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A NEW LOOK AT THE BASICS: LEADERSHIP THROUGH HOME ECONOMICS

A NEW LOOK AT THE TEACHING OF FOODS

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Foreword

This issue begins our twenty-second year of ILLINOIS TEACHER, and that should mean that we have "come of age." A twenty-two year old, however, usually feels that his/her whole life is ahead, that s/he is just mature enough to start growing. We feel that way, too.

We appreciate all the support that you have provided as subscribers and contributors, and we are glad when you tell others about us, when you come to see us at home or in our booth at conventions, and when you send us reactions about what you like and don't like and your suggestions for future issues or themes.

Our theme for this year (see cover) is an exciting one. In this issue the main focus is on foods.

Other issues entirely on nutrition education include Volumes XIV, Nos. 1 and 2; XVI, No. 1; XVII, No. 3; XIX, No. 4; and XX, No. 3. Some foods and nutrition articles have also been included in other issues. Other materials for the teaching of foods and nutrition are also available from the ILLINOIS TEACHER office and descriptions will be sent upon request.

Our hope for this issue is that it will cause readers to think about the basics—what is most important in this life—in relation to their own professional positions and lives and particularly that it will help them do a more effective job in the teaching of foods. In future issues we plan to focus on human relationships, clothing, housing, consumer education, and employability.

We hope you will enjoy this issue, the contents of which are summarized on the cover, and that we will hear from you.

Have a good year!

The Editor

A NEW LOOK AT THE BASICS:
LEADERSHIP THROUGH HOME ECONOMICS

Hazel Taylor Spitze

We hear a lot these days about "going back to the basics," but perhaps we should be thinking about going *forward* to the basics. In this volume of *Illinois Teacher* we propose to take a *new look* at the basics. But to take a new look at something, or to go back to it, or forward to it, we have to identify what it is. What are the "basics"?

If one asks that question of 100 people, one might get 100 different answers. Some might answer with another question: Basic what? There are basic needs, basic resources, basic skills, basic facts or knowledge, basic values, basic goals, basic relationships, basic tools, basic emotions or basic feelings about oneself and others, basic fears, basic competencies, basic elements, basic motivations, basic institutions. There is basic trust, basic understanding, basic faith—Is there any end?

What Americans now consider basic was suggested in a recent article[1] by an Associated Press writer who listed these signs of the times as evidence of changing ideas about what Americans believe in:

- the taxpayers' revolt
- the difficulty of getting ERA ratified
- the fight over government-paid abortion
- opposition to homosexual rights laws
- the Supreme Court decision in the Bakke reverse discrimination case
- widespread suspicion of big government, big business and big labor
- the growth of the consumer movement
- cries for law and order and the return of the death penalty
- back to basics in education
- the hypnotic appeal of "messageless disco music, a nostalgia for the simpler existence"
- the best-seller popularity of self-help books like *Looking Out for Number One.*

Some of those who talk about going back to the basics refer to the skills of reading, writing, and handling numbers. They might also add speaking. But a few illiterates seem to have managed very well, and some of our grandest criminals have developed all of these skills to a very high level. We do, indeed, need in our present complex society to be able to read, write, speak, and "figure," and a person who sees clearly the need for these skills, and who is not chained to a bedpost as a few sadly have been for years, will acquire them. If s/he does not see this need, it is unlikely that any amount of forced schooling will develop these skills to a very high level. They certainly are basic in the sense that, having mastered them, we are more able to acquire other skills and knowledge. Home economics teachers can assist students at all levels, including adults, to acquire these skills by leading them to see the need for them in relation to their own life roles as consumers, family members, and employed persons. When those with low reading levels are given materials which they *can* read *and* which provide them with information and ideas they see a use for, they experience success and are motivated to go farther, to try again.

Others who speak about basics are thinking about basic *needs.* The best known theory of basic human needs is probably Maslow's hierarchy which begins with the physiological and proceeds to safety and esteem needs and finally reaches self-actualization, the need to know and the need for beauty. (See pages 6-7 of this issue for a fuller description of this hierarchy.) Home economics teachers can make very practical use of this theory. They can recognize that some of our subject matter helps people move from the physiological needs to the higher levels and that some of it is essential or helpful at every level including the self-actualizing and aesthetic levels. They can also understand that students who are "stuck" at one of the lower levels cannot be expected to be highly motivated, at that time, to gain knowledge, appreciate

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[1]Victoris Graham, "Shifting Winds in the American Dream," *Champaign-Urbana (Illinois) News Gazette,* July 2, 1978.

beauty, or to develop their minds and talents. But they can also appreciate that if they can help the students to become "unstuck," they may want these other things very much.

If it is basic *resources* we are interested in, what are they? Home economists usually begin with time, human energy, and purchasing power, but there are others. How can we help our students to be aware of the resources they have, to want to develop more resources, and to use what they have to achieve their goals? Other resources include skills of all kinds,[2] talents, material possessions, naturally occurring resources (air, water, sun), community provided resources (parks, police and fire protection, educational institutions, public and private agencies), health (which of course is related to human energy above but more inclusive), the emotional support of family and friends, and even one's own attitudes, beliefs, and values.

Over the past several months I have asked a number of people questions like:

What does the term basics of human life mean to you?

What do you think of when you hear the term *basics*?

If one is taking a new look at the basics, what would you expect him/her to be looking at? The responses I have received, and the beliefs that seem to be held by those who have spoken about these things in their writing, have varied widely. Witness the following.

My interviewees answered (1) the 3 R's; (2) commitment, continuity and consistency (which, this one said, add up to integrity); (3) food, clothing, and shelter; (4) coping; (5) the conceptual framework of anything; (6) human relationships; (7) clean air and water, an unpolluted environment; (8) energy; (9) mental and physical health; (10) employability; (11) the family; (12) discipline.

Dick Turner in his syndicated cartoon, "Carnival," had a 1978 teenaged girl express it this way to the dean of students in her high school: "What do you mean, I don't know the fundamentals? I can drive a car, I can dance. . . ."

George Weber, associate director of the Council for Basic Education (in a *New York Times* article, January 8, 1978, "Back to Basics Has Its Pitfalls") warned against extremism and said that "too much concentration on the Three R's may result in too little attention to other important basic subjects at the expense of broader knowledge and understanding."

Elizabeth Simpson, Dean of the College of Family Resources and Consumer Sciences at the University of Wisconsin-Madison, in her position paper for the National Institute of Education study of consumer and homemaking programs, said ". . . tool subjects, to be sure, but at least equally important are the basics of relationships, management, parenting, nutrition, consumer education. . . ."

A letter writer to Ann Landers who signed him/herself "Too Soon Old—Too Late Smart" expressed some ideas about basics as s/he complained about what students don't learn about "real life" in school and called for courses which discuss shoplifting, smoking, alcoholism, sex education, and *life* including how to settle arguments, how to express anger and hostility, how to deal with competitive feelings involving siblings and with passes from homosexuals and "funny uncles." (*The Morning Courier*, Champaign-Urbana, Illinois, May 17, 1978)

Eric Sevareid in one of his last broadcasts before retirement spoke about "security, identity, and stimulation" in a manner that suggested he felt they were basic.

In replying to the question Is back to basics the answer for quality education? the Illinois Education Association summarized its position by saying that IEA "supports any efforts to improve the schools' ability to provide basic, humane educational programs which will assure that each child achieves his or her potential" and will "resist any back-to-basic efforts which are merely simplistic solutions to complex problems." (*Illinois Education News*, February 1978)

An advertisement which crossed my desk recently listed the following kits for "basic survival skills for tomorrow's world": (1) wise consumer practices, (2) mathematics and measurement, (3) banking, credit, wages and taxes, (4) listening, using library and newspaper, (5) job application, resume and interview, and (6) foods, nutrition and health care. Does that sound like home economics?

The 1978 Annual Conference Program Preview of the ASCD (Association for Supervision and Curriculum Development) announced the conference theme as "Enduring and Emerging Values and Competencies" and stated that

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[2]Brainstorming what these skills are could be an interesting activity for a class. As they list human relation skills, consumer buying skills, food preparation, skills in clothing care, automobile care, house care, etc., the teacher could point out that every skill acquired is a "gem in their pocket" and discuss ways it can be used to earn a living as well as to improve the quality of living.

The goals for our educational system as we approach the 21st century are for our students to learn the basic skills, to understand concepts, to possess competencies, to be exposed to new ideas, to appreciate the natural environment and, above all, to live in a society whose values are conducive to individual growth and social improvement.

Can you accept that kind of "basics"?

O'Neil[3] has identified 21 occupational survival skills, i.e., those which make it possible for a person to stay employed, as follows. How many of these do we try to develop in home economics classes?

1. Be dependable
2. Follow directions
3. Know what an employer expects
4. Manage time and materials efficiently
5. Get along with a variety of people
6. Maintain good health
7. Be punctual
8. Adapt to varying work situations
9. Work without close supervision
10. Be loyal to employer
11. Work as a team member
12. Work under tension and pressure
13. Use initiative and imagination
14. Make decisions on your own
15. Be neat and clean in appearance
16. Follow safety regulations
17. Use information, materials and equipment
18. Have basic speaking skills
19. Have basic arithmetic skills
20. Have basic writing skills
21. Organize work activities of others

Eveleen Thorne, Principal Lecturer in Sociological Studies, Department of Hotel and Catering and Home Economics, Sheffield City Polytechnic, has been researching into the role home economics could play in a core curriculum in England. Writing in the British journal *Housecraft*, the official journal of the Association of Teachers of Domestic Science, October 1977, she said, "The claim for centrality by home economics rests on the fact that it enables the interaction of everyday knowledge and school knowledge to be effected. . . . teaching needs to begin from the pupils' common-sense reality and work outwards to the uncommon-sense reality of academic subjects or disciplines."

We at *Illinois Teacher* have decided to focus on five kinds of basics this year in three ways with two background thoughts. We are trying to put it this way:

In order to (a) manage our resources and (b) protect our environment, what (1) knowledge, (2) skills, and (3) values do we need in the areas of

A. Food
B. Clothing
C. Shelter
D. People, and
E. Work?

In other words, we think management and environmental protection are very basic. We think that there is basic knowledge necessary in any area of decision making, that personal and family values are basic to decisions, and that often skills are needed.

We think that *people*, i.e., human relationships and personal development, are basic, that they need meaningful work for their fulfillment and for a stable society, and that the basic human needs of food, clothing and shelter are among the foremost priorities for home economists. This is not to suggest that physical needs are more important than emotional, social, psychological, or aesthetic needs. It *is* to suggest that all of the latter can be involved as we focus on food, clothing, shelter, and work in the lives of people. For example, art principles are used as we plan and serve attractive meals, eating can be a time of social interaction, we can express love by seeing that our families are adequately fed, and we know that mental development is affected by the nutritional status of the fetus and young child. Older children and adults are also affected by nutritional status in their ability to learn, to work, and to get along with other people.

If, as we teach our "foods units" or our foods courses, we make sure to emphasize nutrition along with the development of food preparation skills, if we make sure that our students understand the above-mentioned relationships of food to aesthetics, social interaction, emotional expression, mental development, employability, and the rest, and if we do likewise when we teach clothing, we shall not be accused of teaching "stitching and stewing."

What *decisions* do these students have to make about food? Asking ourselves this question as we plan a foods unit will guide us in avoiding the trivial or trying to prepare them for a

[3]Sharon L. O'Neil, "Worker Perceptions of Skills Necessary for Survival in the World of Work" (unpublished Ph.D. dissertation, University of Illinois, 1976). (A later issue of *Illinois Teacher* will expand upon this study.)

graduate level foods course. What *do* consumers need to know? How often will they use the information? What skills are necessary in today's society? Do we *really* need to know how to make muffins without tunnels? What does the future hold for these students? Is it likely to entail more or fewer muffins?

Is it more useful to *classify* salads or to know the nutritive values of salad ingredients? Is it more necessary to be able to *make* mayonnaise that doesn't separate or to know that mayonnaise has 100 calories per tablespoon with essentially no other nutrient value, and that it costs 20% more than the cooked variety of salad dressing which has 65 calories per tablespoon?

How much energy (fuel) does it take to prepare a meal? This question is pursued in another article on pages 8-12.

To repeat the question for this issue, In order to manage our resources well and to protect our environment, what knowledge, skills, and values do we need in the area of foods?

One teacher who began recently to feel an overdependence on the textbook in her foods courses did a little experiment to try to rid her curriculum of clutter, to stress the principles most often needed and used in the everyday life of her students and their families, and to get the most from every dollar in her budget for foods labs.

She went through the textbook with a "highlighting" pen and determined to mark only those portions that she felt confident were needed to make everyday consumer decisions. The clutter that dropped out gave her time to teach the basic principles more thoroughly and to add some ideas she felt important.

She also studied her curriculum guide and omitted the labs that dealt with non-essential information. In the labs that remained, she asked herself: Does each student need to make this product, or is it sufficient that I or a student demonstrate it to the class? If each one needs to make it, will they all do so in the usual "kitchen groups"? *How much* of the product needs to be prepared in order for the learning to occur? How much food has been wasted in previous labs?

Answers to these questions led the teacher to some changes in lab procedures and a considerable saving in budget which could then be shifted to new priorities. Students no longer went home with a dozen cookies each; and labs with the objective of developing skills in meat cookery allowed only a taste of each product as students judged tenderness, juiciness, and flavor of the same meat cooked or tenderized in several different ways.

New labs were then planned to stress nutritive values of complementary plant proteins, comparative costs of purchased and home baked pizza, comparative *energy* costs of baked, boiled, and French friend potatoes; and a field trip to a friend's vegetable garden was scheduled with the following questions prepared to ask the gardener:

1. Do you *enjoy* gardening? Is the physical activity a benefit?
2. How many hours per week do you spend gardening? Is it a *family* activity?
3. Do you like home grown vegetables better?
4. Are home grown vegetables more nutritious?
5. How much food money does your garden save?
6. How much garden space do you have?
7. Which vegetables do you grow?
8. Do you preserve any for later use? If so, how?
9. How much energy (fuel) is saved when you grow your own vegetables instead of buying those grown elsewhere, processed in various ways, stored, and transported for you? (The gardener is not likely to know the precise amount, but the discussion can lead to new understanding, and such use of energy can be related to U.S. oil imports and negative balance of payments.)

This teacher was, in her own way, taking a "new look at the basics." If we all do that, in our own situations, this year and next, and regularly thereafter, we may help the schools and the society to go forward rather than backward to the basics, and we may show that home economists are capable of leadership in that direction for the whole society.

Illinois Teacher would like to hear from you regarding your thoughts, your reactions to our thoughts, and the actions you are engaging in as you "take a new look at the basics" with us. ☆

BASIC HUMAN NEEDS AND THE TEACHING OF FOODS

Hazel Taylor Spitze

No one would dispute that food is a basic human need, and so the teaching of foods has to be one of the "basics." But there are many basic human needs, and it is possible to teach foods in ways that violate or in ways that enhance many of them. Let us consider Maslow's now classic theory of needs[1] in this connection.

This hierarchy of basic human needs, as everyone knows by now, begins with the physiological needs for water, food, and sex, and Maslow also includes the need for sleep, activity, homeostasis, and maternal responses. No one has to be told to eat when s/he is really hungry, but everyone has preferences for foods of different kinds and most people have some limitations as to cost as they choose their food. Furthermore, the body has needs for fifty or so different nutrients in order to grow, maintain itself, and function at an optimum level. What a wealth of opportunity already for the teaching of foods and nutrition! But we have only begun.

If the physiological needs are satisfied to some reasonable level, Maslow postulates that we can feel the need for safety—from illnesses, from sudden loss of support, from unusual sensory stimulation such as loud noises or flashing lights, from being attacked, from unpredictable changes in our environment, from being evicted, or from any unfamiliar and unmanageable stimuli. We want to feel protected and in control of our life situations.

If both the physiological and the safety needs are fairly well gratified, Maslow says there will emerge the love and affection and belongingness needs, and after that the needs for self-esteem, independence, freedom, prestige, and pride. The next or fifth level in his hierarchy is the need for self-actualization. Discontent and restlessness develop unless we are doing what we are fitted for. What a person *can* be, s/he *must* be.

As preconditions for the basic need satisfactions, Maslow lists freedom to speak, to defend oneself, to investigate, to do what one wishes so long as no harm is done to others. He also includes justice, fairness, honesty, and orderliness. The two top categories in his hierarchy are the need to know and understand, and the need for beauty. Some people, he said, actively crave beauty and become sick from ugliness. In some, illness is produced "when intelligent people lead stupid lives in stupid jobs."[2]

From his experience as a psychotherapist, Maslow said—and note the date of the book I am quoting was 1954—"I have seen *many women*, intelligent, prosperous, and unoccupied, slowly develop these symtoms of intellectual inanition. Those who followed my recommendation to immerse themselves in something worthy of them showed improvement or cure often enough to impress me with the reality of the cognitive needs."[3] Some people have called this the search for meaning, the need to construct a system of values.

What relevance has all this for the teacher of foods? I would suggest that we feel *safer* when we have enough food, more *secure* when we have good health and can take care of ourselves, more *confident* when we have job skills, e.g., in food service occupations, with which we can earn a living? Can't we give and receive *love* by preparing food for others or eating with appreciation that which has been prepared for us? Don't we feel *recognized* and confident as we demonstrate our skills in preparing food or in managing the food budget and selecting or growing our food? What needs are met when we are enjoying "soul food" if we define that term as "the foods that make your soul feel good"?

Self-actualization is aided by optimum health which requires that nutritive needs be met. If we are to *be* all that we *can* be, we must not be hungry for food or love or recognition, and we must not be afraid in unreasonable ways. Learning nutrition in the context of an aid to self-actualization can be a very different experience for a student from that of learning it for the

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[1]A. H. Maslow, *Motivation and Personality* (New York: Harper & Row, Publishers, 1954), Chapter 5.

[2]*Ibid.*, p. 95.

[3]*Ibid.*, pp. 95-6.

next test.[4] Developing skills for self-expression seems different, too, from practicing them to meet the requirements of a course.

The need to *know* can be satisfied as we learn principles (not *rules*!) of food preparation, principles of nutrition, relationships of cost and food, of politics and food, of appetite and the appearance of food, of food production and world trade, and a host of other concepts.

The need for *beauty* can be met with food, too. The way in which colors and forms are combined on a plate, a place setting, or a table; the way in which textures are varied and lines are used to create pleasing designs on a buffet table or a salad plate; the graceful movements of a waiter or waitress who has learned to balance a tray with ease; the skillful motions of an accomplished chef; the aromas of a well-planned meal—all these contribute to our aesthetic enjoyment.

The emphasis we place on various aspects of our subject matter at different times is influenced by the status of our learners in relation to each of the basic needs. Placing stress on "correct" service of food or color schemes and design can be meaningless to students who are hungry, afraid, or lacking in self-respect. Insistence upon relating all of the foods study to employability can ill serve students who are secure in job skills, financially and emotionally, and are ready for an intellectual challenge and an opportunity for creative aesthetic expression. Requiring excellence, according to teacher standards, of those who cannot achieve it can develop negative feelings of self-worth and reduce motivation, and too low expectations for student achievement can do the same by giving them the impression that the teacher doesn't care. Giving them the chance to discover intellectual relationships by experimenting or by observing phenomena or data and drawing conclusions, can enhance self-esteem and promote retention and use of knowledge. Encouraging them to *create*—recipes, designs, menus, new ways to live on a low food budget, new ways to earn a living—can also be valuable for developing a sense of achievement, of self-worth, of security. Success is motivating, and the more success students have, the less likely they are to create discipline problems.

Home economists have no need to apologize for teaching foods, but we certainly will have "sin on our souls" if we limit our teaching to the development of preparation skills and/or if we fail to individualize our instruction to meet the needs of those we teach. Since students are usually interested in cooking and eating, we can use activities in this area as vehicles for teaching nutrition, food buying, job skills, and human relationships, while developing minds and hands and challenging students to evaluate their values. ☆

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[4]Learning principles of nutrition as one plays an educational game can also be a different experience from trying to learn it from a dry textbook. Two games that might be useful to teachers here are my "Nutrition Game" and "The Caloric Game" from The Graphics Co., 1107 West University Avenue, Urbana, IL 61801. Brochures available on request.

BASIC RESOURCE USE AND THE TEACHING OF FOODS

Hazel Taylor Spitze

What basic resources are involved in humankind's utilization of food? There is *food*, obviously, but there is also human energy and time, fuel energy, and land. Except in the more primitive societies, there is also transportation and storage (involving various resources to provide the technology and energy to operate it), marketing outlets, financial institutions, capital to finance all these operations, and the knowledge and skills to make it all work.

From the viewpoint of the consumer, we might look at four aspects of food utilization in the home (or classroom) and explore the possibilities of reducing resource use without reducing quality of life. These are

(1) the procurement of food (either shopping or growing one's own),
(2) preparation,
(3) serving, and
(4) the necessary clean-up which follows.

The teaching techniques suggested below* are designed to help students think through some of the relationships of basic resource use and the provision of food for self or family. (Permission to photocopy these pages for classroom use is granted.)

Some generalizations which students may arrive at after participating in these activities include:

1. The more processing a food has undergone, the greater the energy used to make it available.
2. The more processing a food has undergone, the higher the price usually is to the consumer.
3. Foods that require refrigeration or freezing temperatures during storage and transportation use much more energy than those that do not.
4. Growing one's own food saves energy as well as adding to the food supply. (Incidentally, trees that provide nuts and fruit can also save energy by providing shade!)
5. The more packaging a food product has, the more energy it is likely to have required.
6. When one discards a product (e.g., the TV tray), one is also throwing away energy.
7. Frequent trips to the grocery store require fuel energy as well as human energy and time.
8. The time required to prepare a meal is influenced by the management given to it, the advance planning, the dovetailing of tasks on previous days as well as during the preparation of the given meal.
9. The more food that is put in the garbage, the more food *and energy* that is required to feed the family and the world.

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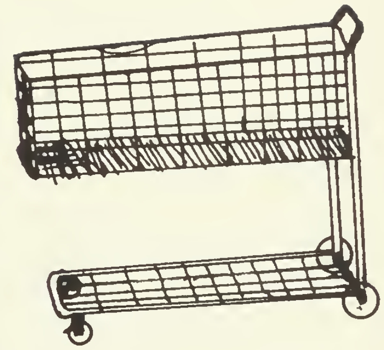
*These may be adapted to suit your teaching objectives and parts of them omitted for some or all students. Some could be done in class or as homework and discussed in class, or they could be used as make-up assignments for a student who has been absent.

The discussion following the first one will reveal that knowledge, values, and skills are all involved in the decisions. Food preferences, skill levels, and hobby interests could all affect answers to some questions. Some do have correct answers, however, and new knowledge may be gained as students analyze the energy costs of both meals and see that Meal A requires much more. They will doubtless recognize some and need to be made aware of other energy costs, as well as some of the other relationships noted in the generalizations given.

I. What Is the Energy Cost of the Food We Buy?



When we fill our shopping cart with food at the supermarket, we may be buying a lot of service as well as food and the cost may be high. For example, if we pay the same price for ten *pounds* of potatoes and for ten *ounces* of potato chips, the difference is not in the potatoes but in the form they have taken due to processing.

What do you think the energy cost might be for the highly processed foods we buy? How much energy (*fuel* energy, that is) does it take to prepare a package of frozen peas in the processing plant, keep it frozen in storage and during transportation, still keep it frozen in the store until the consumer buys it, and then continue to keep it frozen in the home freezer until the consumer is ready to eat it? How much energy is required to manufacture the box and prepare the label? How much more is needed for the consumer to drive to the store to buy the peas and how much to cook them? Is there no end?!

Compare this with the energy required for the same dish of peas if the consumer just went out and picked them from his/her garden. And if s/he found gardening a pleasant hobby and valued the exercise for health and weight control, s/he'd have an extra bonus.

Compare the *energy* costs of the two meals below. Both are relatively nutritious. Which one would cost more money? Could you enjoy eating either one? Which one would take more time to prepare? Which one has more calories?

Meal A	Meal B
TV dinner (meat, potatoes, peas)	Bean soup (homemade from dried beans)
Ready-to-eat rolls	Egg sandwich / Fresh broccoli
Frozen fruit pie	Lettuce salad
Milk	Fresh grapes and cheese
	Water
Energy is needed in Meal A for:	Energy is needed in Meal B for:

I think Meal ____ would require much more energy because ______________________________

____

I think Meal ____ would cost more money because ______________________________

____

I think I'd rather eat Meal ____ because ______________________________

____

I think I'd rather prepare Meal ____ because ______________________________

____

I think Meal ____ would have more calories because ______________________________

____

I think Meal A is adequate in the following leader nutrients: (Circle your answers.)

Protein Calcium Iron Vitamin A Thiamin Riboflavin Niacin Vitamin C

I think Meal B is adequate in the following leader nutrients: (Circle your answers.)

Protein Calcium Iron Vitamin A Thiamin Riboflavin Niacin Vitamin C

(Now read the arguments of Consumers A and B regarding their choices and see if you wish to change any of your answers above.)

Consumer A speaks:

I chose my meal because I'm busy and I don't like to cook. I know it costs more, but I think I can afford it, and I like to just throw things in the oven and relax while they cook. I know that some vitamins are lost in the long cooking (TV dinners are cooked *twice*), but I'd rather just take a vitamin pill and not worry about it. We all liked that meal, and there wasn't much dish-washing after I threw away all those TV trays.

Consumer B speaks:

I'm worried about the inflation in this country, and I think we can help by cutting down on our oil imports. As one person, I can't do a great deal but I want to do my part. So I think about energy when I shop and when I cook. I know that it takes a lot of energy to make those throw-away TV trays and all the other packaging, and a lot more to keep things frozen at the plant, in the trucks that bring it to my store, in the store, and in my own freezer.

I happen to like to garden and I enjoy picking my own vegetables and fruits. The broccoli, lettuce, and grapes for my meal all came from my garden. We like the fresh taste, and I know the vitamins are not lost when I pick and serve immediately. Of course, we buy many foods from the store, but we try to choose carefully and to make no more than one trip per week. I made our bean soup from dried beans, and I know they require much less energy for processing and packaging than canned or frozen ones.

I'm careful in cooking, too. When I had potatoes in the steamer for lunch, I cooked the eggs in the bottom of it for the sandwiches later. As soon as the water in the broccoli boiled, I turned off the electric burner because there's enough heat to finish cooking it after it's turned off. I save time by doing two or more jobs at once. For example, I washed and sorted the beans while the breakfast was cooking and left them to soak. I cooked them at lunch time, and all I had left to do for dinner was to add spices and seasonings, put them through the blender and re-heat.

My meal was a rather low calorie one, and for us that was a bonus. I left the salad dressing off my lettuce and put lemon juice instead of margarine on my broccoli because this is the month I decided to lose three pounds.

We all enjoyed the meal, and I enjoyed preparing it. It didn't really take very long the way I planned it.

If I wanted TV dinners some day, I could cook a little extra for some previous meals and make my own. I would know that they met my sanitary standards and would need to cook them only long enough to heat, and I would save the aluminum trays for repeated use. They would probably need to be stored only a few days, and the energy cost of the whole project would be much less than buying TV dinners.

* * *

After the arguments of these consumers, see if you wish to change any of your answers to the previous questions. Then discuss with the class and see whether the others agree or disagree with you and why.

II. What Is the Energy Cost of Serving Food and Cleaning Up?

Consumers A and B also had to *serve* their meals and clean up the kitchen afterward. How much energy did that require? Read what each one had to say, and compare. Consumer B speaks first.

Consumer B:

I like to serve meals with a flourish, so I laid the table with a nice cloth and matching napkins and set it with soup bowls, dinner plates, salad plates, dessert dishes, and water goblets. After dinner I put the linens in the laundry and rinsed the dishes in hot running water in the sink before putting them in the dishwasher. I couldn't bear all the throwing away of resources some people do with disposable dishes, paper napkins, etc. Such a waste!

Consumer A:

I don't like to make a big fuss about meals, so I put the TV trays on my formica table and we ate everything from them and tossed them all in the garbage afterward along with the paper cups and napkins and plastic forks. No dishwashing! No hot water needed, no detergent, and none of my time. That saves energy and other resources, doesn't it? All of that washing of linens must take a lot of energy and so does the dishwasher. Imagine rinsing dishes in hot water *before* putting them in the dishwasher, and in*running* water, too! I read that heating water takes 15% of all the energy used in the home. Maybe we should get rid of the automatic water heaters and heat water only when we need it. And could we use the same heat to cook food and heat our houses? I saw some stoves in the store the other day that could do that.

* * *

For serving and cleaning up, I think Consumer ____ used more energy because ____________

____

____

____

Did Consumer B's values in regard to energy seem to change when s/he started talking about serving and cleaning up? ______ If so, how? ________________________________

____

____

____

Did you agree with Consumer A or B, or neither or some of both? That is, what are *your* values about using energy in serving food and cleaning up?

____

____

____

III. Other Teaching Techniques

A. See *Illinois Teacher*, Vol. XIX, No. 5, "Trash Tells a Tale," and help students plan a food waste study for school cafeteria, home economics laboratories, or their homes. When they see the results and learn about the "Arizona Garbage Project" (about 10% of total food was put in garbage or about $100 worth per family per year), they may feel a need to reduce waste. Amounts of each food prepared in labs may be reduced to that minimum needed to learn the principles.

In a recent Associated Press article* it was reported that school lunch waste ranges from five to ten per cent in the average school and up to 35% in elementary schools. An AP survey in May 1978 revealed that "60 to 90% of vegetables and fruits required by federal law to be served to elementary school children is thrown away."

If students became interested in this problem, they might lead a project to teach children to eat fruits and vegetables and to waste less in the school lunch program.

B. Brainstorm ways to save energy in cooking in lab or home. Demonstrate some of these. Experiment with different cooking procedures and measure cooking time and/or energy used (e.g., bring whole potatoes, in skins, to a boil and turn off the heat; check 10 to 15 minutes later to see if potatoes are done).

C. Get a meter installed in the lab so students can *watch* energy use. Challenge them to reduce energy use without major changes in lifestyle.

D. Sponsor a project to reduce waste in other resources, such as paper, containers, etc. Promote recycling in home, school, or community. Sponsor a contest for ideas on new uses for materials usually discarded.

E. Take a field trip to the local landfill and let students see what is being thrown away and what the problems are in disposing of solid waste.

---

*Sue Shellenbarger, "School Lunch Waste," *The Morning Courier*, Champaign-Urbana, Illinois, June 8, 1978.

MATCHING FOODS AND NUTRIENT VALUES:

A TEACHING TECHNIQUE

Hazel Taylor Spitze

This teaching technique for teaching nutrition can be used with the USDA bulletin, Nutrition Labeling,* to teach several subprinciples of the general one that *foods vary in nutrient value*. Students can fill in the answer sheet for a given page and then look up those foods in the bulletin to check their answers. The immediate feedback will reinforce their learning. Trying to answer without the bulletin first usually arouses curiosity and causes them to *want* to know the right answers. (It could also be used for evaluation.)

The foods on each page are chosen with specific learnings in mind. For example, on page 14 (I) there are three fruits and vegetables with values in most nutrients which are quite similar but with quite different vitamin C values. There are also two foods with no vitamin C which are very different in their protein, riboflavin and niacin values. As the specifics are learned, the teacher can help the students to generalize (e.g., cereals and meats do not have vitamin C) but the generalizations should *not* be given first and exceptions should be noted, e.g., liver *does* have vitamin C. Coloring the boxes below the nutrients to match the colors on the National Dairy Council Comparison Cards can add interest and attractiveness.

Instructions for students: Put the letter of the food in the blank after the number of the nutrient value it matches.

Key to Matching Foods and Nutrient Values

I	II	III	IV	V	VI
1. E	1. A	1. E	1. B	1. D	1. A
2. A	2. B	2. C	2. E	2. B	2. C
3. C	3. D	3. D	3. D	3. E	3. E
4. D	4. C	4. B	4. C	4. A	4. D
5. B	5. E	5. A	5. A	5. C	5. B

VII	VIII	IX	X	XI	XII
1. E	1. C	1. A	1. B	1. B	1. E
2. D	2. D	2. E	2. D	2. A	2. B
3. A	3. B	3. B	3. C	3. E	3. C
4. B	4. E	4. D	4. E	4. C	4. D
5. C	5. A	5. C	5. A	5. D	5. A

XIII
1. B
2. C
3. D
4. A
5. E

*USDA Agriculture Information Bulletin No. 382, Nutrition Labeling, Tools for Its Use, 1975. $1.15.

I.

1.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
1	2	4	2	2	3	2	75

2.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
2	3	2	7	3	3	2	12

3.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
45	0	8	2	2	10	40	0

4.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
10	2	10	0	15	4	6	0

5.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
2	0	4	4	4	4	4	20

A. Green beans, ½ cup
B. Bananas, 1
C. Chicken, 3 oz. broiled
D. Oat and what cereal, 1 cup
E. Strawberries, ½ cup fresh

II.

1.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
2	6	2	6	8	2	2	110

2.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
0	1	2	0	3	1	1	0

3.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
1	1	7	30	2	1	2	4

4.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
4	7	10	145	4	7	2	40

5.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
30	20	4	4	2	6	25	0

A. Orange, 1
B. Grape juice, canned ½ cup
C. Spinach, cooked ½ cup
D. Canned plums, ½ cup
E. Salmon, canned red with bones 3 oz.

III.

A. Beef roast, rib, lean only 3 oz.
B. Pork chop, lean only 2 oz.
C. Skim milk, 1 cup
D. Corn on the cob, 1 ear
E. Beets, canned ½ cup sliced

1.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
1	2	3	0	1	1	0	4

2.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
20	30	0	0	6	25	0	4

3.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
4	0	2	6	6	4	6	10

4.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
40	0	10	0	40	10	20	0

5.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
60	0	15	0	4	10	20	0

IV.

