e., the facts, change so rapidly due to government regulations, agency decisions, and new products, that it is more beneficial for students to learn *how* to acquire information on their own, *how* to make decisions, and *how* to analyze their values in relation to decisions?

Or, perhaps you believe that consumerism and strong advocacy of consumer rights to protect consumers and prevent their being "taken" in the marketplace is the appropriate role for consumer education.

One could hold other views of consumer education as well. However, from the three illustrations given, it is obvious that the curriculum decisions you will make will be very different depending upon which view of consumer education you hold.

The current national emphasis in curriculum development in consumer education seems to focus on a "process plus content" approach.[6] Curriculum development for secondary schools shows little use of the consumer advocacy approach.

As the teacher, your beliefs about consumer education and its appropriate role for your students need to be clear. You may wish to explore further your conceptions of curriculum.[7]

My philosophical perspective is that a content or subject matter focus alone is inappropriate for secondary students. The curriculum must also include an emphasis on the processes by which students become competent consumers. The processes needed by competent consumers include inquiry (acquiring and evaluating information), valuing (examination of one's values in relation to information), decision (considering and ordering alternatives and making a decision), and rational consumer action (bringing about change). A curriculum that focuses only on the "facts" of consumer economics shortchanges students for they do not develop the process skills necessary to deal with the changing "facts." It is my view that an effective curriculum in consumer education must also emphasize the process skills.[8]

When you have dealt with the question of what you believe about consumer education, you are ready to tackle the second question.

What are the Needs of the Learners?

Diagnosis of the needs of learners forms the basis for curriculum decisions. This diagnosis may be a fairly general analysis of problems, difficulties, and conditions that students encounter. What are the life styles of your students? What are their socioeconomic backgrounds? By its very nature, the subject matter of consumer education is personal as it relates

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[2]Hilda Taba, *Curriculum Development: Theory and Practice* (New York: Harcourt, Brace & World, Inc., 1962), p. 12.

[3]Ralph W. Tyler, *Basic Principles of Curriculum and Instruction* (Chicago: University of Chicago Press, 1950).

[4]Beckner and Cornett, *loc. cit.*

[5]John D. McNeil, *Curriculum: A Comprehensive Introduction* (Boston: Little, Brown and Company, 1977).

[6]See, for example, Francis Lee Boyd and Ruth Stovall, *A Handbook of Consumer Education* (Boston: Allyn and Bacon, Inc., 1978).

[7]See Elliot W. Eisner and Elizabeth Vallance, eds., *Conflicting Conceptions of Curriclum* (Berkeley: McCutchan Publishing Corporation, 1974); and McNeil, *loc. cit.*

[8]For a more detailed development of the rationale supporting the inclusion of process skills, see Patricia D. Murphy, *Consumer Education Curriculum Modules: A Spiral-Process Approach* (Washington: U.S. Government Printing Office, 1974).

to individual decision-making and resources available. What are the needs of today's students considering the changes taking place in technology, social values, and socioeconomic conditions? Inflation, teenage unemployment, high interest rates, the energy crisis, and home computers are a few of the changes which may be affecting your students.

Some data to assist in diagnosing learner needs may be already available, such as data on prior achievement. The adult functional competencies tests revealed that the greatest area of difficulty was consumer economics.[9] School records may also include student data related to individual differences, motivational patterns, cultural backgrounds, and approaches to learning tasks. Analysis of current literature will reveal data on teenagers as consumers. Classroom interviews, open-ended questions and themes, observation of performance, and specific assignments may all be used to gather data useful in diagnosis of needs.[10]

Teachers can also construct questionnaires or surveys on such topics as the employment patterns of students, amount of money earned, and how the money is spent.

Census tract data can provide some indication of students' insight into the socioeconomic conditions. Student conversations can also provide relevant insights into their needs. Class discussion of selected news clippings may also provide data on your students' needs.

You may also choose to use available tests to diagnose specific learning needs. For example, if the ability to think critically is a part of your conception of consumer education, you could administer a test of critical thinking to determine whether your students have this competence.[11] You could also use one or all of the four process skill tests (inquiry, valuing, decision, and action) found in *Consumer Education Curriculum Modules: A Spiral-Process Approach*[12] to determine which process skills your learners possess.

You may find your learners have needs in the areas of use of credit, considering alternatives, buying automobiles, analyzing data, recognizing decision problems, and money management. Next, you consider these needs in formulating the objectives for the consumer education curriculum.

Which Objectives?

The objectives you state are intended to meet the needs you identified during the diagnosis.

The diagnosis of needs provides clues for selecting the behaviors to focus on in the objectives. Greater learning is likely if the objectives are fairly comprehensive and include concepts or ideas to be learned, attitudes to be developed, ways of thinking to be initiated or reinforced, and skills to be mastered.

Process objectives need to be included as well as content objectives. Examples of process objectives include the ability to collect data and evaluate data sources, analyze value alternatives, predict consequences of alternatives, and organize evidence.[13] Examples of content objectives include the ability to identify information on labels, and to identify rights and responsibilities of consumers. If diagnosis of learner needs indicates lack of knowledge and skill related to consumer credit, for example, one of your *objectives* might become:

> Learners will identify four types of credit available to them and analyze the costs of each type.

The controversy over the "correct" way to state objectives is not as relevant here as stating objectives clearly and precisely enough so that they provide direction for planning, teaching, and evaluating. Objectives need to state an outcome, something that the learners will be able to do at the end of the instruction that they could not do before, rather than state an *activity* learners will perform such as: Learners will discuss the costs of credit.

Another *objective* could be: Upon completion of the unit the students will be able to select energy efficient small electric appliances. Another example of an *activity* would be: Students will discuss energy usage and cost of various means of preparing ground beef patties, such as microwave cooking, broiling, surface frying, or burger cooker.

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[9]Industrial and Business Training Bureau, *Adult Functional Competency: A Summary* (Austin: University of Texas, 1975).

[10]See, for example, Taba, *op. cit.*, chapters 15 and 16 for detailed discussion of these diagnostic tools.

[11]You might select the American Council on Education, *A Test of Critical Thinking* (Washington: American Council on Education, 1952) or Goodwin Watson and Edward M. Glaser, *Watson-Glaser Critical Thinking Appraisal* (New York: Harcourt, Brace & World, Inc., 1964).

[12]Murphy, *loc. cit.*

[13]Additional process objectives are stated in Murphy, *loc. cit.*

What Content and How Will It Be Organized?

The creativity of the teacher comes into play in the selection and organization of content to achieve the objectives. There is a wealth of content in consumer education. Areas to emphasize have been delineated by the analysis of needs and the statement of objectives.

The selection of topics is critical and determines the scope of the study. There are many listings of topics for consumer education available.[14] Unless you view topics in consumer education as isolated, the selection and organization of content must show the interrelationships among the topics. In determining topics, criteria of significance and validity of content are important as well as criteria of appropriateness to the needs and developmental levels of the learners.

What are the basic or big ideas important to your learners in consumer education? What do they *really* need to know?

Content needs to be arranged to form a feasible learning sequence. Organization of content around the component skills of the processes of inquiry, valuing, decision, and action is one feasible arrangement. With this approach, the content is sequenced according to the component skills of the process. For example, in the inquiry process, content would be organized around the following progression of inquiry process skills:

1. recognizing a problem which defines a purpose for inquiry
2. considering tentative solutions based on hypotheses
3. clarifying terms and concepts
4. collecting data and evaluating data sources
5. analyzing data to test the hypothesis and develop a conclusion
6. applying the conclusion to new situations.[15]

Each of the other processes of valuing, decision, and action also have process skill components that can serve to organize content. The very plan of the curriculum is a method of teaching thinking, which we repeatedly state as one of our goals in home economics.

Selecting and Organizing Learning Activities

The area of selecting learning activities seems to be the place where many teachers of consumer education get sidetracked. Consumer education teachers frequently are so eager for new ideas that they latch on to gimmicky activities without first checking what students are to learn from the activity or how it relates to the objectives of the course or unit. In conducting consumer education inservice workshops with over 2000 teachers in the last three years, I found this practice quite evident. Teachers were asked to describe a lesson in consumer education that was particularly effective. Some very creative activities were described. Then the teachers were asked to state the objective, the reason for the activity, or what the students were to learn from the activity. Many teachers had no response for the second question.

Is teaching/learning a series of unrelated, fun activities? Or, do the learning activities have a purpose, a reason, or an objective? Do teachers use the "sticky magnet" approach? The "sticky magnet" simply picks up ideas and activities and "applies" them to students. Or do teachers critically evaluate activities and materials particularly in relation to what they are trying to accomplish?

The purpose of learning activities is for students to develop and practice the behaviors they are to learn and to discover relationships. If learners are to master process skills, the learning activities need to provide the opportunity for them to practice these behaviors. For example, students can memorize the four, five, or six steps in the decision-making process. Or, they can be involved in learning activities in which the focus is on learning to recognize a decision problem, generate alternatives, predict the consequences of alternatives, and order alternatives on the basis of the acceptability of the consequences. Learning activities that enable students to master the process skills would be very different from those developed to enable the learners to name the steps in the decision-making process.

In selecting learning activities, each one must have a definite function. When students are involved in learning activities solely because they are "fun," the activities become ends in themselves rather than means to the ends, i.e., resultant learning. Learning activities have a

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[14]See, for example, Boyd and Stovall, *loc. cit.*, or Carole A. Vickers, *Teaching Consumer Education* (Huntington, West Virginia: Marshall University, 1977).

[15]Murphy, *op. cit.*, Volume I, p. 39.

purpose in the plan. What do students need to experience in order to acquire the expected behavioral competencies? A variety of ways of learning need to be included: reading, writing, doing research, analyzing, discussing, observing, listening, tabulating, constructing, computing, and dramatizing, to meet individual needs of learners and to achieve different kinds of objectives.

The ingenious and responsible teacher will search the materials for ideas for learning activities that will meet the needs of learners *and* contribute to the achievement of the objectives.

In organizing learning activities the sequence should make continuous and cumulative learning possible. Taba[16] proposes the following organization of learning activities:

1. introduction, opener, orientation
2. development, analysis, study
3. generalization
4. application, summary, conclusion.

Another way of organizing learning activities follows the components of the process skills described earlier in the section on organization of content.

Evaluating Learning

Evaluation involves assessing the degree to which the desired changes in student behavior have taken place, the degree to which the educational objectives have been achieved. Since a variety of kinds of objectives are included in the curriculum plan, a variety of evaluation methods are necessary. No single evaluation technique is likely to be adequate for assessing student progress toward all of the outcomes of instruction.

How to evaluate student achievement needs to be planned in advance of the teaching. Writing a "test" for students a day or two before it is given may result in a test that fails to match the objectives. The more complete the teacher's knowledge of the behavior patterns of students, the more adequate will be the evaluation of the changes in student behavior. The procedures used in initial diagnosis of student needs can often be used to assess student achievement at the end.

There are many ways to determine what changes in student behavior have occurred as a result of the educational experiences provided. The methods can generally be grouped as testing procedures and nontesting procedures. Testing procedures include paper-and-pencil tests, oral tests, or performance tests. Nontesting procedures include interviews, self-report techniques, anecdotal records, sociometric techniques, observation, questionnaires, checklists, and ranking or rating methods.[17]

Suggested evaluation procedures must be related directly to the previously developed objectives. The objectives state what the student is to be able to do following the instruction and the evaluation procedures provide a means of determining the extent to which the student is able to do it. For example, if process objectives and learning activities were included to help student master process skills but the assessment procedures assess only the acquisition of knowledge, student learning is not adequately assessed. If the focus of the curriculum has included inquiry and decision process skills yet the students' learning of the "three C's of credit" and the major types of insurance are what is measured, those objectives have not been evaluated.

In order for consumer education units, courses, or programs to be relevant to learners, teachers must carefully develop curriculum based on learner needs, significant process and content objectives, learning activities carefully selected to allow learners to develop the behaviors specified in the objectives, and adequate assessment of student progress.

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[16]Taba, *op. cit.*, pp. 365-368.

[17]For assistance in increasing your knowledge and skill in the use of a variety of evaluation techniques, see, for example, Norman E. Gronlund, *Measurement and Evaluation in Teaching* (3rd ed., New York: Macmillan Company, 1976) or J. Stanley Ahmann and Marvin D. Glock, *Evaluating Pupil Growth* (4th ed., New York: Allyn and Bacon, 1971).

TEACHING FOR THE DEVELOPMENT OF PROBLEM SOLVING SKILLS

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Imagine these three situations:

> Today you receive a letter from a well-known publishing company asking you to collaborate on a home economics textbook, "Curriculum Development."
>
> Your department head circulates the home economics education summer school offerings and you read that you will be teaching a workshop in "Curriculum Development."
>
> It's the first day of pre-school meetings for vocational teachers and your supervisor identifies the major thrust for the year in home economics in-service activities as "curriculum development."

How will you react? You may be excited about the prospect of a challenge. Or you may view the situation very dismally as pure drudgery.

But the assignment remains. Where will you start? You could dust off the old texts and journals and start compiling the tried and true ideas. That would be safe. Or you could come up with your own creative approach. That could leave you on thin ice.

Before you decide which approach you want to take you might ask yourself, "What is curriculum development?" Curriculum brings to mind several meanings. It's the content or the knowledge, skills, attitudes and values that students are to learn. It can be viewed as learning experiences or more specifically the instructional methods used by the teacher. To some, curriculum means the curriculum guide, course of study, syllabus, and lists of resource and reference materials. To others, the materials students use, such as textbooks, workbooks, filmstrips, and tapes are identified as the curriculum. The definition may be narrowly interpreted to mean specific school experiences or it may be more broadly interpreted as all learning that is influenced in the school, home, community, or by the mass media. As you can imagine with so many variations in meaning two individuals may not be talking about the same thing.

Development, according to Webster, is "a step or stage in growth." Develop is "to cause to grow gradually in some way; cause to become gradually fuller, larger, better." Development can be a process of originating, changing, or improving. Designing may be more sophisticated terminology.

That brings me back to the assignment. "Would you place the greatest emphasis on curriculum or development?" A quick analysis of the preceding discussion would probably lead you to respond with "curriculum." It wouldn't be too difficult to come up with some new or updated ideas for team teaching, overhead transparencies, course content outlines, or reference materials.

By using this approach you could rationalize that certainly your readers, students, or co-workers would adopt some of the ideas. These changes could be identified as growth. Therefore you have also fulfilled the aspect of development!

Or have you? Let's try another approach. This time let's emphasize "development" instead. The ideas don't come to mind as quickly. This is not as easy. Can we think of any approaches at all? Perhaps we should never have given the title "Curriculum Development" to the course or book or inservice activity.

Let's not give up so easily. We shall explore this idea further. Development defined as growth brings to mind several images. One is of a maturing process. Another is a continuum of infinite length. These images may give us a clue. Where are you as an instructor or writer in terms of your present position on the continuum? Are you doing things the way you always have, but with greater and greater skill? Or have you had some sudden spurts of innovative activity with longer periods of stagnation? Perhaps you have made continual progress along the path to fuller, larger, and better ways of meeting the needs of individuals and families.

The latter is our goal for everyone who instructs or writes or contributes in some way to the instructional process. In home economics we may not be even close to our goal because we have placed too much emphasis on "curriculum" instead of "development."

How then would one teach a class of student teachers or retrain teachers with an emphasis on development rather than the usual emphasis on curriculum. My suggestion is to approach home economics teaching with problem-solving techniques. Let me give you an example illustrating the situation in which you have been assigned the summer school course.

The typical undergraduate or graduate methods course in home economics curriculum would address all or some of the following general topics: (1) program development; (2) instructional planning; (3) instructional implementation; (4) instructional evaluation; (5) instructional management; (6) guidance; (7) school-community relations; (8) student vocational organizations; (9) professional development; and (10) cooperative programs. Within each topical area emphasis can be placed on any home economics subject matter content such as nutrition, family development, or textiles.

When we place the major emphasis on development in a pre-service or in-service course offering, the process may become more important than the product. The process could involve some of the following elements:

1. Each student would be assisted in determining within each general topical area his/her present position on the continuum. Position would be ascertained in terms of adaptation of content to the changing needs of individuals and families. A simple questionnaire could be developed to show graphically both the student and instructor the present status in terms of meeting some of the current societal and environmental needs as related to home economics content. Example of questionnaire:

To what extent have you incorporated the following concerns into your *nutrition* units?	A Great Deal	Quite A Bit	A Fair Amount	A Little	Some	None
a. energy sources and shortages	5	4	3	2	1	0
b. unemployment	5	4	3	2	1	0
c. inflation	5	4	3	2	1	0
d. changing lifestyles	5	4	3	2	1	0
e. conservation of resources	5	4	3	2	1	0
f. aging processes	5	4	3	2	1	0
g. physical handicaps	5	4	3	2	1	0
h. malnutrition as child abuse	5	4	3	2	1	0

2. A small group or individual conference would help to clarify the present position and assist in establishing realistic objectives for varying periods of time.
3. Many alternatives for moving in the direction of attaining the desired objectives would be identified by the student and instructor. The feasibility of each alternative would be considered in terms of the resources available.
4. The alternatives would be prioritized in order of attainment. Another conference with the instructor may be held at this time for consensus of opinion.
5. Resources are expended by the student on the alternatives selected. At the end of a pre-determined time period another graphic evaluation is made and compared to the point of departure.

And so the cycle would continue with a new origination point and more change-oriented activity which should lead to the improvement desired. By now I'm sure you recognize these suggestions as an application of basic decision-making strategies. This is something very basic to home economics, but often applied only in management courses.

A similar application in all home economics subject matter courses especially at the undergraduate level may help to alleviate the problem of professionals in home economics remaining static in their knowledge and understanding of content and in the presentation of this content to others. A decision-making approach would focus on the changing scene of individual and family needs rather than a thorough understanding of today's needs which becomes outdated before the professional can apply the knowledge in the work world.

Don't get me wrong. *What* is learned is important and as professionals we must have great amounts of knowledge. But maybe we should place a little more emphasis on the *how* of

(continued at bottom of page 239)

LOW INCOME LIFE-STYLES AND THE CONSUMPTION OF DURABLE GOODS:

Implications for Consumer Educators

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Abundance, more than any other vision, characterizes the American society of the nineteen-seventies. Between 1960 and 1974, disposable personal income rose from $340 to $535 billion—an increase of 57 percent in real terms—and consumers' personal expenditures rose from $316 to $478 billion, a 51 percent increase. In 1960, 75 percent of American households had at least one car and 16 percent had two cars; by 1970, 80 percent of all households had at least one car and about 30 percent had two or more. Sixty-nine percent had washing machines, 40 percent had clothes dryers and more than 80 percent owned refrigerators. Table 1 shows a significant increase in the ownership and use of household appliances between 1960 and 1974.

Table 1

Homes With Selected Electrical Appliances, 1960-1974

	1974		1960	
	No.[1]	Pct.[2]	No.	Pct.
Air-conditioners—room	36.6	51.6	7.8	15.1
Clothes dryers	40.1	56.5	10.1	19.6
Clothes washers	55.6	78.4	44.1	85.0
Dishwashers	26.0	36.6	3.7	7.1
Radios	70.8	99.9	50.3	94.0
Refrigerators	70.8	99.9	50.8	98.2
Television B/W	70.8	99.9	46.2	89.4
Vacuum cleaners	69.8	98.4	38.4	74.3
No. of houses, wired	70.9	100.	51.7	100.

[1]In millions
[2]The percentages are based on number of homes wired for electricity.
Source: U.S. Bureau of the Census, *Current Population Reports*, Series P-65, Nos. 18, 33, 40 and 44.

These data suggest a general pattern of affluence and a concomitant high level of consumer welfare. However, it is possible that in pursuing this version of "the American dream," many families and individuals have impoverished themselves in areas essential to their economic, social and mental well-being.

(Continued from previous page.)

this learning. And this should be true in all home economics content courses, not just in home economics education. The decision-making or problem-solving approach may give us a clue for more efficient and effective ways of meeting the challenges we are presented as professional home economists. The greatest challenge remains in helping individuals and families deal with a changing society and environment.

LOW INCOME CONSUMERS AND THE AMERICAN DREAM

With some exceptions, low income consumers share popular visions of the American dream. Their inability to achieve the totality of the dream is not, in most cases, due to a low level of aspiration. Rather, it derives in large measure from the many and substantial constraints which militate against their economic mobility—obstacles so formidable that predictably few people have escaped "low income-dom" in the post World War II period.

The suggestion that low income persons have values and goals similar to the accepted norms of the larger society is no longer novel. As succinctly stated by Irelan and Besner:[1]

> Increased sophistication of research on lower income and deprived groups is correcting a long-held impression that the poor place no value on occupational achievement. While the poor do have a more modest absolute standard of achievement than those who are better off, they want relatively more improvement in their condition. They value material comforts and luxuries. Psychologically, they seek the securities that appeal to other Americans.

Low income people are as aspiring, materialistically, as their middle-class cousins. They want improved housing and better neighborhoods. They seek the, at times questionable, comforts of new furniture, television sets, and the full array of electrical appliances, as well as ornaments and *objets d'art.* But a critical lack of resources ensures that low income consumers acquire merely the imitations of fashionable, good quality merchandise.

Merchandising in Low Income Communities

A cursory examination of economically depressed communities might suggest that few viable business enterprises could exist there. And indeed there are numerous bankruptcies and a significant turnover rate among businesses. Yet for many important commodity areas, the rate of profit is comparable to, if not higher than, the general market. The low income marketplace has its own logic and is characterized by specific conditions which differentiate it from the general market. To a large extent, transactions in the low income marketplace can be perceived as a sequence of enticement, entrapment, and harassment.

The inability of low income consumers to obtain ego gratification from positions and functions in the occupational, social and political hierarchy leads them to perceive consumption as a more viable avenue to status and self-esteem, a syndrome referred to by Caplovitz as 'compensatory consumption.'[2] Obviously, 'compensatory consumption' is not limited to the low income segment of the population. Merchants in low income areas usually offer a more personalized sales system. For example, in communities with non-English speaking or ethnic populations, they are more than willing to employ ethnic salespersons and to declare in window signs, "Aqui se habla espanol." Door-to-door peddlers are much more common—another example of the personalization of services. Questionable promotional practices such as false advertising and "bait and switch" techniques are also basic to the enticement phase of transactions. But perhaps equally as effective in this regard is the imagery created by soap operas, movies and glossy magazines.

Entrapment depends on several factors: the willingness of the consumer to use credit; the use of credit by the merchant; and the sophistication of the consumer—his/her degree of vulnerability to sleight of hand, to smooth talk and duress.

As David Caplovitz indicates, the marketing of durables in low income areas is oriented to a consumer who:[3]

a) has a social need to consume durables
b) lacks a stock of resources (cash)
c) has few credit alternatives, and
d) is lacking in shopping skills.

The relative lack of shopping skills, lack of resources, restricted mobility and the availability of "easy credit" from local merchants make the low income consumer a captive subject. Credit, however, is the key variable in low income marketing. In a New York study on the use

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[1]Lola M. Irelan and Arthur Besner, "Low Income Lifestyles," in *The Ghetto Marketplace,* ed. by Frederick Sturdivant (New York: The Free Press, 1969), p. 22.

[2]David Caplovitz, "The Merchant and the Low Income Consumer," in *The Ghetto Marketplace,* p. 62.

[3]*Ibid.,* p. 64.

of credit by low income market retailers, 12 out of 14 merchants said that 75 to 90 percent of their business required the issuance of credit. The other two reported that up to 50 percent of their sales were made on credit.[4]

In harassment, the low income merchant has access to the full gamut of legal, as well as extra-legal, machinery. For example, a Federal Trade Commission study revealed that 11 of 18 low income retailers won 2,690 judgments in 1966.[5] They obtained garnishment actions in 1,568 cases and repossessions in 306. There was one court judgment for every $2,200 of sales. The report observed that low income retailers make extensive use of the courts in debt collection efforts. Other more informal methods are also used—embarrassment, threats to inform employers, untimely telephone calls, and the like. This unhappy sequence of events which often culminates in garnishment or repossession has a less than sedative effect on the nerves of delinquent customers.

Selling Costs, the Markup and Quality

When risk factors, commissions, promotional costs and profit are added to the cost price, the result is frequently a mark-up of 100 percent or more, particularly on smaller items. For example, if a peddler refers a client to a store, the peddler often gets a commission. If one store refers a customer to another store, the first store often gets a commission.

A study of sixty-five retailers in the District of Columbia revealed that for every product specified, the gross margin was higher in the low income market. The mark-up was usually two to three times higher than in the general market.[6] Table 2 compares wholesale costs and selling prices for several kinds of appliances.

Table 2

Products	Wholesale Cost: Low Income Market Retailer	Wholesale Cost: General Market Retailer	Retail Price[1]: Low Income Market Retailer	Retail Price[1]: General Market Retailer
Television sets:				
Motorola portable	$109.00	109.50	$219.95	$129.95
Philco portable	108.75	106.32	199.95	129.95
Olympic portable[2]	90.00	85.00	249.95	129.95
Admiral portable	94.00	91.77	249.95	129.99
Radio: Emerson	16.50	16.74	39.95	25.00
Stereo: Zenith	32.99	32.99	99.95	36.99
Automatic Washers:				
Norge	144.95	140.00	299.95	155.00
General Electric	183.50	160.40	339.95	219.95
Dryers:				
Norge	80.00	87.00	249.95	102.45
General Electric	206.90	205.00	369.95	237.76
Admiral	112.00	115.97	299.95	149.95
Vacuum Cleaners:				
Hoover upright	39.95	39.95	79.95	59.95
Hoover canister	26.25	24.55	49.95	28.79

[1]Retail prices are cash and do not include separately imposed finance charges.
[2]Reported as approximately wholesale cost.
Source: FTC Survey

One important observation made by the FTC Report was that many low income consumers continue to patronize neighborhood stores even though they could qualify for credit in general market stores. Fear of rejection may limit a customer's options as severely as a lack of physical mobility.

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[4]*Ibid.*, p. 62.

[5]"Economic Report on Installment Credit and Retail Sales Practices of District of Columbia Retailers," Federal Trade Commission, Washington, D.C., in *The Ghetto Marketplace*, p. 101.

[6]*Ibid.*, p. 96.

IMPLICATIONS FOR CONSUMER EDUCATION

For low income consumers, special emphasis needs to be given the purchase of durable goods. A 1962 study of the impact of expenditures for consumer durables on family economics found that for households with under $2,000 annual income buying durables in 1962, an average of 42 percent of their income was spent on these purchases. The next higher income class ($2,000 to $4,999) spent 28 percent—more than a fourth of their income.[7] Those durables which consume the largest share of low income family budgets are household appliances and radios, television sets, and phonographs.

Louise G. Richards makes certain generalizations about low income consumers and their systems of consumer management:[8]

1. Low income consumers have to spend the bulk of their income for basic necessities, but those who buy durable goods feel a serious impact on their family budgets.
2. Most low income consumers rely on merchants and friends for buying information. They do not get the best buys because of the narrow search, inadequate deliberation and paucity of sources.
3. Savings are meager, if not non-existent. Insurance systems are inadequate.
4. Insufficient levels of home production activities exist to supplement income.
5. Many do not utilize community systems which provide free goods and services.

We could add that the low income consumer is typically ignorant of his/her legal rights or too intimidated to enforce them. So in regard to education about the management of durable goods consumption, consumers need to learn about quality, financing, maintenance, repair and consumer redress. They should be able to evaluate credit in terms of relative costs as well as the rights and obligations deriving from legal consumer contracts.

In summary, the situation of low income households continues to deteriorate. Their inability to cope successfully with macro-economic and institutional pressures is reflected in high rates of family dissolution; an increase in psychological disintegration; soaring crime rates; and a general experience of frustration and helplessness. A sound program of consumer education can make a significant contribution in reducing the effects of "present and future shock." No panacea for social ills, consumer education can nonetheless be one factor in enhancing the quality of life for those at the bottom of the barrel.

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[7]Louise G. Richards, "Consumer Practices of the Poor," in *The Ghetto Marketplace*, p. 48.
[8]*Ibid.*, p. 58.

HIGH SCHOOL HOME ECONOMICS COURSES CAN IMPROVE CONSUMER COMPETENCIES

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The study reported in this article revealed that high school graduates who had taken more than four semesters of home economics courses reported more concern about their role as consumers than students who had taken fewer courses. They also reported that they perform more consumer tasks related to:

- management and decision making;
- utilizing community resources;
- assuming community responsibilities;
- providing adequate housing.

The findings of this study can provide two major benefits to the profession. First, they provide some evidence that consumer education content in home economics courses can make a difference in the quality of life for consumers. Other research[1] has shown that the ability to make intelligent consumer decisions can increase one's purchasing power and level of consumer satisfaction.

Second, the findings provide some bases for curriculum decisions which are consistent with the role of young consumers.

Task Analysis of Consumer Competencies

The study of consumer competencies of young adults in Colorado indicated that personal views and experiences can provide valuable insight for planning consumer education programs.[2] A core of "most essential" consumer tasks was identified from the responses of ninety young adults to a work-incentive, task analysis questionnaire. The questionnaire included a list of 118 tasks that were components of thirteen consumer competencies. The participants, volunteers from the 1969 or 1970 senior class of twelve Colorado high schools, were interviewed during 1973/74.

Nearly half of the Colorado young adults studied named "homemaking" or one of its aspects, such as H.E.R.O., clothing/textiles, or bachelor survival, as the high school course which had been "most helpful with consumer problems." Of those who had taken *less* than four semesters of home economics and who listed it as "most helpful," nearly all had taken home economics as seniors. The five young men who had taken home economics considered it their "most helpful course with consumer problems."

The respondents categorized the consumer tasks that they performed as follows:

Existence: Doing this task is necessary for personal and/or family security at minimal levels of comfort and satisfaction.

Relatedness: Doing this task means helping others; improving relations with others.

Growth: Doing this task increases control over life, helps you accomplish important goals. It is challenging, requires you to be creative, to use initiative; requires special skill or ability one must work to attain; is future oriented; will help others or the community in an important way.

The interviewees rated each task on a zero to four scale to indicate the level of their desire to attain or improve their ability to perform each task. Generally, interviewees expressed the greatest desire to learn more about the "growth" tasks. A majority of the tasks identified at the "existence" level were not seen as challenging. Performance of consumer

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[1]E. Scott Maynes, "The Payoff for Intelligent Consumer Decision Making," *Journal of Home Economics* (February 1969), 97-103.

[2]Peggy S. Brown, "Consumer Competencies of Young Adults in Colorado" (unpublished doctoral dissertation, Colorado State University, Fort Collins, 1974).

tasks seems to be related to developmental stages. Therefore, an appropriate sequencing of learning experiences in high school may be important to promote consumer competence.

This research provided guidelines for home economists to plan more effective consumer education programs in Colorado. Answers to the following questions served as a basis for effective consumer education planning:

1. What are the basic consumer competencies that should be outcomes of home economics education so that young people can function effectively in our consumer economy?
2. Which concepts and skills are applicable for consumers with different life styles?
3. Which consumer problems seemed most important to young women and men as they assume independent roles after leaving high school?
4. Can young consumers' ability and satisfaction with their preparation to make consumer decisions be evaluated?

What Basic Consumer Competencies Should Be Developed Through Home Economics Education?