A. Custard pie, 1 piece
B. Pumpkin pie
C. Apple pie
D. Peach, 1 fresh
E. Jello, ½ cup

1.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
10	8	4	80	4	8	4	0

2.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
3	0	0	0	0	0	0	0

3.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
0	0	2	25	2	2	4	10

4.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
6	2	2	0	2	2	4	4

5.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
15	15	6	4	6	15	2	0

V.

A. Popcorn, 1 cup
B. Cola drink, 8 oz.
C. Bean soup with pork, 1 cup
D. Cucumber, ½ cup raw sliced
E. Plain yellow cake, 1 piece

1.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
1	1	1	0	1	2	1	12

2.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
0	0	0	0	0	0	0	0

3.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
4	6	2	2	0	4	0	0

4.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
2	0	2	0	2	0	0	0

5.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
10	6	10	15	8	4	4	4

VI.

A. Enriched white bread, 1 slice
B. Margarine, 1 Tbsp.
C. Bacon, 2 slices (15 g)
D. Pineapple, canned crushed ½ cup
E. Beef pot pie with vegetables, ⅓ of a 9 in. pie homemade

1.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
4	2	8	0	6	4	4	0

2.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
10	0	2	0	6	2	4	0

3.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
45	2	30	35	20	15	30	10

4.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
1	2	4	1	15	2	2	15

5.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
0	0	0	10	0	0	0	0

VII.

1.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
35	2	6	0	6	6	8	0

2.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
1	2	3	90	4	2	4	75

3.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
2	1	2	12	7	7	5	30

4.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
10	2	10	0	15	4	6	0

5.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
1	2	1	3	1	1	1	10

A. Asparagus, ½ cup canned
B. Oat and wheat cereal, 1 cup
C. Celery, ½ cup diced
D. Cantaloupe, ¼ of 5 in. melon
E. Ocean perch (fish), 3 oz.

VIII.

1.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
15	4	12	0	4	3	4	0

2.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
2	5	4	50	4	7	2	90

3.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
0	1	1	2	1	1	0	2

4.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
1	2	2	120	2	1	2	7

5.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
4	2	4	35	8	4	6	70

A. Tomato, 3 in. diameter (fresh)
B. Iceberg lettuce, ½ cup shredded
C. Red kidney beans, ½ cup
D. Broccoli, ½ cup frozen chopped
E. Carrot, ½ cup grated raw

IX.

A. Egg, 1
B. Waffle, One 4½ in. sq. homemade
C. Pizza, homemade 1/8 of 14 in. pizza sausage and cheese
D. Spaghetti (cooked enriched, no sauce), ½ cup
E. Tuna, 3 oz.

1.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
15	2	6	10	2	8	0	0

2.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
50	0	8	0	0	6	60	0

3.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
15	15	4	8	2	8	4	8

4.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
4	2	8	0	15	6	8	0

5.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
8	6	10	4	8	10	6	0

X.

A. Noodles, ½ cup cooked
B. Apple, 1
C. Ham, lean only 3 oz.
D. Apricots, ½ cup canned
E. Cabbage, ½ cup cooked

1.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
0	0	2	2	2	2	0	10

2.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
1	1	2	45	2	1	2	7

3.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
50	0	15	0	35	10	20	0

4.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
1	3	1	2	2	2	1	40

5.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
5	1	4	1	7	4	5	0

XI.

A. Pink or red grapefruit, ½
B. White grapefruit, ½
C. Dark winter squash, ½ cup cooked
D. Light summer squash, ½ cup cooked
E. Oatmeal, 1 cup

1.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
0	2	2	0	4	2	0	70

2.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
0	2	2	10	4	2	0	70

3.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
8	2	8	0	15	2	0	0

4.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
3	3	4	85	3	7	3	22

5.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
1	3	2	7	3	5	4	17

XII.

A. Potato, 5 in. long 1 med. baked
B. Sweet potato, one 5 in. baked
C. Chili with beans, 1 cup
D. Green peas, ½ cooked
E. Peanuts, ½ cup

1.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
40	5	7	0	15	5	60	0

2.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
2	4	6	180	6	4	4	40

3.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
40	8	25	4	6	10	15	0

4.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
7	2	7	7	15	5	10	30

5.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
6	2	6	0	10	4	15	50

XIII.

A. Whole milk, 1 cup
B. Steak, round lean only 3 oz.
C. Dried prunes, 10 prunes
D. Watermelon, wedge 4 x 8
E. Oat and wheat cereal, 1 cup

1.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
60	2	15	0	4	10	25	0

2.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
2	4	15	20	4	6	4	4

3.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
4	2	10	50	8	8	4	50

4.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
20	30	0	6	4	25	0	4

5.

Protein	Calcium	Iron	Vit. A	Vit. B_1	Vit. B_2	Niacin	Vit. C
10	2	10	0	15	4	6	0

What Is Home Economics?

by Mary Elliott
Student Teacher
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You can say home economics is making a standard muffin with the right amount of peak
or planning meals using a variety of textures and colors
or knowing that scurvy results from lack of vitamin C.
But it's more than that.

You can say home economics is sewing a straight seam
or putting on a button so it won't fall off
or picking a pattern right for you.
But it's more than that.

You can say home economics is acquiring consumer skills to evaluate choices on the market
or learning to communicate in personal relationships
or trying to create environments pleasing to live in
or relating nutrition to how we feel and look.
And you might be closer.

You can say that home economics deals with life itself—
that it is involved in bettering lives of *real* people doing
real things, thinking *real* thoughts.
And you might be right.

TESTING FOR PROFICIENCY IN FOODS

Wynette S. Barnard
Assistant
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The following pages are part of a project that was undertaken to provide adult educators with a tool for measuring the proficiency, in several areas of home economics,* of experienced homemakers of either sex who seek high school credit in home economics or diplomas by demonstrated competence in the APL (Adult Performance Level) program.

Each section was developed by one member of the project staff and critiqued by all the others. Field testing has been limited but did include consultation with selected teachers and feedback from some students who took the tests.

Further development will be needed after extensive use of the tests. At present, it is suggested that to be considered "proficient" or to receive high school credit (1 semester of credit for each of the five tests), a student should have a minimum of three years of homemaking experience and respond correctly to 80% or more of the items and satisfy requirements for the same proportion of the activities. If a student is allowed a "second try" the score should probably be near 90%.

The Project staff included Hazel Taylor Spitze, Mary Jo Clapp, Wynette Barnard, and Roberta Minish. It was done under a contract between the University of Illinois and the Illinois Office of Education.

SELECTED PRINCIPLES RELATED TO FOOD

1. Meat can be tenderized by pounding, scoring, or grinding; by cooking with moisture at low heat; by marinating in an acid; or by the use of enzymes.
2. Length of cooking time affects the nutrient content of most vegetables.
3. Some vitamins are soluble in water.
4. Planning affects spending.
5. Planning affects nutritive value of meals and snacks.
6. Some meats can be safely stored for a longer time than others.
7. Different types of milk vary in their fat content.
8. Temperature and humidity of storage area affects keeping quality of canned foods.
9. Freezing temperatures dry out foods unless they are wrapped in air tight packaging.
10. High heat tends to make cheese products tough and stringy.
11. Amount of shortening affects tenderness of bread, cakes, and pie crust.
12. Highly advertised brands of food usually cost more than store brands.
13. Larger sizes of food products often cost less per ounce.
14. The container in which a food product is sold affects the cost.
15. Many foods vary in cost according to season.
16. The amount of energy (fuel) required to prepare a meal depends partly on the habits of the cook.
17. Temperature affects safety of stored food.
18. Foods usually cost more in specialty stores.
19. Use of advertised specials can affect food costs.
20. "Unit pricing" enables a consumer to compare prices of different sizes of a food product.
21. Nutrition labels on foods provide information of certain kinds for the consumer.
22. Weight control usually depends upon one's regular eating habits.
23. Lean meats are among the more expensive sources of protein.
24. Contents of labels on food products are affected by legislation.
25. Safe canning of non-acid foods requires the pressure method.

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*Tests were prepared in foods, home management, child development, consumer education, and housing. In nutrition, it was felt that the Nutrition Knowledge Test for Consumers (available from *Illinois Teacher* office for $2.00) could be used. Tests in other areas are yet to be developed.

26. Calculating the cost per serving, especially for meats, provides more useful information for the consumer than the cost per pound.
27. Enriched flour has thiamin, riboflavin, niacin and iron added during processing.
28. Frequency of shopping trips may affect food costs and time required.
29. Food additives are sometimes used to prevent spoilage, thicken a product or add color.

FOODS TEST

DIRECTIONS: Choose the *one* best answer for each of the following questions.

1. Mrs. T. bought a chuck roast for dinner. Which of the following would NOT be a way to tenderize the roast?
   a. pounding and scoring before cooking
   x b. cooking at a high heat without moisture
   c. cooking at a low heat with moisture.

2. Mrs. L. is cooking fresh tender greens from her garden. How could Mrs. L. cook them to save or retain the most nutrients?
   x a. cover and cook 5 to 10 minutes in a small amount of water or fat
   b. cover and boil them in water for at least 20 minutes
   c. cover and boil them in water with baking soda added
   d. cover and simmer for about 25 minutes in butter sauce

3. Planning ahead for snacks may help to
   a. increase the nutritional value.
   b. decrease the cost.
   c. add variety.
   x d. all of the above.

4. Betty has bought the meats listed below for this week's dinners. If all are placed in the refrigerator, which would be likely to spoil first?
   a. weiners
   b. ham
   x c. ground beef
   d. cured sausage

5. A food allowance in the family budget is helpful because:
   a. it allows you to have more money to spend on food, entertaining and eating out.
   b. it cuts down the amount of work involved in planning and buying meals.
   x c. it helps the family spend no more than they want to spend.
   d. it is recommended by food experts who know what is best for the family.

6. Which of the following types of milk has the most fat?
   a. buttermilk.
   x b. whole milk.
   c. skim milk.
   d. 2% milk.

7. Canned vegetables keep longest if stored in:
   a. a warm, moist area.
   b. a warm, dry area.
   c. a cool, moist area.
   x d. a cool, dry area.

8. A cooking method used to tenderize meat is:
   a. broiling.
   b. roasting.
   x c. braising.
   d. frying.

9. Freezer burn occurs when:
   x a. air dries out frozen foods.
   b. frozen meat is cooked without thawing first.
   c. the freezer temperature is too low.
   d. freezer temperature is not low enough.

10. Cheese products tend to get tough and stringy if they are cooked:
    x a. on the range with high heat.
    b. on the range with low heat.
    c. over steam.
    d. in the oven at a low temperature.

11. Which of the following ingredients has the greatest effect on the tenderness of a baked product?
    x a. shortening.
    b. vanilla extract.
    c. egg.
    d. milk.

Many different factors affect the cost of the food we buy. It is important to compare products in order to get the most for our food dollar. Listed below are pairs of statements describing food products. For each pair, in questions 12-19, tell which product is probably less expensive per unit?

12. a. an 8 oz. box of cereal costing 80 cents.
    x b. a 16 oz. box of the same cereal costing $1.40.

13. a. a can of green beans with a brand name that is often advertised on TV.
    x b. a can of green beans with a store brand label.

14. x a. a breakfast drink sold in a can.
    b. the same breakfast drink sold in a fancy glass container.

15. x a. a bag of apples during the Fall.
    b. a bag of apples during the Spring.

16. a. a 70-cent package of frozen corn, using a 10-cent off coupon.
    x b. a 58-cent package of frozen corn.

17. a. a pound of American cheese sliced and individually wrapped.
    x b. a pound of American cheese sold all in one piece.

18. a. celery that is prewashed, trimmed and packaged.
    x b. celery that is sold in a bunch.

19. x a. tomatoes grown locally.
    b. tomatoes grown in another state.

20. Mary is concerned about conserving fuel while working in the kitchen. When she is cooking macaroni in a small saucepan, she does all of the following EXCEPT:
    a. places the saucepan on a small burner.
    b. covers the pan with a tight fitting lid.
    x c. leaves the temperature on high to keep the water boiling.
    d. reduces the temperature when the water starts to boil.

21. Sue is planning dinner. She wants to prepare a hot meal yet try to conserve fuel energy. She is planning to serve meatloaf, rolls, potatoes, vegetable, and a salad. Which of the following combination of methods of preparation would use the least energy?
    a. bake the meatloaf and rolls; boil the potatoes; steam the vegetable.
    b. bake the meatloaf and rolls; bake the potatoes; steam the vegetable.

x c. bake the meatloaf and rolls; bake the potatoes; bake the vegetable.
d. bake the meatloaf and rolls; bake the potatoes; boil the vegetable.

22. Mrs. S. was planning to stuff a turkey in the evening and leave it in the oven overnight so it would be ready to start cooking in the morning. Her neighbor told her that this was not a good idea. Mrs. S. wanted to know why not. This is NOT a good idea because:
a. it doesn't save any time.
x b. it might spoil.
c. the dressing will dry out.
d. the flavor isn't as good.

23. "Organic" foods have become popular in the last few years. These foods are often sold in a specialty store, such as a health food store. Which of the following statements is generally true?
x a. organic foods cost more than similar non-organic products.
b. organic foods provide more nutritional value than similar non-organic products.
c. organic foods stay fresh longer than similar non-organic foods.
d. all of the above.

24. Which one of the following sources of consumer information would most help the homemaker save money when planning for the weekly shopping trip?
a. a recipe book.
x b. the food ads of a daily newspaper.
c. a women's magazine food section.
d. a commercial publication on food.

25. Many grocery stores have unit pricing labels posted on the shelves of canned goods. These help the consumer:
a. compare the nutritional value of similar products.
b. identify the nutritional value of one serving of the product.
c. add up the cost of groceries before getting to the check out counter.
x d. compare the price value of similar products in different sizes of containers.

Below is an example of a nutrition label like those found on many food products. Answer questions 26-29 by referring to this label.

NUTRITION INFORMATION

Serving Size	5 oz.
Servings per container	2
Calories	200
Protein (grams)	9
Carbohydrates (grams)	26
Fat (grams)	7

Percent of U.S. Recommended Daily Allowances (US RDA)

Protein	10	Riboflavin	*
Vitamin A	15	Niacin	2
Vitamin C	*	Calcium	8
Thiamin	4	Iron	10

*contains less than 2% of the US RDA of this nutrient

26. There are 26 grams of carbohydrates in:
x a. 5 oz. of this product.
b. one pound of this product.
c. the entire container of this product.
d. one ounce of this product.

27. What percent of the U.S. RDA does one serving of this product supply of protein?
a. less than 2%.

b. 8%.
c. 9%.
x d. 10%.

28. This type of label:
a. helps you compare the cost of similar products.
b. lists all of the ingredients.
x c. helps you compare nutritional value of similar products.
d. all of the above.

29. The equivalent of ten servings of this food would meet the daily recommendation (or 100%) of:
a. niacin.
b. calcium.
c. vitamin C.
x d. iron.

30. Mrs. N. is trying to lose some weight while keeping her health. She does not want to plan and cook different meals for herself and her family. In order to lose weight and maintain a weight loss, Mrs. N. could:
a. have the whole family go on a diet.
b. skip breakfast and eat the other meals with the family.
x c. eat smaller portions of the same food the family is eating.
d. skip all meals and snacks except dinner.

31. Planning meals and snacks before shopping does all of the following EXCEPT:
a. helps to save time while shopping.
b. helps to avoid impulse buying.
c. helps to save money.
x d. helps to increase the money you can spend on food.

32. Mrs. J's daughter, Betty, is going to manage the house while Mrs. J is in the hospital. Which of the following suggestions would help Betty save time and money in buying and preparing food?
a. shop on the way home from school each day.
x b. shop for food for several days at one time.
c. have Mr. J bring home food from a fast food service restaurant each day.
d. have the family go out to dinner each night.

33. Open-code dating is:
a. a date marked on all foods indicating when the store received the product.
b. a code marked on the label of all products which is used by the store personnel for inventory purpose.
x c. a date marked on perishable foods, after which the product should not be sold.
d. a code marked on cans indicating when the product must be opened.

34. Mrs. J packs a lunch each day for her children to eat at school. When planning what to include in their lunches, she considers all of the following EXCEPT:
x a. what the school is serving in their hot lunch line.
b. the food she is serving for breakfast, dinner, and snacks that day.
c. the cost of the food.
d. the food likes and dislikes of the children.

Choose the season of the year in Column B when each of the fresh vegetables and fruits in Column A would be of best quality and lowest cost.

Column A	Column B
35. b ________ sweet corn	a. Spring
36. a ________ strawberries	b. Summer
37. d ________ navel oranges	c. Fall
38. b ________ tomatoes	d. Winter
39. c ________ pumpkins	

40. Mr. Frank has been laid off work. Until he starts working again, the family will have a very small income. To get the most food value for the money, the Franks will buy a limited amount of:
    a. dried milk.
    b. legumes.
  x c. lean meats.
    d. whole-grain products.

41. The law requires that the label on a can of vegetables provide all of the information listed below EXCEPT:
    a. the name of the product.
    b. the name and address of the manufacturer.
  x c. the number of servings in the container.
    d. the net contents of the container by weight or liquid measure.

42. Mrs. G has an oversupply of green beans from her garden. She would like to preserve them to use during the winter. Which of the following methods of preservation would NOT be suitable?
    a. freeze them in plastic bags after cleaning and blanching.
    b. dry them.
    c. can them by cooking under pressure in sealed jars or cans.
  x d. can them by hot-water method.

43. Deciding on what form or grade of food to buy depends on:
  x a. the number of members in the family.
    b. the cost.
    c. the season of the year.
    d. the activities of the family members.

44. Protein foods other than meat often cost less than meat. One example of an inexpensive protein food is:
    a. pear.
  x b. baked beans.
    c. baked potato.
    d. green beans.

45. Which of the following cuts of meat would cost the least per serving?
    a. chuck blade roast at $1.49/pound.
    b. short ribs at $.89/pound.
  x c. ground beef at $1.20/pound.
    d. round steak at $1.98/pound.

46. Which of the following have been added to enriched flour?
    a. vitamins A & C.
  x b. B vitamins and iron.

c. vitamins A & D.
d. thiamin and calcium.

47. There are four people in the Smith family—father, mother, and 2 teenage daughters. Mrs. Smith works part time. Which of the following ways of grocery shopping would probably save the most time and money?
a. one family member orders the food from a specialty shop and has it delivered.
b. Mr. or Mrs. Smith stop at the store each day after work.
c. the girls shop 3 or 4 times a week after school.
x d. Mr. or Mrs. Smith shop once a week.

48. To maintain freshness, ground beef can be safely stored in the refrigerator for two days:
x a. loosely covered.
b. uncovered on the top shelf.
c. uncovered on the bottom shelf.
d. in a bowl sprinkled with water.

49. Which of the following statements concerning meat storage is NOT true?
a. cured meats do not freeze well.
b. ground beef is more perishable than steak.
c. chicken is more perishable than beef.
x d. fish is less perishable than pork.

50. Food additives are used for all of the following reasons EXCEPT:
a. to add color.
x b. to increase the cost.
c. to thicken the product.
d. to prevent spoilage.

FOOD PLANNING & BUYING TEST ACTIVITIES

One way to save money is to plan the week's menu around food store "specials" that your family likes.

Materials needed: This week's newspaper with the grocery ads.

Look at the grocery ads in the newspaper.

What meats, eggs or legumes are on special this week? Are they less expensive than others that are not on sale?

What fruits and vegetables are on special? Are they less expensive than others that are not on sale?

What other foods are on special that you often buy (snacks, bread products, desserts, milk products)?

Using any foods on special, which are better buys for your family than regular items, plan meals and snacks for 3 days. Start by listing foods on special, and then fill in other foods you would need for meals and snacks.

Day 1	Day 2	Day 3

PERFORMANCE ACTIVITY #2—MEAL PLANNING

Many things affect the way we plan meals. For example, you might plan quick foods if you don't have much time to prepare meals. If members of your family need to lose weight, you might plan low-calorie meals. Inexpensive foods can be planned if you are on a tight budget. To save fuel energy, you might plan foods that cook quickly or need no cooking and have not already required energy in processing.

DIRECTIONS: Write a 3-day menu for the situation that applies to you (on a budget, in a hurry, lose weight). Use the ideas sheets for suggestions.

After you write the menu, check to see if you have met the "Basic 4" recommendations.

_____ on a budget _____ in a hurry _____ need to lose weight _____ other (you specify)

DAY 1	DAY 2	DAY 3

Day 1

	Servings: Recommended	Servings: You had
Meat, eggs & legumes	2	_____
Milk & dairy products	2-4	_____
Fruits & vegetables	4	_____
Breads & cereals	4	_____

Day 2

	Servings: Recommended	Servings: You had
Meat, eggs & legumes	2	_____
Milk & dairy products	2-4	_____
Fruits & vegetables	4	_____
Breads & cereals	4	_____

Day 3

	Servings: Recommended	Servings: You had
Meat, eggs & legumes	2	_____
Milk & diary products	2-4	_____
Fruits & vegetables	4	_____
Breads & cereals	4	_____

PERFORMANCE ACTIVITY #3—FOOD BUYING

On your next trip to the grocery store, do the following activities:

A. Compare the cost of your favorite vegetable, packaged in the following forms:

Size container	Price	Unit price
a. Canned—brand name	______	______
b. Canned—store brand	______	______
c. Frozen—brand name	______	______
d. Frozen—store brand	______	______
e. Fresh	______	______
f. Other (e.g., dried)	______	______

Determine the unit price of each form by using the formula: cost/weight (in ounces) = price per ounce. This information tells which vegetable form is the least expensive per ounce. It may not tell which is least expensive per serving. For that, you would also have to consider how much water you are buying with the vegetable. Canned have most water, then frozen, and dried have the least.

When deciding on what form or brand to buy, what other things besides cost might you consider?

1.

2.

3.

4.

Which would you buy and why?

B. Impulse buying is the buying of items which you had not planned on buying. Sometimes impulse buying can help you save money. For example, if you see an unadvertised sale on a product you often use, you could save money by buying it while on sale. Other times impulse buying can cost you money because you don't need the product. Many stores arrange merchandise or set up special displays to encourage impulse buying.

As you do your grocery shopping this week, make a list of ways the store promotes impulse buying.

What are some things you can do to avoid the impulse buying of products you don't need?

PERFORMANCE ACTIVITY #4—FOOD STORAGE

Storing food correctly helps to prevent loss of nutrients and maintain freshness. Some foods are best stored at room temperature, others need to be kept cold or frozen.

Using your grocery list for this week, decide how each food should be stored.

First write down the foods you are buying. Next to each food put a check under the best storage place and/or condition. Then tell the approximate length of time it can be stored in this place. If it can be stored satisfactorily in two places, check both.

	Food	Cabinet or Shelf (Room Temperature)	Refrigerator (Cold)	Freezer (Below Freezing)	Length of Time
Example:	canned peas	✓			about 1 year
	hamburger		✓		2-3 days
				✓	several weeks

NUTRITION FILMSTRIPS WITH CASSETTES

I was recently given the opportunity to preview two sets of filmstrips and cassettes, one on "Foods, Fads and Fallacies" and the other "Good Sense and Good Food: The Fascinating Story of Nutrition."

Each set contains 4 color filmstrips, 4 cassettes from 7 to 11 minutes in length, and a 4-8 page teachers' guide.

The titles of the individual filmstrips in the first set are: I Eat What I Like Regardless; Food Fads: You Bet Your Life; Is "Natural" Healthy?; and Is There a Perfect Diet? [for losing weight].

In the second set, the titles were Man, Plant, and Animal; Chemistry of Foods; The Cell: Assimilation of Nutrients; and Nutrition and Malnutrition.

The filmstrips, usable individually or as the set, are mostly cartoon-type, not surprising since they are produced by Walt Disney Educational Media Company (500 S. Buena Vista St., Burbank, CA 91521) for $25 each filmstrip or $81 each set.

For the most part the information presented was consistent with my knowledge of nutrition, although I wish they had not said that white and dark bread were equal nutritionally and implied that whole grain bread has no more trace elements and fiber than refined white bread enriched with only four of the nutrients removed in milling.

NOTES TO TEACHER ON FOODS TEST ACTIVITIES

1. The main purpose of this exercise is to practice using and evaluating food ads while planning meals. To fulfill the requirements, the student should:
   (1) have obtained and used the food ads from the store at which s/he shops.
   (2) have filled out the "Food Specials" worksheet.
   (3) meet with the teacher to show and discuss this worksheet. The student should explain why s/he chose the foods s/he did.

2. The main purpose of this exercise is to practice planning nutritious meals. To fulfill the requirements, the student should:
   (1) have filled out the "Planning Meals" worksheet.
   (2) have met the following recommendations

Meat, eggs & legumes	2 servings a day
Milk & dairy products	2 servings a day for adults
	4 servings a day for children
Fruits & vegetables	4 servings a day
Breads & cereals, enriched or whole grain	4 servings a day

3. The purposes of this exercise are to practice comparative shopping and to learn to recognize impulse buying habits.
   To fulfill the requirements the student should:
   (1) have gone to the grocery store.
   (2) have filled out the "Food Buying" worksheet.

   Possible answers are:
   - What other things besides cost might you consider?
     - family preferences
     - how the food will be used
     - size of package available
     - form of the food
     - nutritive value
     - preparation time
     - the kind of meal
     - energy usage
   - Ways stores promote impulse buying:
     - displays in center of aisle
     - samples of food (smell)
     - candy by check out counter
     - magazines by check out counter
   - Things to do to avoid impulse buying:
     - make grocery list and stick to it
     - don't shop when hungry
     - decide whether you really need the item before buying
     - shop alone if other family members cause you to buy things you didn't plan

4. The purpose of this exercise is to identify proper storage methods.
   To fulfill the requirements the student should:
   (1) list all foods s/he is going to buy that week.
   (2) identify the correct storage temperature and storage time for each.

Bulletin board idea: It takes 100 calories to walk a mile. If you can't stop eating, start walking!

COOKING APPLIANCES FOR THE HOME

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"Range development has progressed through such sophisticated design evolution that some convenience features are often not fully understood by either the consumer who purchases the range or the salesman who sells it."[1]

Ranges

The two main concerns of manufacturers in changing ranges over the past two or three years have focused on energy reduction and safety.

Energy: The Energy Policy and Conservation Act was signed into effect by former President Ford on December 31, 1975.[2] The act in effect said that by 1980 the energy consumed by appliances must be reduced by 20 percent over the 1972 models. The Department of Energy (formerly the Federal Energy Administration) has developed recommendations for energy improvements for each major appliance. Electric ranges must be designed for a 3 percent energy savings and gas ranges for a 51 percent energy savings when Congress passes the energy act.[3]

The elimination of standing pilots on gas ranges will go a long way toward attaining the 51 percent energy savings. The standing pilot supplements the furnace by contributing heat to the home during the winter, but the added heat in the summer is undesirable and is added to the load of the air conditioner, if there is one. Most gas range manufacturers are preparing to switch to electric ignition systems as standard equipment in their full lines if, or when, state and federal energy conservation efforts demand such action. Electric ignition is a viable alternative backed by many years of experience in Europe. The two most common electric ignition systems are the glow coil and the spark approach. Both use electricity to activate them. In the first, a hot wire or bar ignites a pilot which in turn lights the burner. In the second, tiny sparks light a pilot which in turn lights the burner. In a power outage the surface burners can be lighted with a match, but most oven burners cannot be used since electricity is necessary for the thermostat to function properly.[4] Electric ignition adds about $25-50 to the retail cost of a gas range.

Efficiency can be improved by lowering the energy used by surface burners to 9,000 or 10,000 BTU from the 12,000 BTU consuming burner common on gas ranges. Performance is not adversely affected.

The oven cavity of both gas and electric ranges can be reduced in size. The volume that must be preheated will be reduced, and there will be less wall area that must be heated. Increasing the insulation can also improve the oven's efficiency as is evidenced by the self-clean ovens which use only 85 percent of the amount of energy consumed by a conventional oven for the same cooking operation.[5] Ovens are about 25 percent efficient.

Convection Ovens: Convection ovens which combine heat with a powered air stream can reduce both cooking time and energy consumption by about 30 percent (Figure 1). A gas, an electric, and a portable convection oven are marketed today. The convection oven first appeared for home use in 1973. In the gas model, igniter and fan are activated when the door is closed. The heated air is forced up through an insulated channel at the rear of the oven and enters the cavity through holes at the top of the oven. The heated air passes over the food and then is recycled by passing through an aluminum-mesh grease filter, back over the source of heat, and over the food again. Only about 10 percent of the air is expelled through the oven

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[1] "Oven-Cleaning Performance Vs. Consumer Expectations," *MACAP News and Notes*, 3 (March, 1978), 1.

[2] A. N. and J. B. Wecksler, "On-site Washington," *Appliance Manufacturer*, 25 (September, 1977), 19.

[3] "Energy Savings: How Much, and How Long," *Retailing Home Furnishings* (January 23, 1978), 49.

[4] "Answers to Questions about New Gas Range Ignition Systems" (Hinsdale, Illinois: Harper-Wyman Company).

[5] "Conserving Energy in Home Heating and Appliances" (West Lafayette, Indiana: Cooperative Extension Service, Purdue University), p. 22.

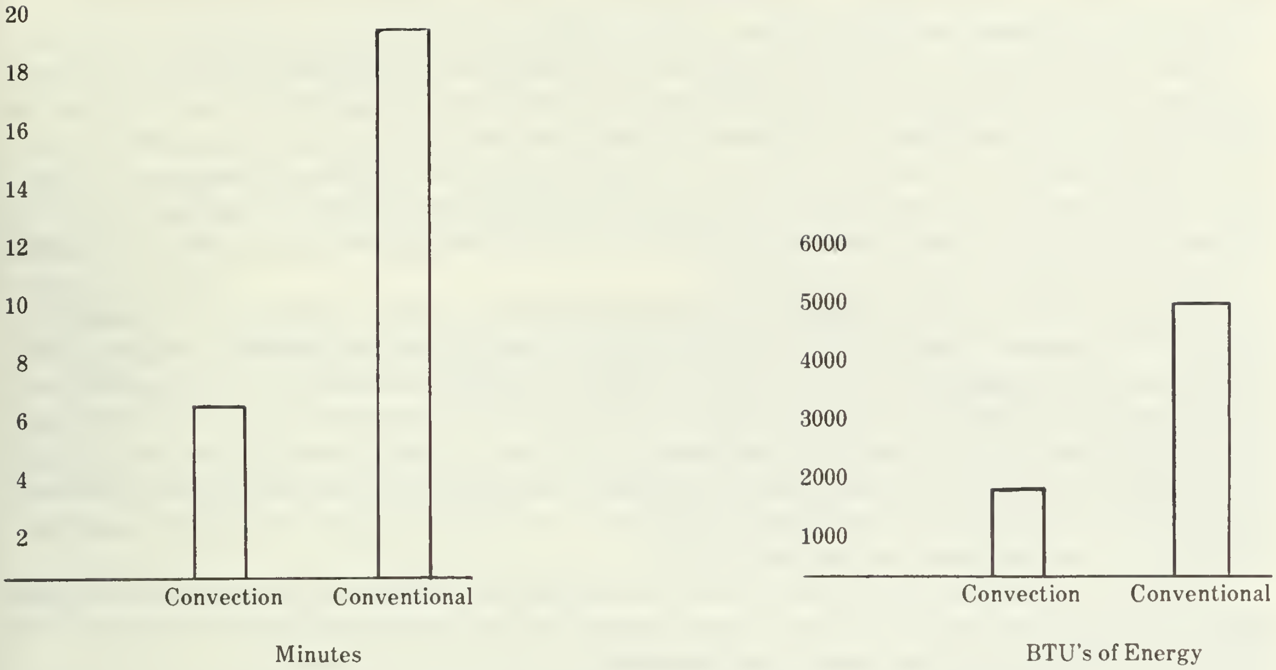

Figure 1. A Comparison of Biscuits Cooked in a Convection and a Conventional Oven

vent during cooking. The electric convection oven has a fan that blows air over the heating elements, over the food that is cooking, and through a mesh wire grease filter in a continuous process.[6]

Safety: The Consumer Product Safety Commission estimated that there were over 65,000 injuries from ranges in 1975.[7] Most were thermal burns of children under five and adults over sixty-five years of age. Since September 1975, all ranges have the safety features which added about 5 percent to the price tag. The safety standards include:[8]

1. Reduced surface temperature. Manufacturers accomplish this through various means such as an air flow over and around the oven cavity and through the door. One company uses three, rather than two, glass panels in the door window to keep the oven glass door temperature within acceptable limits.
2. Two-step operation controls which are commonly "push and turn."
3. Controls 6 inches above the cooking surface if located on the backsplash.
4. Permanent markings to show which surface units are on.
5. Surface units at least 4 inches from the front edge of the range.
6. Gas burners rated at 9,000 or 10,000 BTU rather than 12,000 BTU to prevent potholder or sleeves from catching fire.
7. Redesigned bake and broil elements to prevent ignition of fabrics, such as potholders.
8. No convenience outlet, to prevent electric cords accidentally lying across units or burners from melting and shorting out.
9. Repositioned legs and added weight to reduce accidental tipping.
10. Special warnings against using cabinets above the range for storing items of interest to children must be included in the literature.

Smooth-top: The smooth-top range was introduced by Corning in 1966. Today one out of every ten ranges and counter-tops purchased is a smooth-top. The reasons most frequently given by consumers for selecting a smooth-top range are eye appeal and apparent ease of cleaning.[9]

The smooth-top range consists of a sheet of white opaque ceramic glass material with high mechanical strength (can be used roughly without breaking) and heat strength (low coefficient of expansion). Ice water thrown on the smooth-top surface heated to 1300°F does not cause

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[6]Arnold Consdorf, "Tappan Forces Its Oven to Cook Faster," *Appliance Manufacturer*, 24 (February, 1976), 47.