Most commonly performed tasks. Responses showed that most of the young adults assigned similar importance to a group of commonly performed tasks. At least ninety-five percent of the young adults performed 22 tasks clustered around three consumer competencies related to:

health maintenance (cultivate habits of eating, cleanliness, rest and exercise that contribute to good health)
shopping practices
goal setting-planning

Least commonly performed tasks. Sixteen of the tasks included in the study had not been performed by 40% or more of the respondents. These tasks were related to:

consumer-citizen roles (support community efforts to develop health, recreational, education facilities)
consumer information and protection
housing
personal productivity (do maintenance on my own car, grow food)

Adequately performed tasks. Tasks which were regarded as important but as having little incentive for further learning tended to be routine, daily life tasks, which once learned involve little conscious decision-making. Some are often part of early learning at home and school; others can be readily learned, at least superficially, by trial and error or imitation. These tasks were related to:

maintaining health and personal property
shopping practices
controlling regular expenditures
conserving resources

Demographic Variables and Consumer Behavior

Data were analyzed according to the interviewees' marital status, sex and area of residence as students.

The analysis revealed that married respondents (approximately 50% of the interviewees) performed a greater number and wider variety of the 118 consumer tasks. Most of the never-married respondents still lived in their parental homes or in student housing. Therefore, few of them had performed tasks related to purchasing, furnishing and maintaining a house. They had also performed fewer of the "production activities" such as meal planning and preparation, food preservation and gardening.

Males and females generally reported similar perceptions of their roles as consumers and performed similar consumer tasks. The few differences reflected traditional sex roles. For example, a higher percentage of men did maintenance work on their cars than prepared meals; the reverse was true for women. Since only twenty of the ninety interviewees were men, the generalization must be tentative. With the hope of obtaining a wide range of consumer viewpoints, the twelve schools which interviewees had attended were selected from both rural and urban communities; some were located in "depressed areas." Little relationship was found between the type of high school the interviewees had attended and their performance and perception of consumer tasks. Nearly half of those who had attended high school in rural communities were now living in urban areas.

Importance of Consumer Tasks for Young Consumers

Forty-five consumer tasks were rated as "highly important" by more than 50% of the participants in this study. Highly rated tasks clustered around competencies related to:

health protection
money management
identification of values
needs and goals
conservation of resources

Twenty-eight of the "highly important" tasks were also included among those the interviewees, on the whole, desired to learn more about. These suggest a basic core of consumer tasks that young adults find necessary to be competent consumers.

Consumer Problems Which Seemed Most Important to Young Consumers

Responses to an open-ended question showed that 62% of the "most important consumer problems since leaving high school" were (1) related to decision making and (2) clarification of values and goals so that resources could be obtained or managed for greater satisfaction. Frequently, these problems also implied the need for family relations and conflict resolution skills.

Other important consumer problems reported by the interviewees were: (1) lack of choices for goods and services in their communities, (2) lack of information on which to base decisions, (3) lack of knowledge about and ability to understand and cope with changes in the economy. Efforts toward obtaining and maintaining satisfactory housing and transportation were hampered by limited choices and by cost-income discrepancies. Dissatisfaction was expressed about the lack of adequate or desirable housing, child care services, home and appliance repairs and a choice of jobs, particularly in some rural communities.

Feelings of uncertainty, frustration and sometimes interpersonal conflict were revealed as the interviewees discussed their problems. Overall, based on their three or four years of experience as homemakers, wage earners, college students or some combination of those roles, the participants gave evidence that the most important knowledge for consumers "begins with decision-making, values and goals . . ." and then includes many additional concepts (Rice, 1970).

Young Consumers' Ability and Satisfaction with Preparation to Make Consumer Decisions

Results of this study[3] show that a task analysis is a useful method for identifying students' present perception of and ability to perform tasks related to consumer compaetencies and the level of their interest in further knowledge.

Need to know more about. Consumer tasks which the interviewees rated as highly important and also expressed the greatest desire to learn more about are highly consistent with concepts that home economists consider basic. The interviewees desired greater competence in:

value and goal clarification
extending resources by planning
problem-solving
decision making
information seeking

The young adults in this study were aware that value clarification and decision-making skills are essential for consumer competence and satisfaction. They also revealed their general lack of ability to identify and use reliable sources of consumer information and recourse.

(continued at bottom of page 246)

[3]*Ibid.*

CONSUMER KNOWLEDGE NEEDS ASSESSMENT:
A TECHNIQUE TO MOTIVATE SECONDARY STUDENTS

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Students are likely to want to learn if they see a relationship between the content to be learned and its usefulness to their lives. When teachers attempt to help students see the usefulness of content they are also trying to motivate students to want to learn. Frymier[1] defines motivation as that which gives direction and intensity to behavior. Motivation to learn gives direction and intensity to student behavior in an educational setting.

Motives relate to the "why" of learner behavior.[2] What students learn, how they do it, when or where they learn are all important, but why students learn what they do is the motivational question.

Teachers know that in order to help students become effective consumers they must help students acquire basic tools to utilize when they are faced with consumer problems. Students are not always motivated to learn the content that teachers perceive as important and relevant. The question then becomes one of determining how to make the content relevant and therefore increase student motivation to learn. According to Van Til,[3] "In making content more relevant, there is no substitute for knowing the social realities which characterize the environment of the student. There is no substitute for knowing the learner as an individual. There is no substitute for having a philosophy which gives direction to the educational enterprise. So armed, one can relate much of the content to the learner, the class, the school and the community."

The purpose of this article is to share an idea with teachers that has some potential for making consumer education more relevant and therefore increase student motivation to learn the content. This technique is to involve students in an assessment of their individual consumer needs, the needs of other students in the school and persons in the community. In addition, the assessment will include a study of consumer behavior as perceived by those from whom they consume.

Consumer Needs Assessment. The needs assessment device is designed to help students reflect on past experiences and/or anticipated encounters as consumers of their own or person real to them. This can introduce some aspects of reality to instruction and hopefully enhance motivation.

The following questionnaire can be given to students in the class, their peers in other classes in the school or adults in the community. One teacher used this technique to identify the consumer information needs of all the students in the school. The consumer education class assumed responsibility for locating the information needed by the students learning it, preparing leaflets which were distributed at a "Consumer Fair." The "Consumer Fair" consisted of setting up booths for certain consumer topics in the school cafeteria and foyer. Students

[1]Jack R. Frymier, "Motivation: The Mainspring and Gyroscope of Learning," in *Teaching Today*, ed. by J. Michael Palardy (New York: Macmillan Publishing Co., Inc., 1975), p. 258.

[2]*Ibid.*

[3]William Van Til, "The Key Word Is Relevance," in *Teaching Today*, ed. by J. Michael Palardy (New York: Macmillan Publishing Co., Inc., 1975), p. 93.

(continued from preceding page)

Summary and Conclusions

The young adults in this study reported a positive relationship between their ability to make consumer decisions and their past instruction in home economics courses. This finding gives some support for the value of secondary home economics programs.

The fact that the participants reported desiring greater competence in the following areas may be a basis for strengthening secondary curriculums: value and goal clarification, planning, problem solving, decision making and information seeking. This may also serve to identify content for consumer related instruction for adults.

visited those booths and utilized the service of the "student experts." The students in the class worked hard to prepare themselves and utilized more library and community resources than usual. They appeared highly motivated.

The questionnaire could be administered to community people to determine their needs. Students could arrange to share their learning with community people at gathering places like shopping centers, senior citizens centers, grocery stores, recreational facilities, and churches.

CONSUMER NEEDS ASSESSMENT QUESTIONNAIRE

1. Are you employed? Yes____ No____
2. Do you know what the term net income means? Yes____ No____
3. Do you know what the term gross income means? Yes____ No____
4. Do you have a checking account? Yes____ No____
5. If your response to #4 was no, do you know how to open a checking account? Yes__ No__
6. Do you know how to write a check? Yes____ No____
7. Do you know how to balance a check book? Yes____ No____
8. What is the average amount of money that you spend each week? ____________________
9. Please list the things for which you usually spend your money.

10. Are you a licensed driver? Yes____ No____
11. Do you own a car? Yes____ No____
12. If no, do you plan to buy one as soon as possible? Yes____ No____
13. Do you have access to your family's car or that of a friend? Yes____ No____
14. Are you covered by some auto insurance plan? Yes____ No____
15. If yes to #14, can you read and interpret the policy? Yes____ No____
16. Have you ever taken a car to have it serviced? Yes____ No____
17. Do you purchase your own clothes? Yes____ No____
18. List five things that you look for in a garment that you purchase.
    1.
    2.
    3.
    4.
    5.
19. Which of these in #18 is most important and least important?
    Most important____________________
    Least important ____________________
20. How do you determine where you will buy your clothes?
    1.
    2.
    3.
    4.
    5.
21. What do you usually eat for lunch?

22. Where do you usually eat lunch? ____________________
23. List five things that influence what you eat and where you eat.
    1.
    2.
    3.
    4.
    5.
24. What do you generally do with faulty or unsatisfactory merchandise?

25. Have you ever prepared a budget as a plan for spending your money? Yes____ No____
26. List below some of the things that you plan to purchase in the future that will cost over $5.

27. For those items listed in #26 place a (✓) opposite each one that you would like some "expert" advice on before you actually make the purchase.

Adults could be asked the following questions:

1. Do you know some of the advantages of comparison shopping? Yes____ No____
2. Do you know the comparative cost of various forms of transportation in our community? Yes____ No____
3. Have you used any cost and energy saving ideas recently? Yes____ No____
4. If you were aware of tips to cut cost and reduce energy usage, would you try them? Yes____ No____
5. Place a (✓) by each statement below for which you would like cost cutting and energy saving tips.

water usage	transportation
heat	insurance
air conditioning	medication
grocery shopping	appliance maintenance
auto repair	

6. Do you know the rates that you pay for using credit? Yes____ No____
7. Do you know the rates that banks charge to handle your money? Yes____ No____
8. Are you aware of the legislation that protects you as a consumer? Yes____ No____

Assessment of Consumer Behavior in the Market Place

Interview local business people to find out how consumers generally behave. Ask them to identify for you questions they think consumers should ask to acquire enough information to make informed decisions.

This can increase student motivation if they can anticipate some of these encounters in their futures.

Interviews can be conducted with realtors (both rental and sales), auto salespersons, insurance salespersons (homeowners, auto, life), clothing salespersons, auto repair persons, credit managers, personal or customer service representatives in banks, bank loan officers, appliance salespersons, electronic salespersons, furniture salespersons, etc.

The needs assessment approach can be a valuable technique for helping students determine their own weaknesses and strengths and give them some notion of kinds of areas that they can study in consumer education.

UNDERSTANDING THE MARKETPLACE:

A SIMULATION

Prepared under the direction of
Dr. Carole A. Vickers
Marshall University
Huntington, West Virginia
(for a televised consumer education course)

THE MARKETPLACE GAME

Purpose: To make students aware of the role of competition in the marketplace and to help them understand the rationale behind buying and selling decisions.

Materials needed: Construction paper or posterboard on which cards and display fronts can be made or the cutouts on the following pages mounted; simulated money—$1,000 units.

Directions: This is a simulation in which students make decisions in the marketplace when buying and selling food and restaurant services. The class can be divided into three groups. Two of the groups are restaurant owners (two or three students per group) whose objective is to attract consumer business in the marketplace. Other class members are a group of consumers who make decisions in the marketplace. These decisions are based on personal preferences as they seek the best value for the money. The sellers will make decisions about what to sell, the price of food items, and what services to offer based on consumer input.

The game is designed for three rounds of two parts each. At the beginning of each round the two selling teams make their decisions and describe their stores to the consumers. In the second part of the round, consumers make their buying decisions with each one telling why he chose as he did.

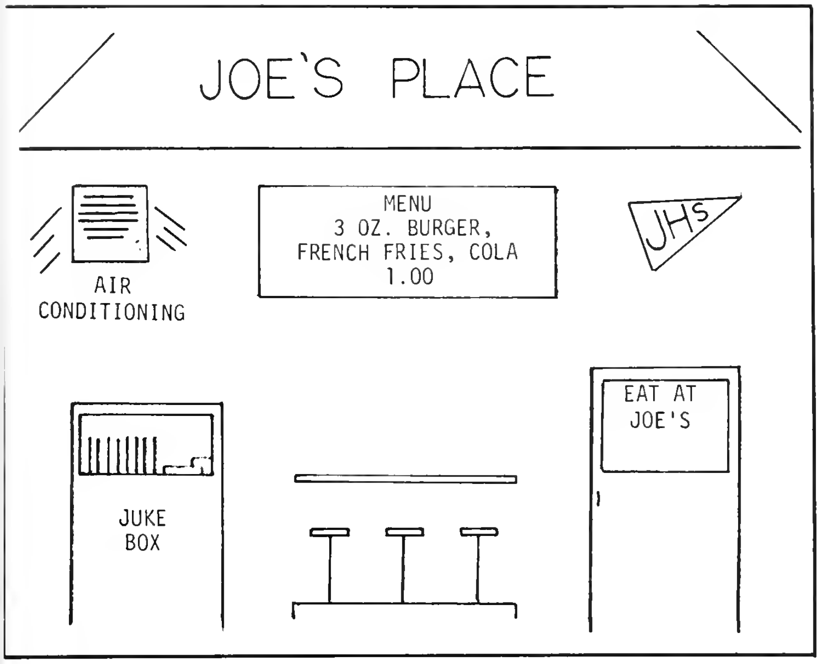
Round One: The two selling teams flip a coin to see who gets to choose one of the three store display fronts first (see following pages). The team who chooses second will have first choice of the options available in the next two rounds. Once the storefronts have been chosen, each selling team describes what its restaurant has to offer.

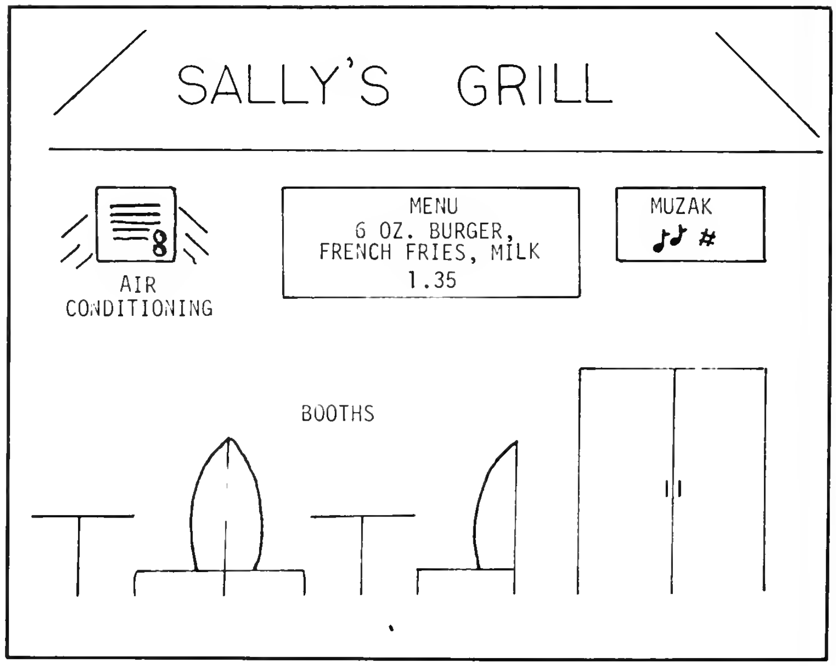
In part two, of round one, the consumers make their choices in the marketplace telling what led them to their decisions. The sellers should make careful note of the consumers' decisions so they can make logical choices among the options available for round two. The selling teams receive $1,000 for each consumer who decides to buy lunch at their restaurant. This money is used to buy options in the next round. (Note: Adjust the amount of money received for each choice according to the number of consumers. It should total $5,000 to $6,000 per round.)