[7]R. W. Eckardt, "Range Design Considerations for Increased Consumer Safety," *Meeting Changing Lifestyles*, 28th National Home Appliance Conference (October, 1976), 43.

[8]"Changes Make Safer Ranges," Association of Home Appliance Manufacturers, Chicago, Illinois (January 13, 1976).

[9]Evan Powell, "Smooth Cooktops—What to Know Before You Switch," *Popular Science* (January, 1977), 105.

breakage. The surface hardness is greater than that of most metals. It has a Mohs (Moz) hardness of 7, as compared to a Mohs hardness of 10 for diamond.[10]

The original smooth-top consisted of a six inch unit rated at 1200 watts and an eight inch unit rated at 2000 watts. The heating ribbons were wound around a mica card with a thermostatic sensor in the middle of each element.[11] Special cookware, called Cookmates, was used on the original smooth-top range. The current range utilizing three of these thermostatically controlled units and one conventional unit under ceramic glass is called the "three plus one." The wattage of the one conventional unit is 2200 watts. The conventional unit is used for making jellies and cooking in a pressure saucepan.

All smooth-top ranges, other than the "three plus one," have conventional heating elements under ceramic glass. Any utensil with a flat bottom can be used on these ranges. Some of the smooth-top ranges have a high temperature cut-off that interrupts the electric current when the surface reaches approximately 1300°F (704°C). Temperatures above 1300°F may cause degrading in the form of discolored glass, loss of luster, and/or possible breakage. Some conventional units under ceramic glass do not have this cut-off, and melted porcelain enamel or aluminum utensils have been reported.[12] There is no way to remove the melted porcelain enamel or aluminum from the glass smooth-top.

To alert an individual of possible burn temperatures, indicator lights are red until the surface is cool enough to touch. Some companies use 150°F as the temperature at which the red indicator light goes off. Other companies use 120°F.

Consumers should be aware of the following factors:[13]

1. The pre-heat time for ceramic glass covered units is slower.
2. The cool-down time for ceramic glass covered units is slower.
3. Aluminum foil (ready-to-pop popcorn containers or TV dinner containers) may mark the glass surface.
4. The instruction books should be read carefully for cleaning instructions.

A smooth-top surface unit called the CT II (Cool Top) was marketed in the early 1970's. It operated on the induction principle (all other ranges work on the resistance principle). Electric power was converted to a high frequency current which produced currents in the bottom of any metallic cooking vessel that had magnetic characteristics when placed on the cooking surface (iron or steel). The unit was about 85 percent efficient. Its retail cost was over $1000.[14] That particular brand is no longer on the market, but other manufacturers are showing prototypes or planning to market an induction range in the future.[15]

Oven Cleaning: Two out of three ranges sold today have either self-cleaning or continuous-cleaning ovens.[16] The first electric self-cleaning (pyrolytic) oven appeared on the market in 1963. The first gas self-cleaning oven was marketed in 1968.

Pyrolytic cleaning occurs as a result of chemical decomposition of food soil by the use of heat.[17] The oven is heated to 700-1000°F. Special precautions are taken so that the exterior of the range will not get above temperatures allowed by Underwriters Laboratory. Only a small amount of ash is left in the oven. This can easily be wiped out with a damp cloth or paper towel. The little smoke that is produced is converted into a clear gas by means of a smoke eliminator placed in the oven vent. The smoke eliminator may consist of a heated wire screen coated with a catalyst or a red hot element to complete oxidation of the smoke to carbon dioxide and water vapor.

The average owner of a self-cleaning oven uses the pyrolytic clean feature every 5 to 6 weeks after the novelty wears off. At 5 cents per kilowatthour each cleaning would cost 15 to 30 cents. At 19 cents per therm the cost for cleaning a gas oven is 8 to 10 cents.[18]

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[10] "Hercuvit—A New Family of Glass Ceramics for Design Flexibility," Pittsburgh Plate Glass Industries, Pittsburgh, Pennsylvania.

[11] James P. Hocker, "Glass-ceramic Top Ranges," *1970 Technical Conference on Household Equipment, AHAM* (November, 1970), 11.

[12] "Ceramic Cooktops—Pretty But Not Practical," *Consumer Reports*, 42 (October, 1977), 587.

[13] Evan Powell, *Op. cit.*, 106.

[14] F. R. Amthor, "The Cool Top Range," *1971 Technical Conference on Household Equipment, AHAM* (November, 1971), 5.

[15] "Cooking Appliances," *Merchandising*, 1 (October, 1976), 11.

[16] "GE P7 Self-cleaning 1963," *Appliance Manufacturer*, 25 (February, 1977).

[17] Arthur W. Vonderhaar, "Oven Cleaning—a Developing Art," *1970 Technical Conference on Household Equipment, AHAM* (November, 1970), 8.

[18] "Ranges with Self-cleaning Ovens," *Consumer Reports*, 37 (July, 1972), 440.

The continuous (catalytic) clean system which was introduced in 1968 depends on a chemical catalyst which is mixed into the porcelain enamel coating of the oven liner panels.[19] The catalyst promotes oxidation (low temperature burning). The catalyst has one extra molecule of oxygen which is activated at 250°F so that it fights for more oxygen. Carbon compounds (food spillage) combine with oxygen to give off carbon dioxide and water vapor. The carbon dioxide dissipates into the air.

The catalytic process takes place continually whenever the oven temperature ranges from 350-500°F. In other words, cleaning is occurring most of the time that the oven is in operation for baking.

Research has shown that owners of self-cleaning models are much more satisfied with their ovens than owners of continuous-clean models are with theirs.[20]

"Though ovens that clean automatically are desired by many consumers, MACAP (Major Appliance Consumer Action Panel) complaints reveal an apparent confusion about what results can be expected from each of the two systems. When the distinct differences between oven cleaning options are not adequately explained, compared, and understood at point of purchase, performance may not meet consumer expectations."[21]

Microwave Ovens

In 1942 it was discovered that microwaves could be boxed to cook food. The first domestic microwave oven was marketed in 1955 at a cost of over $1000. The first countertop microwave oven was introduced in 1967.[22]

Types: There are three types of microwave ovens available:

1. Portable or counter-top.
2. Over-under in which the microwave oven is at eye-level and the conventional oven is below the surface units or burners. The conventional range may be gas or electric.
3. Combination in which microwave and conventional cooking can be done simultaneously or independently in one oven. The output of the microwave unit is less than 400 watts which is considerably less than most portable or over-under models. The user can combine microwave cooking with radiant heat cooking (broiling) in closed-door smokeless broiling.

Wave Distribution: In most portable microwave ovens the waves entering at the top of the cavity are distributed by means of a stirrer. The stirrer is a revolving fan blade that deflects the waves so that they do not fall in a fixed pattern. These ovens will have a glass or plastic tray located about one inch above the bottom of the cavity. This allows the waves to hit the bottom of the oven cavity and be reflected back up into the food that is being cooked. The shelf may be removable or permanently installed.

If the microwaves enter the cavity at the bottom of the oven a device shaped much like a radar screen disperses the waves so that they do not enter the cavity in a fixed pattern.

One manufacturer uses a revolving tray which moves the food through the fixed wave pattern. The food in the center of the tray is always located in the exact same relationship to the fixed wave pattern and large utensils will not turn on the revolving tray.[23]

Controls: Time is the critical factor in microwave cooking. The most commonly used control is the time dial. The dial allows for time settings of up to 30 or 60 minutes depending upon the manufacturer. Some models have two controls—one for times of less than 5 minutes and one for times greater than 5 minutes.

Top-of-the-line models will probably have a touch panel which was introduced in 1975. The touch panel control consists of the glass touch panel, digital display, microprocessor, and printed-circuit board. If something should go wrong with any portion of the control system, the entire module can be replaced by a serviceman. This system allows the oven to be programmed to defrost and cook in one continuous sequence. Food should not be cooked immediately after defrosting. Based on research on different types of frozen foods the ideal holding

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[19]Robert R. Luter, *Ranges and Cooking Units*, Appliance Sales Training (June, 1970), 48.

[20]"Self-cleaning Vs. Continuous-cleaning Ovens," *Consumer Reports*, 38 (August, 1973), 530.

[21]"Oven Cleaning Performance Vs. Consumer Expectations," *MACAP News and Notes*, 3 (March, 1978), 1.

[22]Dan McConnell, "How Changing Lifestyles Resulted in the Microwave Revolution," *Meeting Changing Lifestyles*, 28th National Home Appliance Conference, 1976, p. 41.

[23]"Microwave Ovens," *Consumer Research*, 59 (November, 1976), 7.

time was found to be about equal to the cooking time, thus the programmed hold period is equal to the selected cooking time.

In some models a temperature probe can be used to automatically sense the internal temperature of the food which helps eliminate the possibility of overcooking. The probe registers temperatures between 90 and 200°F.[24]

One brand which appeared on the market in early 1978 has neither a timer nor a temperature probe but a thermistor built into the oven cavity that monitors the heat given off by the food, shutting off power when a prescribed temperature level has been reached within the food.[25]

Energy Usage: Wattage input (watts used) varies from model to model. Wattage input is from 1000 on some bottom-of-the-line models up to 1600 on most top-of-the-line models. Many of these watts are utilized in converting 60 hertz power to 2450 megahertz microwave energy. A more meaningful measure for the user of a microwave oven is wattage output. Output at the high setting varies from 400 to 700 watts depending on the model. An ideal standardization seems to be 600 $\pm$ 50 watts. This would allow cookbooks to be used interchangeably, and food companies could put accurate cooking information on their products. To calculate wattage output put 2 cups water in a 4 cup measuring cup, record temperature in Fahrenheit, heat 1 minute in microwave oven on the high setting, and observe the temperature. Multiply the difference in the temperatures by 17.5. This gives wattage output.[26]

Energy Efficiency: To determine energy efficiency divide wattage output by wattage input. Efficiency usually varies from 45-50 percent. This compares with 60-80 percent efficient surface units and 25 percent efficient ovens.

Helen Voris discovered in research for a master's thesis that the microwave cooking of a 3.5-5.0 pound beef roast saved 39 percent of the electrical energy required for conventional roasting.[27]

Martha Bremer, former University of Illinois student, discovered that hamburgers and green beans cooked on the electric range surface used 340 watthours, cooked in a portable microwave oven used 230 watthours, and cooked in small appliances used 200 watthours.[28]

Browning: Most microwave ovens have no means of browning foods and must be supplemented with the conventional range broiler for a browned appearance. Fat covered roasts brown, due to a reaction between amino acids and sugar which occurs at a high temperature. Meat without a fat covering can only reach boiling temperature, which is not a high enough temperature for browning.[29]

Browning of foods similar to pan-broiling is possible with a browning tray, a glass ceramic dish with a coating (ferrite) in the bottom of the dish that absorbs microwave energy. The browning dish is heated in the microwave oven until the coating reaches 450-650°F. The food to be browned is placed on the hot dish and cooking is completed in the microwave oven.

Some brands have a broiling element built into the counter-top oven. Some disadvantages of this feature are that browning and microwave cooking cannot be done simultaneously, the 500 watt browning unit does not broil like a conventional oven broiler, and fat spattered on the oven walls is cooked on, making cleaning more difficult.

Settings: The original microwave ovens had only one setting, high. The next step was to increase the settings, by cycling the unit on-and-off, to two or three. This provides a high setting for fast cooking, a low setting for defrost, and sometimes an additional low setting for slow cooking.

The infinite control has up to 10 pre-set levels of power from 65-700 watts.

Using any setting at less than full power negates the main advantage, speed. In one example oven efficiency dropped from 33 to 25 percent as power was reduced.[30]

Marketing: At the end of 1977 about 10 percent of all homes in the United States had a

(continued at bottom of page 37)

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[24]Verna Ludvigson, "Microwave Ovens," *Meeting Changing Lifestyles*, 28th National Home Appliance Conference, 1976, p. 35.

[25]"Microwave Energy Application Newsletter," September/October, 1976, 11.

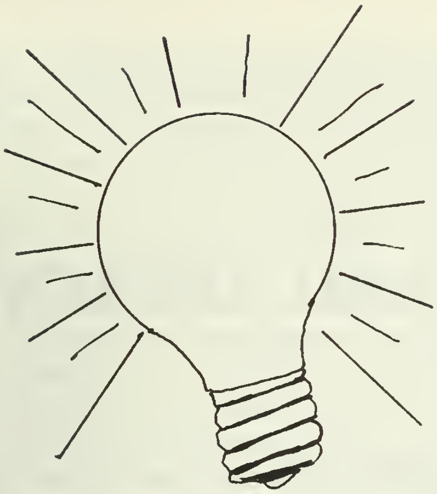
[26]Helen Van Zante, *The Microwave Oven*, Houghton-Mifflin Co., 1973, p. 49.

[27]Helen Voris, "Microwave and Conventional Cooking of Top Round Roasts: Palatability, Thiamine Content and Energy Consumption," Master's Thesis, University of Illinois at Urbana-Champaign, 1977, p. 63.

[28]Martha Bremer, Unpublished Research Paper, 1977.

[29]"Microwave Ovens," *op. cit.*, p. 9.

[30]"Microwave Energy Application Newsletter," November/December, 1976, 3.



Ideas That Worked!

Dr. Joseph Crawford, superintendent of schools in Hazen, N.D. writes:

The key to better meal quality in schools is requiring every school to form a citizens' school food advisory committee. It should be made up of parents, health professionals, and other interested citizens.

We have increased our daily participation from 180 to 400 meals while holding the price at 55 cents and we raised the cooks' salaries substantially.

Local participation—of students, business men, farmers—has made all the difference. Farmers donate wheat, the elevator cleans it, we grind it and make our own bread. We contract for local cattle to be hauled to the USDA-inspected slaughter house and our hamburger, which is *not* 30% fat and water, costs us much less than even the wholesale price. Donated corn is shucked by students and we freeze our own supply.

We eliminated costly, sugar-heavy desserts and serve fresh fruit. We give all the elementary children free midmorning orange juice. We serve raw sliced carrots and celery, peanut butter and honey.

I feel that our improvements have resulted in changed behavior—90% decrease in vandalism and a reduction in suspensions. It takes only common sense to know that a child who eats better acts better and will learn better.

I have appreciated the help of our State Board for Vocational Home Economics on whose advisory board I participate.

(continued from previous page)

microwave oven. It is predicted that by 1985 50 percent of the homes in the United States will have a microwave oven.[31]

When the saturation point reached 10 percent, the microwave oven became a viable product. New companies were formed and existing companies began to manufacture and market products used in conjunction with the original product.

There are those who say that the cooking appliances of the future will be a microwave oven and a convection oven, both of which save time and energy.

[31] *Merchandising*, 2 (August, 1977).

SOME RELATIONSHIPS BETWEEN FOOD AND ENERGY

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Energy consumption in the U.S. has more than doubled since 1950. If unabated, energy consumption could double again by the year 2000.[1] The complexity of the nation's energy crisis is reflected in the struggle for energy conservation within the vast food and fiber system. How do you decrease energy use without diminishing critical agricultural supplies?

In 1974, 22 percent of the total energy used in the United States was related to the production, processing, marketing, and consumption of food, natural fibers, and forest products. The food system alone used 16.5 percent of the nation's total energy consumption.[2]

A breakdown of the energy used in the food system reveals that farming used 18 percent; processing, 29 percent; marketing, 8 percent; consumption preparation at home, 26 percent; consumption preparation away from home, 17 percent; and production of transportation equipment, 2 percent.[2]

Where is this energy used in order to supply food and fiber?

The dairy industry:	cropping operations, milk cooling operations, water heating, ventilating and lighting systems, equipment
The poultry industry:	brooding operations, feeding and waste handling, lighting and ventilation
The livestock industry:	grain drying, feed grinding, preparation, and hauling, range and feedlot management, lighting, watering, ventilation, heating, tractors, trucks, irrigation and other conservation measures
Field crops:	preharvesting operations, harvesting and drying operations, irrigation, fertilizer and pesticide use, equipment and power units Crops requiring the most gasoline—nearly two-thirds of that used by all crops—are corn, soybeans, alfalfa, winter wheat, and hay. Those using the most diesel—almost 60 percent of all crops—are corn, soybeans, cotton, winter wheat, and corn silage.
Vegetable crops:	fertilizer applications, field operations, irrigation equipment and power units, harvesting
Orchard crops:	frost protection methods, fertilizer applications, field operations, irrigation, equipment and power units

On the other side of the coin, however, it must be remembered that unless farmers are pumping oil, they cannot make fuel any more than they can make it rain. Big diesel tractors do most of the land fitting and planting in this country. If the fuel's not there when it is needed, crop yields will nose dive. In the central corn belt, during May 1-15, corn yields per acre drop a bushel a day for each day's delay in getting the crop in, and 2 bushels a day from then to the end of May. It amounts to a hefty financial loss for the farmer with 1000 acres, not to mention inflated costs of corn on the local market due to the supply shrinkage.[3]

Suppose the farmer plants his corn May 1 but a fuel shortage kept his tractors out of the field until June 1. Total yield reductions pencil out to 45 bushels an acre, or 45,000 bushels for the entire farm. At a market price of $3.50 a bushel, the fuel crunch cost him over $157,000. Who cares?

Consumers should. In the end the farmer's loss will be handed to them in larger food bills.

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[1] "Energy Outlook," *Farm Index*, September 1977, p. 4.
[2] "Fueling U.S. Agriculture, Part 1," *Farm Index*, June 1977, p. 10.
[3] "Appetite for Energy," *Farm Index*, November/December 1974, p. 4.

Fertilizer production consumes large quantities of natural gas, and adequate amounts of chemical fertilizer are vital for the success of farm operations. One estimate is that one-third to one-half of agricultural yield is due to the use of chemical fertilizer.

One other consideration is that to achieve potential energy savings farmers would have to make substantial investments in improved technology, investments that may cost more than the energy saved and investments that would have been out of the question when fuel prices were much lower.

What does this information mean as far as the nutritive value of food is concerned?

Americans should know that their love of beef is an energy-intensive habit, and we may feel guilty as we enjoy the delectable charcoal-broiled steak. But most of us go on responding only to price, not moral persuasion. Producing the beef we eat (129 pounds per person in 1976) requires the equivalent of up to 50 gallons of gasoline.[4,5]

One reaction to such a statement is to shrug; some have become vegetarians. Most of us don't do either, however. Animal protein food is balanced in its essential amino acids and unlike plants, provide vitamin B-12. How about seafood? Is it less energy-intensive?

Lobster is just slightly less energy-intensive than feedlot beef. Shrimp is far more so than, say, milk. King salmon is slightly more than broiler chicken. Many other seafoods are less energy-intensive than farm animals.[4,6]

Energy costs of seafoods are affected by type of processing, and how much of the fish is used. How it is cooked is also a critical consideration, adding on the average one-third of the energy costs. Canned tuna fish, for example, can be eaten uncooked at no additional energy cost, or we can cook it in the oven and use up to 8,500 kilocalories an hour[4,6] in extra energy.

High prices for energy supplies have reduced household energy use. For example, in 1975, 17 percent of all survey households (government study) used their ovens less than the previous year; 11 percent of all households, or about one-third of those having dishwashers, cut back the use of dishwashers; 8 percent, specialty cooking appliances; and 6 percent, stove-top cooking. Cooking adjustments were more common among younger and lower income households. Almost a tenth of those surveyed conserved energy in the kitchen by cooking more food in the oven at one time. Others used electric crocks and other specialty cooking appliances or used food that required little or no cooking.[7]

Why not develop other forms of energy to supplement the petroleum based products of diesel fuel and gasoline and a supplement for natural gas? The "exotic" forms of energy—solar, geothermal, and synthetic fuels—won't supply more than one percent of U.S. energy needs by 1990. Nuclear fusion may not make any contribution until after the turn of the century.[1]

There is another totally different aspect of resource conservation with which we should concern ourselves in foods and nutrition. Have you ever thought about the amount of food you consume in a year? An average adult consumes more than 1000 pounds of food without any change in body weight during a period of one year. In order that this equilibrium state of health be maintained the total body requirements must be supplied to satisfy the demands of energy and tissue maintenance.

Food must also provide for growth, as in children and in pregnancy. These demands may vary on a day-to-day basis, depending on the work load and environment. They will change with age and physiologic state. Thus, the needs of a manual laborer may change over the weekend when away from the job, and those of an athlete will be different when he is in training. The nutritional needs of a person nearing retirement will be different than those of an adolescent.

Imposed on these differences are those of biologic individuality.[8] The so-called average 70-kg. man (used by the National Research Council in determining the Recommended Dietary Allowances) is not represented by any one person. Everyone is different, and nutritionally this is expressed at all biochemical and physiologic levels. For example, there are differences in the digestion and absorption of food, the transport of food to the cells, and the rate of waste

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[4]James K. Page, Jr., "Net Energies of Steak and Lobster in Phenomena, *Comment and Notes*, Smithsonian, 8:9 (1977), 12.

[5]G. M. Ward *et al.*, "Beef Production Options and Requirements for Fossil Fuel," *Science*, 198(4314) (1977), 265.

[6]Mary Rawitscher and Jean Mayer, "Nutritional Outputs and Energy Inputs in Seafoods," *Science*, 198(4314) (1977), 261.

[7]"High Prices Reduce Household Energy Use, *Farm Index*, November 1976, p. 7.

[8]Roger J. Williams, *Biochemical Individuality, The Basis for the Genetotrophic Concept* (New York: John Wiley & Sons, Inc., 1963).

elimination.[9] However, the physiologic and biochemical regulatory mechanisms, responding to all these individual factors, arrive at an equilibrium for each person that is recognized as health. In some diseases, either genetic or acquired, the resulting nutritional deficiencies of the cells cannot be overcome without external assistance.

Like other living systems, man survives by means of a continual energy flux. Nutrition is the provision of needed energy. Sound nutrition depends on a proper dietary regimen, or food intake. This must include the six major components of the diet: carbohydrates, proteins, fats, vitamins, minerals, and water. Foods frequently contain non-nutritive components that, together with intestinal bacteria and waste materials manufactured by our cells, comprise the excreta in the form of sweat, urine, and feces.

An organism as complex as the human body is an ordered aggregation of cells. Each cell obtains the nutrients essential for its well-being from the circulating extracellular interstitial fluid in which it is bathed. This same fluid also serves to remove waste products excreted from the cell. The composition of living cells is remarkably constant so long as the interstitial fluid is normal.

The interstitial fluid represents the end of a transport system through which the blood and lymph exchange materials in the external environment with those in the cells. Thus nutrients are brought to the cells from the gastrointestinal tract and oxygen is brought from the lungs, while waste products are excreted in urine, feces, and expired air. Such transport in higher animals is subject to variations in load, since surges of nutrients arise from intermittent food intake. The body reacts to restore the concentration of the extracellular fluid constituents to normal and thus maintains the environment of the cells relatively independent of external change. The internal cellular composition must be kept constant within narrow limits, for otherwise the animal dies. The maintenance of this stable internal environment is termed homeostasis.

Our normal food is a mixture of complex plant and animal materials composed largely of protein (15% of the total calories), lipid (40% of the total calories), and carbohydrate (45% of the total calories). The choice of foods by man is largely a matter of habit. He chooses foods that appeal to him, taste good, are attractive in appearance, convenient and within his attainable range of cost. These must be reduced to simpler components before they can be utilized by the body tissues. The processes by which food is broken into simpler components are known collectively as digestion and involve catalysts called enzymes. The products of digestion are then taken into the bloodstream by the selective processes of absorption.

Following the digestion of the proteins and the carbohydrates, their simple building blocks, the amino acids and monosaccharides, are absorbed into the portal blood system. They are delivered for the most part to the liver, where some are transformed to other molecules. In addition, glucose and amino acids are released by the liver for delivery to other tissues. In this way homeostasis is maintained. The metabolic reactions that are concerned with the biosynthesis of large molecules from small molecules are commonly referred to as anabolism. Anabolism is mostly involved in the maintenance of tissue structures. The reverse metabolic process, the breakdown of molecules, is called catabolism. When these two processes balance, there is no change in body mass.

Control of body functions is exercised in the whole animal at organ, cellular, and subcellular levels. The only voluntary step for man is that of selecting his diet, from which the six major food components provide both energy for the body and the basic materials for maintaining the body components. The molecules that make up the body structure or maintain homeostasis largely result from the metabolism of molecules in the food. In some instances, however, the synthesis of a metabolite might occur at a rate too slow to maintain health or it may not occur at all. In such cases the diet must include these molecules. They comprise the essential amino acids, the essential fatty acid(s), and the necessary vitamins and minerals. From a nutritional standpoint the vitamins differ from the essential fatty acids and essential amino acids only in that much smaller amounts are required. The essentiality of these substances in the diet does not imply that the other metabolites are unimportant, but rather that the human body can synthesize sufficient amounts of the nonessential metabolites from the components of the diet.

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[9]Ethel Austin Martin, *Nutrition in Action* (3rd ed.; New York: Holt, Rinehart and Winston, Inc., 1971).

[10]In rest of text generous use made of Rex Montgomery, *et al.*, *Biochemistry, A Case-Oriented Approach* (2nd ed.; St. Louis: C. V. Mosby Company, 1977).

Nearly all the dietary components that can be digested and absorbed are eventually catabolized to provide energy. The metabolic energy of food is converted principally to heat and ATP, free energy used as the immediate source of energy for muscular contraction and other cellular activity. In practice the proper diet for an adult is that which maintains health and a constant body weight. This requires approximately 14 to 20 kcal/pound of desired body weight, or about 2200 or 3000 kcal for an average, 154-pound (70 kg.) adult man. These calories provide for (1) the basal metabolic rate, (2) the specific dynamic action of food, and (3) the extra energy expenditure for activity.

The body obeys all the classic laws of thermodynamics and requires a specific number of calories for homeostasis. Weight loss occurs when there is a deficit of calories. Balance studies indicate that at times of dietary restriction there is an initial loss of tissue protein. However, adaptation quickly takes place to conserve protein, and the fat of adipose tissue becomes the predominant source of the missing dietary calories. One pound (454 grams) of adipose tissue contains 85% lipid and 15% water and therefore can be matabolized to 3500 kcal/pound of body fat. From this figure one can predict the rate of weight loss within about 10% over an extended period of time. There are daily and weekly fluctuations that are associated largely with water losses.

One of the most baffling problems in nutrition is identifying the degree of deficiency and whether it is from a dietary lack of a specific essential nutrient or from the inability of the body to use a specific nutrient properly. Thirst from want of water and hunger from want of calories generally become obvious within a matter of hours. However, if it is a matter of prolonged hunger the nutritional deficiencies may be calories, protein, and many vitamins and minerals. Such hunger, malnutrition, causes much human misery and waste of human life. An individual may never reach his/her potential growth nor potential energy level to become a productive member of society. This represents a profound loss of energy.

On the other side of the coin more than 3500 kcal are required to add one pound of body fat, the difference being, in part, the added metabolic energy needed for biosynthetic as opposed to catabolic processes. It is more difficult, however, to predict the rate of weight gain in an adult for several reasons. The new tissue weight may be fat or protein, depending on the nutritional state of the individual. A well-nourished person will convert the additional calories into fat, but it has been found experimentally that an excess of 3500 kcal adds only about 0.5 pounds of body weight. An emaciated individual on a balanced diet will gain weight by the development of both muscle protein and adipose tissues. Body protein, however, is approximately 80% water by weight and is equivalent to 365 kcal/pound of muscle tissue. This is significantly less than adipose tissue.

In general, for initial estimates one may assume that twice as many calories are required to produce a weight gain as would be expected from the caloric content of the tissue. Thus to add one pound of adipose tissue requires 7000 kcal and one pound of muscle requires 900 kcal. When it is desired to build up a patient, the protein content of the diet is usually increased. High-protein diets, however, require good kidney function. The development of muscle tissue requires associated exercise.

Forty percent of the population, 80 million people, are 20 or more pounds overweight. Being overweight is associated with cancer, high blood pressure, strokes, heart attacks, the onset of diabetes, pain of arthritis, etc. But think about overweight as an energy waster. Hannon has 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.[11] We could also share this with those much in need of additional food to alleviate hunger and malnutrition around the world realizing that food is only one of the considerations along with distribution, infestation by vermin, rats, insanitary conditions, etc.—all requiring energy. Even then, no doubt, tremendous amounts of energy could be conserved.

These paragraphs will only provide you with information for your awareness level. We must go beyond this level in all domains and use teaching techniques that will help our students to go beyond these levels.[12] May this add a small stimulus to your creativity!

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[11]See *Illinois Teacher*, XXI(3) (January/February 1978), 109. Bruce Hannon is Associate Professor, Center for Advanced Computation, University of Illinois at Urbana-Champaign.

[12]Some techniques are suggested in *Illinois Teacher*, XXI(3).

MANAGEMENT AS A SURVIVAL SKILL FOR EMPLOYED WOMEN

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When approached with questions such as "What are survival skills?" or "What are basic skills?" a myriad of answers may evolve depending upon whom one asks. Survival education to some people is as basic as food, clothing, shelter, reading, writing, or computing. To others, survival education goes beyond these basics and focuses on maximizing one's human potential. Regardless of focus, management skills are implicit.

A look at survival education for the future must focus on management of both human and non-human resources. It is the conscious process of management which facilitates the maximization of one's resources and one's potential. Maximizing resource utilization is crucial for optimal living.

Ninety-one million workers constitute the U.S. labor force; thirty-six million or 39 percent are women.[1] Approximately half of the working women are single, widowed, separated, or divorced.[2] Correspondingly, female heads of households are increasing. In fact, one out of every ten working women was a family head in 1974.[3] The 55 million families identified in this 1974 study clearly illustrate that the majority of female heads of households are engaged in the labor force. Low income families intensify the problem; almost half are headed by a working woman, often with several children. Minority women comprise a significant factor in the labor force, approximately half are employed.[4]

When one takes an introspective view of these data, it is obvious that women, ages 16-64, single, married, divorced, with or without children, are entering the labor force in increasing numbers.[5] Women will continue to enter and remain in the labor force with the future bringing more of the same. Current female high school students are more likely to be employed outside the home than females in any previous generation. Thus, it becomes imperative to provide experiences which teach management skills that will facilitate better utilization of available resources. Management skills as survival skills are becoming increasingly important as the complexities of our society increase.

Resource Utilization

If one seeks to achieve maximum satisfaction from resources, conscious management must occur. Management is necessary in times of both affluence and scarcity, since all resources are limited and some are non-renewable. Managerial decisions concern resource allocation to achieve the greatest number of family goals and to provide for maximum family satisfaction.[6]

Resources are the means for achieving goals or meeting demands placed upon the family by certain events.[7] All sources of help which families or individual members can utilize to attain certain goals are resources.[8] Available resources are found not only within the family but also within the various environments in which the family functions. A change in any resource will affect other resources plus all components of the family system. Consider an increase in the price of oil. It could require: (1) an adjustment or reallocation of family financial resources; (2) decisions about alternative modes of transportation; or, (3) eliminating some

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[1]U.S. Department of Labor, *1975 Handbook on Women Workers* (Washington, D.C.: Women's Bureau, 1975).

[2]R. A. Van Dusen and E. B. Sheldon, "The Changing Status of American Women," *American Psychologist* (February, 1976), 106-115.

[3]U.S. Department of Labor, *op. cit.*

[4]*Ibid.*

[5]Evalyn Dearmin, "Women in the Labor Force: A Nurturant Role for Vocational Education," *Nevada RCU Statewide Report*, 10(8) (1976), 1, 4-6.

[6]Irma H. Gross, Elizabeth Walbert Crandall, and Marjorie Knoll, *Management for Modern Families* (3rd ed.; New York: Appleton-Century-Croft, 1973).

[7]R. Deacon and F. Firebaugh, *Home Management Contexts and Concepts* (Boston: Houghton Mifflin Co., 1975).

[8]Cleo Fitzsimmons and Flora Williams, *The Family Economy* (Edwards Brothers, Inc., 1973).

activities requiring transportation, thus reducing costs so that resources are also available for other family needs. Resources are both internal and external to the family system, a fact often overlooked when families are making plans to achieve their goals. Fitzsimmons and Williams[9] suggest that families may be limited by externally provided resources. These include sources families do not control such as schools, streets, highways, and parks. For example, taxes take away money from families and they have no direct control over these expenditures. Internally, more control exists as family decision-making processes permit the type of control desired.

Resources become available from activities internal to the family system or via interaction with other systems. In either case, resources are provided which individuals or families own or control; such as skills, abilities, interpersonal knowledge of family members, consumer goods, savings, or investments, to name but a few.

Resources have some commonalities: (1) they are useful, (2) they have limits, (3) most have alternative uses, and (4) most can be exchanged for other resources. Recognition of these basic characteristics permits a family to increase by conversion or exchange the total number of resources available. However, to increase resources, delay of need gratification is often required. For example, saving money to buy an automobile vs. buying on credit will increase resources since credit charges are not required; but at the same time, use of the automobile must be postponed until money is accumulated for the purchase.

Families do not always recognize that additional goals can be achieved if total resources are utilized rather than just the resources of one or two family members. Resources allocated to joint use require relinquishing individual control and allocating or reallocating resources for use by family members.

Especially important for working women is the concept of alternate uses of resources. That is, the alternate ways in which a given resource can be utilized to achieve any specific goal.[10] For example, pay cash for services of a babysitter or be involved in a babysitter exchange. Thus, a resource can be applied in various ways to accomplish a goal.

Application

Whether they are potential or current labor force workers, women need assistance dealing with pressing demands that occur as they assume multiple roles of mother, homemaker, wage earner, and head of household. Employed women are no longer limited to work which is only temporary or part-time. Women need to prepare for more than the homemaker role; they need to plan for employment, perhaps full-time. Fulfillment of this objective requires the individual to obtain and use management skills. Women need to seek new ways to organize their lives, to integrate their family roles with work roles.

Common management problems that working women experience are centered around many resources including those of time, energy, money, and skills. Multiple problems relate to these resources. Some common management problems with which women must deal include:

- time for self, family, leisure activities, professional duties, community activities, household chores;
- energy to work and care for the family and the home;
- money to pay for support systems such as day-care facilities;
- finding, identifying, and keeping someone in mind who can be relied upon in case of need (e.g., a back-up system);
- personal skills available to accomplish tasks; and
- tradeoffs between the use of personal skills and other available resources.

The remainder of this article explores three resources, those of time, energy, and money —manageable resources women can learn to manipulate and prioritize for benefit of themselves and their families. Sample learning activities are suggested for each resource; however, it should be noted that although an activity is identified with one resource, it is possible the activity may relate to any of the identified resources.

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[9] *Ibid.*

[10] Gross, Crandall, and Knoll, *op. cit.*

Time

Time management problems are universal; however, employed women have a unique time management problem which cannot be neglected. They are usually forced to perform at least two full-time jobs. Often, they assume multiple roles of mother, homemaker, wage earner, and head of household. Women are usually employed full time rather than having temporary or part-time employment. Thus, women must learn to allocate their time in preparation for multiple roles.* They need a clear, accurate perspective of employment time demands.

*Editor's Note: This is not to say that women *should* have different problems from men in this regard. It is only to recognize that at this point in time, many *do*.

Employed women may need to seek alternative ways to prioritize and organize time in order to integrate multiple roles. Many constraints upon voluntary disposition of time exist: (1) relationship of time with resources and with people; (2) flexibility and complexity of demands upon time; and (3) the diurnal rhythms of women were identified as major factors by Gross, Crandall, and Knoll.[11] Simply stated, the working woman must synchronize job, family, and individual time.

Discussion questions which center around time management concerns include:

- What kind of balance is to be maintained in terms of family or private time versus professional or public time?
- What trade-offs and value re-orientations are necessary as one chooses more or less family or professional time?
- What time considerations are needed for children's activities or illnesses?
- What kind of back-up system is available?
- What adjustments can be made to allow some "free" time for employed women?

Suggested Learning Activities:

☆ By using a pie chart, students might indicate the amount of time spent in various types of activities (e.g., sleep, school, homework, family). Then, students might be encouraged to write a short paper discussing how personal preferences affect time spent in these activities. A bulletin board could be constructed to display the pie charts. If possible, students might find an employed woman and have her do the same. The class may wish to compare and contrast student pie charts with those of employed women and then, derive generalizations about time considerations at various stages of the life cycle.

☆ By interviewing a parent or another adult, students might evaluate time spent on various household tasks. Comparisons with classmates may bring out factors related to values, standards, career, size of house, and size of family. As a class, findings might be summarized.

☆ Students might interview single parents to determine how time is spent on specific activities and the length of their day. It might be helpful to summarize the interviews according to time spent in each of the following activities: housecare, food preparation, gainful employment, transportation, and child care. This information might be further analyzed as to number and ages of children in the family and sex of the single parent.

☆ Inviting a speaker from a group such as Parents Without Partners to discuss "managing alone" might initiate this activity. After the presentation, students might divide into groups and list tasks that must be done for the family (e.g., caring for children, laundry, yardwork, cleaning, cooking). Find out the cost of hiring someone to perform these tasks so time may be free for other purposes. In class, a discussion might focus on the advantages/disadvantages of hiring someone to perform routine tasks.

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[11] *Ibid.*

☆ A variety of letters to Ann Landers or Dear Abby might be provided to students for developing answers to the time-related problem(s) illustrated. Letters and suggestions may be shared in class. A list of techniques from generated solutions that might facilitate time management for employed women and their families could be developed. This list of ideas might be shared in an article to the local newspaper or school paper, or developed into a flyer to circulate to community members.

Energy

Human energy expenditure is more difficult to measure than either time or money. But human energy management concerns are of specific interest to working women for research studies indicate that when women work outside the home, they continue to spend an average of 4.1 hours per day in home management and homemaking activities. This is in addition to the eight hours a day spent in the labor force. When the homemaker is not employed outside the home, only 7.4 hours per day are spent in homemaking, home management activities.[12] The employed woman has in essence a job and a half. These greater demands on the woman's energy can certainly create problems of fatigue. Early research identified the energy costs of specific household activities.[13] Although fatigue is associated with energy expenditure, it should be pointed out that other factors also affect fatigue. If one spends equal amounts of time and energy scrubbing floors and dancing, the fatigue factor will likely be very different. If one likes to dance and dislikes scrubbing floors, dancing may not be fatiguing while scrubbing floors may leave the homemaker exhausted.

There are ways to reduce the fatigue effect on the homemaker: (1) hire outside help to perform some household functions;[14] (2) improve working conditions by creating a pleasing environment to the eye and ear by use of color, objects of beauty, and pleasant sounds; (3) relieve the strain on small body muscles by using proper tools, equipment, and body motions that will make use of the larger body muscles instead of the small muscles (e.g., sitting rather than bending, using a swivel chair rather than stretching); (4) assign some jobs to other family member(s); (5) resequence jobs by doing similar tasks together to avoid excessive preparation and clean-up time (e.g., preparing major food dishes for the week all at one time to reduce daily food preparation time, scheduling high energy consumption jobs for times when energy level is at its peak, and taking strategically placed rest periods before becoming fatigued, thus utilizing individual diurnal cycles); and (6) using routine or standing plans that allow less time and energy expenditure for execution of household chores. (Chores which become habits, or are carried out without thought or conscious decision-making, are less taxing on the human energy supply.[15])

Other management-related energy questions:

- If some standards have to be lowered, which ones?
- How are energy demands of the homemaker to be reduced? How can her energy *resources* be increased (e.g., better nutrition)?
- What kinds of external assistance are available to the homemaker and family?
- What personal and family trade-offs need to be made to utilize this assistance?
- How can human energy be purchased?

Suggested Learning Activities:

☆ Each student might select a household task to work at for a given period of time (e.g., wash windows, sweep floor, clean range), recording when they first felt tired and then determining whether the fatigue was physical or psychological. Individually, a list of ways to lessen fatigue might be developed. This activity might be expanded by having students keep track of activities and energy levels for a longer period of time using a chart developed for that purpose. Before analyzing these charts, a speaker might be asked to present

[12]Rose E. Steidl and Ester Crew Bratton, *Work in the Home* (New York: John Wiley and Sons, 1968).
[13]*Ibid.*
[14]*Ibid.*
[15]Deacon and Firebaugh, *op. cit.*

information on body biorhythms. Biorhythms may then be charted and compared with the previous assignment. Implications for working women might follow as a class discussion.

☆ Various types of homemaking tasks or activities such as ironing or mowing the yard might be generated by the class. Using role-playing, students may demonstrate how body posture, proper tools, work area, and organization affect the amount of human energy required to perform each task. Identifying the most efficient postures and practicing them while performing various tasks might be encouraged in classroom laboratory activities.

☆ Each student might write a short paper plotting how energetic s/he feels at various times of the day and try to determine whether there is a pattern in relation to pleasantness of the tasks performed. Based on findings, students might develop a schedule for spacing pleasant and unpleasant tasks. If possible, students might implement some ideas and report the results to the class. As a class, guidelines for balancing pleasant activities to conserve energy may be developed.

☆ Students might list all the activities they need to complete in one day and prioritize them by ranking from most important to least important. These tasks might be completed in order of importance and then evaluated. Then, by using a chart with a scale of 1-10, students could record how they felt energy-wise every hour of the day. (Note: This could depend on such things as what one is doing, whether one ate adequately and on time, or had enough sleep.) Discussion might focus on what hours were most productive. If appropriate, a person may speak on body biorhythms. Now, students might revise activities to make optimum use of their most energetic time periods. Discussion of the relationship between task prioritization, energy levels, and goal realization might conclude this activity.

☆ A person from a social service agency might be invited to discuss time, money, and energy costs of raising a handicapped child. Students might then select and read a non-fiction story about a disadvantaged or handicapped child (e.g., *Dibs—In Search of Self*, *Circle of Children*, *Child of the Dark*, or *Karen*). A short paper describing the management concerns encountered in raising a "special child" may be written by students. These papers might appropriately be shared in class by including strategies for conserving time, energy, and money.

Money

Women entering the labor force encounter many costs. Working costs, computed by identifying additional items required to enter the work world (e.g., clothing, transportation to and from work, food costs away from home, union dues, child care costs, additional income tax), are subtracted from take home pay to derive net income. Net income is the money resource which must be managed to achieve family financial goals.

Money management is a problem for most people. The type of concerns women have about money management are often directly reflected in the reason women are working. Statistics indicate that most women in the labor force are working to provide basic necessities for the family. Other women, however, may be working to acquire additional income for things beyond basic necessities.[16] Regardless of why a woman works, there are management concerns with which she must learn to cope. Management decisions require goal identification and a plan with effective control to enable the family to maximize resources to achieve family goals. Some management questions reflecting money concerns include:

- What will be done with the money earned?
- What component of the earned income goes to daily living expenses?
- What component of income goes for special purposes, savings, investments, etc.?

[16] U.S. Department of Labor, *op. cit.*

- What services will need to be acquired by the family when the woman works?
- What conflicts or trade-offs may result from the family having more money but less time? How will conflicts be resolved?

Suggested Learning Activities:

☆ A budget of a young family that assumes death or divorce of the major breadwinner or a situation in which the major breadwinner is incapacitated might be provided to students. Readjusting the budget to suit the needs and resources available and suggesting alternatives for increasing resources might be a small group class project. Budgets may be compared and contrasted in a class discussion by discussing the above questions.

☆ Women who have become heads of households in single parent families might be interviewed to find out how many have sought job re-entry training. Investigate various resources available to these women and summarize findings.

☆ A volunteer from the Big Brother/Big Sister or Foster Grandparents program might be invited to class to discuss how people outside single parent families can be valuable resources. The idea of resource exchange may be a major focus of this activity.

☆ (Note: the following activity focuses on trade-offs of time and money which should be addressed before engaging in the activity.) Students might select a common chore they perform at home (e.g., washing dishes, doing laundry, mowing lawn) and indicate how much time they spend each week at it. Then, encourage them to think of something they have always wanted to do but never found time for. Individually students might evaluate their current time schedule and list things they could do to make time for the activity. A discussion might focus on how to do the chore in less time or how much one would be willing to pay someone to do the chore in order to have time for the desired activity. Students might be encouraged to implement one or more of the suggestions and share results in class. In a class discussion, ways might be discussed in which the trade-off, in terms of time and money, may be important for employed women.

☆ This activity might be initiated by having students write a paper entitled "My responsibilities at home." Papers may be compared with those with and without brothers and sisters, or two gainfully employed parents vs. one gainfully employed parent. A discussion of trade-offs when there are more/less people in a family situation, more/less time available to family members, and more/less financial resources based on the previous factors might summarize this activity.

Challenges

Women as home managers often have the responsibility of getting the management processes initiated. Each family member must identify individual goals, which are then incorporated into family goals, and individual resources available to meet goals which merge with those of the family unit. Internal resources interface with community opportunities to ascertain and provide a resource pool from which the family can draw to meet goals. Finally, the allocation or plan to meet the goals must be worked out. In order to achieve the family goals, all members should have the opportunity to contribute some of their personal human and non-human resources. This process becomes more important as women continue to be employed outside the home, especially heads of households. It is this process which facilitates achievement of individual and family goals within our dynamic environment.

Home economics can prepare women to assume major economic roles in society. Changes in traditional methods home economists employ are needed to prepare women for their future roles. Attitude changes, both male and female, will be necessary as more women become

(continued at bottom of page 48)

READING:

ITS PLACE IN THE HOME ECONOMICS CLASSROOM

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Being able to recognize the written symbols of the language is a cultural demand in our society. Individuals who lack this ability are often severely penalized. Reading is so important that it should not be relegated to the elementary school nor to the reading specialist. All classroom teachers can play a part in the development of reading skills in their students.

In the past, home economics was thought of as the best slot for nonreaders, because the courses were less demanding of reading skills and focused much of their attention on manual skill development. This perception of home economics was inaccurate then and even more so today with much more emphasis in home economics being placed on aspects of family life which are not centered on motor skill development, but on critical thinking and analytical abilities. Reading has always been part of home economics. What we've done about it in the past is one thing. What we can do about it today is what this article is all about.

One thing is certain: home economics teachers should not avoid reading assignments in their classes. The subject matter of home economics is usually extremely interesting to students. It is upon this interest that the home economics teacher can help build reading skills. Motivation, e.g., to read job applications, understand child care principles and follow pattern guide sheets, is an essential ingredient in reading success. If home economics teachers fail to take advantage of this situation, then there is a chance that the student may never again nurture the desire to read.

To be an effective teacher, home economics or any other, one needs to help students who read to read better and to assist students with reading difficulties to overcome these difficulties.

Teachers should become familiar with reading resources in their schools, including the library, the librarian, reading teachers and reading specialists.

Teachers should familiarize themselves with the reading evaluation procedures used in their school. What type of evaluation is done? What does it measure? What does it tell one about the students' reading ability?

Another responsibility for home economics teachers is to determine how reading fits into their educational plan. There is no aspect of home economics that does not involve reading in some form or to some degree. It is the professional responsibility of the home economics teacher to determine how to make learning experiences involving reading more relevant to their students.

Besides the actual ability to read written work, there are other reading skills that can be developed. One of these is the ability to read critically. Some of the aspects involved in this skill include: receiving the writer's basic message, analyzing the message, and evaluating the message. The ability to read critically contributes to the basic satisfaction of the reader. Even students who are excellent in word recognition may still need to develop critical reading skills. For the poor reader, the notion of critical reading makes the whole effort worthwhile. Why am I learning to read? I want to understand what these words are all about and what they mean to me as an individual.

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members of the labor force. Women must shift their thinking from a dependent mode to an independent mode and be ready to assume multiple roles as situations arise.

Home economics programs in the secondary schools can continue to assist students in recognizing the increasing role women will assume as major economic contributors to family life. A thrust toward the future would not be complete without examining basic management skills. Taking these management skills and projecting them to future oriented contexts allows experience in problem solving that students are likely to experience in the future.

This notion of critical reading is essential to home economics subject matter. For example, analyzing the message is the essence of a major portion of what we teach.

- Can we recognize fact, opinion, theory when we read it?
- Are we aware of reading materials that are propaganda and the mechanisms that are used in propaganda?

Turning decoding readers into thinking readers would seem to be a part of human development. Let's look at some ways that the home economics teacher can, in her own classroom, help students to improve and enhance reading skills.

Readability: The Key to Successful Reading

One of the first steps is to evaluate the reading materials you actually use in your classroom teaching. How can you discover whether the reading materials you use contribute to learning or whether they are merely frustrating to the learner? One way is to see how the reading level of the material you use relates to the reading level of the students you teach. Administration of the "cloze test" can contribute to your understanding of how well students are able to cope with the reading material you expect them to use.

The cloze readability procedure is a simple method of determining how easily the students in your class can read the textbooks or written materials you provide for them.

Follow these steps to develop your own cloze test:

- Select a 250 word passage from the reading material in question.
- Delete every fifth word from the passage and replace it with a blank.
- Administer to students, without a time limit. Have them read the passage and write in each blank the word they think has been deleted.
- Score student responses as correct when they match the deleted word *exactly.*

The scoring of the cloze procedure is done on a percent correct basis. A score of forty-four to fifty-seven percent correct indicates that the materials are suitable for instruction with the usual assistance from the teacher. A score below forty-four percent should tell the teacher that if the student is to read the material, generous amounts of support and assistance will be needed by the student. Otherwise, frustration will surely develop. If the score is more than fifty-seven percent, this indicates that the material can be handled by the student, independent of assistance from the teacher. The following chart illustrates the percent correct and its corresponding reading level.

% of Correct Responses	*Reading Level*
57% or above	independent
44-57%	instructional
below 44%	frustration

There are several other tests which can be used to evaluate the reading level of the materials you use, but the cloze procedure tests actual student performance with various materials and it is simple to use. These are some reasons why you may want to try it in your classroom.

Once you have evaluated the materials you use in your classroom, you will be able to construct more relevant and less frustrating reading experiences for learners in your home economics classes. You may even want to try your hand at writing materials dealing with the same concept at various reading levels.

Comprehension: The Key to Critical Reading

Now that you have discovered the levels at which your students read, you can begin to move them through the taxonomy of reading comprehension. It is by moving through the various levels that students will be developing the ability to read critically.

In 1972, Thomas Barrett published a Taxonomy of Reading Comprehension. Like Bloom's cognitive taxonomy, it moves from simple to complex development and provides clues to help the teacher structure learning so that basic development occurs and is built upon, as progression to other levels is attempted. The reading taxonomy has four levels: literal recognition or recall, inference, evaluation and appreciation. The levels are a blend of cognitive and affective modes.

How can a home economics teacher use the taxonomy as a tool to build successful teaching-learning experiences for her class? (Of course, if a child in your classroom cannot read, then learning to read must be the goal before even the lowest level of the taxonomy of comprehension can be reached.) Here are a few examples of how you can assist students in moving through the taxonomy.

The first level, *literal recognition or recall,* lends itself to simple tasks. Often teachers use crossword puzzles or word search activities to occupy student time, but these activities can also play an important role in getting students to operate at the recall level. For example, a word search might be constructed which enables students to find what they know to be the main ideas in the three housing articles you have assigned for their reading. The words are not provided, but after the assignment is complete, the entire list of main ideas in the word search can be given and used as a discussion kickoff.

In literal recognition or recall, you are asking students to remember details, main ideas, sequence of events, comparisons, cause and effect relationships and traits, that they have actually found in their reading. You are not asking them to think of these themselves, but just to remember those that they read.

Inference is the next level to which you will want to move your students. It involves having the student apply personal knowledge and imagination to the content of the reading selection. Returning to our example of the housing article you might ask students these questions:

- What other ideas might have been provided by the author to make this article more informative?
- Even though the author didn't tell us, what do you think is the main idea of the article?
- If the author were to continue this article, what might be his/her next step in the discussion?
- Can you make any comparisons between housing choices that were not already made by the writer?

The next level of reading comprehension is *evaluation.* Evaluation requests that the student make some judgment about the reading material. The teacher might ask the student to determine which of the three housing articles provides the best information. Of course, this requires that the student provide a basis for the opinions s/he presents. Students might be asked some of these questions to help them operate at the evaluation level.

- Has author related the subject of housing adequately?
- Which of these three articles would you give a person who had very little previous experience with housing information?
- Do you find that any of the articles are biased in their presentation of housing information?

The *appreciation* level deals mostly with students' awareness of writing style and structure. You may not be as attuned to this as an English teacher, but you can help students appreciate clarity and conciseness in writing. Students are constantly bombarded with messages, and it is important that they are able to see the value of a clear concise statement of facts. It may also help students to improve their own communication skills if they are exposed to appropriate communication styles.

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Incorporating reading into your home economics classes is another challenge to be met and, like most challenges, it has many exciting possibilities.

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ILLINOIS TEACHER CUMULATIVE AUTHOR INDEX VOLUMES XII TO XXI*

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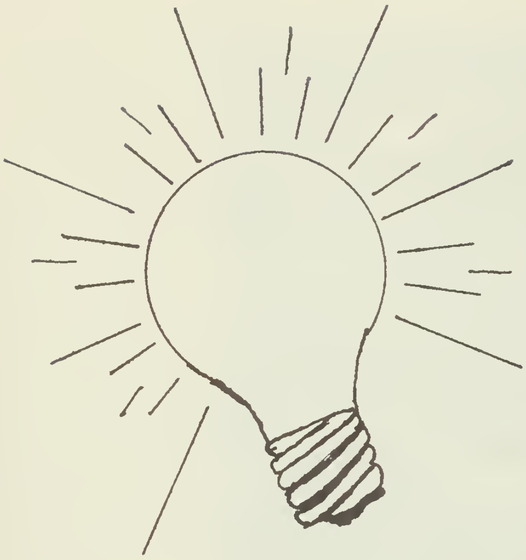

Ideas That Worked!

Rosemarie Schoeten of Immaculata High School, Ottawa, Canada, writes:

I introduce the lesson on Vitamin C with cartoon pictures in which Vitamin C is presented as a friend of mine with several fears. He is afraid of air, light, heat, water, and oxygen (because, of course, these things can destroy Vitamin C under some circumstances). I tell the students I'd like them to know my friend and to help protect him. Then I give them a chart with a number of suggestions for cooking vegetables (e.g., prepare just before cooking, cook as short a time as possible, use the cooking water, cover the pan, cook whole or in large pieces) and ask them to explain each suggestion in terms of my friend's fears. Discussion follows and then I give them a poem about vanishing vitamins which reinforces the principles of Vitamin C retention.

THE CRITICAL YEARS: SOME NEW PERSPECTIVES
A Conference at the Winnipeg Convention Center

Aim: To prevent psychological and physical childhood handicaps.
Date: October 12-15, 1978

When does shyness in a child become withdrawal, and non-conformity hostility?

The protective influence and risk factors that affect a child's development in the critical years from fetus to eight will be examined and analyzed by an interdisciplinary international gathering of authorities in Winnipeg, October 12-15, 1978. The Conference, organized by the Canadian Association For Young Children, will blend medical and nursing representatives, nutritionists and educators, family and community service personnel, parent groups and behavioral scientists for the identification of danger signs, and implementation of corrective and protective programs.

The thrust of the comprehensive scientific program will be on the development of healthy children and the prevention of identifiable and unnecessary handicapping conditions.

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ILLINOIS TEACHER
OF HOME ECONOMICS

A NEW LOOK AT THE BASICS: LEADERSHIP THROUGH HOME ECONOMICS

HUMAN DEVELOPMENT AND RELATIONSHIPS AS BASICS

Page

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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Foreword

In order to maximize human resources, an examination of knowledges, skills and values is eeded in home economics as it relates to people. Home economics, the discipline that focuses on he family, has much to offer in solving the "people problems" families face daily on a one-to-one asis, on the community level and as a society.

This issue is comprised of articles related to persistent problems and issues people face includ- g death, divorce, dual roles, and legal problems involving family members. These articles point out nportant concepts to cover and suggest teaching techniques to stimulate student discussion and to elp students examine values they hold.

The need for parenting skills is emphasized today in our society. Articles are included to promote ctive fathering and to outline ways to teach basic child guidance principles.

Studying children helps students better to understand people of all ages. Suggestions for ob- erving children and for planning and implementing child development labs to meet children's needs re given.

Many of the students in our classrooms come from single-parent families. Some techniques for apitalizing on the knowledge and skills of these students are presented in the article by Jean Kleber.

The way teenagers see their world differs according to their age, their perspective on time and eir level of maturity. John Williams helps us to see life through the teenager's eyes in his article The View from the Teenage Window." Jeanne Wingert shares a questionnaire she developed to elp students examine how they view fathers and the roles fathers assume.

Home Economics teachers are a valuable human resource themselves. Specific aids for the ome economics teacher are given in several articles. "Creating A Family Focused Curriculum" in- udes a checklist for examination of the home economics program. Ways to evaluate classroom arning experiences in family relations are discussed by Nancy Bean. Also listed are tips for teachers use at school and at home to maximize their use of time.

Karen Zimmerman, Guest Editor

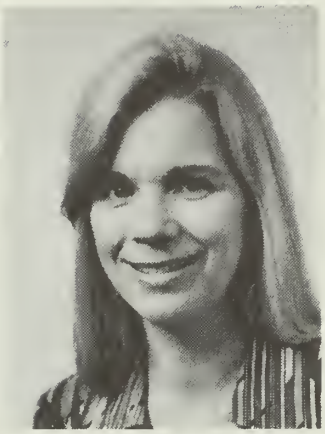
Karen W. Zimmerman, Guest Editor
Department Administrator
Human Development, Family Living and Community Educational Services
University of Wisconsin—Stout

DITOR'S NOTE: *Illinois Teacher* is pleased to present another issue developed by a Guest ditor. Karen Zimmerman, a Department Administrator at the University of Wisconsin- Stout, and her Wisconsin colleagues have focused on people and their relationships. We ink this is an appropriate focus for an issue of the volume devoted to "A New Look at the asics." They have shown in a variety of ways how we can have "Leadership Through Home conomics."

We are grateful to all who have contributed, and we hope readers will find their ideas lpful.

—HTS

EVALUATING FAMILY RELATIONS EXPERIENCE IN THE CLASSROOM



Nancy M. Bean
Associate Professor
Home Economics Education
University of Wisconsin-Stout

A frequently asked question by many family relations teachers is "How do you evalua your students in family relations classroom experiences?" Teachers feel uneasy about assig ing grades to students because many of the family relations activities do not have a right wrong answer. Likewise, many family relations experiences are geared for student se growth and teachers find assigning grades difficult as students could interpret the grade mean "I have a C in my views on life."

Perhaps, as a teacher, you have found yourself in the same or similar dilemma for eval ating students participating in family relations learning experiences. The intent of this artic is to review a few evaluation concepts and suggest specific means for evaluating classroo experiences in family relations.

Ahmann and Glock define educational evaluation as "the systematic process of determi ing the effectiveness of educational endeavors in the light of evidence."[1] Once the teacher h established objectives for the learners and designed the appropriate learning experience then s/he must collect evidence to determine whether the students have reached the pr established objectives. The kind of evidence collected for analysis is the critical key wh working in the area of family relations.

"What kinds of evidence need to be collected?" The type of evidence collected can be a verbal form or non-verbal form such as written or observations. Whichever form is used, t evidence should be as objective as possible.

How can the collected evidence be objective versus subjective? It is very difficult assess students' behaviors and learning when the teacher has values and biases on the subje which may agree or disagree with the students. However, teachers can set aside some pe sonal biases and collect objective evidence. Careful planning is required by the teacher structure means for collecting evidence in such a way that the student responds to know facts or expresses points of view which are backed up by supportable examples.

What are some specific ways to evaluate students participating in various classroom e periences? Suggestions follow for the evaluation of daily logs, class discussion, case studi and stories, and cartoons and pictures.

DAILY LOGS

Daily logs are used to encourage students to think about what it is that they see, feel do. The daily log can be a very personal form of expression for the student. As a teacher, w should not pass judgments on the students' thoughts, but we *can* ask the students to expre what they see, feel or do and to tell why. In the beginning, self-expression of what the stude feels, sees and does is all that may be expected. The teacher could write, by the students' r sponses, questions and comments to encourage the students to think of why they feel as the do and to take responsibility for their thoughts and actions. Over a period of time the teach should note a gradual shift in the students' writings from just self-expression to self-expre sion with some explanations of the expression or reasoning. An example of a daily log follow

Daily Log

Jan. 2 It snowed today. I took two tests. I am tired.

Jan. 3 The snow is still here. I passed one test.

(Why do you mention snow in your log?)

Jan. 14 It snowed again, but the flakes were big white and fluffy—just perfect for making a snow person cross-country skiing.

---

[1] J. Stanley Ahman and Marvin D. Glock, *Evaluating Pupil Growth* (4th ed.; Boston: Allyn and Bacon, Inc., 1971 p. 4.

Jan. 15 The snow held over night and the ski trails were perfect. It was hard to get up this morning but once on the ski trail and to feel the push, push in the legs and arms—what a relief from sitting in class. Push-push—up push, oops, push-push push at last top of Baldy Nob. What a beautiful view! The earth was blanketed in white with big billowy puffs on the evergreens and the light blue sky had threads of clouds stringing over head.

Jan. 16 I couldn't play basketball tonight I was too stiff. The coach was upset with me. He said I let the team down. I am angry with the coach!

(Are you really angry with the coach or with yourself?)

CLASS DISCUSSION

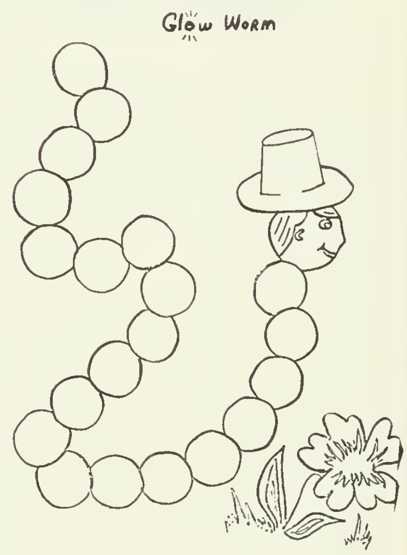
Class discussion is a technique frequently used in family relations classes. Discussion is used to allow students to express their points of view, listen to other points of view, share information and clarify subject matter content. As a teacher, frequently we listen to what is being said but not necessarily noting who said it or the quality of what was being said. To help gather objective evidence from a class discussion we need to consider the following questions:

(1) Who does and does not participate in the discussion?
(2) With what frequency do the students participate in the discussion?
(3) What is the quality of the contribution made in the discussion?

By collecting evidence for these questions the teacher will find who dominates or does not contribute and who contributes frequently or rarely to a discussion. Future actions for encouragement of participation or limiting participation can be made from this evidence. By recording the remarks contributed by the students, a teacher can observe whether the comments are based on facts, opinions, value positions or supporting examples. If a student makes many irrelevant comments, the teacher will try to help the student think about the quality of comments before speaking without inhibiting the student's participation.

Two methods of recording class discussion evidence are included.

Glow Worm is a device which each student completes. The student colors a circle with a crayon each time s/he participates. This records who participates and who does not. A variation for marking would be to use different colors to indicate quality of comments, e.g., facts or examples given to support a position. The teacher could, of course, be the recorder and the glow worm could represent the whole class.



Another method for recording classroom discussion would be for the teacher to record the evidence. It is suggested the teacher tape record a class discussion and not rely on class notes and recall. While listening to the taped discussion the teacher records the students' responses on the suggested form. The code systems on the form are not arranged consecutively from "good to poor" and are not intended to be hierarchical. The teacher can devise other abbreviations to suit individual needs.

CLASS DISCUSSION RECORD[2]

lass ________________________________ Date__________

tudent	Frequency of Contribution	Quality of Contribution	Relation to Fact	Relation to Values	Notes
ue	I	R	1	Exp	
ohn	IIII	U	2	Con	
ave	II	I	3	Int	
aren	I	D	4	No	

ossible codes:

—relevant	1—used facts	Exp—expressed values
-irrelevant	2—based on fallacy	Con—showed conflicting values
—unusual, creative	3—no facts involved	Int—intolerant of values
—destructive	4—synthesized facts	No—no values expressed

[2]Hazel Taylor Spitze and Mildred Barnes Griggs, *Choosing Evaluation Techniques* (Washington, D.C.: Home Economics Education Association, 1976), p. 37.

CASE STUDY

Case studies and stories are used to allow students to apply subject matter learnings to realistic situations but not personal situations. By selecting realistic stories and cases the student can react to the situations without risking personal involvement as well as offering opportunities to look at the information from different points of view. Following selection of a case or story, the teacher should ask a series of previously planned questions. The questions should start by asking for specific information from the case or story and increase in level of difficulty. The questions should follow a building pattern to allow the students to formulate a value position or judgment that is based on facts and rationale. In this instance, the teacher observes how well the students support a given position and not whether the student's position is in harmony with the teacher's views. The sequential pattern of questions can be observed following the story of Peter.

Case Study

Peter

Background:

The father of four young children was killed recently while in pursuit of a murder suspect. The mother has kept the family together and is trying to be both mother and father to the family. The mother is awakened by the sounds of squabble between the oldest boy and his two sisters. She realizes that the boy, Peter, has been in the middle of most of the problems and calls him into the kitchen for a talk.

Incident:

"Peter, you seem to be involved in all the trouble lately."

"Not all of it. Suzie and Sara start their share."

"Peter, wait please. I don't want to see who is in the most trouble. I just wonder why you are in so much trouble? Can you tell me what you are thinking?"

"Well, nothing's the trouble. I'm just sort of in trouble."

"Peter, would you tell me what sort of in trouble means?"

Peter's face turned serious. "Everyone said Daddy died because the good die young. I don't want to die. So I'm not going to be good."

ANSWER THE FOLLOWING:

1. Identify the problem in this story?
2. Identify the possible solutions the mother considered to solve the problem?
3. Give two or more possible solutions that the mother might use that weren't mentioned in the story.
4. Tell why each solution mentioned in question three would or would not be a good one.
5. Which do you believe is the best solution the mother could use to help her son? Why?
6. Explain in a short paragraph what you think the following quote means: "The good die young." Use examples to support your explanation.

CARTOONS AND PICTURES

Cartoons and/or pictures are frequently used to help students project feelings or judgments toward a real situation. Similar to previous techniques discussed, the teachers should structure the environment and questions to allow the students to express their thoughts and feelings as well as provide explanations or examples to support the given expression. Possible questions a teacher might ask from a given picture or cartoon are:

What do you see in the picture or cartoon?

Do you approve of what you see? Tell why.

Do you think this situation is real life? Why?

What changes would you make if this were in real life?

A variation of using a cartoon or picture is to allow the students to complete the caption or cartoon balloons. Ask each student to share his/her caption and explain why it was chosen. An example of this variation follows.

Following guides for evaluation, a teacher can develop methods for collecting objective evidence concerning one's students in relation to the pre-established objectives for classroom experiences.

INTEGRATING FAMILY LAW INTO FAMILY LIFE OR CHILD DEVELOPMENT CURRICULUM

Brent D. Skinner
Lecturer
University of Wisconsin-Stout

I am indebted to my wife, Denise A. Skinner, for her constructive suggestions and patient encouragement.

Students are today seeking out and are being confronted by facts of emotional and physical relationships which many older people could ignore or postpone in earlier generations. Many young people are "experimenting" with taboo behaviors, while still other students are experiencing the dissolution of long-term relationships, usually that of their parents. While they may be able to sense the present effect of such behavior, young people usually lack knowledge of the legal consequences. This lack of knowledge often contributes to an inability to cope with the accompanying stress.