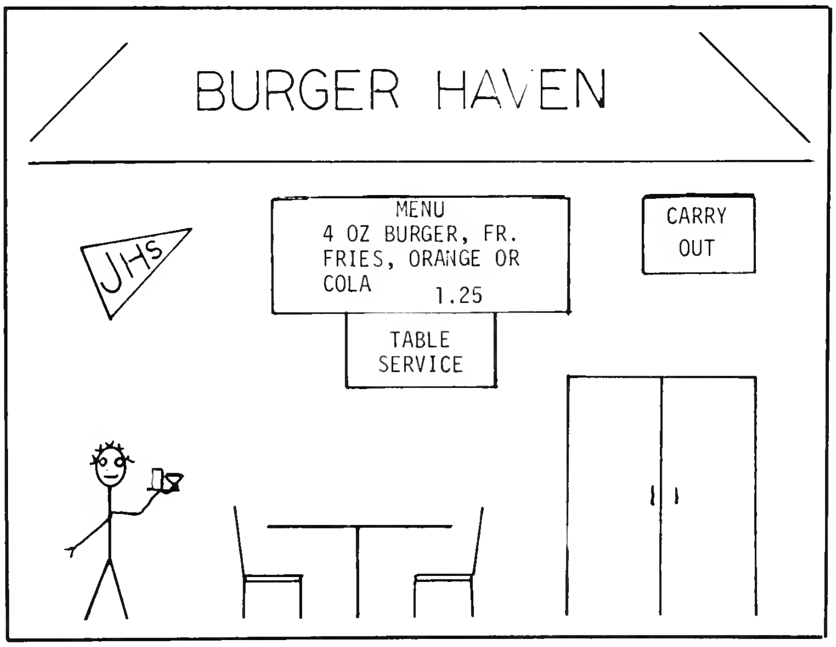
Round Two: The round begins with the two selling teams each drawing a card from a stack labeled operating expenses (see following pages). These cards determine how much of the seller's profit is used for operating expenses. Next, the sellers choose and buy options (no more than three per team) from those available for the round. Part two of round two is the same as round one. The consumers again make their decisions and explain the reasons for their choices.

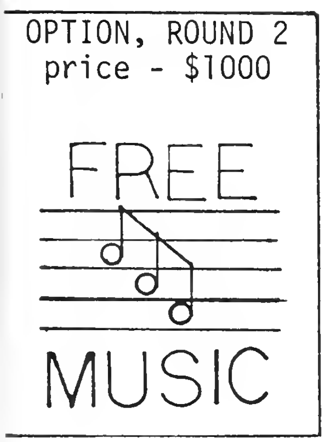
Round Three: This round duplicates round two with the only differences being the options available to the sellers. The game ends with this round and the selling teams drawing a card from an unexpected event stack (see following pages).

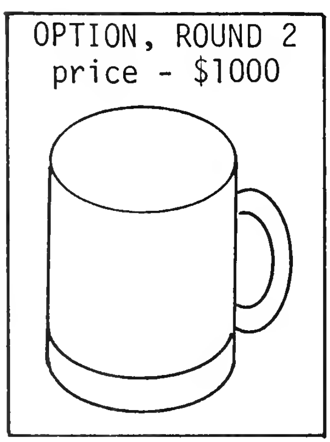
The decisions necessary for full participation make this game a serious simulation exercise. The element of chance is avoided by making each card in both the operating expense and the unexpected event stack of equal value. In the debriefing session, emphasis should be placed on the decision-making process involved in the game, operation of the marketplace, factors influencing consumer purchases, and the use of profit derived by business.

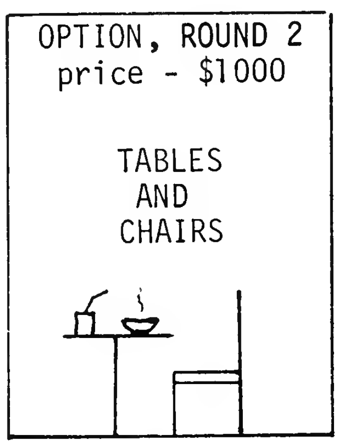

JOE'S PLACE
AIR CONDITIONING
MENU
3 OZ. BURGER,
FRENCH FRIES, COLA
1.00
JHS
JUKE BOX
EAT AT JOE'S

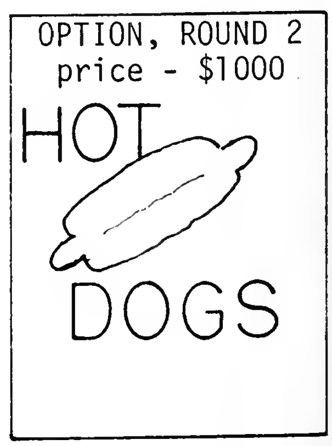

SALLY'S GRILL
AIR CONDITIONING
MENU
6 OZ. BURGER,
FRENCH FRIES, MILK
1.35
MUZAK
BOOTHS


BURGER HAVEN
JHS
MENU
4 OZ BURGER, FR.
FRIES, ORANGE OR
COLA
1.25
TABLE SERVICE
CARRY OUT

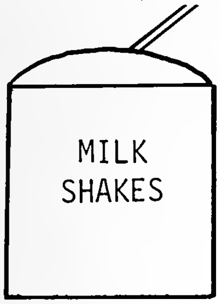

OPTION, ROUND 2
price - $1000
FREE
MUSIC


OPTION, ROUND 2
price - $1000

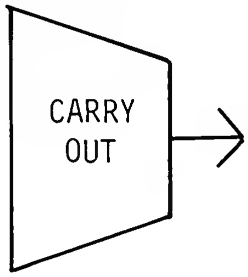

OPTION, ROUND 2
price - $1000
TABLES
AND
CHAIRS


OPTION, ROUND 2
price - $1000
HOT
DOGS

OPTION, ROUND 2
price - $1000

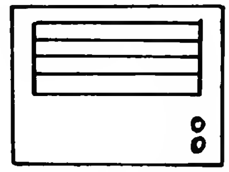


OPTION, ROUND 2
price - $2000



OPTION, ROUND 3
price - $1000

AIR



CONDITIONING

OPTION, ROUND 3
price - $1000

CONSUMER SAVINGS

REDUCED PRICES

10¢

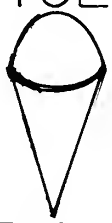
OPTION, ROUND 3
price - $1000

SERVICE

20¢

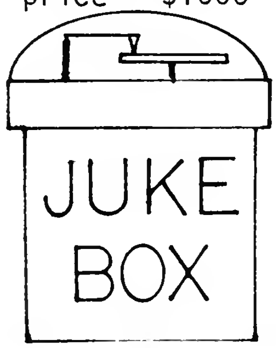
OPTION, ROUND 3
price - $1000

ICE



CREAM

OPTION, ROUND 3
price - $1000



OPTION, ROUND 3
price - $2000

CONSUMER
SAVINGS

REDUCED PRICES

20¢

OPERATING
EXPENSES

Payroll, rent,
insurance,
utilities, and
food ... $4000

Round 2

OPERATING
EXPENSES

Payroll, rent
insurance,
utilities, and
food ... $4000

Round 2

OPERATING
EXPENSES

Payroll, rent
insurance,
utilities, and
food ... $6000

Round 3

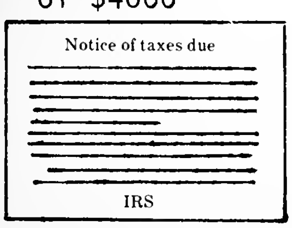
OPERATING
EXPENSES

Payroll, rent
insurance,
utilities, and
food ... $6000

Round 3

UNEXPECTED EVENT

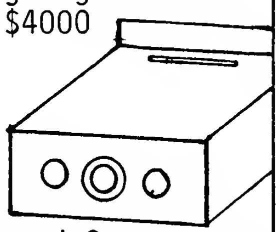
Pay back taxes
of $4000



Round 3

UNEXPECTED EVENT

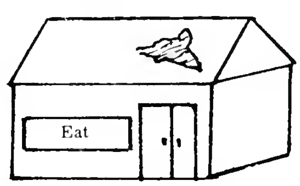
Replace hambur-
ger grill for
$4000



Round 3

UNEXPECTED EVENT

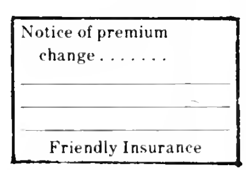
Repair hole in
roof for $4000



Round 3

UNEXPECTED EVENT

Insurance pre-
miums are
raised $4000



Round 3

Sandra Kavathas
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TEACHING PLANS FOR CREATING STUDENT INTEREST IN CONSUMER EDUCATION

LESSON PLAN I

UNIT: Introduction to consumer education

LESSON TOPIC: Survey of students' needs, attitudes and concerns in consumer education.

OBJECTIVES: Upon completion of the survey, the students will be able to:
1. determine some of their own needs in terms of knowledge and skills related to consumer education,
2. examine their own values and attitudes about money management.

CONTENT: Awareness of the types of consumer experiences that one is likely to encounter can serve to motivate one to prepare for those encounters.

INTRODUCTION: Your responses to this survey may give you some insights into your own consumer behavior. It will be filled out anonymously so please check those answers which *best* describe you. After you complete the survey, review some of your responses and think about the following questions when they apply:
1. What experiences have I had which led me to check this response?
2. Am I satisfied with this response or would I like to change it?
3. Why haven't I taken action before?
4. What could I do now to change my behavior or attitudes so that in the future I could answer the question differently?
5. Will I take action now? If not, what does this tell me about myself?

(These questions can be put on the overhead or the blackboard. Questions 1, 10, 11, and 12 might be especially interesting to work through. The teacher might work through one question as an example.)

When you finish this activity, please cut up your questions and put them in the correct piles on the front desk. You will be assigned to work in a small group and compile all the responses for a group of questions. We will then share them with the class.

CLASS ACTIVITY: Students will complete the survey individually and cut the questions into separate strips of paper to be reviewed and compiled into class responses.

EVALUATION: Ask the students to state one insight that they gained about themselves in the area of consumer education.

LESSON PLAN II

UNIT: Introduction to consumer education

LESSON TOPIC: Sharing responses to the consumer education survey and evaluating a tentative course syllabus.

OBJECTIVES: The student will be able to:
1. compare their own responses to the survey with those of their classmates;
2. evaluate a tentative consumer education syllabus for the class.

INTRODUCTION: Yesterday you had an opportunity to look at your responses to the consumer education survey and think about what knowledge and skills you were lacking. You also examined some of your attitudes and values concerning money management.

Today we will share the responses of the class so you will be able to see how your responses compare to your classmates. Afterwards, we will make course plans to help you in areas reflected on the survey.

CLASS ACTIVITY: All students will be given another copy of the survey to look at as each group shares the responses they found to the questions they were given. (Questions 15 and 16 will be used another day.) After all the groups are finished, the class will be asked what they learned about the needs of the class.

20 min.

Distribute a list of possible course topics and give the students a few minutes to jot down any ideas they have about it. They might think about other topics they would like to include, resource people they would like to have come to the class, activities they would like to do when we get to a specific topic, etc. The students can work on the course plan with a partner or in a small group.

10 min.

Discuss suggestions for needed change in the course plan.

10 min.

RESOURCES: Questions from the survey, a tentative course plan, and copies of the survey.

EVALUATION: Ask the class what they learned about the needs of the class.

SURVEY OF STUDENT BEHAVIORS AND CONCERNS IN CONSUMER EDUCATION

To fill out the survey, simply put check marks in the spaces indicating answers that apply to you. Please feel free to write in a different answer when appropriate.

1. How do you feel about dealing with money matters?
   ____ enjoy it
   ____ don't mind it
   ____ avoid it whenever I can

2. Who or what has most influenced your basic attitude toward money?
   ____ your parents
   ____ your friends
   ____ how hard you had to work for your money
   ____ your personal experiences with money
   ____ the state of the economy

3. How do you get most of your money?
   ____ a job
   ____ a regular allowance
   ____ asking my parents
   ____ gifts
   ____ other (explain) ________________________________

4. What is average amount of money you have to spend each week?
   ____ $1-$10
   ____ $10-$20
   ____ $20-$30
   ____ $30-$40
   ____ $50 +

5. Check five things you spend most of your money on now.
   ____ clothes
   ____ grooming supplies (cosmetics, shampoo)
   ____ reading material (books, magazines)
   ____ records
   ____ sporting clothes, equipment
   ____ hobbies
   ____ car expenses (gas, maintenance)
   ____ donations to charities

____ lunches
____ snacks
____ entertainment (movies, concerts)
____ dating
____ school supplies
____ gifts
____ savings
____ family needs
____ other (explain) ________________

6. Check five things you will spend most of your money on when you are living independently.
____ clothes
____ food
____ entertainment, hobbies
____ education
____ car expenses (gas, maintenance, insurance)
____ house or apartment
____ home furnishings
____ grooming supplies
____ vacations
____ gifts
____ donations to charities

7. Are you ever included in making family decisions regarding money?
____ often ____ sometimes ____ never

8. Does your family argue about money?
____ often ____ sometimes ____ never

9. Do you ever make out a plan for spending your money?
____ often ____ sometimes ____ never

10. Do you run short of money?
____ often ____ sometimes ____ never

11. Do you have trouble keeping track of your money?
____ often ____ sometimes ____ never

12. Are you able to save money?
____ often ____ sometimes ____ never

13. Do you have a savings account?
____ Yes ____ No

14. Do you use a checking account?
____ often ____ sometimes ____ never

15. How do you feel about the purchases you make?
____ very satisfied
____ satisfied much of the time
____ rarely satisfied
____ never satisfied

16. Name one purchase you recently made with which you were dissatisfied.

____

YES	NO	DON'T KNOW	Could you have increased your satisfaction by doing any of the following?
____	____	____	a. Thought about how much I could afford to spend on it.
____	____	____	b. Gathered information about the product and the best brands to buy.
____	____	____	c. Made a comparison of prices.
____	____	____	d. Examined my values, needs, wants and goals to determine whether I really wanted to spend my money on that item.
____	____	____	e. Asked the salesclerk questions about the product and got a written guarantee.
____	____	____	f. Examined the item carefully for workmanship and durability.

____ ____ ____ g. Considered how I would use the item and then thought about what quality I needed.

____ ____ ____ h. Other (explain) ______________________________

17. Do you know how to write a constructive complaint letter?
____ yes ____ no

18. Could you name three government agencies and/or organizations that aid consumers?
____ yes ____ no
If you said yes, name them: ______________________________

19. Could you name two individuals or sources or reading material which would help you to locate information on goods and services before you make a purchase?
____ yes ____ no
If you said yes, name them: ______________________________

20. Do you or your parents use credit cards?
____ always ____ sometimes ____ never

21. Do you think about the interest you are charged for using credit cards, before you use them to make a purchase?
____ always ____ sometimes ____ never

22. Does advertising influence your purchases?
____ always ____ sometimes ____ never
Give an example ______________________________

23. Are you aware of common frauds and fraudulent practices used to sell merchandise or services to consumers?
____ yes ____ no

24. Do you fill out your own personal income tax return?
____ always ____ sometimes ____ never

25. Do you ever think about how your consumer decisions affect the state of the economy?
____ yes ____ no ____ occasionally

26. Do you ever plan family menus or help shop for food?
____ always ____ sometimes ____ never

27. Do you know what kinds of insurance and coverage your family has?
____ yes ____ no

28. Do you have any idea what your family's housing expenses are each month?
____ yes ____ no ____ occasionally

29. Would you know how to locate information about career opportunities and educational or technical institutions?
____ yes ____ no

30. Name at least two financial or consumer related problems or concerns of your family.
____
____

CONSUMER RIGHTS and the EQUAL CREDIT OPPORTUNITY ACT

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Legislation has done much to provide equity among all consumers. One of the most recent pieces of consumer legislation is the Equal Credit Opportunity Act. The Equal Credit Opportunity Division, Federal Trade Commission, Washington, D.C. is responsible for enforcing this legislation.