Despite this lack of knowledge, young people are likely to have some contact with our legal system during their school careers. Some students, considering marriage, will attempt to avoid the legal age requirements. Other students may be considering the use of contraceptives and their right to such use without their parents' knowledge or consent. Female students may have to make decisions regarding termination of a pregnancy, or possible termination of parental rights if the adoption alternative is chosen. Such decisions will also affect the males since a subsequent paternity action is possible. Divorce has become common and many students are part of a family experiencing breakdown. Children involved in such a situation not only have the separation of the parents to contend with, but may be called upon to indicate their preference regarding custody.

Other young people may become involved in the juvenile court system, either through a delinquency or status offense problem (such as runaway), or as a result of their parents.

While many other areas of law can affect a juvenile and his family, the above subjects can have a direct impact on contemporary students. Their need to understand these legal concepts can be alleviated by our schools, either by offering a separate course on family law or by integrating these subjects into established child and family classes.

THE AMERICAN LEGAL SYSTEM

The class should first recognize that the American legal system and laws are dynamic and responsive to public opinion. Groups of individuals may feel very strongly about a certain subject or law, and will attempt to influence other individuals, especially legislators who are in positions to change such a law. At some point, when public opinion becomes sufficiently persuasive, legislators come to a common decision and a new law is created or a present one changed. In simplistic terms, the executive branch then administers such law, or more fully develops it through its administrative rule-making functions. The courts, in turn, implement and interpret the law by applying it to specific cases and by determining its constitutionality. If such implementation results in adverse public opinion, the process may again repeat itself.

There are times when a branch other than the legislature in effect "makes law," an example being the Supreme Court abortion decisions, but the above cycle is generally applicable. Outside resources could be used to explain this process more fully. For instance, the legislator for your locale may welcome the chance to speak to students about the lawmaking function.

FAMILY LAW TOPICS

Specific areas which can be discussed, either as complete subjects or integrated with ɔther relevant topics include, birth control, marriage laws, paternity action, divorce and uvenile court procedures.

Birth Control

United States Supreme Court decisions have emphasized that individuals have a constitutional right to privacy from state interference regarding certain activities and that such a ight includes the option to use contraceptives [Griswold v. Conn., 381 U.S. 479, 14 LEd2d 510, 85 Sct.1678 (1965); Eisenstadt v. Baird, 405 U.S. 438, 31 LEd2d 349, 92 Sct.1029 (1972)].

In addition, this privacy right also allows a woman the right to an abortion subject to certain guidelines [Roe v. Wade, 410 U.S. 113, 92 S. Ct. 705 reh den 410 U.S. 959, S. Ct. 1409]. The right to an abortion and to use of contraceptives is a fundamental constitutional right which is held by juveniles as well as adults. Some states have attempted to limit a juvenile's rights in these areas by requiring parental consent, but such laws are unconstitutionally restrictive.

Today's students have the right to know that these decisions are theirs to make, and regardless of the pressure of others, the Supreme Court has placed its trust in the juveniles' ability to exercise their constitutional rights.

Marriage Laws

Each state has a fundamental interest in the stability of families and in the institution of marriage. Thus each state has set some guidelines regarding marriage requirements designed to promote familial stability. These guidelines generally relate to one of five concerns: (a) Premarriage license requirements designed to insure that the parties are of proper age, do not have a communicable disease, and are residents of the state. (b) The marriage ceremony, to protect a party from fraudulent, mock ceremonies, and to ensure state knowledge of the joining by invalidating any "private" marriage contracts. (These statutes generally require that a valid license was first obtained, at least two competent witnesses are present, that the ceremony is conducted by an authorized person, and that both parites are capable of understanding what is occurring.) (c) Void marriages, where the parties have left the state solely for the purpose of marrying in another state to avoid the marriage laws of their own state. (Generally, such marriages are void, or voidable unless very specific steps have subsequently occurred.) (d) Parties incapable of being married, which generally include people who already have a living spouse, parties who are nearer of kin than second cousins, and those incapable of understandings. (e) Courts' permission to remarry, which is required in some states in order that the court can insure that a person who was previously married and divorced has complied with all past divorce court orders, primarily concerning support.

Paternity Actions

If an unmarried woman decides to keep her illegitimate child, a question may arise regarding the paternity of the child, especially if the woman goes on welfare since state child support personnel may become involved. States generally provide for an adversary procedure to determine whether a named man is the father of the child, a procedure in which both parties are entitled to attorneys.

When the woman names a man, and he denies paternity, a paternity action may be commenced in court. A preliminary hearing is held to determine whether there is probable cause to believe the named man is the father. If there is probable cause and he continues to deny the fact, a trial is held to make an adjudication regarding paternity, and either party can request a jury trial. In addition, each party has the right to call witnesses and cross-examine the witnesses of the other party. If the woman-complainant can show by a clear and satisfactory perponderance of the evidence that the named man is the father, the jury or court returns a finding of such fact. Once paternity is established, a support obligation for the child arises, and such obligation will continue until the child reaches the age of majority. Many young unwed mothers may choose to place the child for adoption. However, once paternity has been established, the father must consent to such an adoption. In addition, the father may request visitation rights or custody of the child.

There seems to be an attitude among young people that the birth of an illegitimate child is a concern and stigma for only the female. However, society, through its laws, has stated both parties' obligations, and the male students should understand that they may be expected to pay significant amounts of money for child support once they leave the school and begin to make wages. In addition, the female must realize that the father also has rights regarding the child, and may exercise such rights.

Divorce

States differ on how to approach the process of marital breakup, some opting for a fault approach while others proceed under a no-fault concept.

Under a fault approach, specific grounds must be found showing one of the parties to be at fault for the marital problems. Examples of such grounds include adultery, cruel and inhuman treatment, desertion, nonsupport by the husband, and habitual drunkenness; and if acts constituting such grounds have not occurred, then a divorce could not be granted. Under a fault approach, the complainant would file, with the court, papers indicating the fault of the other party, who in turn could contest such allegations and counter-claim by showing the complainant was the party at fault. After a passage of time a hearing could be set, the judge would listen to both sides and would come to a decision regarding who was more at fault. In addition, the court would make a decision regarding property division, alimony, child support and child custody, all of which could also be contested by the parties. The primary determinant in a child custody contest is the child's "best interest," although some states are still following the "Child of Tender Years Rule" which may give some preference to the woman. In addition, most states provide for the appointment of a guardian *ad litem* for the child in a custody fight, an attorney who represents only the children. If the child is mature, the court will take his or her wishes into consideration in making its decision regarding custody.

No-fault divorce statutes have done away with the need to find fault on one of the parties' part, substituting the concepts of "irretrievable breakdown" of the marriage or "irreconcilable differences" between the parties. In addition, this approach generally places more emphasis on counseling to attempt to avoid the breakdown. However, the other aspects of the divorce, the custody, support, and property division questions, are still open to dispute and can be just as bitterly contested as in the fault approach.

Divorce has been rated as one of the most stressful experiences a person can undergo, and the children can experience extreme trauma. An understanding of the process by the young people involved and by their friends can help alleviate some of the stress by eliminating some of the unknown factors.

Juvenile Court Procedures

Young people can be involved in the juvenile court in a number of ways, depending upon their own actions or upon the behavior of their parents. If the parents are neglecting the care of their children, are abusing them, or are failing properly to supervise their activities, the appropriate state agency may request custody of the children with juvenile court. It may be more common for those of high school age to go to juvenile court as a result of some act of delinquency, for truancy from school, or for acting in a way detrimental to their well-being.

Once in the juvenile justice system the young person is confronted by seemingly contradictory concepts. His or her constitutional rights must be protected so an attorney will be provided if requested, a jury trial can be demanded, in some states the juvenile can refuse to testify and the attorney can cross-examine the witnesses. However, the stated purpose of the juvenile procedure is to help the juvenile, and the alternatives at disposition if the juvenile is found delinquent are limited to return to the home with or without supervision, foster home care, or commitment to a juvenile center. If facilities for proper care of the juvenile are lacking, the disposition is curtailed to an even greater extent.

In the past, the adjudicatory stage of the proceedings has often been somewhat perfunctory, and disposition emphasized. However a juvenile does have some constitutional rights, and in light of recent suggestions for broader powers at disposition, these rights are becoming far more important. In order for the juvenile to exercise these rights he must be aware of them as applicable in the juvenile court proceedings, knowledge which can be imparted through the school system.

PRESENTATION AIDS

The above described areas require some specialized knowledge in order to be properly presented. For this reason, speakers with such knowledge could be interviewed or asked to speak on the relevant subjects. After such presentations, a teacher will have greater insights into the concepts, and may be able to handle the subjects without resource persons in subsequent classes.

As previously mentioned, a legislator could provide valuable information regarding how these laws were first created and how they can be changed. Social workers, juvenile probation officers, juvenile officers of the police or sheriff departments, and juvenile court intake workers should be able to provide valuable information regarding the functions of the juvenile court system.

Many states also have child support officers who are involved in the determination of paternity and child support obligations and could serve as resource persons. The district or county attorney's office is also involved in such proceedings. Schools in areas which have family planning agencies may have access to individuals with knowledge of juveniles' rights regarding contraception and termination of pregnancies.

Attorneys can be contacted regarding presentations on divorce and the marriage laws as well as an attorney's perspective of the other subjects mentioned above. If the teacher knows no attorney personally, the local bar association should be contacted for information regarding available speakers. In addition, many states have created the position of family court commissioner, an attorney who is intimately involved in the divorce procedure and who can add valuable insights.

A speaker who would be able to address the above topics from a special viewpoint is the local judge most directly involved in such topics. In some areas a family court judge who deals exclusively in the family law area may be available while other locales have county judges who handle such cases. A judge would be the logical choice to summarize the concepts discussed throughout the classes.

SUMMARY

Young people, as a result of their lifestyles, are being greatly affected by society's laws and the legal system. Juveniles need an understanding of the laws in order to insure that their rights are protected and to promote their recognition of their legal responsibilities.

Such knowledge can also help reduce the fright and stress which usually accompanies individuals' contact with the legal system. In addition, a foundation is being laid for a greater understanding of this country's entire legal framework, information which is essential for a responsible citizenry.

DEATH EDUCATION
for the
"DEATHLESS GENERATION"

Denise Skinner
Assistant Professor
of Family Relations
University of Wisconsin-Stout

The author gives grateful acknowledgment to Dr. Brent Barlow, Brigham Young University, as co-researcher in the preliminary data collection reported in this article.

The emergence of death education in the 1960's and 70's as a valid topic for study in many ways parallels the introduction of sex education a decade earlier. Penniston,[1] in advocating the inclusion of death as a subject area in family life curriculums, noted the similarity. "We have surrounded [death] with taboos and we are unable to speak about it easily. The result is, just as it is with sex, that there is a good deal of misinformation which needs to be corrected.... As with sex, it is a subject which ought to be sensibly discussed before we become emotionally involved with it as a problem."

Many contemporary educators seem to agree with Penniston and it appears that death education is here to stay. The plethora of books, articles, workshops, etc., produced in the past five years on this once taboo subject, as well as the large numbers of students enrolling in death education classes, suggest a high interest in the subject, one that will no doubt remain. The subject of death as a unit or course in *family life* curriculums seems to be a logical and necessary inclusion.

CHARACTERISTICS OF STUDENTS IN "DEATH & THE FAMILY" CLASSES

Studying the characteristics of students taking death education courses can shed insight into the needs and knowledge of such a group and aid in course planning. A survey conducted by Dr. Brent Barlow and me of our "Death & the Family" students during the 1976-77 school year revealed considerable diversity among students as well as some common patterns and experiences.

Frequently reported motivations for enrolling in the course included fear and curiosity about the subject and/or previous death-related experiences. Other reasons listed for taking the class were, "past suicide attempt," "lack of knowledge about the subject . . . we never talked about death when I was growing up," "so that I can teach young children in this area," etc.

Our survey resulted in other interesting findings which have implications for teaching death education classes. We found that for the overwhelming majority of students, death was a topic which was *not* discussed openly in their family. Over 70% of the students reported that family discussions of death when they were growing up occurred, "with some sense of discomfort," "only when necessary," "were a taboo subject," or they "recalled *no* discussion" (35% reported the latter comment). In response to the question, "Who died in your first personal involvement with death?" Fifty-two percent of our sample answered, "grandparent or greatgrandparent." The overwhelming majority of the students had not experienced the death of an immediate family member. Approximately 85% of the college students reported that both parents are now living and a similar percentage reported that none of their siblings have died.

Funeral participation for these students was higher than had been anticipated. Only 4% reported never having attended a funeral. Approximately 40% had attended three or fewer funerals with 56% reporting having attended four or more funerals. Perhaps more revealing were the responses to the question, "How many deaths have you experienced wherein you encountered what you consider to be a significant amount of grief?" Sixty-seven percent of the sample responded "three or less" to this item with 18% reporting "four or more" experiences. "None" was the response of 14% of the students to this question. These and other findings from our survey suggest that the students enrolled in our death classes possess some common patterns as well as having varied attitudes and experiences with death.

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[1]D. H. Penniston, "The Importance of Death Education in Family Life," *The Family Coordinator*, 11 (1962).

GOALS OF DEATH EDUCATION

The specific objectives of a death education unit or course should vary according to the particular audience. The findings of our research reported above, along with current longevity patterns and various present-day practices of removing death from the home, suggest that we are dealing with a student population that has, for the most part, been "underexposed" to death as a fact of life. And, while recognizing the risk of overgeneralizing, one might speculate that the younger the student, the more likely this is true. Hence, the title of this paper. It, therefore, seems important when planning a unit or course on death to keep these facts in mind.

I want to note here that a particular class may vary from the generalizations being made in this discussion (i.e., you may have a class with a higher percentage exposed to and involved in death experiences). An information inventory given to students before the death unit begins seems crucial, not only as a planning guide, but also in alerting you to sensitivities of particular students.

Assuming that your course is the first academic exposure to the subject of death for a majority of your students, I would recommend that you include as many aspects of death as can be reasonably covered. It would be wise to begin with topics which are of a more impersonal, objective nature and as Leviton[2] has suggested, progress into "more personal and affect-arousing aspects."

For instance, during the first part of the course cover topics such as the vocabulary of death, the social context of death, historical and contemporary attitudes toward death, sacred and secular meanings of death, etc. The goal here is to enable students to use the language of death with greater ease, a skill, according to our survey, that students were lacking and wished to acquire. This should also result in student recognition of the various meanings death has both within and among cultures. Hopefully, during this time the students will begin to personalize the topic with less anxiety. This approach should also help allay the fear and curiosity mentioned earlier as student motivators for enrolling in the course (acknowledging that for some there may be increased fear).

During the second half of the unit or course topics which are more affect-arousing and encourage more introspection can be covered. Suggested topics include the dynamics of bereavement, grief, and mourning; dealing with separation and loss; interacting with the dying person and his/her family; suicide; the funeral industry; ethical issues such as euthanasia; and confronting one's own death. I have found that well-structured experiential exercises are an effective way of dealing with many of these topics. For example, many students have reported that they feel awkward or "do not know what to say" to a bereaved person. Role-play situations and writing condolence letters are ways to simulate expressions of sympathy, making this a more familiar experience for them.

The results of our survey suggested a higher percentage of personal grief experience among the students than we had expected. (This may reflect the self-selection process of those enrolling in such a class.) Still, a significant proportion reported no such personal involvement. After a lecture-discussion on separation and loss, and the grief and mourning that follow such experiences, there are several exercises that can aid students in experiencing this process more completely. Ask students to get in touch with the feelings they experienced during past losses and separations (most can "tune-in" to the termination of some relationship —breaking up with a boy/girlfriend, moving and leaving one's friends, divorce of parents, etc.). This is one way to foster empathic skills in relation to loss and separation. Suicide is another high interest topic for this age group. As peers of a suicidal student, other students are likely recipients of hints of this attitude. It is important to cover this topic with the goal of enabling students to understand and interact with the suicidal person. I believe it is also very important to stress to students that as a friend to a suicidal person, they are not singularly responsible for their friend's actions, and I emphasize the importance of referral. As indicated earlier, a previous suicide attempt or current contemplation of suicide has been a reason given by some students for enrolling in death classes. As an educator, one must be sensitive to the suicidal individual enrolled in the class. Having students respond to pre-course inventories and questionnaires such as the *Psychology Today*[3] "You and Death" survey may help identify

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[2]D. Leviton, "Death Education," in *New Meanings of Death*, ed. by H. Feifel (New York: McGraw-Hill Book Co., 1977), pp. 253-272.

[3]E. Schneidman, "You and Death," *Psychology Today*, 5(1) (1971), 43-80.

such students. Using the *Psychology Today* survey we found that approximately 1% of our students had attempted suicide and 3% were, at that time, contemplating it. I have practiced Leviton's[4] recommendation that an educator include in the first lecture these statistics and encourage students to contact me at any time. Leviton also encourages using one's eyes during class. "Even in an auditorium of 300 or more students, a truly depressed or emotionally upset person can be identified and a conference arranged." Again, I believe it is important to stress that the teacher is not solely responsible for such a student's actions. Referral is often the wisest course of action.

TEACHER PREPARATION

As a family life educator, it is important to have developed a philosophy of life and death and to be in touch with one's own death feelings and attitudes. As in other subject matter areas, this will have an impact on your teaching style. Leviton[5] has emphasized the need for the educator to use the language of death with ease, and, also, to be aware of the significant social changes occurring which influence our attitudes, practices and laws concerning death.

Obviously, it is important for the teacher to know the subject matter. But I do not believe that s/he need consider her/himself the sole expert. Outside resource persons can provide expertise in various areas (e.g., clergypersons, medical personnel, funeral directors, lawyers, etc.). "Death experts" are often enrolled in the class, and I have found, as the course progresses, a willingness on the part of several students to share their experiences.

There are many resources available that can aid in planning a unit on death. For specific learning experiences on various death topics, as well as suggested audiovisual resources, the reader is referred to the following references:

Klemer, R. and Smith, R. *Teaching About Family Relationships.* Minneapolis: Burgess Pub. Co., 1975. pp. 269-273.

Mills, G. *Discussing Death: A Guide to Death Education.* Homewood, Ill.: ETC Pub. Co., 1976.

Skinner, D. "Death Education: Preparation for Living." *What's New in Home Economics*, 40(7) (April 5, 1976).

Somerville, R. "Death Education as a Part of Family Life Education: Using Imaginative Literature for Insights into Family Crises." *The Family Coordinator*, 20 (1971), 209-224.

Edmunds, E. "Death Education: An Education for Living." *Tips and Topics in Home Economics*, 12(4) (1976).

SUMMARY

When a person is born we rejoice,
When a person marries we jubilate,
When a person dies we act as if nothing has happened.
—M. Mead

Such has been the case in our past curriculum designs. We have thoroughly covered the beginning of the life cycle and neglected or avoided its completion. Though once a taboo subject, death education, like sex education, now appears to be recognized as an important component of a complete family life curriculum. Student interest and enthusiasm for such courses has been overwhelming. It is a special course, which may attract a special kind of student. The teacher must be sensitive to certain fears and vulnerabilities of both her/himself and the students enrolled as they study the relationship between life and death with the goal of living life more fully.

SELECTED REFERENCES

Feifel, H. *The Meaning of Death.* New York: McGraw-Hill Book Co. 1959.

Green, B. and Irish, D. *Death Education.* Cambridge: Schenkman Pub. Co. 1971.

Kastenbaum, R. *Death, Society, and Human Experience.* St. Louis: C. V. Mosby Co. 1977.

Leviton, D. "Death Education." *New Meanings of Death.* Edited by H. Feifel. New York: McGraw-Hill Book Co., 1977.

[4] Leviton, *op. cit.*, p. 262.
[5] Leviton, *op. cit.*, p. 260.

A NEW APPROACH:
ACTIVE FATHERING IN CONTEMPORARY AMERICA

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In our culture, a basic premise of families and parents is that of a "parenting team." This parenting team involves the mother and father who perform the various functions in the family system. Generally, one critical role of the parenting team can be broken down into active mothering and fathering. The active fathering role is a new dimension of the age old concept that the expressive role is related to mothering and the instrumental role is related to fathering.

Talcott Parsons[1] differentiated between the instrumental and expressive roles and focused the functions of these roles toward the family, a subsystem of our larger society. The father's instrumental role primarily relates the family subsystem to the overall societal system. In carrying out the instrumental role, the father has typically been more involved in politics, community affairs, work outside of the home, major household expenditures, and major changes within the home. This role is a major link incorporating the family into society and society into the family. Keeping the subsystem of the family running smoothly as an entire unit is the responsibility of the mother's expressive role. This role involves less mobility than the instrumental role and fewer interactions with people outside of the family subsystem. Primary attention is focused with the family. Caretaking responsibilities; coping with stresses, strains, and tensions within the family; maintaining emotional support; and serving as a mediator between father-child and sibling-sibling interactions are incorporated into the expressive role.

Is the father an almost irrelevant entity in his child's social world because of the expressive and instrumental role segregation of the past? If this is the case, possible alternatives are in order. In the father-infant, father-child, and father-adolescent stages the teacher and students can analyze the critical development of this continuous relationship between these two family members. Through various teaching techniques, teachers can encourage students to raise questions and concerns pertaining to the critical role fathers play in the development of his child or children. Active fathering, which encompasses the instrumental as well as expressive roles, can be examined as a new approach to the larger process of team parenting.

CLARIFYING THE CONCEPT OF SEX-ROLE IDENTIFICATION

Objectives

1. Through in-class presentations and materials, the students will be able to define the three basic and interacting components of sex-role identification—sex-role orientation, sex-role preference, and sex-role adoption. (*Sex-role orientation* incorporates the self-concept a person maintains about his/her masculinity or femininity. How a person evaluates various socially sex-typed activities is *sex-role preference. Sex role adoption* is the success that an individual achieves in carrying out the appropriate sex-typed roles in their interactions with the physical and social environment.[2])
2. With use of the definitions of the three sex-role components, and in-class discussion the student will formulate an example (through writing, speaking, role playing or drawing) of father sex-role segregation and integration.

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[1]Talcott Parsons and R. Bales, *Family, Socialization and Interaction Process* (Glencoe, Illinois: Free Press, 1955).
[2]Michael E. Lamb, "The Role of the Father: An Overview," in *The Role of the Father in Child Development*, ed. by M. E. Lamb (New York: Wiley, 1976).

Teacher Resources

The following resources will be valuable to the educator for acquiring the requisites needed to understand the various principles and findings concerning sex-role identification.

Biller, H. B., and Borstelmann, L. J. "Masculine Development: An Integrative Review." *Merrill-Palmer Quarterly,* 13(4) (1967), 253-294. Biller examines the impact of parent-child relationships on different aspects of masculinity. The key variables are the degree that the father is available, masculine, nurturant, and the setter of limits; and the degree that the mother encourages the masculine behavior.

Hall, M., and Keith, R. A. "Sex Role Preference Among Children of Upper and Lower Social Class." *Journal of Social Psychology,* 62 (1964), 101-110. This study focuses on the subculture of social class as a factor in shaping primary personality formation of sex-role preference.

Hill, J. P. "Similarity and Accordance Between Parents and Sons in Attitudes Toward Mathematics." *Child Development,* 38 (1967), 777-791. Hill's findings are discussed in terms of how they do not fit with the traditional identification theories of sex-role learning.

Lansky, L. "The Family Also Affects the Model: Sex-Role Attitudes in Parents of Preschool Children." *Merrill-Palmer Quarterly,* 13(2) (1967), 139-150. Using a small sample, Lansky examines the attitudes of parents of preschool boys and preschool girls. The parental attitudes prove to be different in each of the family structures identified—boys only, boys with sisters, girls only, and girls with brothers.

Lynn, David B. "The Process of Learning Parental and Sex Role Identification." *Journal of Marriage and the Family,* 28 (1966), 466-470. Lynn analyzes the idea that an individual may generally identify with the role typical of his/her own sex but identify poorly with his/her same sex parent.

Papanek, M. L. "Authority and Sex Roles in the Family." *Journal of Marriage and the Family,* 31 (1969), 88-96. This investigation examines the extent that the husband and wife share or divide authority in making decisions concerning family matters and looks at which spouse that has greater authority to make family decisions.

Rosenberg, B. G., and Sutton-Smith, B. "Sex-Role Identity and Sibling Composition." *Journal of Genetic Psychology,* 118 (1971), 29-32. This study examines responses of parents and children in two-child families. The findings suggest that for girls sex role is more affected by other family members and boys are more affected by sex-role standards outside of the home.

Rothchild, C. S., and Georgiapoulos, J. "A Comparative Study of Parental and Filial Role Definitions." *Journal of Marriage and the Family,* 32 (1970), 381-389. This investigation concerns itself with the study of parental and filial role definitions. The introduction gives a brief supportive background to the Parsonian theory.

Rychlak, J., and Legerski, A. "A Sociocultural Theory of Appropriate Sexual Role Identification and Level of Personal Adjustment." *Journal of Personality,* 35(1) (1967), 31-49. The authors first present a theory of identification and then examine masculine and feminine sexual roles to various behaviors.

Activities

1. Students can bring in popular magazines and discuss the examples of sex-role orientation, preference, and adoption in advertisements, articles, or cartoons.
2. Popular music can be played in class with attention focused on the lyrics. What are the sex-role components portraying in the songs? This activity can also be done from a historical perspective (i.e., 1940's, 1950's, 1960's, and 1970's).
3. A mural can be designed by the students depicting socially sex-typed activities.
4. Skits can be developed portraying the following situations:
   a. *mother-instrumental* role—runs for political office and brings the conversation of political activities home.
   father-expressive role—supports and sustains children's emotional security as they share their outside world experiences in the family system.

children-female adopting instrumental role—teenage daughter works outside of the home and shares her experiences.
children-male adopting expressive role—preteen son verbalizes his close relationship with the three-year-old sister.

b. *mother-expressive* role—serves as a buffer between the two children in a sibling quarrel.
father-instrumental role—comes home and announces to all family members how all will be moving in one month to another state because of a promotion that has occurred for him.
children-female adopting expressive role—supports, talks and listens to her brother in an involvement that is occurring between her brother and his girlfriend.
children-male adopting instrumental role—talk to sister in an irritated manner and tries to make it clear that he will be the one to initiate any changes in the relationship with his girlfriend.

Various other skits can be created to incorporate all of the possible combinations of expressive and instrumental roles for the family members. An in-class discussion of the various aspects of each skit should be analyzed. By comparing the individual skits, conclusions can be drawn to determine which of the role models function harmoniously.

The contemporary American father has been relegated a second-class role in the nuclear family structure. Often the instrumental role in and of itself is a rather uneasy role to assume, maintain, and integrate into the family system. The profound social pressures that exist as well as the feelings of "Where do I fit in," further add to the despair and frustrations of fathers. Many times the outcome of such pressures are an accumulation of material possessions, less involvement in the home, and psychological/physical abandonment of the family of procreation. Exactly what are the implications of paternal deprivation found in many so-called "father-present" American families?

PATERNAL DEPRIVATION OF FATHER-PRESENT HOMES

Objectives

1. With use of in-class materials, the student will formulate a rational argument supporting paternal deprivation found in father-present American families.
2. From in-class materials and discussions, the student will compare two viewpoints on fathering and select and discuss in writing one viewpoint that best suits the student's main concern of the American fathers' role.

Teacher References

Stein, Edward V., ed. *Fathering: Fact or Fable?* Nashville, Tenn.: Abingdon, 1977. This source examines the absence of fathering, loss and grief, and potentials for creative fathering. This source would be valuable for the educator.

Lynn, David. *The Father: His Role in Child Development.* Monterey, Calif.: Books/Cole, 1974. Lynn's first chapter would be most appropriate for the educator. The detachment of the father due to work demands is explored as well as the fragmentation of families due to individualized interests.

Levine, James A. "Redefining the Child Care 'Problem'—Men as Child Nurturers." *Childhood Education* (November-December 1977), 55-61. This is a stimulating article relating to the expressive role of fathers.

Activities

1. Using appropriate resources, students can verbally support the notion that the instrumental role of the father burdens him with supporting a family financially and denies him a sympathetic and empathic relationship with his child or children. Suggested student readings include:
   Lerner, M. "The Vanishing American Father." *McCalls*, May 1965, pp. 95-96.
   Levin, B. B. "Where Have All the Fathers Gone?" *McCalls*, November 1972, p. 46.

2. With the use of poems, short stories, or critiques, the students can create and integrate the masculine myths that place undue stress on the male in his contemporary fathering role.
3. Students can conclude through materials presented in class the *potential* involvements that can occur in father-infant, father-child, and father-adolescent relationships.
4. A question can be placed on a bulletin board for thought and eventual responses. "How can your father be relevant to you?" A suggestion box can be placed by the board. The educator can use various responses obtained from the suggestion box as in-class discussion topics.

BRIDGING THE GAP

There are various concerns that one may have pertaining to the present and future roles that fathers play in the American family system. The mere presence of the father certainly does not guarantee adequate fathering or parenting. Strong emphasis in the past toward mother-child interactions has further added to the devaluation of the father-child relationship. The sex-role development of a child can be further enhanced when the parenting team jointly perform the expressive and instrumental roles rather than adhering to a socially prescribed rigid segregation of these roles. Mothering and fathering roles are complex and multidimensional. To compartmentalize these roles would not allow full flexibility of role integration for the parenting team.

THE FATHER ROLE:
HOW YOUR STUDENTS VIEW THEIR FATHERS

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The number of young men enrolled in home economics classes is increasing; and we, as teachers, are finding it necessary to make our classes more relevant to their needs. Many of the young men in our classes today will be the fathers of tomorrow. What are we doing to help them to be the most effective fathers possible?

The name "father" can mean many things to students, depending upon their own home situation. Therefore, we need to know more about father roles, and, equally important, we need to know how our students (both boys and girls) *view their own* fathers.

Until recently, fatherhood was thought to be a state that required no special training or effort. Only in recent years does there seem to be emerging a greater interest in father-child relationships. As family life changes, with increasing numbers of mothers working away from home and fathers finding it necessary to become more involved with the family, more than ever before, there is a need to understand the role of the father in the family.

FATHERHOOD ROLES

Studies indicate that the father role is composed of a number of components, the functions, of which, to a large degree, overlap.[1] Four components that are most frequently mentioned in research studies and which appear to contribute most significantly to the development of children, are the components of economic provider, decision maker, companion, and guide and teacher.

The component of *economic provider* tends to be uppermost in the minds of most men. Many think that to be a good father a man must also be a good provider. To a large degree, the other father roles are contingent upon the type or kind of work the father does. The extent to which a man can provide well for his family largely determines the amount or type of respect and authority he possesses as *decision maker* in the home. The well educated, assertive, executive-professional man possesses both the personal qualities and salary necessary to command respect and power in his family. In contrast, the working man is more likely to try to wield power in the family and is less likely to achieve it.

The adolescent years represent a crucial period in developing patterns of human relations with emphasis on communications. Effective communicating is a necessary part of the *companion role,* but such communicating tends to break-down during adolescent years. The amount of time that a father can or wants to devote to the companion role may, in part, be related to the amount of time his work will allow.

The formation of values, ideals, and attitudes are profoundly influenced by the relationship between parent and child. Therefore, as *guide and teacher,* the father can be instrumental in value transmission of behavior patterns and aspects of culture that he regards desirable for his children.

FATHERHOOD ROLES QUESTIONNAIRE

In order to find out how students view their fathers, and as an introduction to fatherhood or father role units, a questionnaire could effectively be used. The questionnaire which accompanies this article was first used as part of a research study with adolescent males, and could be most appropriately used in family life and parenthood classes to motivate students to examine their own thinking about father roles.[2]

The questionnaire is in two parts. Part I asks that students indicate the degree of father participation in each of the four father role components so as to determine the importance of

[1]Tasch, R. J., "The Role of the Father in the Family, *Journal of Experimental Education,* 20(4) (1952), 347.
[2]Wingert, J. L., "Comparing the Father Role Participation Attitudes of the Eighth and Twelveth Grade Males in the Mondovi Public and Those of Their Fathers" (unpublished M.S. paper, University of Wisconsin-Stout, 1978).

each of the four father roles. Left to the teacher's discretion will be the requesting of background information. Such pertinent facts as sex, age, number of brothers and sisters, ordinal position, type of family in which living, father's occupation, and mother's status as housewife or working mother may be of help in interpreting answers.

The fatherhood role questionnaire can be used as a basis for class discussion. Responses of boys can be compared to responses of girls. In my study I had the students' fathers complete the questionnaire. This gave me insight into how fathers viewed their roles in my community and helped promote the family life education course I teach.

FATHER ROLE PARTICIPATION QUESTIONNAIRE

Directions for Part I

Following are statements concerning fathers. In the blank at the left, indicate for each statement the answer that best describes the role of your father for that particular situation by selecting a number from 1 to 5. Please do not leave any answers blank. There are no right or wrong answers.

1 = Father never or almost never does this
2 = Father seldom does this
3 = Father does this sometimes
4 = Father often does this
5 = Father always or almost always does this

1. ____ A father takes an interest in and/or helps his son/daughter work on special projects.
2. ____ A father is the person who praises and compliments his son/daughter for doing something especially well.
3. ____ A father attends school programs and club or church activities either with a son/daughter or because a son/daughter is a participant.
4. ____ When a son/daughter wants someone to talk to about an activity in which he/she has just participated, a father is the person the son/daughter first turns to.
5. ____ When a son/daughter has a *small* problem with which he/she needs help, a father is the person from whom he/she seeks help.
6. ____ When a son/daughter is feeling downhearted or despondent, and needs consolation, a father is the person who will provide this consolation.
7. ____ A father is the person who engages in sporting and leisure time activities with a son/daughter such as playing ball, camping, movies, bowling, biking, boating, etc.
8. ____ A father initiates opportunities to spend time with a son/daughter just to talk or invites a son/daughter to accompany him in simple routine activities just for companionship.
9. ____ When a son/daughter has a problem of a confidential nature with which he/she needs help, a father is the person from whom he/she seeks help.
10. ____ A father handles crises that develop in families.
11. ____ A father decides the method of disciplining (punishing) a son/daughter when he/she has done something serious.
12. ____ A father sets limits as to the kind of behavior that is acceptable or will be tolerated in a home.
13. ____ A father is the symbol of authority in the home.
14. ____ A father sets the example for a son/daughter as a "breadwinner" by being punctual, seldom absent, etc.
15. ____ A father takes responsibility for providing dental and medical care.
16. ____ A father is the one responsible for providing the money spent for trips, camp, etc.
17. ____ A father is the one responsible for providing a son/daughter with the daily necessities of life: food, clothing, shelter.
18. ____ A father instills the understanding of wise use of money and the necessity for saving.
19. ____ A father is the one responsible for providing a son/daughter with an allowance or the spending money he/she needs.
20. ____ A father is the one responsible for saving for son's/daughter's education beyond high school in some manner such as through bonds, a savings account, or insurance.

21. ____ A father is the one responsible for providing the money spent on gifts at Christmas, birthdays, etc.
22. ____ A father assumes the position of strength and security for a family.
23. ____ A father assumes the responsibility of teaching a son/daughter to get along with others.
24. ____ A father assumes the responsibility for religious and moral development and training in the home.
25. ____ When disciplining, a father uses reasoning and explanations, and appeals to a son's/daughter's sense of fairness.
26. ____ A father assumes the responsibility of informing and instructing a son/daughter in matters of sexual maturing.
27. ____ A father helps a son/daughter to understand the need for being a good and honest person.
28. ____ A father provides for the cultural growth (appreciation of literature, art, etc.) of a son/daughter.
29. ____ A father instructs his son/daughter about proper behavior and etiquette in social situations.
30. ____ A father assumes the responsibility for encouraging and requiring academic achievement from a son/daughter.
31. ____ A father helps his son/daughter to believe in himself/herself and encourages the son/daughter to make his/her decisions.
32. ____ A father helps a son/daughter to appreciate the beauty and goodness of nature.

Directions for Part II

The following are roles which are related to fatherhood. Thinking in terms of the present time and recognizing that all these aspects are important, rank the most important role as number 1, the next most important role as number 2, the next most important role as number 3, and the least important role as number 4. Do not use the same number twice. Place the rank number in the blank at the left of each of the father roles.

A. ____ Companion—devote time to son/daughter for conversation, leisure, recreation, etc.
B. ____ Decision-maker—make judgments in family matters especially concerning your son/daughter.
C. ____ Economic provider—supply income for family's needs.
D. ____ Guide and teacher—source for instilling values, setting example, encouraging development of skills, etc.

Scoring

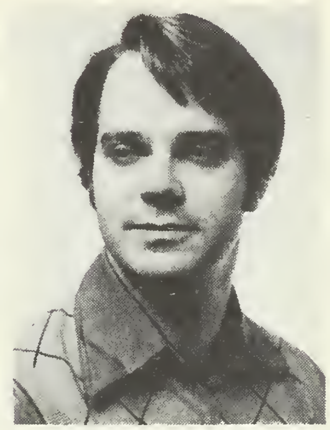
Sum the scores for each set of statements pertaining to the four father role components.

	Sums
Items 1-9 pertain to the companion role	________
Items 10-13 pertain to the decision maker role	________
Items 14-22 pertain to the economic provider role	________
Items 23-32 pertains to the guide and teacher role	________

"A teacher who wishes to make a difference will make one."

Techniques for Teaching

DIVORCE—THE PARADOX OF FAMILY LIFE EDUCATION



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Divorce education offers a unique opportunity to reach students in our roles as family life educators. So often when we as teachers try to deal with reality in marriage, we are faced with the student's invincible perception that it cannot be all that bad. It has been my experience that the teaching of divorce defuses this denial on students' parts. Students are far more anxious to hear the problems that are related to divorce than the problems in marriage. This then is the paradox. A simple illustration of this is that listing problems in communication as causes for divorce seems more palatable to students in a divorce unit than in a marriage unit. Students are far more willing to accept disenchantment in divorce than in marriage. The purpose of this article will be to suggest concepts and teaching techniques to teach about divorce.

Divorce can be described as a loss. In this aspect it relates closely to the subject of death education. There is a denial and mourning process for all involved. Loss here relates to the children, extended family, and friends as well as the couple themselves. With the recognition of loss, the point can be made that there are very few easy divorces. The popular belief that people move out of marriage easily illustrates the denial of pain in a "hurting" marriage. This concept begins to bring reality to the study of divorce.

As a teacher it is an important step to identify your own feelings about divorce. Does divorce represent failure to you? Do people who seek divorce seem somehow weaker? How non-value laden can your presentations be? This step is essential for the students you will be dealing with in the classes. There is almost no chance that you can have a class at any age today and not have someone there dealing with divorce either in their present family, their past or their future. As a teacher you need to be prepared to deal with this student and have a system of referral to counseling.

TEACHER REFERENCES

There are several books that are excellent reference for those teaching divorce, *Divorce and After*[1] is a collection of articles which gives various perspectives of divorce in several disciplines. Krautzler's *Creative Divorce*[2] illustrates the personal dilemmas people face and the alternatives they may choose. *The Courage to Divorce*[3] is a comprehensive look at divorce covering such various aspects from the history of divorce to the coming together of step families. These references form a sound basis for the building of a unit on divorce.

SUPPORT FOR THOSE DIVORCING

Divorce is an unrecognized social institution. We may have more divorce cases pass through our courts than couples marrying, but there is no socially accepted way of supporting persons who are divorcing. A way to illustrate this is to ask a student to role play walking down a street and meeting a married friend. The friend says "I just filed for divorce." The student then must come up with a reply. The usual reaction is "what do I say." The student does not know because there are no social guidelines. When someone marries, you congratulate them and when someone dies, you say that you are sorry. A person divorcing may have a whole range of different feelings. A good reply in that situation is "how do you feel about the divorce?" The point of the exercise is to get the students in touch with their lack of preparedness for such a situation and to point directly at society as a whole for denying the social reality of divorce.

Another exercise which taps into the problem of support systems for divorcing individuals is having the students construct socially accepted ways of dealing with divorce. Here

[1]Paul Bohannan, ed., *Divorce and After* (Garden City, New York: Doubleday, 1971).
[2]Mel Krantzler, *Creative Divorce* (New York: M. Evans and Company, 1974).
[3]Susan Gettleman and Janet Markowitz, *The Courage to Divorce* (New York: Ballantine, 1974).

again you could compare it to death. Do we need something similar to a funeral or possibly a wake? Could greeting cards be constructed? Are there entirely new ways of helping friends and relatives cope with their situations? A good illustration of one person's attempt to build community support is the minister who announces in church those members who are divorcing and calls upon the congregation to help these families in their time of need. Another good question at this point is "why are people afraid to approach divorcing individuals?" This allows for a discussion of the fears all people carry about divorce for themselves as well as for others close to them.

STATISTICS

One particular trend which can be pointed out by statistics is the average length of marriage at divorce. The average length is seven years. Most divorces happen early on into marriage and assuming time for decision making to divorce, physical separation of the couple before divorce, and court time, many divorces begin the first year or before the marriage. In class discussions of the trends, students often will come up with the idea that divorce happens most often to the young and early married. The next question to ask them is "what is this saying about our mating system?"

Instead of lecturing on exact divorce statistics, examine the trends. Saxton[4] has a chapter on divorce that is very up to date and is written in terms of general trends. It explains the statistics in ways that are very readable thus enabling the teacher to move more to the point of the problem. Another reading which is somewhat more difficult but will provide updated material is "Marrying, Divorcing, and Living Together in the U.S."[5] An accompanying slide series can be ordered with this.

IDENTITY

A person's identity includes roles one plays, e.g., student, teacher, wife, husband, son, daughter. It completes the personal statement "I am." What happens when one of the roles is removed, especially that of husband or wife? There is a void within the individual. You can illustrate this concept with the following models. Figure 1 illustrates a relationship and its components: a woman, a man and the relationship itself. This is a modern concept of marriage. It suggests that we are separate as individuals and still together as a couple.

Figure 2 is the traditional concept of when a couple marry they become one.

Figure 3 illustrates the concept most commonly accepted today. A person's identity is tied to the relationship to some degree.

Figure 4 illustrates the dilemma of divorce. When separation occurs, part of the individual's identity is lost. As illustrated by Figure 4, the greater the investment of identity within the relationship, the greater the void. This differs somewhat for men and women.

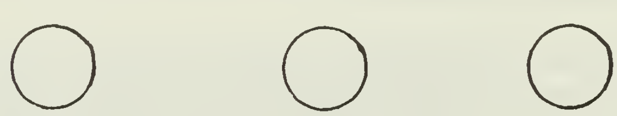

Figure 1

Figure 2

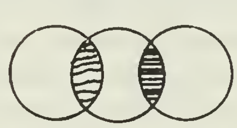

Figure 3

Figure 4

[4]Lloyd Saxton, "Marriage Failure: Prospects and Procedure," *The Individual, Marriage and the Family* (3rd ed.; Belmont, California: Wadsworth, 1977), pp. 341-372.

[5]Paul L. Glick and Arthur J. Norton, "Marrying, Divorcing, and Living Together in the U. S. Today," *Population* Bulletin (Population Reference Bureau, Inc., Washington, D.C.), 32(5) (1977).

The role of wife and mother in this culture is deeply ingrained in women. Historically women have been the emotional "back bone" of the family. The way we have been socialized, men may support the family but women hold it together. When marriages break up, women often feel they have failed at this task. No matter what causes the divorce, the feeling of guilt weighs heavily on women. Women often say "I would rather be hurt than hurt someone else." This "over responsibility" works to stop the mourning process.

Men have a different perspective, as men are trained to control their lives and to be successful. It is not so much the loss of their families which affects their identities but lack of control which often means loss of dominance. This need for control is represented in their lack of expression of feelings. This response, though different from the response of women, produces an "over responsibility" which again denies the mourning process.

The mourning process is the means by which one gives up the past in order to live in the present and anticipate the future. The expression of anger and grief at the losses we experience in our lives allows us to give them up. Here again a paradox begins to form. With the loss of an old identity, people have the opportunity to seek new identities within themselves. The concept of self-realization (i.e., that we are more than what we thought) can occur at any time or age. Divorce can thus allow for personal growth.

The loss of identity in divorce can be closely related to adolescence when identity seems to fluctuate. To assist students in getting in touch with their feelings, compare divorce with the break up of a dating relationship or even a close friendship. Ask students if for a period of time, a part of themselves was gone. How did they fill that part?

CHILDREN

The subject of children and divorce is the ultimate paradox in a divorce unit. Even if the students are part of an adult education class, the students are still their parents' children. The teacher may be instructing students on how children deal with divorce and a child or adult may be going through the same emotional crisis in relation to his/her parents' divorce. As with the couple, the children are dealing with a loss which must be mourned. There are several different types of guilt involved with this process. The older child or teenager may feel guilty for the divorce and guilty for parents waiting to divorce. There is also the ever present "I can get mom and dad back together again." Most clearly, parents can help the children deal best with divorce by telling the children why the divorce is occurring and that the divorce is between the married couple. The teacher can help the students to see that the responsibility for the divorce lies with the parents and not the children.

A movie which deals very well with children and divorce is *My Dad Lives in a Down Town Hotel.*[6] It basically shows how a small boy copes with his parents' divorce. The students' general reaction is "this is too easy, no kid could handle the problems as well as this one does." This particular film shows that once children accept the fact that their parents are divorcing, the children can help with the adjustments that must be made. This is one way a child can improve self-esteem. Ask the students how children can help their parents to divorce in such a way that all family members grow.

CONCLUSION

A final exercise to pose to students is a discussion on the effect of a couple discussing the possibility of divorce either before marriage or very early in their marriage. Can the students see divorce as an alternative or simply the conclusion of a "bad" marriage? The alternative concept denotes hope where the conclusion often means failure. One reaction to an early discussion of divorce in marriage is "you are dooming the relationship before it begins." A more constructive way of viewing divorce is that the recognition of divorce as one alternative allows for the process of recognizing other choices in marriage. Choices available include new roles for husband and wife, improving communication skills, enrolling in a marital enrichment course or marriage counseling.

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[6]*My Dad Lives in a Down Town Hotel* (Metro Media Production Corp.: Double Day Distributor).

STUDENTS FROM ONE-PARENT FAMILIES:
MAKING THE MOST OF THEM

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In any issue of a major American newspaper, one can find some mention of our rising divorce rate or the increasing number of adolescent pregnancies. In fact, the media have saturated the public with data regarding the *numbers* of persons now involved in one parent families. However, I believe that there is a cultural lag in our incorporation of this knowledge into our dealings with the persons making up these statistics—namely, our students and colleagues in public and private schools.

For example, it would seem probable that even a resident of the most rural area knows at least one family affected by divorce. But how many organizations of which we are members sponsor "father-daughter banquets" or "mother-son luncheons"? Although this may seem a small issue to some, millions of American children who live with only one parent may feel they have been excluded from a select society grouping. They may feel that they are no longer members of a family.

We as educators are no less responsible in the exclusion of one parent family members from the workings of "normal" American families. For example, even well-known family life educators may define the family as "the grouping of mother, father, and offspring living together in one household."[1] In 1976, however, 17% of all American children under eighteen lived with only one parent.[2] Are there any possible advantages to this mode of living? How can we as teachers become aware of these advantages and "make the most" of skills these students have to offer?

ADVANTAGES OF ONE-PARENT FAMILIES

There are three bodies of research which can lend credence to the idea that members of one-parent families may have some advantages over members of some two-parent families.

1. The first set of data comes from a study by F. Ivan Nye[3] where it was found that children from one-parent families have lower ratings on antisocial behaviors than do children from families where two parents are in perpetual conflict. The two groups of children were compared on the following charcteristics as shown in Table 1.

From this research, we can conclude that the children who may need the most help in our schools are children whose parents are together but in conflict.

2. The second advantage of children from one parent families may be in their abilities and skills in performing household responsibilities. Most one parent families are female headed families.[4] And, most women who head families are in the labor force. In fact, nearly 4 million school aged children (6-17 years) who lived in female headed families had working mothers in 1975.[5]

Therefore, many children from one parent families have been given more household responsibilities than have children from two parent families. They may be better at comparison shopping, budgeting, meal preparation, and household maintenance than many adults! They also may be more likely to perform nontraditional sex roles; e.g., boys may be more likely to cook, clean, and do laundry, and girls may be more likely to perform yard work, auto maintenance or make household repairs.

3. The third advantage which children of one parent families may have is more realistic expectations of marital roles and responsibilities. From information gathered by Cottrell,[6]

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[1]Lloyd Saxton, *The Individual, Marriage, and the Family* (3rd ed.; Belmont, California: Wadsworth Publishing Company, 1977), p. 373.

[2]U.S. Bureau of the Census, *Current Population Reports*, Series p-20 No. 306, "Marital Status and Living Arrangements: March 1976."

[3]F. Ivan Nye, "Child Adjustment in Broken and in Unhappy Unbroken Homes," *Marriage and Family Living*, 19 (1957), 356-361.

[4]Bureau of Labor Statistics, *Children of Working Mothers*, Table 1 (1975).

[5]*Ibid.*

[6]Leonard Cottrell, "The Adjustment of the Individual to His Age and Sex Roles," *American Sociological Review*, 7 (October 1942), 617-620.

TABLE 1

The Per Cent of Adolescents from Broken and Unhappy Unbroken Homes Who Fall into "Poorest Adjustment" Categories[1]

Criteria of Adjustment	Happy Unbroken	Unhappy Unbroken	All Broken
Psychosomatic Illness	26	50[3]	33
Psychical Sensitivity	27	50[3]	30
Delinquency	23	48	36
Acceptance of Parent (M)	31	42	35
Acceptance of Parent (F)	20	55[2]	41
Acceptance of Child (M)	31	55[2]	42
Acceptance of Child (F)	27	69[3]	42
Discipline (M)	28	45[2]	31
Discipline (F)	21	46[2]	31
Freedom & Responsibility (M)	20	33	29
Freedom & Responsibility (F)	24	41	32
Money (M)	24	41	30
Money (F)	22	46	37
Value Agreement (M)	23	47[3]	25
Value Agreement (F)	21	53[3]	33
Appearance (M)	30	48[2]	34
Appearance (F)	26	59[3]	27
Mutual Recreation (M)	24	39	33
Mutual Recreation (F)	24	52	42
Occupation (F only)	19	47[3]	25
Information & Advice (M)	42	44	43
Information & Advice (F)	26	56	48
Disposition (M)	30	57[3]	34
Disposition (F)	29	75[3]	38
Parental Interaction	18	100	36
School Grades (D & F)	7	7	12
School Teams (None)	77	81	85
Church Attendance (Never)	9	10	15
Delinquent Companions	52	60	52
		(N = 112)	(N = 158)

[1]Percents are based on the proportion from the category falling into the poorest adjustment percentile of the whole sample except in the cases of physical sensitivity, school teams, and delinquent companionship. In those the adjustment distribution was dichotomized.

[2]Difference significant at 5 per cent level between Unhappy Unbroken and All Broken.

[3]Difference significant at 1 per cent level between Unhappy Unbroken and All Broken.

Merton,[7] and Deutscher[8] we have learned that future role expectations depend, to a large degree, upon past role models. Therefore, if children whose parents have been divorced see the roles of a single parent and assist in carrying out some of those roles, they will probably have more realistic expectations about their own future marital roles and responsibilities.

HOW CAN EDUCATORS TAP THESE SKILLS?

The question then becomes, how can we use this information in our dealings with students from one parent families? The following may suggest some alternatives[9] for dealing with the competencies and needs of children from one parent families.

[7]Robert K. Merton, *Social Theory and Social Structure* (New York: The Free Press, 1968), p. 316.

[8]Irwin Deutscher, "Socialization for Postparental Life," in *Human Behavior and Social Processes*, ed. by Arnold M. Rose (Boston, Massachusetts: Houghton-Mifflin, 1962), pp. 506-525.

[9]The author is indebted to Dr. Karen Zimmerman and Students of Single Parent Family, 212-554 Fall, 1977, teleconference course for some of the ideas contributed for curriculum development.

Family Life Curriculum

1. Check school functions to include "parent-student" events rather than "mother-child" or "father-child" events.
2. Note the negative aspects of words like "broken home," "divorce," "child custody," "child support." Brainstorm with students to think of alternatives.
3. Sponsor a discussion group of children from one parent families so that they can learn that they aren't "isolated" or "weird."
4. Include one parent-child activities and pictures as well as those for two parents on bulletin boards.
5. Review various magazines to point out stereotyping of "families" as two parent groups only.
6. Brainstorm to redefine "family."

Child Development Curriculum

1. Compare the emotional ties of single parent and children to those in two parent families.
2. Analyze the parent-child relationship from the perspective of a dual career family without all the emotional and physical support of the second parent.
3. Request an unmarried single parent who has kept her child to serve as a guest speaker to bring in realistic expectations regarding being a solo parent.
4. Form a panel to discuss one parent families and how this might affect the child's concept of sex roles.
5. Analyze parenting skills and various dysfunctional parenting methods such as "smothering" a child with love, or lack of energy for a child, etc.

Clothing Curriculum

1. Provide more instruction in *comparison shopping* rather than in construction, due to time spent on other household chores by children from one parent families.
2. Provide instruction in care of clothing to children from one parent families as they may be responsible for family laundry chores.
3. Study grooming and clothing for the work force.
4. Brainstorm on the effect of clothing on self-concept and then discuss smart coordinate shopping with mix and match options. Children from one parent families may feel they don't have as many clothes as their peers.

Consumerism Curriculum

1. Create a bulletin board on management of various resources—human, energy, emotional—and relate these to the family.
2. Invite a guest speaker from a local bank to discuss budgeting and credit.
3. Investigate current state and federal laws regarding credit for women, insurability of women and problems arising for women who have recently been divorced.
4. Invite a lawyer as a guest speaker to discuss wills, trust funds, investment opportunities, real estate, divorce, etc.

Foods Curriculum

1. Provide advanced foods skills for children from one parent families who may be quite proficient in meal preparation.
2. Stress nutrition as many students may fix snacks, sack lunches and meals for their family.
3. Provide low cost lab experiences. This could include meal planning on a fixed budget as well as utilizing low cost equipment.
4. Study the psychological and social aspects of food for students or their parents who may be overeating or undereating as an emotional compensation.

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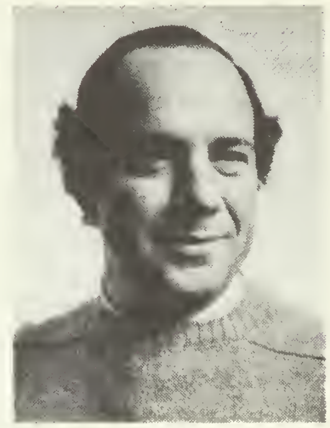
THE VIEW FROM THE TEENAGE WINDOW

SHIFTS IN ADOLESCENT TIME PERSPECTIVES AND THEIR IMPORTANCE FOR FAMILY LIFE AND VOCATIONAL EDUCATION



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This year in a family relations class, I was discussing with some students how men and women today could be resourceful about finding new ways to link their family responsibilities with career options. I mentioned ways women in the past have been discouraged from considering various careers for which their interest is strong and their expertise is badly needed. I cited professional medicine as an example. After class, I was surprised by a phone call from one of the students in the class who is in her mid-twenties. My comments had prodded her to think again about a longstanding desire she had abandoned, but still cherished, to become a doctor. She had just been discussing with her husband how they could manage to afford her further education and still provide care for their two children. Her husband supported the idea and was interested in helping to work out these problems.

At this point I asked her why she hadn't followed up on this idea before. Her reply was: "My parents were not very encouraging about the idea; and when I consulted my school counselor about it, I was told that the idea would be unrealistic if I had any plans of getting married later on." This reply suggests a dilemma faced by teachers and counselors when helping adolescents; namely, that their advice may carry the most weight, for better or worse, when an adolescent's decision moves closer to the frontier of social controversy.

The perspective from which the counselor or teacher enters this young woman's life is quite different from that of her parents. This student finds her parents' influence significant because of the common past that she and they have shared. The counselor, however, has entered the situation as someone who is helping the woman face a future choice. His/her advice carries weight because of a competence to perceive how present opportunities link up with future choices. It is helpful, therefore, if the counselor or teacher can become sensitive concerning how far into the future a young person can actually see.

What is a view of the future from the teenage "window"? It will be easier to get a handle on this question if we look first at two major changes in the thinking of adolescents and youth that lead to a heightened sense of time and future. The first and more important of these changes has been identified by the Swiss psychologist, Jean Piaget.[1] This is the change from advanced concrete to formal reasoning that occurs between the years from ten to sixteen. The second change identified by the American psychologist, William Perry,[2] occurs during the

[1]Barbel Inhelder and Jean Piaget, *The Growth of Logical Thinking from Childhood to Adolescence* (New York: Basic Books, Inc., 1958), pp. 341-346.

[2]William Perry, *Forms of Intellectual and Ethical Development in The College Years* (New York: Holt, Rinehart, and Winston, Inc., 1968), pp. 203-206.

(continued from previous page)

Housing Curriculum

1. Study maintenance of household items.
2. Analyze the effects of moving following a divorce or separation upon a family's emotional makeup.
3. Research needs of female household heads as opposed to male household heads. For example, how important are safety and security features to women who live with their children? What features would be preferred in an apartment complex?
4. Debate the issue: should apartment managers have "adults-only" buildings? One panel could represent apartment managers and persons who desire adult-only communities and the second panel could represent parents and children.

It is hoped that these ideas initiate some new thinking about skills and competencies of one-parent families and their children. It appears logical that a home economics curriculum, at *any* level, could begin to consider some of these skills and develop curricula which take these issues into consideration.

period corresponding to the college and post-college years. This is the change from formal to advanced dialectical or self-reflective reasoning.

FORMAL REASONING

To understand how these changes affect an adolescent's view of the future, let's look first at how each kind of reasoning is illustrated. Advanced concrete reasoning involves a step-by-step sequence of thinking. Such thinking is illustrated by a long division problem where each step involves a separate judgment that can be shown as correct or incorrect by some proof. Supposing, however, that a young adolescent who is caught up into the interest of verifying his step-by-step journey to a conclusion begins to question the method he has used to solve the problem. Perhaps he thinks it will be easier to arrive at the same answer through an alternate route such as multiplying the divisor by using a set of equations. Once he sets out to find a solution by examining his way of thinking about the problem and then employs other possible ways of thinking, he has begun to use formal reasoning.

Formal reasoning involves acts of thinking about reasoning. In "thinking about thinking," a young adolescent is developing a capacity to reason, not only to what "is," but also to what "might be." Piaget believes that it is cooperation with others that leads to this kind of reasoning. By exchanging viewpoints with others, an adolescent comes to take points of view that s/he has not previously held. From here, s/he can progress to making assumptions.[3] For instance, instead of being satisfied that one step-by-step method has brought a correct solution, s/he examines different methods of reaching a solution to see how one relates to another in their effectiveness. The assumption is, "If method A can be used to reach a correct solution, then method B having similar procedures might be used to arrive at a solution that is proportionately the same." This verifying of the assumption by comparing one method and its solutions with another is characteristic of formal reasoning.

DIALECTICAL OR SELF-REFLECTIVE REASONING

In later adolescence, it becomes possible to apply formal reasoning to thinking about one's own thinking. That is, to apply a point of view not previously held to one's own and others' viewpoints. Supposing the mathematics student develops an alternate set of equations to obtain a quotient and has proven his results, we will next find his/her thinking moving in any of three directions: one toward reconciling any contradictions between the old method and the new set of equations s/he has developed; another toward exploring how these equations apply to other problems like, for example, finding the square roots of different numbers; and yet a third toward questioning the way s/he has taken to prove his/her own equations. This moving back and forth between a new viewpoint and alternate points of view is what characterizes such reasoning as dialectical. The determination of one's own position in relation to new and old viewpoints qualifies the reasoning as self-reflective. By thus reasoning, a person places his/her newly developed viewpoint into relation with whatever others apply to it.

CHANGES IN REASONING

Early Adolescence

These changes in reasoning are what open the window to an adolescent's future. The question now is how does the window open as the changes occur? The process of opening becomes more evident if we view the changes in reasoning to being on three different kinds of fields. The first in early adolescence resembles a checkerboard with an uphill slope. The adolescent who thinks according to a step-by-step sequence can see the future as only a few jumps ahead—beginning with the party on Friday, then moving to a T.V. roundtable s/he will be part of at school in two weeks, and ending with vacation plans which are set for two months away. The last time is still vague, while beyond lies an unanticipated horizon like the top of the hill.

[3]Ruth M. Beard, *An Outline of Piaget's Developmental Psychology for Students and Teachers* (New York: New American Library, Mentor Books 3, 1969), pp. 105f.

Middle Adolescence

Somewhere between the adolescent's thirteenth and fifteenth year, the hoirzon begins to jump ahead. The future begins to resemble a large chess board upon which a large number of players seem to slide back and forth. To see this new field come into focus can sometimes be quite a lonely or frightening experience for a growing youth. Beyond the coming date, or project, lies the end of high school, a career and marriage, like shadows in the distance. Instead of moving step-by-step, a young person's view shifts back and forth as s/he starts to make comparisons between what lies ahead and what can happen now. "If I perfect my stroke now during high school, could I become part of the team in college?" "Do I plan on going to college?" The focus on these and other 'near future' questions seems often to sharpen during the junior year of high school.

Late Adolescence

Obviously, the focus that young people have upon the near future in the later years of high school differs considerably. Some seem to draw no parallels between present and future, while others are beginning to draw a variety of enlightening parallels. They may be asking guidance concerning what lies ahead; but the range of their view rarely lies beyond college or the first job. And where the future is anticipated, a youth's focus stays upon a very limited number of choices or events. This view of the larger field with its limited focus of five or so years, and its scanning of only a couple of related events at any one time, seems to characterize many young college students as well as high schoolers. For some, the field is larger and more complex than others. The development of formal reasoning seems to come about slowly for many youth.[4] Even when it does, their view of the future may shift back and forth between the checkerboard view and the larger chessboard field where people and possibilities appear in the future like a road opening-out.

Early Adult

Toward the mid-college years, or end of high school for some youth, a new prospect opens for viewing the future—one that has more the contour of a three-dimensional field. The distance to which the view from the window reaches into the future varies considerably for different youth. For many, it would appear that perhaps the distance remains focused toward the "near-future"; but the contour shifts within the focus itself. In addition to seeing back and forth from one future event to another, and up and back between the immediate future and the 'near future,' a young man or woman begins to take a view up and down, so that present events begin to be related to those of the past and the limit or ending of near future events such as job or time for having children is anticipated. This lateral perspective also sharpens a youth's sensitivity toward how other persons are viewing the future: and it strongly sharpens their own sense of drama about what their future may or may not hold.

So far, I have placed considerable emphasis upon changes in reasoning to account for shifts in an adolescent's awareness of the future. This is because I am assuming that shifts in a person's ability to see into the future are directly related to changes in reasoning. However, there appear to be other influences which contribute in an equally important but different way to a youth's ability to anticipate, plan and step confidently into choices affecting the future.

INFLUENCES ON FUTURE-ORIENTATION

There are at least three important influences from an adolescent's previous relationships and upbringing that affect his/her future-orientation. The first is the way in which previous upbringing, especially family, have affected the range of the person's social awareness and political interests. The person's interests act as a compass to focus him/her on specific objects seen from the window. The person's values may either narrow or broaden the range of his/her view, as occurs, for example, when the individual's sense of justice carries beyond family and

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[4]Deanna Kuhn, J. Langer, Lawrence Kohlberg, and Norma Hahn, "The Development of Formal Operations in Logical and Moral Judgment," *Genetic Psychology Monographs*, 95 (1977), pp. 9f.

peers to one's sex or race. The second influence is the extent to which a person's interpersonal abilities enable him/her to take the viewpoints of both peers and authorities in interactions with these. It is this influence that focuses the future as one among many rather than as a one-dimensional view of "me out there." The third influence is the degree to which a person is inclined to take action independently of peers with respect to different rules or choices.[5] This capability is what removes the glass from the window so that the individual sees the future as clear and actual as opposed to vague and indistinct—a road to follow rather than a field to admire.

The weight of these influences is easier to consider if we return to the choice facing the young woman whom I mentioned in the beginning. Her view of the future at the time she consulted the counselor about a career in medicine seems possibly to have resembled the chess-board field. She was looking into a choice occurring in her near-future. While she was well aware of her own interest in medicine, her parents' reaction to it coupled perhaps with her own timidity were holding her back from acting upon it. Her ownership of the interest was still a matter she was deliberating. Whatever her ability to take the viewpoint of others, in this situation she was unable to explore her own point of view in a way that could further her choice. Nor was she able to act independently of the counselor's advice when he emphasized the importance of her interest in marriage and the possibility of compromising it. Rather than stimulating her reasoning further, these influences inhibited her from deliberating over her choice with her previous awareness of the future. In the face of opposition, she felt compelled to put aside her preference. At this point, she laid aside career plans and focused her efforts upon planning for marriage.

After marriage, she once again began to consider a career and this time turned her consideration toward an interest in child development and family life. This was the interest she held at the time when she entered the class. From the start until now, her interest in medicine had first been inhibited, then substituted into another area, and finally revived. From the perspective of her ability to reason, she could likely have been reasoning formally, drawing parallels to hypothesize a career option still quite rare for a married woman. It was the delicate choice she faced of synthesizing two important roles in the face of conflict that formed her dilemma.

SUPPORT FOR ROLE-SYNTHESIS

The three influences of social background, empathy, and independent initiative which I have mentioned, all directly affect the individual youth's capability for role-synthesis or relationship choice. Thus, a student who loses support from models in his/her background or lacks opportunity to express the more cherished interests will find his/her anticipation of choice limited. Similarly, if a person's empathy toward difficulties in a given choice is not matched by encouragement from authorities or models, s/he may be limited to assuming a role—at least temporarily in a stereotypic or conventional way. Finally, the direction of role choices can be powerfully influenced by the young person's dependence upon cues from his/her peers. Whether a student reacts against these cues, conforms to them, or faces them step by step, the peers act as "players in the foreground" who sometimes mirror the secret thoughts of adult models, or else provide changed responses to the new events which their generation must face head on.

Social support from counselors or teachers encourages empathy in role testing and rehearsal. Providing pressures from others does not limit options, the person's capacity for deliberating over roles will heighten anticipation of synthesis and future choice. In the case already mentioned, the encouragement my comment provided was adequate to renew the woman's deliberation. Her reaching for social support contributed considerably to reviving her creative consideration of the possibilities of combining marriage and a career in professional medicine. This role-synthesis results from a delicate balance of a creative deliberation, social support, and opportunities consistent with a person's values and the role-orientation from previous upbringing.

Once the process of teaching or counseling is underway, the teacher or counselor has two other considerations to face while encouraging the adolescent's deliberation over future

[5]Robert Hogan, "Moral Conduct and Moral Character: A Psychological Perspective," *Psychological Bulletin,* 79(4) (1973), 217-230.

alternatives. The first concerns the adolescent's own ability for sensitively deliberating over decisions of considerable importance. This capability can be tested both in relation to the adolescent's upbringing and to the esteem s/he feels in considering a choice.

Ways to Support Role Synthesis

In choosing a career or change in family role, as is true of a man whose father may have spent considerable energy on work away from his family or a woman whose mother was always home, a person can be considered a pioneer if s/he is undertaking a role-synthesis that combines or balances these two options. Any such role-synthesis for which there was no precedent or model in a person's upbringing requires some degree of pioneering. In considering such options, an educator can offer support by describing the ambivalence a person will likely feel. This can be done by commenting to an individual or group, "Of course, it makes sense that if you've never seen your father around home or have never had the benefit of seeing the way a man interacts with his children, that you may feel a bit clumsy at first. Don't hesitate to feel comfortable clumsy. It doesn't mean that you will turn out any less able to give your children the care they will appreciate." Such remarks can sometimes open the way to further consideration of the logic involved in the ambiguity of pioneering.