As a consumer, do you know what your rights are under this law? Are you preparing your students to seek their rights under this law? The following information from the Federal Trade Commission[1] can help you understand the legislation for personal use and instructional purposes.

The Equal Credit Opportunity Act prohibits discrimination in any aspect of a credit transaction because of your sex, marital status, race, national origin, religion, or age (with limited exceptions). It also prohibits discrimination because you receive payments from a public assistance program (such as Social Security or Aid to Families with Dependent Children).

The Equal Credit Opportunity Act helps creditworthy people obtain charge accounts, loans, mortgages, and other kinds of credit by not allowing creditors to treat applicants unequally because of characteristics such as sex, marital status, and race. But the Act does not guarantee that you will get credit, and creditors may still determine creditworthiness by considering such factors as income, expenses, debts, and reliability of the applicant.

All creditors who regularly extend credit are covered by the Act, including banks, small loan and finance companies, retail and department stores, credit card companies and credit unions.

The law went into effect in two stages. First, discrimination because of sex or marital status was prohibited (in October 1975) and then discrimination because of race, national origin, religion, age, and receipt of public assistance was prohibited (in March 1977).

Here is what the Equal Credit Opportunity Act says—

Even before you apply for credit, a creditor MUST NOT:

- discourage you from applying for credit because of your sex, marital status, age, religion, race, national origin, or because you get public assistance income.

When you apply for credit, a creditor MUST NOT:

- ask you what your sex, race, national origin, or religion is. (But, a creditor may ask you to voluntarily disclose your sex, marital status, race, and national origin if you are applying for a real estate loan to purchase a residence. This information helps federal agencies enforce antidiscrimination laws. A creditor may also ask you what your immigration or residence status is.)
- ask you what your marital status is if you apply for a separate, unsecured account, unless you live in a community property state. The community property states are Arizona, California, Idaho, Louisiana, Nevada, New Mexico, Texas, and Washington. (A creditor may ask you whether you are "married," "unmarried," or "separated" if you apply for a joint account or an account secured by property.)
- ask you whether you are divorced or widowed.
- ask you for information about your spouse unless: (1) your spouse is applying with you, (2) your spouse will be allowed to use your account, (3) you are relying on your spouse's income or on alimony or child support income from a former spouse, (4) you reside in a community property state.
- ask you about your plans for having or raising children.
- ask you whether you receive alimony, child support, or separate maintenance payments unless the creditor first tells you that you do not have to disclose such income unless

[1]"Equal Credit Opportunity Act," published by the Federal Trade Commission, Washington, D.C., April 1977.

you want to rely on it to get credit. (A creditor may ask if you have to pay alimony, child support, or separate maintenance.)

In deciding whether to give you credit, a creditor MUST NOT:

- consider your
  - sex
  - marital status
  - race
  - national origin
  - religion.
- consider your age unless:
  - you are too young to sign contracts (generally under 18).
  - you are 62 or over and the creditor will favor you because of your age.
  - the creditor uses a statistically-sound credit scoring system[2] which favors applicants age 62 or over.
  - the creditor uses your age to determine the meaning of other factors which are important to creditworthiness. (For example, a creditor could consider your age to see if your income might be reduced because you are about to retire. But, a creditor CANNOT deny your application or close your account because the creditor is not able to get credit life insurance on you because of your age.)
  - consider whether you have a telephone listing in your name. (But a creditor may consider whether there is a telephone in your home.)
  - consider the race of the people who live in the neighborhood where you want to buy or improve a house with borrowed money.

When evaluating your income, a creditor MUST NOT:

- refuse to consider reliable public assistance income in the same manner as other income.
- discount income because of your sex or marital status. (It is illegal, for example, for a creditor to count a man's salary at 100% and a woman's at 75%.) Also, a creditor may not assume that a woman of child-bearing age will stop work to have or raise children.
- discount or refuse to consider income because it is derived from part-time employment or from a pension, annuity, or retirement benefit program.
- refuse to consider consistently received alimony, child support, or separate maintenance payments. (A creditor may ask you for proof that this income has been consistently received.)

You also have the right:

- to have credit in your maiden name (Mary Smith), your first name and your husband's surname (Mary Jones), or your first name and a combined surname (Mary Smith-Jones).
- to get credit without a co-signer, if you meet the creditor's standards.
- to have a co-signer other than your spouse, if a co-signer is necessary.
- to keep your own accounts after you change your name or marital status or reach a certain age or retire (unless the creditor has evidence you are unable or unwilling to repay).

After you file your application:

- you have the right to know whether your application was accepted or rejected within 30 days of filing it.
- If your application was rejected, you have the right to know why. The creditor must either immediately give you the specific reason(s) for the rejection or tell you that you have the right to the specific reasons if you make a request within 60 days. Examples of specific reasons are "Your income was too low" or "You haven't been employed at your job long enough." Indefinite and vague reasons such as "You didn't meet our minimum standards" or "You didn't receive enough points on our credit scoring system" do not comply with the law.

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[2] In a "credit scoring system," the creditor assigns different points to your answers to questions on the application. (For example, owning a home might be worth 10 points while renting might be worth 5 points.) The total number of points helps the creditor to decide if you are creditworthy.

Credit Histories and the Equal Credit Opportunity Act

A good "credit history" (a record of how you paid your bills in the past) is often necessary to obtain credit. Unfortunately, this hurts many married, separated, divorced, and widowed women. These women often do not have credit histories in their own names even though they have used credit in the past for two reasons: (1) women often lost their own credit histories when they married and changed their names and (2) creditors typically reported the credit histories on accounts shared by married couples in the husband's name only.

To solve this problem, beginning June 1, 1977, the Act provides that creditors who report histories to credit bureaus must report information on accounts shared by you and your spouse in both of your names. (Some creditors will first send you a "Credit History for Married Persons Notice" asking you how you want the information reported.) You also have the right (beginning June 1, 1977) to require a creditor to report information on accounts you share with your spouse in both of your names. In addition, the Act requires that a creditor MUST NOT:

- use unfavorable information about an account you shared with your spouse or former spouse, if you can show that the bad credit rating does not accurately reflect your willingness or ability to repay.
- refuse to consider on your request the credit history of any account held in your spouse or former spouse's name which you can show is an accurate picture of your willingness and ability to repay.

Special note to women about their credit histories:

- If you are married, divorced, separated, or widowed you should make a special point to call or visit your local credit bureau(s) to make sure that all relevant information normally carried by the credit bureau is in a credit file under your own name.

What you can do if you believe you have been discriminated against:

You can complain to the creditor.

- Let the creditor know you are aware of the law.

You can also sue the creditor.

- You have the right to bring a case in a Federal district court. If you win, you can recover your actual damages and punitive damages of up to $10,000. You can also recover reasonable attorney's fees and court costs. A private attorney can advise you on how to proceed.
- If you join up with other people and file a class action suit, you may recover punitive damages for the class of up to $500,000 or 1% of the creditor's net worth whichever is less.

You can also file a complaint with the government.

- You can report any violations to the appropriate government enforcement agency in order to assist the agency in enforcing the law. While the agencies use complaints to decide which companies to investigate, they cannot handle private cases. (See the list of endorsement agencies and the kinds of creditors they monitor at the end of this article.)
- When you are denied credit, the creditor must give you the name and address of the appropriate agency to contact.
- Many states also have equal credit opportunity laws of their own. Check with your State's Attorney General.

Where to send complaints and questions:

1. If a Retail Store, Department Store, Small Loan and Finance Company, Gasoline Credit Card, Travel and Expense Credit Card, State Chartered Credit Union, or Governmental Lending Program is involved, write to:

   Federal Trade Commission
   Equal Credit Opportunity
   Washington, D.C. 20580

   or one of the FTC Regional Offices:

   Atlanta Regional Office
   1718 Peachtree Street, N.W.
   Suite 1000
   Atlanta, Georgia 30309

   Denver Regional Office
   Suite 2900
   1405 Curtis Street
   Denver, Colorado 80202

Boston Regional Office
1301 Analex Building
150 Causeway
Boston, Massachusetts 02114

Chicago Regional Office
Suite 1437
55 East Monroe Street
Chicago, Illinois 60603

Cleveland Regional Office
Room 1339, Federal Office Bldg.
1240 East 9th Street
Cleveland, Ohio 44199

Dallas Regional Office
2001 Bryan Street
Suite 2665
Dallas, Texas 75201

Los Angeles Regional Office
11000 Wilshire Blvd.
Room 13209
Los Angeles, California 90024

New York Regional Office
22nd Floor, Federal Building
26 Federal Plaza
New York, New York 10017

San Francisco Regional Office
450 Golden Gate Avenue
Box 36005
San Francisco, California 94102

Seattle Regional Office
28th Floor, Federal Building
915 Second Avenue
Seattle, Washington 98174

Washington, D.C., Regional Office
Gelman Building
2120 L Street, N.W.
Washington, D.C. 20037

2. If a Bank is involved, write to one of the agencies listed below:

If the Bank is nationally chartered ("National" or "N.A." will appear in the Bank's name), write to:
Comptroller of the Currency
Consumer Affairs Division
Washington, D.C. 20219

If the Bank is State chartered and is a member of the Federal Reserve System, write to:
Board of Governors of the Federal Reserve System
Director, Division of Consumer Affairs
Washington, D.C. 20551

If the Bank is State chartered and Insured by the Federal Deposit Insurance Corporation (FDIC) but is not a member of the Federal Reserve System, write to:
Federal Deposit Insurance Corporation
Office of Bank Customer Affairs
Washington, D.C. 20429

3. If a federally-chartered or federally-insured Savings and Loan Association is involved, write to:
Federal Home Loan Bank Board
Equal Credit Opportunity
Washington, D.C. 20552

4. If a federally-chartered Credit Union is involved, write to:
Federal Credit Union Administration
Division of Consumer Affairs
Washington, D.C. 20456

FAIR CREDIT REPORTING ACT

Reprint of "Fair Credit Reporting Act (FTC Buyer's Guide No 7), Federal Trade Commission, Washington, D C

If you have a charge account, a mortgage on your home, life insurance, or have applied for a personal loan or job it is almost certain there is a "file" existing somewhere that show how you pay your bills, if you have been sued, arrested, or filed for bankruptcy, etc.

And some of these files include your neighbors' and friends' views of your character, general reputation, or manner of living.

The companies that gather and sell such information to creditors, insurers, employers, and other businesses are called "Consumer Reporting Agencies," and the legal term for the report is a "Consumer Report."

If, in addition to credit information, the report involves interviews with a third person about your character, reputation, or manner of living, it is referred to as an "Investigative Consumer Report."

THE FAIR CREDIT REPORTING ACT became law on April 25, 1971. It was passed by Congress to protect consumers against the circulation of inaccurate or obsolete information, and to insure that consumer reporting agencies exercise their responsibilities in a manner that is fair and equitable to consumers.

Under this new law you can now take steps to protect yourself if you have been denied credit, insurance, or employment, or if you believe you have had difficulties because of a consumer report on you.

Here are the steps you can take.

YOU HAVE THE RIGHT:

1. To be told the name and address of the consumer reporting agency responsible for preparing a consumer report that was used to deny you credit, insurance, or employment or to increase the cost of credit or insurance.

2. To be told by a consumer reporting agency the nature, substance and sources (except investigative-type sources) of the information (except medical) collected about you.

3. To take anyone of your choice with you when you visit the consumer reporting agency to check on your file.

4. To obtain all information to which you are entitled, free of charge, when you have been denied credit, insurance, or employment within 30 days of your interview. Otherwise, the reporting agency is permitted to charge a reasonable fee for giving you the information.

5. To be told who has received a consumer report on you within the preceding six months, or within the preceding two years if the report was furnished for employment purposes.

6. To have incomplete or incorrect information re-investigated, unless the request is frivolous, and, if the information is found to be inaccurate or cannot be verified, to have such information removed from your file.

7. To have the agency notify those you name (at no cost to you) who have previously received the incorrect or incomplete information that this information has been deleted from your file.

8. When a dispute between you and the reporting agency about information in your file cannot be resolved, you have the right to have your version of such dispute placed in the file and included in future consumer reports.

9. To request the reporting agency to send your version of the dispute to certain businesses for a reasonable fee.

10. To have a consumer report withheld from anyone who under the law does not have a legitimate business and need for the information.

11. To sue a reporting agency for damages if it willfully or negligently violates the law and, if you are successful, you can collect attorney's fees and court costs.

12. Not to have adverse information reported after seven years. One major exception is bankruptcy, which may be reported for 14 years.

13. To be notified by a business that it is seeking information about you which would constitute an "Investigative Consumer Report."

14. To request from the business that ordered an investigative report, more information about the nature and scope of the investigation.

15. To discover the nature and substance (but not the sources) of the information that was collected for an "Investigative Consumer Report."

THE FAIR CREDIT REPORTING ACT DOES NOT:

1. Give you the right to request a report on yourself from the consumer reporting agency.
2. Give you the right, when you visit the agency, to receive a copy of or to physically handle your file.
3. Compel anyone to do business with an individual consumer.
4. Apply when you request commercial (as distinguished from consumer) credit or business insurance.
5. Authorize any Federal agency to intervene on behalf of an individual consumer.

HOW TO DEAL WITH CONSUMER REPORTING AGENCIES

If you want to know what information a consumer reporting agency has collected about you, either arrange for a personal interview at the agency's office during normal business hours or call in advance for an interview by telephone.

The consumer reporting agencies in your community can be located by consulting the "Yellow Pages" of your telephone book under such headings as "Credit" or "Credit Rating or Reporting Agencies."

If you decide to visit a consumer reporting agency to check your file the following check list may be of help.

For instance, DID YOU:

1. Learn the nature and substance of all the information in your file?
2. Find out the names of each of the businesses (or other sources) that supplied information on you to the reporting agency?
3. Learn the names of everyone who received reports on you within the past six months (or the last two years if the reports were for employment purposes)?
4. Request the agency to re-investigate and correct or delete information that was found to be inaccurate, incomplete, or obsolete?
5. Follow-up to determine the results of the re-investigation?
6. Ask the agency, at no cost to you, to notify those you name who received reports within the past six months (two years if for employment purposes) that certain information was deleted?
7. Follow-up to make sure that those named by you did in fact receive notices from the consumer reporting agency?
8. Demand that your version of the facts be placed in your file if the re-investigation did not settle the dispute?
9. Request the agency (if you are willing to pay a reasonable fee) to send your statement of the dispute to those you name who received reports containing the disputed information within the past six months (two years if received for employment purposes)?

For more detailed information on the Fair Credit Reporting Act or to report a violation of the Act contact the FTC in Washington or the nearest regional office. The FTC offices are located in the following cities: ATLANTA, Ga.; BOSTON, Mass.; BUFFALO, N.Y.; CHARLOTTE, N.C.; CHICAGO, Ill.; CLEVELAND, Ohio; DALLAS, Texas; DENVER, Colo ; DETROIT, Mich.; HONOLULU, Hawaii; KANSAS CITY, Mo.; LOS ANGELES, Calif.; MIAMI, Fla.; NEW ORLEANS, La.; NEW YORK, N.Y.; OAK RIDGE, Tenn.; PHOENIX, Ariz.; PORTLAND, Ore.; ST. LOUIS, Mo.; SAN ANTONIO, Texas; SAN DIEGO, Calif.; SAN FRANCISCO, Calif.; SEATTLE, Wash.; WASHINGTON, D.C. area field offices; UPPER DARBY, Penn.

Look under "Federal Trade Commission" in the telephone directories of these cities for the addresses and telephone numbers of the field offices.

CONSUMER PROTECTION AGENCIES:
WHERE TO GET HELP WHEN YOU NEED IT

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Are you a frustrated consumer who has written letters of complaint but got no results? Have you encouraged your students to call or write agencies to get help with a consumer problem only to have them become discouraged because of a lack of response? It could be that nothing happened because the message never reached the appropriate agency.

The number of consumer inquiries to Federal agencies has increased. The U.S. Consumer Product Safety Commission reportedly receives many calls and letters about products or subjects that are not within its jurisdiction. The Commission has prepared a list of some of the Federal consumer oriented agencies which deal with consumer inquiries. This list is designed to help consumers determine which agency to contact. It can also be used as a matching exercise for either a pre- or post-teaching assessment of knowledge. The amount of descriptive information given for the matching exercise should be about the same for each agency.

The following descriptions are taken from a Consumer Product Safety Commission publication.[1]

1. U.S. Consumer Product Safety Commission (CPSC)
   Washington, D.C. 20207
   (Toll Free hotline: 800-638-2666
   Maryland only: 800-492-2937)

CPSC's primary goal is substantially to reduce injuries associated with consumer products in or around the home, schools, and recreational areas. Congress directed the Commission to protect the public against unreasonable risks of injury associated with consumer products; to develop uniform safety standards for consumer products and minimize conflicting state and local regulations; and to promote research and investigation into the causes and prevention of product-related deaths, illnesses and injuries. The Commission sets and enforces mandatory safety standards for consumer products and in certain instances bans hazardous products. The Commission also conducts information and education programs to raise consumer awareness and to change behavior concerning product safety. The Commission operates the National Electronic Injury Surveillance System which monitors 119 hospital emeargency rooms nationwide for injuries associated with consumer products. The Commission deals with over 10,000 consumer products—from architectural glass, stairs, and power tools to stoves, ladders, and lawnmowers. The Commission was established by the Consumer Product Safety Act of 1972 and also has authority under the Federal Hazardous Substances Act, Flammable Fabrics, Poison Prevention Packaging Act, and Refrigerator Safety Act. The following products generally are exempted from the Commission's authority under the CPSA: foods, drugs, cosmetics, medical devices, motor vehicles, boats, airplanes, tobacco, firearms, alcohol, and pesticides.

2. Food and Drug Administration (FDA)
   Department of Health, Education, and Welfare
   5600 Fishers Lane
   Rockville, Maryland 20852
   (301-443-3170)

FDA enforces the Federal Food, Drug and Cosmetic Act and related laws to insure the purity and safety of foods, drugs and cosmetics, the safety of therapeutic devices, and the truthful, informative labeling of such products. Food additives, color additives, antibiotic drugs, insulin and most prescription drugs are subject to pre-marketing approval by the Agency. Veterinary drugs are regulated to insure that they are safe, effective and properly labeled. FDA licenses the production of vaccines, serums and other biologic drugs and regulates blood banks. The Agency administers the Fair Packaging and Labeling Act as it applies to products covered by

[1] "Fact Sheet No. 52: Some Federal Consumer-Oriented Agencies" (Washington, D.C.: U.S. Consumer Product Safety Commission, 1975).

the Food, Drug and Cosmetic Act. FDA also enforces radiation safety standards for products such as X-ray equipment, color televisions, lasers, sunlamps and microwave ovens.

3. National Highway Traffic Safety Administration (NHTSA)
   Department of Transportation
   400 7th St., S.W.
   Washington, D.C. 20590
   (202-426-9550)

NHTSA writes and enforces safety standards which set minimum performance levels for certain parts of motor vehicles and for the vehicle as a unit. Its jurisdiction includes automobiles, trucks, buses, recreational vehicles, motor cycles, bicycles, mopeds and all related accessory equipment. The agency pursues allegations of vehicle defects both to assure manufacturer compliance with Federal standards and to identify all vehicle defects which may lie outside the applicability of the standards. NHTSA regularly publishes Public Advisories and Protection Bulletins, Fact Sheets on current automotive problems, and a complete monthly report of its investigative activity and conclusions.

4. Federal Aviation Administration (FAA)
   800 Independence Ave., S.W.
   Washington, D.C. 20591
   (202-426-1960)

FAA sets mandatory safety standards for aircraft construction, flammability of aircraft interior finishes, and aircraft safety in general. FAA is part of the Department of Transportation.

5. Civil Aeronautics Board (CAB)
   1825 Connecticut Ave., N.W.
   Washington, D.C. 20428
   (202-332-7735)

CAB handles complaints on baggage, rates, reservations and treatment by airlines. The agency regulates the routes which U.S. airlines can fly and the rates which those airlines can charge.

6. Federal Trade Commission (FTC)
   6th and Pennsylvania Ave., N.W.
   Washington, D.C. 20580
   (202-962-0151)

FTC enforces antitrust laws and consumer protection statutes including those prohibiting false advertising and fraud in credit (lending). The agency also requires labeling on various products, such as care labeling for fabrics.

7. Public Health Service (PHS)
   5600 Fishers Lane
   Rockville, Maryland 20852
   (301-443-2155)

The Public Health Service is concerned with:

- health research, through the National Institutes of Health
- regulation of health-related products through FDA
- prevention of disease through the Center for Disease Control
- delivery of health care through the Health Services Administration
- development of national health records and other resources through the Health Resources Administration
- prevention of the abuse of drugs and alcohol, and improvement of mental health through the National Institutes of Mental Health.

PHS is a part of the Department of Health, Education, and Welfare.

8. Office of Education
   Department of Health, Education, and Welfare
   Washington, D.C. 20202
   (202-245-8387)

The Office of Education guides national education policies and supports education programs in consumer education, home economics, adult education, health, and nutrition.

9. Interior Department
   Washington, D.C. 20240
   (202-343-6416)

The Interior Department is responsible for most nationally owned public lands and natural resources. It fosters wise use of land and water resources, protects fish and wildlife, preserves national parks and historical places, and administers grants to States for outdoor recreation. It assesses energy and mineral resources and works to assure their development serves the Nation's best interests. It also has major responsibility for American Indian reservation communities and for people who live in Island Territories under U.S. administration.

10. Agriculture Department
    Animal and Plant Health Inspection Service (202-447-8293)
    Agricultural Marketing Service (202-447-6766)
    Food and Nutrition Service
    Extension Service
    Independence Ave. between 12th and 14th St. N.W.
    Washington, D.C. 20250

The Agriculture Department, through its subdivisions, inspects and grades meats, poultry, fruits, and vegetables, provides some nutrition information to consumers through labels required on meat, poultry, fruits, and vegetables; provides food to poor families through programs such as food stamps; carries out studies on human nutrition, home economics, and farm-oriented science; and works with adult and youth education programs in the 50 states.

11. U.S. Coast Guard
    Office of Boating Safety (202-426-1084)
    Office of Merchant Marine Safety (202-426-2200)
    Washington, D.C. 20590

The Office of Boating Safety regulates and sets mandatory safety standards for boats and associated equipment; promotes boating safety through education and U.S.C.G. Auxiliary functions; enforces operating regulations for boat operators on U.S. waterways. The Office of Merchant Marine Safety approves certain marine safety equipment such as personal flotation devices (PFD's), fire extinguishers and carburetor backfire flame arrestors, and also certifies marine sanitation devices.

12. U.S. Postal Service
    Washington, D.C. 20260
    (202-245-4089)

The U.S. Postal Service is an independent Federal establishment responsible for mail delivery and related activities. Most special requests and complaints are handled locally. Mail fraud allegations may be presented to local post masters. Complaints which cannot be handled locally should be referred to the Consumers Advocate of the U.S. Postal Service.

13. Treasury Department
    Bureau of Alcohol, Tobacco, and Firearms
    Washington, D.C. 20226
    (202-961-7135)

This agency has jurisdiction over alcohol (including the containers in which it is sold), tobacco, firearms, and explosives. It requires ingredient labeling for alcohol and safe storage precautions for explosives.

14. Federal Energy Administration (FEA)
    1016 16th St., N.W.
    Washington, D.C. 20461
    (202-254-7546)

The FEA helps set Federal energy policies concerning energy conservation, energy consumption, prices and imports.

15. Environmental Protection Agency (EPA)
401 M St., S.W.
Washington, D.C. 20001
(202-755-0707)

EPA has the power to set standards for air, water, and noise pollution. The agency guides Federal and state environmental policies affecting manufacturing plants, automobiles, and solid waste disposal. EPA also regulates the manufacture and use of pesticides in the U.S. to insure environmentally safer and more effective pest control.

16. Federal Communication Commission (FCC)
1919 M St., N.W.
Washington, D.C.
(202-632-7048)

The FCC monitors the programming of radio and TV, regulates the licensing of radio and TV stations, and sets standards for the use and availability of cable TV.

17. Federal Power Commission (FPC)
825 N. Capitol St.
Washington, D.C. 20426
(202-386-6102)

FPC regulates interstate natural gas and electric power industries. The agency also licenses all non-Federal hydro-electric power plants.

18. Nuclear Regulatory Commission
(formerly the Atomic Energy Commission)
Washington, D.C. 20555
(301-492-7771)

The Nuclear Regulatory Commission (formerly the Atomic Energy Commission) regulates the commercial nuclear energy industry. The agency inspects and licenses all nuclear energy facilities and insures the safety of any operation handling radioactive materials.

19. Interstate Commerce Commission (ICC)
Constitution Ave. and 12th St., N.W.
Washington, D.C. 20423
(202-343-4141)

The ICC regulates surface transportation by truck, bus, rail, oil pipeline, express company, and freight forwarder when goods are transported across state lines. The ICC sets standards for quality and cost of interstate transportation.

20. Securities and Exchange Commission (SEC)
500 N. Capitol St.
Washington, D.C. 20549
(202-755-4846)

The SEC, an independent agency responsible for protecting the interests of the public and investors against malpractices in the securities and financial markets, requires disclosure of material information about publicly held companies through registration statements, annual and other reports, and proxy soliciting material. It supervises the operations of stock exchanges, investment advisers and brokers and dealers. It establishes regulations to prevent fraud in the securities markets and regulates investment companies to guard against dishonest management, unsound capital structures and unfair practices. The Commission investigates complaints from investors and makes available to the public the various reports and statements filed by corporations.

21. Occupational Safety and Health Administration (OSHA)
New Department of Labor
200 Constitution Ave., N.W.
Washington, D.C. 20210
(202-523-8151)

OSHA has responsibility for safety and health in the workplace. Work hazards in private sector workplaces with one or more employees are covered by standards issued by OSHA.

There are some exceptions—in the case of state and municipal employees, and for work covered by other laws such as mine safety, atomic energy and railroads. OSHA is part of the Department of Labor.

22. Department of Housing and Urban Development (HUD)
    Property Improvement and Mobile Home Division
    451 7th St., S.W.
    Washington, D.C. 20410
    (202-755-6068)

A law recently passed by Congress gives HUD the responsibility to set standards for the basic structure of mobile homes. (However, the safety of all interior furnishings of mobile homes is within the jurisdiction of the U.S. Consumer Product Safety Commission.) HUD generally deals with problems regarding availability and quality of housing.

23. Office of Consumer Affairs
    Executive Office Building
    17th and Pennsylvania Ave., N.W.
    Washington, D.C. 20201
    (202-245-6093)

The Office of Consumer Affairs, under the Department of Health, Education, and Welfare, provides advice to the President concerning consumer affairs. The office serves as a coordinator for inquiries and complaints on subjects such as high prices, poor quality, and the safety of products. If you do not find an agency cited which deals with the subject you are interested in, write to the Office of Consumer Affairs for assistance.

24. General Services Administration (GSA)
    Consumer Information Center
    7th and D St., S.W.
    Washington, D.C. 20407
    (202-343-6171)

To inform consumers of information available from the Federal Government the Consumer Information Center publishes a free quarterly listing of approximately 250 free or low-cost publications of consumer interest. The listing, Consumer Information Index, as well as the publications, are available from Consumer Information, Pueblo, Colorado 81009. The Index is also available at Federal Information Centers throughout the United States. These Centers were established to advise individuals on the correct government office to contact to handle a particular problem or request.

Consumer News in Brief . . .

Guide to Prescription Drug Prices

Health, Education and Welfare Departments (HEW) Health Care Financing Administration (HCFA) plans to produce a *Guide to Prescription Drug Prices* to provide doctors and druggists with comparative data on proprietary (trade name) vs. generic drug costs. HCFA thinks this publication could provide consumers with information to influence their doctors to prescribe less costly, equally effective drugs. HCFA wants to get some idea of consumer demand for the publication and suggests that interested persons write or call Tom Fulda, Office of Pharmaceutical Reimbursement, HCFA, Department of HEW, Room 3076 Switzer Building, Washington, DC 20201; telephone 202/472-3822.

Consumer News, Volume 8, No. 4, February 15, 1978, Department of Health, Education and Welfare Office of Consumer Affairs, Washington, DC 20201.

Combination Appliances May "Recycle Energy"

An Energy Department report based on a study evaluating the possibilities of energy conservation by combining appliances has recommended 3 types of dual-purpose appliances after reviewing 349 appliance combinations.

The three types of combinations are: (1) central air conditioner and household water heater; (2) furnace and water heater; and (3) commercial range and water heater. These appliances can save money and energy by recovering otherwise wasted energy—usually heat—from one part of the combination for use in the other.

According to the report the first combination can save 51 million barrels of oil annually by 1990, the second can save 210 million barrels per year, and the third type can save 11 million barrels per year.

The Energy Department is deciding whether it will build and test one or more of the dual purpose appliances.

From *Consumer News*, Department of HEW, Office of Consumer Affairs, Volume 8, No. 3, February 1, 1978.

Water Waste in Homes

Researchers from the University of Illinois Water Resources Center say a toilet tank can waste 200 gallons of water a day without being seen or making a sound as the water runs from the tank into the bowl.

At water rates of $1 to $3.30 per 1,000 gallons, such leaks can cost $6 to $20 a month.

To find the leak, put food coloring or ink into the tank at a time when the toilet will not be used for several hours. If color seeps into the bowl, there's a leak. To stop the leak, install a new flush ball.

The researchers report that a leaking faucet can be expensive too. A leak of one drop a second can waste several gallons of water a day; a steady drip can waste 20 gallons each day.

Not only does the water cost money, but if it's hot water, heating it adds to the cost.

Prescription Sleeping Pills

Do you take prescription sleeping pills? If so, you may want to discuss with your doctor the findings of a new study by the National Institute on Drug Abuse. The study reported that almost all of these potentially dangerous drugs become ineffective after two weeks of consecutive use. Nevertheless, the average prescription for sleeping pills contains 30 to 50 doses. The report adds that while the drugs can be helpful on occasion, continuous use of the sleeping pills may actually hinder sleep.

Sources of Consumer Education Resources

☆ The Consumers Union publisher of *Consumer Reports* also publishes "Teaching Tools for Consumer Reports." The latter monthly publication contains lesson ideas that correspond with articles in the *Consumer Reports*.

Consumers Union offers a school order plan for *Consumer Reports* at 35 cents per copy, minimum 20 copies per issue which includes a teacher's copy and "Teaching Tools" at no additional cost.

The mailing address is Educational Services, Consumers Union, 256 Washington Street, Mt. Vernon, New York 10550.

☆ Agriculture Handbook 8, "Composition of Foods: Raw, Processed and Prepared has been revised and is now available in looseleaf format to expedite future revisions. The first section "Composition of Foods: Dairy and Egg Products—Raw, Processed, and Prepared" (Ah-8-1) covers 144 dairy and egg products. It costs $3 a copy. The second of the series, "Composition of Foods: Spices and Herbs—Raw, Processed, and Prepared" (AH-8-2) contains information on 39 spices and herbs, and four spice mixtures. It costs $1.30. These publications may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

☆ The 1977 Yearbook of Agriculture, "Gardening for Food and Fun" is available for $6.50 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. The stock number is 001-000-03679-3. Each member of Congress is supplied with limited numbers of free copies for distribution. Your congressional representative may be able to supply you with a free copy.