More delicate are the negative influences that may exist as pressures upon a student to dissuade him/her from deliberating over a preferable synthesis of choices. If a woman has a deep interest in developing a talent, but feels pulled away from it after being consistently enjoined to place domestic responsibilities always first, sometimes it is possible to surface these pressures by asking the person to relate her main concerns both in relation to the talent and the responsibilities. Those injunctions which most lead the person to discount her abilities or to express anxiety over choice are the ones to be considered as a focus for counseling or further discussion.

A second consideration concerns the teacher's or counselor's own orientation to the future. A client-centered, analytic, or behavioral approach does not inevitably imply that an educator is sensitive to the potential involved in considering student's time perspective in the choices s/he is facing. Hope is a strength that comes from being able (1) to imagine with someone what possibilities for choice lie ahead, (2) to build the intention sufficient to endure the pressure or pain necessary (3) to synthesize those acts that achieve it. Just as reason throws light on a student's future, it is hope joined to the inspiration of an educator that provides the student with confidence to walk while there is light into his/her future.

FUNDAMENTALS OF CHILD GUIDANCE

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Tim has made a train with blocks. Sally comes by the table and picks up two of his blocks. Tim says, "Don't Sally; I'm making a train." He replaces the blocks, but Sally picks some of them up again. Tim hits her. She begins to cry.

What does an adult do? The purpose of this article is to provide home economics teachers with a variety of child guidance techniques and suggestions for teaching them in the classroom.

DEFINING CHILD GUIDANCE

Child guidance has been defined in a multitude of ways. Hildebrand offers a general definition of guidance: "anything an adult says or does that directly or indirectly influences a child."[1] An alternative definition is a planned program in which the adult provides the kinds of experiences a child needs in order to enjoy living.

Talking about child guidance becomes more difficult when we realize that each person's ideas about child guidance originated from his/her own parents and his/her childhood experience of discipline. These parental methods of guidance are often firmly implanted in a person's mind.

Students will therefore gain insight into what guidance means to them by recalling their parents' methods. They can then discuss why they would like to use some techniques with their own children and why they would like to abandon some. To encourage this type of discussion the teacher can show the students a picture from a magazine in which a child is misbehaving and ask "how would your parents have handled this," and "how would you handle it?"

SELECTION OF TECHNIQUES

How to handle a particular child guidance situation is more complex than it may appear. When selecting a technique one needs to take into consideration the setting, what the particular child is like and the personality of the adult.

What is the Setting?

If a child is having a temper tantrum in the living room, it may be handled one way. But, if the child is having a tantrum in the grocery store check out lane a different technique may be used in order to avoid disrupting other people in the store. Students could discuss how different situations would affect the technique used.

What is the Particular Child Like?

We have been repeatedly exposed to the belief that both parents and teachers have tremendous influences on a child's behavior; but rarely do we examine the fact that children have a powerful impact upon adults as well. There is a tendency to guide the husky "all boy" in one way, the "sweet little girl" in another, and the sickly thin-looking child still differently. Developing an awareness of how the child affects the selection of our guidance can help us to improve our techniques and to use them more effectively.

The age or developmental level of a child gives us a useful basis for decision making regarding guidance. In fact, Ilg and Ames[2] suggest the concept of developmental guidance.

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[1]Verna Hildebrand, *Guiding Young-Children* (New York: Macmillan, 1975), p. 57.
[2]Frances Ilg and Louis Ames, *Child Behavior* (New York: Harper-Brothers, 1955), p. 340.

Developmental guidance involves using knowledge about the child's age or development in selecting guidance techniques. An illustration of developmental guidance might be that with a two-year-old more direct touching and physical guidance would be used, whereas with a five-year-old, more verbal guidance would be effective.

The child's personality or temperament will also greatly affect child guidance techniques. Some children are exceptionally sensitive to approval or disapproval from adults. Simply frowning at the child is all that is needed to correct or stop a behavior and smiling is all the encouragement s/he needs. Other children are not affected at all by this technique.

Many other factors that the child brings into the situation also affect guidance. Students can develop an awareness of this by looking at pictures of children or children in a nursery school and listing how and why they might react differently to different children.

What is the Adult's Personality?

An adult, to feel at ease in child guidance, will find it necessary to acquire techniques in keeping with his/her personality. This is one reason why giving alternative techniques for a particular guidance situation is helpful.

The adult's self-concept also plays a paramount part in discipline. Does s/he feel good about her/himself? If not, the adult will probably have difficulty helping children feel good about themselves. Writing a short description of why they could be a significant adult in children's lives can help students examine this idea.

TYPES AND TECHNIQUES OF CHILD GUIDANCE

To recapitulate, child guidance involves many variables. Child guidance can be most easily discussed by dividing guidance into two main categories, direct and indirect. Direct guidance involves verbal and physical methods, in other words, direct involvement with the child. Indirect guidance involves working with the child's environment, for example room arrangement.

Direct Guidance

Direct physical guidance involves touching, holding, hugging, and leading the child. Some specific examples of *direct physical guidance* according to Hildebrand[3] are:

1. Moael the desired behavior or skill.
2. Lead, don't pull, child by the hand to give direction, reassurance, or assistance.
3. Restrain the child where necessary to protect him/her or others.
4. Get down to eye level and use meaningful gestures.
5. Use body language to help the child feel good about him/herself.

To demonstrate the importance of physical guidance, have the students sit on the floor and describe their new perspective of the room. Then have one student stand and converse with the "child" on the floor. Then have the adult bend down on the child's level and have another conversation. Discuss the two conversations from both the adult's and child's point of view.

Direct verbal guidance is the use of words to influence a child. Verbal guidance should be brief, firm and positive. The following examples may be helpful.

Say	*Avoid*
Sit down when you slide.	Don't stand up when you slide.
Dig in the sand.	Don't throw the sand.
Climb down the ladder.	Don't jump off the ladder.
Talk in a quiet voice.	Don't shout.

[3]Verna Hildebrand, *Guiding Young-Children* (New York: Macmillan, 1975), p. 86.

Students can make up their own lists of "do statements" to use with young children. Other verbal guidance techniques to consider are:

1. Use short, to-the-point sentences that the child can understand.
2. Place the action part of the directions at the beginning of the sentence.
3. Give only one direction at a time for very young children.
4. Make it clear whether the child has a choice.
5. Avoid chatter and talking down to children.

Students could role play situations in which they used the above techniques.

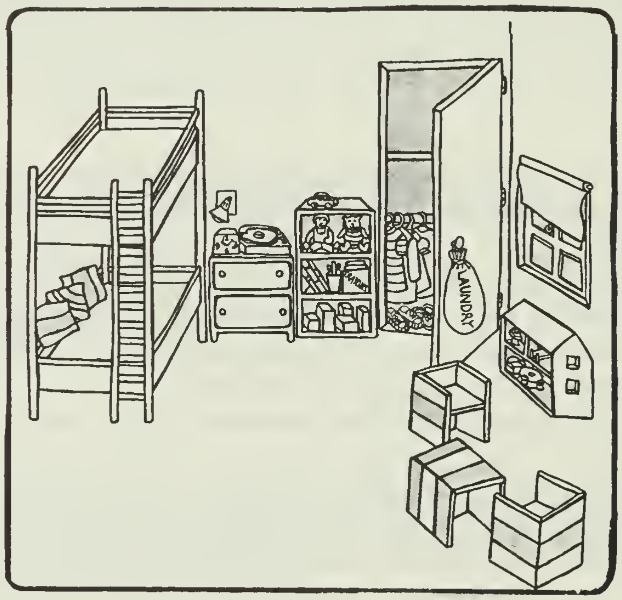
Indirect Guidance

Indirect guidance, which involves manipulation of the child's environment in order to promote positive behavior, is the easier of the two forms of guidance to use since it involves working with space rather than a child. Therefore, it is advantageous to employ indirect guidance prior to direct if possible. Some common indirect techniques are:

1. Arrange the room so children know what is appropriate behavior for the space. For example, one area is for quiet activities, another for active.
2. Invite participation by arranging the room in an interesting fashion. A book out and open or a doll half dressed.
3. Select and arrange materials so children can use them safely and independently.
4. Place all dangerous materials out of children's reach.
5. Provide a variety of toys and materials so that every child can find something interesting to do.

Students can analyze the drawing of a child's room in terms of indirect guidance.

Knowledge of techniques is just the beginning of positive child guidance. Applying the techniques in a warm, helpful, humanistic manner is the means to the final goal, that of a child who can discipline him/herself.



IDENTIFY INDIRECT TECHNIQUES

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OBSERVING SOCIAL PLAY:

AN APPROACH TO TEACHING RESEARCH

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Teachers can involve high school students in making observations similar to those in well-known child development studies and thereby increase their students' understanding of the behavior involved and of the ways in which scientific knowledge is created. The particular situation in which observations are made, whether for example, a playground or a nursery school, is often not as important as the process of learning by doing. High school students can learn about children and child development research by doing observations of children and comparing their results with those of the researchers. The classic study by Parten[1] on social play and a recent replication by Barnes[2] lend themselves to this approach and also allow students to examine whether there are changing patterns in children's play.

Although there are many different ideas about the purposes of play in the development of the child, a widely accepted view is that play satisfies the child's need to deal effectively with the social and physical environment.[3] Through social play the child comes to learn how to interact effectively with others. Since the classic study by Parten in 1932, generations of students have learned about her categories of social play and changes in patterns of social play as the child develops.

ORIGINAL STUDY

In her study of 34 nursery school children between the ages of two and five, Parten found that social participation increased with the child's age. She classified and scored the children's play activity according to six categories: unoccupied behavior, solitary play, onlooker behavior, parallel play, associative play, and cooperative play (see Figure 1). The older children that Parten observed spent more time in associative and cooperative play and less time in unoccupied, solitary and onlooker behavior. Parten's description of social play gained general acceptance and has been widely used in introductory child development textbooks. It has often been used in a normative way to describe children's predominant play preference at a particular age.

REPLICATION STUDY

In a replication of Parten's study published in 1971, Barnes reported several differences from the original study. He reported that three and four year olds display significantly more unoccupied, solitary and onlooker activity and significantly less associative and cooperative play than Parten found in her original study. Barnes suggests that considerable caution be exercised in using Parten's data in a normative fashion. According to Barnes, the present play behavior of preschool children is much less social than it was 40 years ago.

Barnes offers several possible explanations: present day children spend more time watching TV and less time playing with other children, modern toys are more conducive to solitary play than the simpler ones of the past; and children of today grow up in smaller families with less opportunity to play with brothers and sisters.

Have patterns of children's social play really changed over the years? Or, are these reported differences simply reflections of the different settings and type of children involved? Both studies used relatively small numbers of children (34 for Parten and 42 for Barnes). Further, the preschoolers used in the Barnes study were all Canadian whereas American children were used in the Parten study. The dilemma presented by the contrasting reports provides the opportunity to get students involved in making their own observations on social play.

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[1]Parten, M. B., "Social Participation among Preschool Children," *Journal of Abnormal and Social Psychology*, 27 (1932), 243-269.
[2]Barnes, K., "Preschool Play Norms: A Replication," *Developmental Psychology*, 5 (1971), 99-103.
[3]Piaget, J., *Play, Dreams and Imitation* (New York: Norton, 1962).

U—Unoccupied Behavior. The child apparently is not playing at all, at least not in the usual sense, but occupies himself with watching anything which happens to be of momentary interest. When there is nothing exciting around, follows the teacher, or sits in one spot glancing around the room.

S—Solitary Play. The child plays alone and independently with toys that are *different* from those used by the children within speaking distance and *makes no effort to get close* to or speak to the other children. His interest is centered upon his own activity, and he pursues it without reference to what others are doing.

O—Onlooker Behavior. The child spends most of his time watching the others play. He often talks to the playing children, asks questions, or gives suggestions, but does not enter into the play himself. He stands or sits within speaking distance of the group so that he can see and hear all that is taking place. Thus he differs from the unoccupied child, who notices anything that happens to be exciting and is not especially interested in groups of children.

P—Parallel Play. The child plays independently, but the activity he chooses naturally brings him among other children. He plays with toys which are like those which the children around him are using, but he plays with toys as he sees fit and does not try to influence the activity of the children near him. Thus he plays *beside* rather than *with* the other children.

A—Associative play. The child plays with other children. There is borrowing and lending of play material; following one another with trains and wagons; mild attempts to control which children may or may not play in the groups. All engage in similar if not identical activity; there is no division of labor and no organization of activity. Each child acts as he wishes, does not subordinate his interests to the group.

C—Cooperative or Organized Supplementary Play. The child plays in a group that is organized for the purpose of making some material product, of striving to attain some competitive goal, of dramatizing situations of adult or group life, or of playing formal games. There is a marked sense of belonging or not belonging to the group. The control of the group situation is in the hands of one or two members, who direct the activity of the others. The goal as well as the method of attaining it necessitate a division of labor, the taking of different roles by the various group members, and the organization of activity so that the efforts of one child are supplemented by those of another.

FIGURE 1. Categories of Social Play (from Parten, 1932)

STUDENT STUDY

During two successive semesters students in an introductory child development class made systematic observations on social play in the laboratory nursery school at the University of Wisconsin-Stout using the Parten categories and procedures. A time-sampling method of observation was used. Each student observed two children for five one-minute time periods in each of two different age groups. A total of about 1200 1-minute units with at least 20 children in each age group were obtained. (See Figure 2 for a sample of the score sheet.) The data for the classes were combined to yield the information presented in Figure 3. As in the Parten study, a decrease in the amount of solitary and parallel play and an increase in associative and cooperative play from the younger age groups to the older age groups was observed.

Comparisons of these data with those by Parten and Barnes for 3 and 4 year olds indicate that these findings are more similar to Parten's for the amount of solitary and cooperative play observed than to that reported by Barnes (see Figure 4). Thus, conclusions that children today are less social than children 40 years ago do not generalize to all present-day preschool settings.

Research findings may be specific to the particular setting or type of children involved and should not be overgeneralized. The complexity of children's play is only beginning to be understood and there must be more study before we can confidently discuss the normative play behaviors of present-day children.[4],[5] For example, the solitary play of young children

[4]Rubin, K. H., Maioni, T. L., and Hornung, M., "Free Play Behavior in Middle- and Lower-Class Preschoolers: Parten and Piaget Revisited," *Child Development*, 47 (1976), 414-419.

[5]Rubin, K. H., "Play Behaviors of Young Children," *Young Children*, September 1977, pp. 16-24.

Age Group ______________

Categories

Observation Period	CHILD, SEX, AGE	U	S	O	P	A	C	Description of Activity
1	eg. Jimmy 4 yr. 8 mo.							
	eg. Susan 4 yr. 5 mo.							
2	Jimmy							
	Susan							

(Continue for five 1-minute observation periods.)

FIGURE 2. Sample Score Sheet for Observation of Social Play

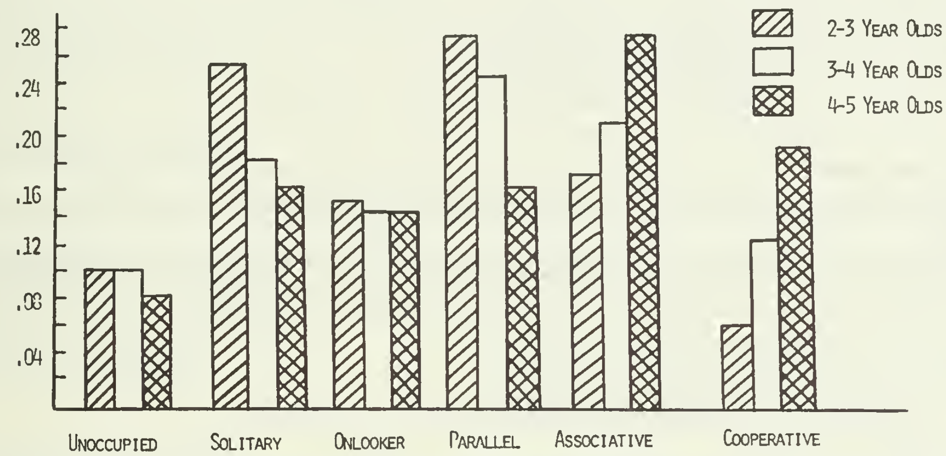

FIGURE 3. Percentage of Time Spent in Types of Social Play (University of Wisconsin-Stout, 1977)

	3 and 4 Year Olds		
Play Category	**Parten**	**Barnes**	**UW-Stout Classes**
Unoccupied	4%	6%	10%
Solitary	18	27	18
Onlooker	8	18	14
Parallel	32	24	24
Associative	23	19	21
Cooperative	16	6	13

FIGURE 4. Percentage of Social Play Categories for Parten, Barnes, and UW-Stout Classes

does not always indicate immaturity and dependence.[6],[7] Some solitary play reflects goal-directed and educational or constructive activity. Rubin *et al.*[8] suggest that parallel, and not solitary, play is the least mature form of a combined social-cognitive play hierarchy.

CONCLUSION

Class discussions with students about their findings and related work revealed that students learned first-hand how at least some research data are obtained. They also discussed the limitations of such information and the importance of factors such as time, setting, number of children involved and observer reliability in interpreting data from research studies. This "teaching research" approach lends itself to many of the findings that are reported in textbooks, journals and magazines and helps students to develop critical thinking skills.

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[6]Moore, N. V., Evertson, C. M., and Brophy, J. E., "Solitary Play: Some Functional Reconsiderations," *Developmental Psychology*, 10 (1974), 830-834.

[7]Strom, R. D., "The Merits of Solitary Play," *Childhood Education*, January 1976, pp. 52-53.

[8]Rubin *et al.*, *op. cit.*, p. 418.

PLANNING A CHILD DEVELOPMENT LABORATORY FOR SECONDARY SCHOOLS

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Why Education in Child Development?

As a result of the uncertainties produced by changes in society, being a parent is a very confusing assignment. Parenthood is one of the most important roles in life. Yet, parenthood is the role for which youth is given the least amount of training.

It is a myth to say that the United States is a child-oriented society. Our nation, the most technologically advanced in the world, exhibits massive shortcomings related to children. Illustrating this is the fact that the United States is not included in the top ten nations with the lowest infant mortality rate. Thousands of women are not receiving adequate prenatal care and have never been apprised of the importance of health during this period.

The smaller family will deprive many students of a model for child rearing and responsibilities for caring and guiding young family members. Fifty years ago, one-half of the families included an extra adult.[1] This is no longer true today. Thus, families have lost not only wisdom but the daily support from the older and more experienced members of society. As a result of these changes, many people's basic commitment to child rearing is being shaken by feelings of inadequacy.

Previously it was thought that there was a *best* way to nurture young children. As a result of a disappearance of widely held values and standards, today there are many questions raised that our grandparents did not have to face.

What Are the Steps in Planning a Child Development Laboratory?

In designing a child development laboratory, home economics teachers need to:
1. obtain administrative approval
2. establish objectives for the laboratory and prepare the secondary students
3. set up and implement the laboratory
4. evaluate the laboratory program.

What Facts Are Necessary to Provide to Your Administrator(s)?

To secure administrative approval for the addition or expansion of an existing program, it is necessary to prepare the facts for your administrator. Facts supporting the need for a child development program in the high school with subsequent implications are as follows:

Facts	*Implications*
Almost half of all mothers work outside the home.[2]	If the economic pressures continue and more wives go to work, families need to be aware of the desired characteristics of a substitute to provide for the "needs" of their child(ren).
Sixty million Americans became parents in 1975.[3]	If six million Americans will give birth this year, they will need sufficient preparation for parenthood to make decisions related to the socialization of their child(ren) and families.

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[1]Gladys Gardner Jenkins, "The Single Parent Family—An Over-view," in *Single Parent Family Proceedings*, ed. by Susan Burden, Peggy Houston, Eva Kripke, Roger Simpson, and W. Fred Stultz (Iowa City, Iowa: The University of Iowa, 1976), p. 11.

[2]*America's Children 1976* (National Council of Organizations for Children and Youth, June 1976), p. 53.

[3]"Eleven Million Teenagers: What Can Be Done About the Epedemic of Adolescence Programs in the United States," ed. by Alan Guttmacher Institute (New York: Planned Parenthood Federation of America, 1976), p. 5.

Juvenile delinquency rates are soaring.[4]	Knowledge of how to create a supportive environment for families may reduce juvenile delinquency.
Two out of five children born in the 1970's will live for some period with a single parent.[5]	If responsibilities for parenting are increasingly falling on a single parent, both male and female students need help in preparing for family living.
One out of every ten 17-year-old females is a mother.[6]	17-year-old mothers need assistance in accepting responsibilities for the parent role.
Research indicates an increasing amount of child abuse.[7]	Preparation for family living may help prevent child abuse.
At least 11.4 million children under the age of 18 have emotional problems.[8]	If emotional problems are to be prevented, emphasis on the role of development is crucial.
Population continues to grow with inadequate provisions for child care.[9]	If the need for child care personnel outside the home is increasing, more trained personnel will be required.

How Is the Laboratory Set Up?

Basically, there are four essential steps which should be included in the development of a program for young children with observation and participation experiences for secondary students. These include the following:

First, plan the lab goals.	What is the purpose of your program? What are the children's needs? What are your students' needs?
Second, plan the daily schedule.	What proportion of activities are teacher directed as opposed to child directed or selected? How many learning activiaties? Which learning activities are appropriate for young children?
Third, plan learning activites that complement goals for the lab.	
Fourth, arrange the facility to complement goals, daily schedule, and activities.	

What Are the Objectives for Secondary Students?

- Develop the ability to make decisions related to the major questions facing families.
- Acquire increased compassion for one's own family.
- Develop parenting skills and guidance techniques.
- Clarify one's attitude toward children.
- Develop a clearer self-understanding through the observation of children's behavior.
- Relate needs and problems of children to adolescence.

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[4]Edward F. Zigler, "The Unmet Needs of America's Children," *Readings in Early Childhood Education 77/78* (Guilford, Ct.: Dushkin Publishing Group, Inc., 1977), p. 34.

[5]M. J. Bane, "Marital Disruption and the Lives of Children," *Journal of Social Issues* (Winter, 1976), 109.

[6]*Children Out of School in America,* A Report by the Children's Defense Fund of the Washington Research Project, Inc., 1974, p. 68.

[7]*America's Children 1976* (National Council of Organizations for Children and Youth, June 1976), p. 83.

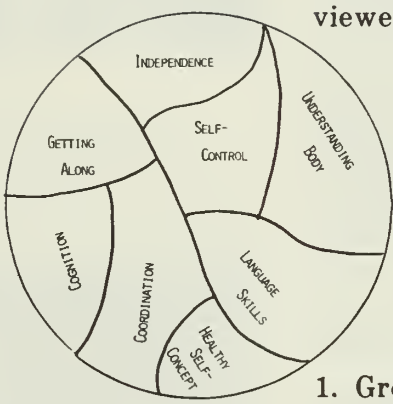
[8]Matt Clark, "Troubled Children: The Quest for Help," *Readings in Human Development 77/78* (Guilford, Ct.: Dushkin Publishing Group, Inc., 1977), p. 167.

[9]Marilyn Rauth, "A Long Road to an Unresolved Problem," *Readings in Human Development 77/78* (Guilford, Ct.: Dushkin Publishing Group, Inc., 1977), pp. 106-114.

- Identify the stages of child development.
- Observe preschool children at play in order to understand better their physical, emotional, social and intellectual development.
- Observe the interrelatedness of the developmental process.
- Relate the needs and problems of the preschool children in the laboratory to the home setting.
- Develop teaching skills for child care.
- Observe a model in the classroom working with young children.
- Plan learning activities for the preschool child related to physical, social, emotional and intellectual development.
- Enhance self-worth by working with children.
- Explore child care vocations and professions.
- Accept responsibility as a member of the laboratory teaching staff.

How Is the Laboratory Planned?

In attempting to define objectives that would be most helpful to students, the concept of the developmental goals related to the whole child should be explored. These goals could be viewed as part of the child's world.



CHILD'S WORLD

Goals for Children	*Implications for the Children's Program*
1. Grow in independence	*Curriclum:* A variety of activities are needed so children can make choices and carry them out. *Guidance:* Student should give children the minimum amount of help to complete a task so the child may have maximum opportunity to grow in independence in the classroom and family setting.
2. Get along with others	*Curriculum:* A sufficient quantity of materials should be available to encourage cooperative play and sharing. *Guidance:* The student needs to protect the child until s/he is ready for social relationships outside the family.
3. Develop self-control	*Curriculum:* Select activities and equipment that are appropriate to the developmental level of children. *Guidance:* The students need to assist the child to develop acceptable means of expressing her/himself.
4. Understand his/her body	*Curriculum:* The daily schedule needs to include a time for snack and toileting. *Guidance:* The students need to consistently help the children become independent. They also need to help them acquire healthy attitudes toward their bodily needs. Children should look forward to eating, toileting, and resting and realize the comfort associated with these routines.

5. Develop large and small motor coordination	*Curriculum:* Activities and equipment that foster both large and fine motor development should be included in the daily program. *Guidance:* Students need to encourage coordination of activities and provide time to stimulate the children to practice these skills. Care should be taken so activities in this one area of development are not overtaxing and result in excessive demands on the child's self-control.
6. Develop cognition	*Curriculum:* Materials that promote concept development and encourage curiosity, thinking and gathering information must be included so the child may learn to understand and control his environment. *Guidance:* Students need to provide challenging activities that encourage a sense of wonder and curiosity.
7. Develop language skills	*Curriculum:* Materials to facilitate verbalization such as books, pictures, and puppets should be provided. *Guidance:* The students' language should be grammatically correct as they will be models and their behavior will be imitated by the children.
8. Develop a healthy self-concept	*Curriculum:* Materials should be developmentally appropriate for child in an attempt to prevent frustration. *Guidance:* Since the child needs to acquire a good feeling about her/himself, his family and his/her world, the teacher's responsibility is to make these experiences positive. Thus, the teacher's goal is to encourage positive feelings towards school, friends, teachers, learning, books, and family.

Using these goals as guidelines for planning a program for young children, all areas of child development will be fostered in the program—physical, emotional, social, and intellectual. If the child is to flourish and grow to his full potential, suitable experiences in all areas of development need to be provided.

To meet the goals for children, as well as the objectives for students, extensive planning and evaluating of the laboratory is required. Plans for the group of children need to be flexible. Within any given group of young children, there will be a wide range of skills, behaviors, and attitudes.

Room arrangements. Planning and arranging a facility is quite similar to preparing a floor plan and furnishing a house or apartment. By carefully planning the room arrangement the teacher and students facilitate the handling of children. This is a form of indirect guidance. For example, the children can learn favorable attitudes towards care of equipment. By locating the easel near the sink, the children can wipe up spills and wash brushes. Low shelves enable children to replace supplies and equipment.

The room should be set up in different centers or zones. One area would include blockbuilding. Blockbuilding provides the child with physical release, emotional release, creative expression and concepts of size and shapes. If blocks cannot be purchased, students can wrap brown paper around shoe boxes and/or empty tile boxes. Frequently students will need to spend several days selecting and making equipment.

A second area is the housekeeping and doll corner. This should include dress up clothes, old pocketbooks, table and chairs, toy dishes, pots, pans, and telephones for dramatic play.

A third area is for creative activities. This area would include an easel, brushes, paints, aprons, crayons, paper, paste, scissors, clay and tables and chairs.

An area for active play needs to be included. This area would include packing boxes, saw horse, wooden plank, etc. These materials can be collected from students, parents or at garage sales. Other people may be willing to construct these materials such as senior citizens, the industrial arts students, etc.

A final area would be designated specifically for quiet activities. Materials and equipment in this area would include a rug or table and chairs, books, puzzles, peg board, games, wooden spools to string and other small manipulative materials. These can all be made by the student.

Each learning center should have open storage for materials and equipment. Shelves and other storage areas can serve as dividers between learning centers at the same time they hold supplies. Care should be taken that shelves are low so the teacher and students can observe action in each area and also so children take out and put away materials.

It is important that active areas be separated from quiet areas in the room arrangement. For example, the block building and the active areas should be located away from the story corner.

In addition, provisions should be made for storing children's belongings and for eating. Lockers close to the entrance to the laboratory space provide a place for the child's belongings. Label the locker using the child's name, picture or symbol. If a program cannot afford lockers, hooks, backs of chairs, benches, etc., could be used. Eating space also needs to be considered for snacks which may be served by sitting down together or as an "open" snack if seating for the entire group of children is not available. "Open" snack allows children to come and go individually to the snack area at any time during the program.

Group size. In planning the program, it must be remembered that the school environment can help or hinder reaching the program goals for young children. Since behavior is caused, it is well to examine the school setting in relation to a child's behavior. The effect of group size on behavior of children is significant. A large group has less opportunity to work out its own problems and receives less individual guidance. Large groups also exhibit more aggressive behavior, greater excitement, more noise, and less permissive atmosphere. Therefore, it is recommended that there should be no more than 16 four-year-olds or 14 three-year-olds in a classroom.

Attention span. Another consideration in planning is the attention span of the group. Researchers claim that it is difficult to determine the attention span of children at different ages, but there is general agreement that a child's attention span for toys and materials increases with age. The range from 7 to 20 minutes has been identified for the preschool age. This time varies with the appropriateness of materials. Signals that tell a teacher to shift to another activity may include:

- a child who usually plays cooperatively becoming at odds with the group
- the child who is skillful in carrying, suddenly dropping equipment and/or materials
- the child who usually shares and takes turns being no longer willing to do so and insisting on being possessive
- interactions among the children becoming generally ineffective.

Schedule. The schedule developed for a child development lab will depend upon: purpose of laboratory, the length of class periods, the needs of the children, the facilities, and the number of home economics students participating in the lab. Guidelines for scheduling include six points.

1. Any program lasting over two hours should include: active play, quiet play, toileting and washing, and nourishment.
2. A program should begin and end with self-selected activities (free play).
3. A fixed schedule for the program gives a child confidence because s/he will know what to expect.
4. Flexibility is needed in changing plans due to weather.
5. A balance of vigorous activities followed by quiet activities is recommended.
6. During the self-selected activity period, the children will be provided the opportunity to work individually and in small group within the room. (The largest part of a child's day should be self-selected. This may include interacting with blocks, dramatic play, art material, puzzles, listening to a story, etc.)

Transition. Transition times between activities should be planned carefully. By advising children a few minutes prior to a change in activities, children can complete projects or terminate activities. A skilled teacher plans just what s/he expects the children to do and states directions utilizing clear, simple language, and in the expected sequence. If the planning is adequate, the children will move with ease through routines, will know what comes next and will not have to wait. If the children are just beginning to use new materials, allow them extra time which will give them a feeling of greater satisfaction.

The child's belongings, art projects, etc., need to be readied for his/her departure. Having things ready helps students to avoid the strain of looking for possessions that cannot be found, and helps to insure a smooth and happy departure for children.

Model. The nursery school gives you the opportunity to translate the statements you have made about child development and guidance into practice. Throughout the time the children are in your lab, you are the model for the high school students demonstrating what to do in various situations, e.g.:

- what to do if Billy cries when his mother leaves?
- how to make the transition from self-selected activities to story time.
- what to do when Sally refuses to come to story?
- how to introduce a story at group time.
- how to assist Tommy in accepting classroom rules.

In summary, it will be your responsibility to demonstrate positive interaction techniques in the laboratory for your students so that they improve their parenting skills.

What Considerations Are Necessary for Evaluation?

One of the most important aspects for students at the end of the day or before the next laboratory period with children, will be evaluation. In evaluating the student's daily planning and program for the children, check to see that the following questions can be answered positively for a well-balanced program.

1. Was the day planned with large blocks of time which could be flexible so that the day flowed through from activity to activity without any feelings of a break or tension?
2. Was there a balance of different types of activities including individual self-selected activities and group activities?
3. Were the activities related to the development level of the children, therefore, minimizing frustrations?
4. Was the schedule of activities familiar enough in terms of routine activity and learning to give the child a sense of security?
5. Were the periods kept short when the child was to sit in one place?

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TEACHING TECHNIQUES FOR THE DUAL ROLE

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Since so many students will be involved in dual work or dual career families, it is important that they carefully examine the dual role and how this will affect their lives. Three teaching techniques I have found useful to stimulate class discussions are the "My Best Guestimate" quiz, the dual role values continuum and the dual role implications chart.

MY BEST GUESTIMATE QUIZ

To stimulate interest in the dual role unit and to give a more accurate view of the number of working women, I developed a quiz called "My Best Guestimate." It can be given to students prior to reading assignments or lectures on the topic. After students complete the quiz under the MBG section the teacher asks students to call out their guesses on each question similar to the way an auction is conducted. By raising and lowering his/her hand or by making comments such as "higher" or "lower," the teacher encourages students to share their guesses until the exact answer is named. Then students fill in the actual column. Answers to the quiz are based on U.S. Department of Labor statistics.[1]

MY BEST GUESTIMATE QUIZ*

WORKING WOMEN

	MBG*	Actual
1. In 1870, what percent of all women were employed?	______%	______%
2. In 1930, what percent of all women were employed?	______%	______%
3. In 1977 what percent of all women work?	______%	______%
4. What percent of women with children under age 6 worked in 1970?	______%	______%
5. What percent of women with children under age 6 worked in 1975?	______%	______%
6. What percent of mothers married to husbands who earn $5,000 to $7,000 a year work?	______%	______%
7. What percent of mothers married to husbands who earn over $10,000 a year work?	______%	______%
8. Of all homes in the broad earnings bracket between $15,000 and $50,000, what percent contain a working wife?	______%	______%
9. What percent of all women and girls who are 16 years and older are in the labor force?	______%	______%
10. How many million women are in the labor force in 1977?	______	______

SCORE
9 to 10 correct = "Super Star" award
6 to 8 correct = "Bright Star" award
3 to 5 correct = "Not Bad" award
1 to 2 correct = "Burned Out Candle" award

Answers to Quiz

1. 15%	6. 41%
2. 22%	7. 32.5%
3. 42%	8. 55%
4. 29%	9. 48%
5. 36%	10. 39,719,000

[1] "Women: Their Impact Grows in the Job Market," *U.S. News and World Report,* June 6, 1977.