☆ The Small Homes Council-Building Research Council, University of Illinois, has published an eight-page, nontechnical publication titled "Water Conservation." It provides tips on how householders can locate water leaks; information on water saving devices that can be installed in households; and a list of water saving tips.

Single copies of "Water Conservation" are 40 cents from the Small Homes Council-Building Research Council, University of Illinois at Urbana-Champaign, 1 St. Mary's Road, Champaign, IL 61800.

☆ The Consumer Information Catalog, published by the Consumer Information Center, lists more than 200 Federal consumer publications, over half of which are free. For a free copy of the catalog, send a postcard to the Consumer Information Center, Dept. FW-2, Pueblo, Colo. 81009.

☆ The Directory of Federal Consumer Offices contains the toll free phone numbers for hotlines operated by the federal government. To get your free copy, send a postcard to Consumer Information Center, Dept. 528F, Pueblo, Colo. 81009.

☆ The Money Management Institute of Household Finance Corporation has published a new edition of *Your Guide for Teaching Money Management*. This 40-page booklet emphasizes economic principles related to individual and family finance. It contains sections on values and goals, income, consumer purchasing decisions, consumer credit, savings, insurance and investments, and consumer rights and responsibilities.

To obtain a copy of *Your Guide to Money Management*, send your name, address and 50 cents to: Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, IL 60601.

☆ J. C. Penney Company, Inc. has recently made available a series of consumer education modules. These multi-media kits are titled (1) Toward a Quality of Living, (2) Decisions, Decisions, (3) Economic Concepts and Issues, and (4) Consumer Information.

These materials can be obtained on loan from the manager of your local Penney retail store or purchased from the Company at a cost of $19.00 for each kit. Orders should be sent to: Educational Relations, J. C. Penney Co., Inc., 1301 Avenue of the Americas, New York, NY 10019.

☆ The October 1977 issue of *Tips and Topics* is on "Consumerism and Education in the '70's." It focuses on consumer trends and implications for home economics. It also contains teaching ideas. This publication comes from the College of Home Economics, Texas Tech University,

(continued at bottom of page 269)

THE NEW COPYRIGHT LAW AND THE HOME ECONOMICS TEACHER

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Intellectual property
269

Could you be called to make an appearance in court because of routine practices you are following as a teacher of home economics? The general revision of Copyright Law Title 17 of the United States Code may directly contribute to such an appearance.

For years home economics teachers have duplicated information for use as substitute textbooks as well as for supplementary materials without checking on or worrying about the legality of the practice. As of January 1, 1978, the new Copyright Act of 1978, PL 94-553,90 Stat. 2541, requires that the home economics teacher resort to other means of providing effective instructional material. Home economics teachers will have a set of do's and don'ts governing what they may legally photocopy for use in the classroom.

The new law limiting the duplication of copyrighted materials brought an end to a ten-year attempt to rewrite the 1909 copyright law and for the first time set up rules for the teacher to follow. This "workable compromise" resulted from conflicting views ranging from unrestricted duplication to rigid royalty payments. Encompassed in the law are statutory provisions affecting registration of copyrighted works, reproduction by libraries and archives, restrictions pertaining to usage, duration of copyright, commercial manufacturing, remedies for violation, commercial broadcasting, and the establishment for a copyright royalty commission. According to Donald W. Robinson in *Phi Delta Kappan*, certain sections of this law will directly affect classroom home economics teachers.[1]

The law specifically states that "copyright protection . . . is not available for any work of the United States Government." An important question for teachers that needs to be resolved from the language of the law is the legal definition of "any work of the United States government." Will home economics teachers be allowed to reproduce curriculum materials developed by federally funded grants?

Another section of the law affecting home economics teachers deals with "fair use." In the past the courts utilized the "fair use" doctrine in resolving conflicts of unauthorized duplication by teachers. The indefiniteness of the "fair use" doctrine proved unsatisfactory in providing a clear understanding of duplicating rights. Congress chose to keep the "fair use doctrine in the new copyright law even though the court's interpretation would be uncertain. This section states that the "fair use" of a duplicated copyrighted work for the purpose of teaching (including multiple copies for classroom use) is not an infringement of the copyright law. The law specifies the consideration of the following factors determining "fair use":

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;

[1]Donald W. Robinson, "Copyrights and Photocopying," *Phi Delta Kappan* (February 1977), 495-496.

(continued from preceding page)

Lubbock, Texas 79409. Other recent issues of *Tips and Topics* that focus on consumer education are: "Consumer Education—An Overview" (January 1970); "Consumer Education—Concepts and Content" (February 1970); and "Consumer Education—Teaching for Today and Tomorrow" (January 1974).

Safety Defects in Autos

☆ If you or your students want to report vehicle safety defects or want information on vehicle recalls, write the National Highway Safety Administration (NHTSA), Washington, DC 20590, or call toll-free 800/424-9393.

☆ *Current Consumer*, a relatively new resource, is published monthly during the school year beginning in September and ending in May. This magazine for students presents interesting consumer information on a fairly low reading level. There is also a teacher's edition which suggests teaching activities that correspond with the magazine articles.

The subscription price is $3.50 per student per school year. The publisher requires a minimum of fifteen subscriptions to one address. It can be ordered from Curriculum Innovations, Inc., 501 Lake Forest Ave., Highwood, IL 60040.

2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted works.

In addition to these factors the owner of a copyright may authorize reproduction when asked.

The language of this section in the new law also leaves unresolved many legal issues affecting daily teaching practices. Many educational groups have expressed concern over the ambiguity of what can be duplicated for school use. As a result of this concern, Congress supplemented the law with specific guidelines prepared by representatives of educational groups and publishing concerns which provide numerical limits of duplication by teachers. These guidelines will be utilized by the courts in resolving copyright conflicts in education. Under these guidelines a teacher may make a single copy of each of the following:[2]

1. A chapter from a book.
2. An article from a periodical or newspaper.
3. A short story, short essay, or short poem.
4. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

A teacher may make multiple copies of the following (but not to exceed one per student):

1. A complete poem, if less than 250 words and printed no more than 2 pages.
2. An excerpt from a longer poem, if less than 250 words.
3. A complete article, story, or essay, if it is less than 2,500 words.
4. An excerpt from a prose work, if it is less than 1,000 words or 10 percent of the work, whichever is less.
5. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical.

The guidelines restrict a teacher from the following:

1. Multiple duplications of a work for instruction if it has been previously duplicated for another class in the same institution.
2. Multiple copies of a short poem, article, story, or essay by the same author more than once in a class term, or making multiple duplications from the same collective work or periodical issue more than 3 times a term.
3. Multiple duplications of works more than nine times in the same class term.
4. A duplication of works to replace an anthology.
5. A duplication of "consumable" materials (i.e., work books).

These guidelines could affect the home economics teacher in the following ways:

1. The home economics teacher could not make copies of "consumable" materials such as the "World of Work" workbooks.
2. The home and family living teacher could not make multiple copies of material from a supplemental textbook more than three times in a quarter.
3. The child development teacher could reproduce a transparency master that appears in issues of a magazine such as *Learning*.
4. The foods and nutrition teacher could copy one graph (per book) on comparing the nutritional content of different foods.

The student may benefit from this new law if more original material is used instead of oftentimes poorly reproduced and hard-to-read material.

Penalties for violation of the copyright law are provided. The owner of a copyright is entitled to initiate an action for violation by serving written notice to the infringer. Both civil and criminal penalties are included. An infringer is liable for either the copyright owner's actual damages and any additional profits of the infringer or statutory damages. Liability for statutory damages range from $50 to $100. "The court will relinquish statutory damages in any case where . . . (the teacher believed and had reasonable grounds for believing that his or her use of the copyrighted work was a fair use . . . ." Criminal infringement means that "any person who infringes a copyright willfully and for purposes of commercial advantage and private financial gain shall be fined not more than $10,000 or imprisoned for not more than one year or both. . . ." The statute of limitations for both civil and criminal infringements is three years.

Ignorance of the law is no excuse. It is our responsibility to be informed of the new copyright law which went into effect January 1, 1978 and to act in accordance. Professional organizations, our school administrators, and the school attorney may be of help to you in understanding the guidelines of this law.

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[2] *Ibid.*

Secrets on Time Management:
Organization is the Key

Editor's note: Two readers responded to the request for "Secrets on Time Management."

Mary Coburn
Home Economics Teacher
Lincoln High School
Alma Center, Wisconsin

I rearranged my house to improve my time management. My country home has ample size rooms that include the traditional kitchen-dining room-living room-one bedroom and another small room downstairs. I took down the little used dining room table and moved the living room furniture into the dining room. The living room was then arranged so that I had a play area with ALL of my 3-year-old's playthings including the play pen which occupies the center of the floor, an area near the bay window for my plants, a place for my desk and bookshelves, and space for the couch and stereo. It is a full room, all the space is being used, but the room is large enough so it isn't crowded.

Next I moved all the dressers from our upstairs bedrooms into the downstairs bedroom which is smaller than the other rooms and was formerly an office. My washing machine is in the kitchen. A drying rack is now in the room with the dressers. I can fold the clothes from the drying rack and put them directly into the dressers. This room also has a closet large enough for our families' hanging clothes. This has eliminated a great deal of clothes handling and transporting.

This new arrangement has allowed us to keep the 4 upstairs bedrooms closed during the day and the playroom-office closed at night. This has been a great fuel saver during the winter months.

I do enjoy having relatives for holidays but without a dining room table, they no longer assume there will be a holiday feast. Instead we have a lunch. This is an added benefit.

Also with my desk and the girls' play areas in the same room, we have time to work and play together. This allows me to interact with my children.

We really enjoy the new arrangement, especially the dressing room for everyone on the first floor instead of upstairs in separate bedrooms. We have a bathroom upstairs and one downstairs.

Added note: My 3-year-old daughter has assumed these responsibilities: feeding our dog, watering the plants, vacuuming the floors. She has a chart on the refrigerator at her eye level to check when she has completed each job. She loves it!! And it frees me to do more cooking, meal planning, etc. She is also capable of washing clothes. She needs help sorting (simply because she doesn't enjoy this part) and measuring the fabric softener and hanging up larger items of clothing.

Do not overlook the capabilities of pre-schoolers. With supervision to assure safety, they are able to do many routine chores. At this age they are eager to help, so establish the habits now! They learn so much from the interaction with parents in this responsibility setting.

The benefits of my new arrangement are: improved home management practices, more time spent with my children, meaningful activities that help establish good habits and responsibility in my children, increased time for leisure activities with my family, and more time for myself and my personal interests.

Secret on Time Management:

How can a working wife and mother succeed at multi roles?

Emily S. Wiggins, President South Carolina Home Economics Association and 1974 South Carolina Home Economics Teacher of the Year

A mother, wife, home economics teacher and state president of a home economics organization can manage to succeed in each of these roles without going berserk. The secret, called "choosing" or "valuing," allows one who finds herself pulled many ways to be sane at all times. Here is how it works.

I truly believe that beds should be made every day. They were made every day when I was a child at home, all four years when I was living in a college dorm with a "neat" set of kids, and during my early years of marriage. I still believe beds should be made every day. The belief is a part of me and I can never completely get away from this value; however, now on mornings when I am about to make the four other people in my car pool late to the high school were we teach, I choose to leave the bed unmade. Knowing that I am valuing getting people to school on time above having a neat bedroom eases my conscience. The neat bedroom will help no one else. Perhaps getting five people to school on time will help some other people. The ability to choose what I do and what I do not do at home and at school helps me feel that I am in control of my life.

A working mother and/or wife cannot do everything she would like with and/or for her family; therefore, choices must be made. The ideas which follow have helped me make the choices and as a result my life goes more smoothly and calmly.

Collect ideas to reduce your work load, improve time management and reduce your frustration level. Listed below are some suggestions that I have found very useful.

☆

Every night make a list of jobs you want to accomplish the next day. Copy your list over in order of importance. During the next day accomplish all you can. If you don't get to the bottom of the list just add those items left to the next day's list. You will feel satisfied knowing you accomplished the most important tasks.

☆

Get ten slips of paper. On each slip of paper, write one role that you fill, e.g., mother, father, teacher, secretary, aunt, president of a garden club, coach, member of NOW, and/or daughter. After writing the ten roles turn to the end of this article and complete the exercise.

☆

Keep your clothes always ready for wearing. When shoes are taken off they should be polished, if they need it, immediately. Decide each morning what to wear according to the weather, events of the day, and how you feel. A real feeling of satisfaction comes from knowing that everything in your closet is wearable. No pressing is needed, no buttons are missing, or seams unsewn. Permanent press garments are well worth the extra money they may cost.

Each person at our house has a clothes box on a shelf in the laundry room. I hang up the hangables and put underwear and socks in the right box. Each person is responsible for taking his clothes to his/her room. If the boys are in a hurry and have not taken their clothes to their room they dress in the laundry room which is located on the first floor.

☆

A desk placed in the laundry room where school work and laundry can be done at the same time illustrates dual use of time.

☆

A king sized bed which is hard for one person to make up can be made by husband and wife together twice as quickly as one person could do it alone.

☆

Fifteen-minute menus for an adequate breakfast are: (1) French toast and juice; (2) pancakes or waffles and juice; (3) toast, eggs and juice; (4) toast and bacon omelet; (5) cereal, fruit and milk. A good breakfast helps everyone in the family have more pep in the middle of the morning.

☆

If all meals are served buffet style, table setting and washing of extra serving bowls are eliminated. Food can be served from cooking utensils on the range or on a counter top protector. Each person can return his/her own dishes to a spot near the sink or dishwasher to be loaded by the last person to finish eating.

☆

If school lunch money can be given out on Monday morning for the whole week, valuable time lost in searching for change every morning will be saved.

☆

I find my microwave oven to be a time saving appliance. A pound of ground beef can be thawed out in five minutes. Four potatoes will cook in eight minutes while the meatloaf is being mixed. The meatloaf cooks for eight minutes while you are tossing a salad. If vegetables are heating on the conventional range and precooked bread is used, you have a complete meal in less than thirty minutes. A cake cooks in six minutes. Cook books which come with the ovens have many menus and excellent quick ideas.

☆

Make a list of all kitchen staples which you keep on hand, arrange these as they are located in your grocery store on a check list, and have 100 copies made leaving space to add extras. Before a weekly trip to the grocery store check the staples you are out of and add additional items for the week's menus. Trips back to the store for something you need will be eliminated. Also, shop when the store is the least crowded.

☆

Have one night a week set aside for routine house cleaning. Involve the whole family. (All four of us clean our house in one hour. We all work until everything is completed.) Saturday morning can be reserved for seasonal cleaning and car upkeep.

Our sons, Robert, 17 and Roger, 15, have gone through periods of not wanting to help with the weekly cleaning. If, for example, Robert became "cranky" and decided not to be a part of this routine family activity, the other three family members just split his duties and his allowance. Some psychologists would not agree with us on this technique, however, taking away allowances has worked when nothing else would.

Make telephone calls while preparing dinner, cleaning the refrigerator or sewing. Purchase long telephone cords.

☆

Have your yard landscaped for minimum upkeep. Our yard is a naturally wooded one. We just leave the environment as is and enjoy watching squirrels, rabbits and birds which visit frequently.

☆

Do every possible morning chore the night before. Unload the dishwasher, mix the frozen orange juice, and put everything that you plan to take to work in one spot.

☆

Learn to say no courageously. I have been active in several other organizations previously but realize that being a state president of one group is enough at this time in my life.

☆

Purchase stationery with your name and address printed on it and a supply of carbon paper. At first I was trying to type all business letters for the State Association for which I am President. This was a slow process and the product was inferior. I received the board's permission to hand write all letters to them and pay a secretary to type all other letters.

☆

Place a TV in the kitchen and listen to local and world news while preparing dinner.

☆

Receptiveness for new time saving ideas is a beneficial quality. The above ideas have come from other people through the years. Thanks to those who have given me organizational ideas and "good choices" to all working family members who have read this article.

First exercise continued: Tear up all but the three pieces of paper with the most important roles. Now rank order these three according to the value you place on each. Suppose your top three roles, in order of importance to you, are wife, mother, President of the League of Women Voters. Suppose further that your husband wanted you to go out with him and the League committee on the program of work wanted to meet the same night. You have given priority to being a wife and have, therefore, already made your decision. You would go out with your husband and if possible meet with the committee at another time. Go back to suggestion 4 and continue reading.

BANK-A-BUDGET

Doris Karls
Elaine Jordan
Home Economics Teachers
Cooper Senior High School
Robbinsdale, Minnesota

This article has been prepared to help consumer foods teachers actively involve students in making independent food buying decisions. This is not an individual lesson in food purchasing, but is incorporated into the class for an entire semester. Once the system is organized, the responsibility shifts from the teacher to the students.

After observing many "entry level" behaviors of our students, we realized that students' needs were not being met in the food purchasing area. The observations were:

1. The foods budget is not generous at our school and students were choosing recipes requiring expensive foods as well as expecting a greater number of labs than our budget could sustain.
2. There seemed to be little application of purchasing principles presented to the actual activities in foods labs.
3. Students were dependent rather than independent in relation to their current and future food decision making choices.
4. Students were not developing the personal negotiating skills usually assumed vital and necessary for democratic living.
5. Student perceptions of the proportion of personal income necessary for food were exceptionally low in relation to tables of averages frequently reported for this expenditure.

Objectives

After contemplating these situations, we brainstormed various objectives we might use as a basis for organizing activities to alleviate these behaviors. The objectives developed from our observations are as follows:

1. Based upon the budget allotted the class, students will plan creative, nutritious meals within the amount budgeted.
2. Students will incorporate food buying principles in planning and preparation of meals.
3. Students will take a field trip to the supermarket from which groceries are ordered at the beginning of each semester to prepare an updated list of prices for use in calculating the cost of labs. A master list will be compiled for each student to use while planning labs.
4. Students will be responsible with their co-lab members for balancing their semester food budget.
5. Students will prepare a tentative budget of the proportions of their incomes they will allocate for their various living expenses based upon yearly income of a single person in his/her first year of employment.

Procedure

1. The teacher must determine the amount of money allotted for each foods lab within her department budget. We worked with $200 per section of 24 students per semester. The students were divided into six units of four. Amounts were determined for each lab with some money designated for demonstrations. For example, each unit was given $3.50 for a broiling lab which included a meat suitable for broiling, a salad and a bread. Amounts varied per lab depending upon whether the cooking method required a tender or less tender cut of meat.
2. Application of food buying principles is an ongoing process during the semester. For example, early in the semester we discuss amounts of various cuts of meat to buy that would serve four people. (1 lb. of boneless meat = 4 servings; 1 lb. of meat with moderate amounts of bone = 3 servings, etc.) This principle is applied each time they plan a lab thereby eliminating wasted meat. The students are made aware of the *real* cost of meat determined by *cost per serving* rather than *cost per pound.*
3. Students participate in a field trip to the supermarket to make a list of updated prices for use in making a master list of grocery items. A brief oral report will be given by students for each food category noting increases and decreases in cost for items in each category. Attempts will be made to determine possible causes of these fluctuations. For example, loss leader pricing, seasonal supply of foods, effect of weather conditions on food supply, international trade, etc.

4. Each time the students plan a lab each unit is given a Market Order Form,[1] a Grocery Price Listing Form, and a Master Copy of the Grocery Price Listing. The students independently plan a meal within the money allowed for the lab. They make use of weekly sales ads from the newspaper that are posted in the room. Fruit and vegetable seasonal charts are also used. Numerous cookbooks and magazines are sources for recipes and students are encouraged to be creative in menu planning so that each meal will be a new challenge for them. The AHEA Publication, *Food Preparation Handbook*, is used to determine quantities for ordering (i.e., cups per lb. of flour, tomatoes per lb., etc.). The teacher does not designate specific recipes to be used so that all six units may be preparing different items related to a specific cooking method such as broiling. In this way, the students are learning from observation in addition to preparation.

   The teacher keeps a record of the meals prepared in each unit to avoid repetition and to encourage new challenges. Using the Unit Bank Account Form,[2] the teacher keeps a record of each lab. For example, if the amount budgeted is $3.50 and the unit spent $3.45, a balance of 5 cents is recorded and carried over to the next lab. In this way the students have incentive to build up "savings" for more expensive labs such as deep-fat frying or grilling. If they go over the budgted amount of $3.50 they must reimburse their account so they are never overdrawn on their account. These reimbursements become our petty cash for purchasing specialty food items not available at the Penney's market.
5. Students will prepare a budget based upon the average yearly income of a single person in his/her first year of employment. This information can be obtained from the *Occupational Handbook* or the career specialist in the counseling department. At the end of the semester the students will calculate how much money they have spent based on the school budget. Would these expenditures recorded on the Unit Bank Account Form[3] be above or below the monetary means represented by the average annual earnings by an individual in his/her first year of employment?

Evaluation

The budgeting system is being constantly evaluated throughout the semester. After each lab, the Meat Lab Evaluation Form[4] is filled out by both students and teacher. Some questions to consider are: Is the grocery price listing accurately completed? Is the amount ordered sufficient for the unit? Does the menu provide a challenge based on the students' level of ability? Does the menu incorporate variety in color, flavor, texture, etc.? The teacher should give constant attention to the application of food buying principles. Evaluation includes formal tests and quizzes, as well as informal feedback to individual students.

Summary

As instructors we feel the Bank-A-Budget system is instrumental in helping the students become very aware of food purchasing principles after one semester of foods. They learn to make independent consumer food choices while preparing creative, nutritious meals. Many students will be graduating and will be making their own meals on a limited budget in the near future. This system has given them the skills necessary for independent living.

The students have been enthusiastic and receptive to this system. They have learned to cooperate with lab partners and have a sense of pride in the creative meals they have planned and prepared. "Bank-A-Budget" also encourages cooperation between units in the classroom. For example, two units often work together to prepare a dessert such as a pie to eliminate waste and to reduce cost per unit for a dessert.

We have totally eliminated the problem of balancing our department budget. Because the students have an understanding of our monetary limitations, they cooperate with us in working within our budget. As instructors, we have become very aware of ordering the exact quantities required for labs eliminating waste and overstocked shelves. We find more student involvement and fewer student complaints because *they* are making all the food buying decisions.

In evaluating the success of the program we share some student comments: "I really learned how to buy food," "Keep the budget system," "Why are you shopping at Penney's; Red Owl is cheaper," "We'll pick up our own meat, it's on sale at Country Club," "We need more money," "How much will four potatoes cost?"

[1] Refer to the Market Order Form in the appendix.
[2] Refer to the Unit Bank Account Form in the appendix.
[3] Refer to the Unit Bank Account Form in the appendix.
[4] Refer to the Meat Lab Evaluation Form in the appendix.

UNIT BANK ACCOUNT

Names ______________________________ Section ______________________________

____

______________________________ Unit ______________________________

____

Date	Lab	Budget	Amount Spent	Amount Owed	Balance

Menu: ______________________

Name ______________________

Section ______________________

MEAT LAB EVALUATION (50 pts.)

	Students Comments	Students Pts.	Teacher Comments	Teacher Pts.
I. Planning Market order (3 pts.) Recipes (3 pts.) Menu suitability (3 pts.) Grocery price listing (3 pts.)				
II. Products A. Meat (8 pts.) Preparation Product B. Vegetable (5 pts.) Preparation Product C. Other products (7 pts.) D. General work habits (5 pts.) Cleanliness of unit				
III. Service Table setting (2 pts.) Appearance of products (2 pts.) Etiquette (1 pt.)				
IV. Clean up Cupboards orderly (2 pts.) Counter clean (1 pt.) Stove clean (1 pt.) Appliances (1 pt.)				
V. Evaluation (3 pts.) Complete				
Total Points		____		____

MARKET ORDER

Date of Lab ______________________

Names ______________________

Date of Preparation ______________________

Menu ______________________

Extra Equipment Needed:

Canned Fruits and Vegetables

Condiments, Sauces

Meat

Pastes & Cereals

Baking Supplies

Frozen Food

Produce

Dairy

Baked Products

SUBJECT INDEX FOR ILLINOIS TEACHER
Volume XXI, 1977/78

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FOODS AND NUTRITION

FUTURE ORIENTATION OF HOME ECONOMICS

HISTORY AND PHILOSOPHY OF HOME ECONOMICS

HOUSING AND INTERIOR DESIGN

HUMAN RELATIONS

HUMAN ROLES

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TEACHING AS A PROFESSION: ISSUES AND CONCERNS

INNOVATIVE TEACHING TECHNIQUES IN HOME ECONOMICS

We at the University of Illinois are dedicated to making teaching more relevant, more effective, and more enjoyable for the student. We are trying to improve teaching effectiveness in two ways. First, we are producing reading materials for youths and adults who read at lower elementary levels. Such people deserve materials at adult interest levels which are within their reading capabilities. Second, we are developing new techniques to help teachers individualize instruction so that students can do different things specialized for their own needs and proceed at their own pace. Materials have been reviewed by subject matter specialists before publication.

Following are brief descriptions of the materials now available. Please indicate how many of each item you wish to order.

QUANTITY	TOTAL COST	
		A. HOME ECONOMICS LOW LITERACY MATERIALS. Third to fifth grade reading level.
______	______	A5. **Safety! Children at Home!** Janet Tracy. 32 pp. Illus. The dangers of poisoning and some preventive measures are presented in three stories about preschool children (25 cents).
______	______	A6. **The Nutrition Gazette.** A four-page "newspaper" concerning so-called health foods including ads showing comparative costs, "Ann Landers" type column, and information from authoritative sources. (25 cents)
		B. SELF-TEACHING BOOKLETS. For use by a student in independent study or by a group, with or without a teacher. Fourth to fifth grade reading levels except booklets B10 and B11.
______	______	B1. **Hamburger and You.** Janice Tronc and Judy Oppert. Included are a booklet and instructions for making a puzzle board, instructions to the student, and answer sheet. Teaches that a hamburger contains nutrients which are broken down and become part of the cells of the human body. ($1.00)
______	______	B2. **Calories and You.** Carolyn J. Wax. The kit uses analogies, explanations, questions, and problems to lead the student to discover the body's need for energy and its relationship to calories. ($1.00) The student would need a set of Comparison Cards* which are not included.
______	______	B3. **How to Use the Comparison Cards.** Janice Tronc. Kit explains in very simple language for slow learners how to use the Comparison Cards. ($1.00) The student would need a set of Cards* which are not included with the kit.
______	______	B4. **Let Protein Work for You.** Carolyn J. Wax. Part one uses case situations and related questions to illustrate how protein works for the body. The student discovers what kinds of foods provide protein in the second part. ($1.00)
______	______	B5. **Shopping for Protein—Calorie-wise and $-wise.** Carolyn J. Wax. The student classifies foods as poor, good, or very good sources of protein, and which foods are high in protein and low in cost and calories. In part two, the student makes food plans that are economical and provide 100% of the RDA. ($1.00) The student would need a set of Comparison Cards,* not included with this kit.
______	______	B6. **A Pattern for a Balanced Diet.** Hazel Taylor Spitze. This kit contains instructions for making a jig-saw type puzzle with 72 pieces, in five shapes, each representing a food. To work the puzzle, a student selects any 14 pieces that will fit the 10 x 12 inch board. After working the puzzle four times, the student discovers that the only pieces s/he has left are foods which do not help "balance" a diet. The foods used are categorized by type and totaled. The student discovers that every time the puzzle "works" there is a pattern. There is no mention of the "Basic Four" although this is the pattern s/he discovers. An accompanying leaflet provides questions and suggestions. ($1.00)
______	______	B7. **Child Care in a Day Care Home.** Virginia Nash. This kit contains 2 booklets, B7 for the teacher and B8 for the student which includes a series of stories, illustrations, and questions. This kit
______	______	B8. teaches how to prepare for, organize, and conduct a day care home and includes information on licensing, equipment needed, procedures to assure safety, etc. ($1.00 each for B7 and B8)
______	______	B9. **You and Communications.** Gary T. Werner. Booklet examines the significance of communication and its basic components in an effort to improve human relationships. Skits, analysis, and discussion questions explore verbal and non-verbal communication. ($1.00)
______	______	B10-B11. **Exploring Our Attitudes Toward Aging.** Penny Ralston. 8th grade reading level. Booklet designed to help students examine their attitudes toward older people and toward the aging process. Discussion includes how people age, some common stereotypes of old age and how stereotyping affects older people. Suggested learning activities are provided along with a free teacher's guide. ($1.00)

C. GAMES AND SIMULATIONS

______ ______ C1. **Nutrition Insurance.** Judy Oppert. A set of "insurance policies" for health with suggestions for use. Some students represent insurance agents and try to "sell" their policy to other students. Each student "customer" is given a set amount of calories with which to "buy" his/her choice of policies. "Premiums" consist of foods which provide the needed nutrients to insure against the disorder. Students discover that some foods pay the premium for several policies. Policies include insurance for: goiter, nervousness, diseased bones and teeth, iron-deficiency anemia, cell separation, overweight, underweight, and "wearing out." ($1.00)

______ ______ C2. **Concentrate on Protein.** Linda Valiga. This game may be played in groups or individually. The card game is similar to "Concentration" and emphasizes the concept of protein complementarity, that is improving protein quality in some plant foods by combining them with certain other plant foods. ($3.50)

D. REFERENCE MATERIALS

______ ______ D1. **Inside Information.** Carolyn J. Wax. "Inside Information" is basic nutrition information in very simple language about 11 nutrients in question-answer format. Information is printed so that it can be cut out and pasted on 3 x 5 cards to be filed, or to be placed in boxes labeled "Building Blocks of Food." An accompanyinag leaflet suggests some possible ways to use the information in teaching. ($1.00)

______ ______ D2. **Bibliography of Low Reading Level Materials in Consumer Education.** Gail VanderJagt. An extensive, annotated bibliography of materials available at elementary reading levels. It is *Illinois Teacher*, Vol. XV, No. 2, 1971/72. ($1.00)

______ ______ D4. **Approximate Nutritive Values of Common Foods.** (The "X" Charts) Computations by Gail VanderJagt. These charts illustrate the percentage of the RDA for calories and 8 nutrients (100% reference is a woman age 22 to 35) for 174 common foods. The percentage values are rounded and shown with X's, each of which represents approximately 10%. Younger children and slower learners might more easily add ten X's to reach 100% than adding actual figures. The foods are grouped and alphabetized into groups. An accompanying leaflet suggests possible uses. ($1.00 each; 50 cents in lots of 6 or more)

______ ______ D5. **Nutrition Knowledge Test for Consumers.** Hazel Taylor Spitze. This 280-item test is in 46 clusters of true-false items based on the Basic Conceptual Framework of Nutrition. In simple language and with reliability around .90, it may be useful to both teachers and researchers. ($2.00)

______ ______ D6. **A Selected Bibliography in Home Economics Education, 1966 to 1976.** Sarojini Balachandran. 114 pp. This bibliography deals with the following topics as they relate to Home Economics Education: changing marital forms, sex roles, consumer problems, family relations, futurism, human relations, human rights, leisure time, population and world food problems. Over 300 journals cited. ($3.50)

*Comparison Cards may be obtained from the National Dairy Council, 6300 N. River Road, Rosemont, Illinois, or at local offices.

Total Amount Enclosed ______________ (Make checks payable to the University of Illinois)
(Orders less than $5 must be accompanied by payment)

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