Questions 1, 2, and 3 are designed to point to the increase in employment of women. Also these questions indicate that a portion of U.S. women have been in the labor market since 100 years ago.

In discussing questions 4 and 5 the teacher can highlight the fact that women with children under age 6 are the fastest growing group of women in the labor market.

Questions 6 and 7 relate to income of the husbands and whether a woman works or not. Question 8 indicates the importance of the mother working in attaining a higher family income bracket.

The total extent of women in the labor force is emphasized by questions 9 and 10.

Each student is to compute the score. If the guess was within 5 percentage points either way from the actual statistic, the score is allowed.

DUAL ROLE VALUES CONTINUUM

The second technique to stimulate discussion on dual roles is the popular exercise called the values continuum.[2] First, students are asked to indicate a number on paper between 1 and 100 which represents how they feel about various concepts such as work, child care, competition, etc. Secondly, they are requested to take their place on a continuum between opposite walls in the room. In the third step, students are asked to look around them and observe their position in relation to others in the group. In the last step of the exercise, each student is asked to tell why s/he chose this particular position.

Six dual role exercises follow.

A. What kind of worker are you?

1. 100

Working Wanda or Willard

Jumps out of bed and dashes to work at 7:00 A.M. and works diligently until 5:00. Works many hours past "working hours." Receives a great deal of satisfaction from the job.

Motionless Mary or Marvin

Works only when has to: would rather lounge. Never works extra hours beyond 8:00-4:00. Gets no satisfaction from job.

B. How do you feel about taking care of your child?

1. 100

Cycle Sally or Sam

Throws "Junior" on back in a carrier and takes off on a motor bike.

Gloves Gladys or Gary

Always pampering "Junior" and hasn't gone out since he arrived 4 months ago.

C. What kind of housekeeper are you?

1. 100

Meticulous Mark or Martha

Always washes hands before starting dinner. Keeps kitchen orderly and neat. Wraps food carefully before storing. Knows the importance of organization and neatness in developing good work habits.

Messy Mary or Larry

Never is concerned with cleaning work areas. Leaves food to spoil because of improper storage techniques. Never organizes work time so must rush to get work done.

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[2]S. B. Simon, L. W. Howe, and H. Kirschenbaum, *Values Clarification* (New York: Hart Publishing Company, 1972), pp. 116-126.

D. How do you feel about men's roles and housework?

1. 100

Domestic Dan	*Hands-off Harry*
(Shoos wife out of kitchen. Does the cooking and cleaning all the time.)	(Neither cleaning nor cooking nor plumbing problems are seen by Harry. Wife does it all.)

E. How much do you want from the family?

1. 100

Family is total life: completely dependent on family: no outside interests, etc.	Life mainly outside the family: completely indifferent to family

F. How do you feel about competition?

1. 100

Milktoast Milton or Millie	*Competitive Charlie or Carolyn*
Avoids any situation at work or at home where there is a chance to win or lose.	Will trample anyone at work or at home for the chance to win.

DUAL ROLE IMPLEMENTATION CHART

A third technique to be used at the end of a unit to help students draw conclusions and to see relationships is the dual role implications chart. Since many family life courses are taught on a semester basis and as an elective course, students enrolled in a family life course may need help in seeing how it ties in with the other areas of home economics. This synthesis activity helps students to understand how having a dual working/or dual career family affects the family's choices and influences their needs in relation to housing, child development, foods and nutrition, clothing and textiles and consumer education.

This chart can be completed in small groups or individually and used as a basis for discussion. Examples of possible implications are given on the chart. These examples may be given to students who have difficulty getting started on the activity. This same chart could be used with other family types such as the one parent family, the elderly couple, the young single person, the childless family, the extended family, etc.

WHAT IMPLICATIONS DOES HAVING A DUAL WORKER OR DUAL CAREER FAMILY HAVE IN RELATION TO THESE AREAS?

Home Economics Areas	Implications
Housing & equipment	ex. May need more equipment such as dishwasher, dryer, etc., to save time Lower the housekeeping standards
Foods and Nutrition	ex. May use more convenience foods Children or husbands may do much of food shopping
Clothing and Textiles	ex. May need easy-to-care-for clothing May not have much time for clothing construction
Consumer Education	ex. Need help in time management
Child Development	ex. Need good quality day care centers Fathers may assume more child care responsibilities

43 WAYS FOR HOME ECONOMISTS TO SAVE TIME

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In a recent survey of home economics teachers done by Spitze and Minish[1] in Illinois, lack of time was cited as the greatest obstacle to effective teaching. Time management skills are a need and a concern of many home economists. Graduate students at the University of Wisconsin-Stout were presented with the time management dilemma in a course on administration and organization of home economics. The students[2] shared several ideas and ways to become better consumers of time.

TIPS FOR WORK AND SCHOOL

1. You could plan each unit in its entirety so that an overall picture can be gained from the objectives and learning experiences. This enables preparation of class materials and eliminates last-minute frustration.
2. You could block out general units on your calendar so you are easily reminded where you planned to be in individual classes.
3. Integrating your units (for example, students in foods classes could prepare and refrigerate or freeze foods to be used during the preschool lab experience) might save time.
4. You could block out time for specific daily class activities.
5. Writing all assignments on the board saves having to keep reminding students. (If board space is minimal, having a cleanable transparency for each class may be helpful.)
6. Commuting time can be used for planning and creative thinking.
7. You might plan your planning time so time isn't repeatedly wasted while you get organized.
8. A list of "to do" items when going to the school office can save trips.
9. A list of "items to discuss" when meeting with the principal or your supervisor can save meetings.
0. Picking up mail at the *end* of a prep period avoids getting side-tracked the entire period.
1. You might try arriving at school ½ to 1 hour early to take care of tasks that require concentration and minimum interruptions. (Many people are more alert in the morning than afternoon.)
2. Correcting all papers at once makes it easier to assess grades and may save time. Students like to have them back as soon as possible and immediate feedback promotes learning.
3. Grocery shopping is a problem area for time management for many home economics teachers. Suggestions to ease this task include:
   a. shopping lists to follow the general layout of the grocery store.
   b. shopping for the entire week at one time.
   c. having the store deliver groceries if permitted by the school administration.
   d. calling in grocery orders. (If this is not possible in your community, you might drop off the grocery list before or after school and ask to have the order ready to pick up or be delivered at a specific time.)
   e. Utilizing aides or secretaries to call in grocery orders.
   f. having students or aides check grocery list and bills while shelving goods.
4. Equipment lists in kitchen units showing where equipment can be found and where it *should* be returned save everyone's time.
5. Storing resources where students have easy access and having rules to accompany their use can save time.

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[1]Hazel Taylor Spitze and Roberta Minish, "Why Don't We Teach As Well As We Know How?" *Illinois Teacher of ome Economics*, 21(1) (September/October 1977), 3-4.

[2]Students contributing ideas: Esther Ambe, Beverly Baum, Becky Hagen, Judy Harrison, Laurie Hittman, Nancy cDonald, Mary Meehan-Strub, Emily Minnichsoffer, Judy Nest, Candy Otto, Sue Russo, Sharlene Sivertson, Candy pencer, Ann Zander.

16. The "in-basket" and "out-basket" procedure for turning in and distributing class assignments may be helpful. Color coding the folers for each class makes location easier for you and the students.
17. Saving cut out letters from bulletin boards for re-use or using stick on letters can save time.
18. You might delegate some jobs to students if they can learn from them or be paid for their labor.
19. If students in clothing labs take a number when they need individual help, it may save your time and help the students feel assured of fairness in the order of giving help. It may also reduce noise level.
20. An organized file, categorized well with items easy to find, can save both time and temper.
21. A daily calendar with time blocked out for meetings, classes, etc., can avoid schedule conflicts.
22. Preparing several things for reproduction at once can save trips to the office machines.
23. Having all material for ordering or requisitions in one area can reduce motions and steps.
24. An address book on your desk with names and addresses you may need at school can save searching. (Don't forget repairmen!)
25. Making as many phone calls as possible in one block of time can save extra trips to the telephone.
26. Handling each piece of paper several times and/or postponing decisions can waste time.
27. Paraprofessionals, aides, and secretaries can type, file, make some phone calls, run some errands, take messages, etc.
28. Even an organized home economist has a bad day now and then, but there is always tomorrow.
29. Clearing your mind of work and/or family related problems before bed so you can sleep well can help you feel refreshed for a new day.
30. Taking a few minutes out of each day for "just you" can make you feel better and promote efficiency.

TIPS FOR HOME OR WORK

31. Putting important dates on your calendar immediately reduces likelihood of conflict or forgetting.
32. A large task doesn't seem so large if only part of it is done at one time. (Some people do general clean up in one room or area a day so that weekends are free of household chores.)
33. Setting time limits for tasks to be completed can reduce wasted time.
34. Deadlines to accomplish tasks may increase efficiency.
35. If you do the longest or hardest task first, the smaller tasks at the end will seem to go fast.
36. Making a list of jobs to be done and crossing off tasks when completed may give you a good feeling.
37. If your house is picked up when you leave for work it is clean when you arrive home.
38. Having something to read when you have to wait for someone enables you to use the time productively.
39. Jotting ideas down on paper saves time and prevents forgetting.
40. Hand work near telephone gives you something to do while talking.
41. Taking on more than you can accomplish causes frustration and may waste time.
42. Dovetailing activities can increase efficiency.
43. Since fatigue wastes time, frequent rest periods may increase productivity.

Two responses to the person who says "Marriage doesn't work":
(1) Unmarriage doesn't work any better.
(2) Marriages CAN work.

CREATING A FAMILY FOCUSED CURRICULUM

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What is involved in curriculum change? The answer to this question is dependent upon the definition of curriculum one uses. In the Wisconsin K-12 home economics program, curriculum is defined as "the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and willful growth in personal-social competence."[1] A group of educators are leading a statewide home economics curriculum change process in Wisconsin.[2]

The "Family-Focused Program Checklist" has been developed to provide an opportunity for home economics teachers to examine their programs for the underlying ideas. The checklist contains a combination of questions about the substance of home economics and issues within general education as manifested in home economics. The instrument is structured to promote thought about concerns important for initiating a curricular change process.

The instrument is directed toward promoting the design of education programs that will provide students with competence[3] for the work[4] of the family.

The aim of the "family-focused" program is to involve the student's thinking in the solution of persistent family problems and to use an educational philosophy consistent with that aim to direct educational practice.[5] The "Family-Focused Home Economics Checklist" is not a tool that will create the curriculum process. It can provide the opportunity to examine a few program features for the quality of the ideas that support them. Thus it can be used to create the climate in which educational change may occur.[6]

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[1]Daniel Tanner and Laurel Tanner, *Curriculum Development: Theory into Practice* (New York: The Macmillan Publishing Company, 1975), p. 45.

[2]This group consists of, first, the Wisconsin Home Economics Conceptual Guide Council. Its members are appointed by the Wisconsin Department of Public Instruction to provide leadership for the development of a curriculum policy congruent with contemporary home economics thought. Second, the Council has working with it in a wide range of design activities a 70-member Cadre of Teachers who have been provided with substantive and process components for leadership and who work directly with fellow teachers on implementation activities as well as in workshops being conducted to design the curriculum products and procedures required to support policy. Third, there is a group consisting of education psychologists, teacher educators, subject matter specialists, state superintendent advisory committee members, local and state administrators and evaluators who provide expertise for the process in a variety of formal and informal ways.

[3]Competence should not be confused with performance. Competence is the possession of the abilities sufficient for performance. Thus it is possible that an individual who is competent might perform poorly in a given situation. Competence "refers to the possession and development of cognitive structure—structures that individuals use in organizing the world they perceive." William E. Doll Jr., "The Role of Contrast in the Development of Competence," in *Curriculum Theory*, ed. by Alex Molnar and John A. Zahorik (Washington, D.C.: Association for Supervision and Curriculum Development, 1977), p. 55.

[4]"Work: is best defined in comparison with the concept of 'job.'" If one uses Green's definition of job as simply a way to make a living or to providing for material needs and if the concept of work is not synonymous with the concept of job as is so popularly believed, then one can set a baseline above which the nature of "work" can be determined. Work is the things individuals do that provide them with self-identity, justification for their existence and a sense of personal worth. Green states that "one: . . . cannot have a work that is framed in the scope of less than a lifetime:" (p. 88). It is possible for one's job to be also his work. But given the drudgery and the meaninglessness of the tasks created within society dominated by an industrial efficiency model, the lack of opportunities for fusing one's work with one's job is a perennial problem. Thomas F. Green, *Work, Leisure and the American Schools* (New York: Random House, 1968), pp. 77-114.

[5]Marjorie M. Brown, *A Conceptual Scheme and Decision-Rules for the Selection and Organization of Home Economics Curriculum Content* (Madison, Wisconsin: Wisconsin Department of Public Instruction, to be published Summer 1978).

[6]See the following for factors needed for significant change in education. Nicholas Nask and Jack Culbertson, *Linking Processes in Educational Improvement: Concepts and Application* (Columbus, Ohio: University Council for Educational Administration, 1977).

FAMILY FOCUSED HOME ECONOMICS (HE) PROGRAM CHECKLIST

Purpose of Checklist. This checklist is a self-evaluation device for home economics teachers. It is to be used to stimulate thought and discussion about some of the general characteristics of a family-focused home economics program. Each question has an implication response. You will find the implications at the end of the checklist. There is no scoring procedure for this checklist because the checklist was not designed to compare teachers, schools or districts.

1. Are the goals of the home economics program stated in such a way that an outsider would clearly see the discipline's family focus throughout all the content areas? yes no
2. Do the students examine how the family has evolved through history? yes no
3. Are there any subjects taught within the comprehensive HE program in which the family orientation of HE might not be recognized by a student? yes no
4. Are home economics students ever referred to as "she"? yes no
5. Are the tasks/techniques that are being taught to students appropriate to only one family role (such as the role of housekeeper or mother)? yes no
6. Are sewing, cooking and babysitting given the largest allotments of time in the HE program? yes no
7. Is the family studied as a unit within society that responds to such pressures as unemployment, recession, changing role patterns, death, affluence, energy shortages, etc.? yes no
8. Is the family ever studied as an abstraction rather than just as a personal experience? yes no
9. When a technique is taught (such as a cooking skill) is it used as a method for examining a family-related issue? yes no
10. Is there any possibility that students in your school would get the impression that HE is:
    - A. learning how to cook and sew?
    - B. a subject of particular interest to females?
    - C. made up of professionals whose education goals are determined by a conception of feminine needs? yes no
11. Is the family studied only as what the instructor or community perceive as normal or standard? yes no
12. Is the selection of and degree of emphasis on technical skills justified in terms of a "study of the family" goal instead of an "individual satisfaction" goal in your HE comprehensive program? yes no
13. Is the justification for the existence of your HE program in the public school more appropriate to another discipline (e.g., the study of self-concept is psychology, but an examination of the influence of the self-concepts of family members on the functioning of the family is HE)? yes no
14. Do the classroom learning objectives relate specific facts within the content areas to the effect on the family? yes no
15. Is the family taught as a passive unit within society whose role is to absorb societal change? yes no
16. Do the general textbooks or materials used within the home economics programs discuss techniques or any content area without reference to its significance for the family? yes no
17. Is the phenomenon of families who band together consciously or unconsciously in making common decisions examined? yes no

18. Does one stage of the life span on individuals within the family get more attention than other stages? For example, is the development of children given more attention and emphasis than middle age? yes no

19. Is the impact of work on the family examined? yes no

20. Is the relationship of the family to environmental and societal factors drawn in all areas of your program? yes no

Implications

1. If no, the focus must be made clear or you will have difficulty in justifying your program to anyone uninitiated. This situation might be particularly difficult if school board members and administrators are among that group.
2. If no, the manner by which the family has changed in response to societal norms cannot be examined and analyzed for history's influence on the present.
3. If yes, you run the danger of leaving the impression that home economics is about various content areas which do not have a relationship to another. Home economics is not just a group of content areas. Rather, it is about the "family" and the subject areas define the vehicles that home economics has traditionally used to come to its focus. To maintain program relevancy, some subject areas will diminish in importance while others will increase. In a family-focused home economics program, subject areas must be evaluated for their potential contribution to the study of the family.
4. If yes, you are violating Federal Title IX regulations in intent if not in fact.
5. If yes, revise program to explore the various family roles such as bachelor, grandmother, husband, father, child, or sister.
6. If yes, the program is presenting a very narrow concept of the processes that a family performs. Given the complex role of the family in society today, many other skills and processes must be understood by the family members in order to maintain a stable, functioning unit. Examples of necessary skills relevant for the contemporary family situation are communication skills and reasoning skills in the areas of parenthood, consumer affairs, housing and personal development. These skills and processes may be more important in understanding the significance of the family than the housekeeping skills traditionally associated with home economics.
7. If no, the effect of society on the family unit is not being recognized within your curriculum.
8. If no, the students are missing an opportunity to generalize to situations outside of their own personal experience. For example, it is important in social studies that students examine the object of government and then apply what they have learned to local government. Competence in family requires that HE educators strive to provide well-rounded instruction. A good educational program will study the family using two inquiry modes:
   - A. by looking at the abstraction and moving to the specific and personal experience,
   - B. by looking at personal experience and moving from it to the larger picture.

   It is important that students recognize the impact that the family as a societal unit has on society. The family is society's primary producer of human capital. Thus, the way the family unit functions will vitally affect society. On the other hand, students should be capable of determining how generalized societal trends and expectations will affect their personal family experience.
9. If no, you run the danger of leaving the impression that the home economics discipline is defined by various housekeeping skills that have little relationship to intellectual competence required to conceptualize the complexity inherent to the study of the family.
10. If yes, the students will probably also have the impression that home economics does not have a significant role to play in the education of all students. This will be true because the appropriate audience will be defined as females and will appeal only to those females who have an interest in some specific housekeeping skills.
11. If yes, your personal or your school community's biases are probably showing. There are many family forms which do not fit the "mother, father and three children" stereotype which adequately perform family functions. It might be valuable to consider examining the family from the perspective of the functions it performs in society rather than making assumptions about its demographic composition. This perspective would allow you to

examine differences in past and present functions and permit analysis of the other societal institutions which are doing some of the functions performed at one time by the family unit.

12. If no, you are probably teaching a subject other than home economics. Perhaps you are teaching an aspect of the Arts and Aesthetics curriculum. This is not to say that the role of the Arts and Aesthetics is not important to examine for its effect on the family. The later emphasis is appropriate within a family-focused home economics program. "Craft" courses are highly questionable unless the family-related concept can be clearly identified.

    If there are no family concepts being evaluated and the emphasis is on "technique" only, a question can legitimately be raised whether what is being taught is home economics.

13. If yes, there is a danger that the HE program is duplicating what is actually being done in other school subject areas. If the educator feels that they must teach components of non-home economics subject areas in order to facilitate future presentation of home economics concepts, this situation should be cleared with the personnel in the subject area and the appropriate administrator. The home economics discipline should not be justified for its inclusion in the public school curriculum using the focus of another subject matter. This situation makes the HE program very vulnerable. Careful thought about the justification for your program that includes a clearly defined focus will permit home economics educators the logical basis for questioning the legitimacy of those subject areas that, without proper clearance, teach home economics concepts. Home economics content does have broad applicability to the lives of the majority of public school students. That fact, however, does not mean that concepts should be chosen without carefully examining how they might enhance the student's understanding of family.

14. If no, this must be done so that students can be evaluated for their learning about the relationship of these facts to the family. Also, by drawing the linkages within the objectives, the teacher becomes more precise in determining what learning experiences are needed to teach the objective.

15. If yes, the effect of the family on society must also be stressed. The family is not just a passive unit. It is affected by the larger society, but it also influences society. The family is also an active unit. It has a "dynamic" relationship with society.

16. If yes, new texts should be sought. This is a difficult task since textbooks are written for what the publishers think will sell. In home economics, unfortunately, this permits the publication of materials that further stereotype the discipline. Therefore, many textbooks only reinforce the female-oriented, housekeeping-skill conception of the home economics profession. It is quite possible that you will have to create some of your own materials in areas of most need. You might wish to make this activity a priority when planning your inservice workshops. However, individual material preparation is time-consuming and often not possible. In this situation, it is important that you elaborate on your available materials. In some cases it might be helpful to communicate the inadequacy of the materials to the students. For advanced students they might be asked to criticize materials as an important learning activity.

    The situation is beginning to change, but materials continue to be difficult to find. If you must use stereotypical materials, the fact should be drawn to the students' attention just as you would any other situation in which something is inappropriate, incorrect, or misleading.

    The materials most prone to continuing the misconceptions about home economics are those published by a business concern. Although the material may be written by a home economist and materials may be slick, you must keep in mind that it is only proper that they be geared to selling or creating a need for a service or product. This product orientation is often very subtle. Nevertheless, teachers must constantly be aware of it in order to make sure that a broad perspective with regard to the "family" is taught.

17. If no, the way in which families who hold similar values affect society should be examined. For example, if all families determine that they need an individual house on one acre of land, what would happen to the supply of land for food production? Or, if all families should decide that it is their right to have the government help send their children to college, what would happen? There are many examples. This orientation is an important part of examining the family as an "abstraction."

18. If yes, some important human developmental stages that influence the functioning of the family are being missed. The physical and psychological changes occurring to individuals in their middle years and later years of life are profound. These changes influence the family. The impact of these developmental changes upon the family are within the scope of home economics.
19. If no, you are probably ignoring the importance of work activity in family life. Work, whether wage-earning or not, is a primary variable which affects the manner by which a family structures its time, affects familial role patterns, influences lifestyles and largely determines family income.
20. If no, your program is not reflecting one of the unique attributes of the HE discipline. The uniqueness of home economics is derived from its focus, scope, and modes of inquiry. While the focus of HE is family, its scope includes environmental and societal concepts whose relationship to the family are drawn by field's modes of inquiry. There are two general rules which can be used to help you guide your program:
    A. Environmental and societal factors are not examined in isolation from the family. The uniqueness of the HE examination of environment and society is by examining their dynamic relationship to the family. For example, a housing course or unit should never be taught in isolation from its effect on the family. Or, energy-related problems such as the types of energy sources available is not a specific home economics concern. However, the relationship of a change in energy source to family attitudes, composition, and general functioning is the domain of home economics study.
    B. The dimensions of family may be studied in isolation to environmental and societal factors but not vice versa. One cannot be expected to study the relationship of side factors to the family without a thorough knowledge of family. Thus it is quite conceivable that in substantive areas, such as Family Relationships, that considerable time will be spent on family.

    The discipline is distinguished by two additional criteria (scope and modes of inquiry) which modify the family focus. Thus it is logical that some of the curriculum would indicate study of the family focus because it is basic to the discipline. However, just an in-depth study of the internal dynamics of the family is not what makes home economics unique. Its uniqueness comes from how the two other discipline criteria modify, direct, and define the study of the family.

There is something wrong with a man or woman, as with a motor, when s/he or it is constantly knocking.

THE AHEA FOUNDATION

Betty G. Snyder
Fund Development Director

The AHEA Foundation, created and established in 1962, is a non-profit, education and scientific corporation founded for the purpose of "... encouraging in the broadest and most liberal manner, the advancement of home economics by the promotion of research in all related fields, thereby fostering the public well-being. . . ." It is a public foundation as well as a fund development and holding arm of the American Home Economics Association, releasing its assets to non-members and members.

Either through use of its own assets, or through securing external funding, the Foundation has initiated such important professional efforts as *The Home Economics Research Journal*; the accreditation program for undergraduate degree-granting home economics units; leadership development workshops for presidents, presidents-elect and paid staff of state home economics associations, and the Center for the Family. It has provided support for Association goals and programs by sponsoring a conference on auxiliary workers in the profession; support for member research in areas of the aging, sex bias, clothing for the handicapped; energy consumption patterns of employed and non-employed homemakers, and by granting over one-half million dollars in fellowships to individual scholars.

The Foundation holds assets of approximately $365,000, most of which are restricted in use and in which only the earnings on principal may be used for fellowships and awards. For this reason, unrestricted funds that may be used for grants to professionals and necessary administrative expenses are continually desired. To provide recognition and support for deserving/qualified professionals, the Foundation's funds must be constantly replenished through appeals to home economics association members and to private and corporate philanthropic sources.

A national fund raising campaign for the AHEA Foundation is underway for 1978-79. It will be facilitated by greater exposure of information about the Foundation and its endeavors, at State Home Economics Association Annual Meetings and other professional development activities, and at public gatherings.

A minimum of $50,000-$70,000 is needed in unrestricted funds to enable the Foundation to meet its basic goals for each year. With individual member tax-deductible contributions and a minimum donation of $1,000 in unrestricted funds from each state home economics association, basic Foundation needs could be met and possibilities of expansion provided.

Each home economics professional can fulfill the responsibility of helping to advance and perpetuate the profession by making a tax-deductible contribution to the AHEA Foundation. Donations, requests for information or applications for fellowships and grants should be sent to:

The AHEA FOUNDATION
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

In our next issue, watch for

Teacher of the Year Awardees

who will share some of their ideas on how to be an effective teacher, what it means to be an Awardee, and advice for student teachers and others in preparation.

University of Illinois
at Urbana-Champaign

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Home Ec

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ILLINOIS TEACHER
OF HOME ECONOMICS

A NEW LOOK AT THE BASICS: LEADERSHIP THROUGH HOME ECONOMICS
BASICS: PHILOSOPHY, HOUSING, CLOTHING

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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Foreword

This issue of ILLINOIS TEACHER may surprise you by its size! We had so much good material we just grew and grew.

We hope there is something for everyone—from the practical helps in teaching techniques and test items to the more philosophical and theoretical articles and lots in between. Editor's notes throughout will explain some of our more unusual offerings.

The next issue will be entirely on FHA-HERO and will be guest edited by Catherine Carter and Harriett Lindstrom, and the final issue for this volume will be on WORK. Mildred Griggs will edit that one.

We're thinking about a theme for next year. Any ideas? *—The Editor*

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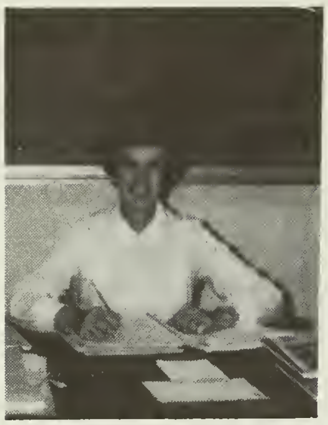
The 1978 "Teacher of the Year" Awardees

Hazel Taylor Spitze



Ruby Brannen
Berlin High School
Berlin, New Hampshire

Carolyn Brink
Laboratory School
University of Northern Colorado
Greeley, Colorado

Chris Huston
Watkins Glen High School
Watkins Glen, New York

Why do you like to be a high school teacher?

Being a teacher allows me the opportunity to help people to suceed. Also, I like teenagers! I find them honest, willing learners, easily motivated, and their response makes me feel good.

The question was asked by the Editor of *Illinois Teacher* of all 37 of the 1978 state winners in the AHEA-Family Circle Magazine "Teacher of the Year" contest. (Some states did not submit names.) The answer above came from the New Hampshire winner, Ruby Brannen.

The Colorado winner, Carolyn Brink, said she liked being a teacher because "with each school year there is the opportunity for a new beginning when I can return to my work renewed, refreshed, with new goals and a 'clean slate' . . . and new enthusiasm."

The New York winner, Chris Huston, likes "the tremendous excitement of working with young people—listening to them, watching them grow, laughing with them, worrying over their hurts—and feels successful as they broaden their attitudes, open their minds to others' thoughts, and develop a greater empathy for all of life."

This question and several others were asked on a questionnaire which I sent to all the Awardees after I had attended a reception in their honor at AHEA in New Orleans and had met many of them. It was a thrilling occasion! I felt that I now had an answer for the undergraduate who once said to me, "We read about all the problems teachers have, all the difficulties they face, all the things we must do to get ready for this great task of being a teacher. Where can we read about the joys and satisfactions they experience?"

It was then that I put in the *Illinois Teacher* a request to readers to respond to her with "the joys and satisfactions" they were experiencing. Some did, and we were pleased to share them. We welcome others. How about a paragraph or a page from you?

Meanwhile, we are happy to report that 18 awardees responded to my letter and my request for a photograph so that you could see what these outstanding teachers look like and what they have to say. It may be comforting to see that they all *look* different! And it may be helpful to discover that, although their projects on which the awards were based are very different, there are a few patterns of commonality which may be worth trying to emulate.

Marcia Roepe
Lee's Summit Sr High School
Lee's Summit, Missouri

Lucy D. Spear
East Central High School
Tulsa, Oklahoma

Cindy Evers
Elkhart, Indiana

Linda Gene Foster
San Antonio, Texas

I asked What did it mean to you to be a Teacher of the Year, and the most common adjective in their answers was *humble.* They felt honored, pleased, proud, and they were glad that home economics and education were recognized, but they were also humble.

The awardee from Missouri, Marcia Roepe, felt that it was "an incentive for self-improvement." Similarly, Chris Huston of New York feels "a great responsibility to live up to the honor."

Lucy Spear (Oklahoma) felt "inspired to want to keep trying new things," while Beryle Hammond (Massachusetts) felt that "these awards help people to know what we do."

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My next question was What do you feel is *your most important contribution to society* as a teacher?

Cindy Evers (Indiana) said "giving students a salable skill and a positive self-concept" and Linda Foster (Texas) said, "hopefully, my positive, enthusiastic outlook on life." Lucy Spear (Oklahoma) said, "I hope that my students will be more thoughtful, better parents. . . ." Mary Dean (West Virginia) mentioned her "encouragement to help students know they can be *winners*."

Doris Bradley (Washington) said the "caring I give to students. If at any time day or night we are needed by these young people, my husband and I are available. I care about their class work, their self-esteem, their joys and crises, their family life, their "love" life, their health and happiness, their past, present and future."

Ellen Donahay (New Jersey) said, "If I have been able to make just one person a better parent, that person's child will most likely be a better parent because of his/her parenting, and so it will go from one generation to another. If I have been able to contribute that kind of lasting understanding, I would consider it a most important contribution to society."

Florence Ferraro (Florida) "stresses thinking for oneself and appreciating oneself" and Beryle Hammond (Massachusetts) mentioned, among other things, her efforts to "publicize home economics as a very important part of the school curriculum." She added that "we have a very professional show that our department produced concerning home economics in a small school."

Elizabeth Brown (Mississippi) hopes that she has "helped the students to gain confidence in their own abilities and inspired them to develop to their greatest potential."

"What I would like to think is that I have helped each student develop a greater sense of self, an awareness of others' needs and a broader meaning of what it means to be part of the human family. I try to help them to be more open, honest, caring, more capable of setting goals, solving problems and communicating more effectively." This contribution was from Chris Huston of New York.

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Then I asked another difficult question: How do you keep from getting out of date, bored, unenthusiastic, tired of it all?

"Membership and active participation in professional organizations" was mentioned by many including Carolyn Brink of Colorado.

A goodly number said "my students," including Florence Ferraro of Florida.

Advisory committees help keep Cindy Evers (Indiana) "in contact with the real world and interested in what's new."

Mary S. Dean
Rowlesburg High School
Rowlesburg, West Virginia

Doris Bradley
Kelso High School
Kelso, Washington

Ellen T. Donahay
Edison Township High School
Edison, New Jersey

Florence Ferraro
McArthur High School
Hollywood, Florida

Beryle Hammond
Pioneer Valley Regional School
Northfield, Massachusetts

Elizabeth H. Brown
New Albany Vocational Center
New Albany, Mississippi

Sister Margaret Mary Clarke
O'Gorman High School
Sioux Falls, South Dakota

Pat Rawald
Southgate High School
(L.A. District)
Southgate, California

Lois Seebach
North Tama High School
Traer, Iowa

Laura Riggs-Mitchell
Cumberland Transitional School
Cumberland, Rhode Island

Mildred C. Bagnal
Richland School District I
Columbia, South Carolina

Beryle Hammond (Massachusetts) "visits other schools, writes proposals to obtain extra materials and experiences, and serves on committees."

Marcia Roepe (Missouri) was among those who attend conventions, conferences, short courses and meetings. She also credits her colleagues with helping her keep current and she "reads everything she can get her hands on."

Chris Huston (New York) said she "listens, reads, schemes (about what needs to be done and how we can do it), changes (curriculum, department, me), remembers the past and wonders about tomorrow."

Sister Margaret Mary Clarke of South Dakota said one thing she does is to "try a summer experience that is different to make my world bigger."

Among Doris Bradley's (Washington) listings were (a) set goals, (b) ask questions, (c) visit homes of students and (d) ask many professionals to "keep me in mind when they hear something they think would benefit my students."

Ellen Donahay (New Jersey) responded with "I haven't had time to think about that!"

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I also asked these Awardees: If you could give new teachers *one sentence* of advice, what would it be? I think there is much wisdom in what they said.

"Believe that home economics is the most fabulous field one could enter because it is!" Pat Rawald, California

"Get to know your students *individually*, as soon as possible." Lucy Spear, Oklahoma

"We are teaching a process which involves the search of a lifetime." Lois Seebach, Iowa

"Try to teach the way students learn, remembering that students don't all respond equally to the same teaching methods." Cindy Evers, Indiana

"Locate your classroom where the best learning experience is, let your lesson be one relevant to life and your evaluation an instrument that will promote growth and development in order for students to know success rather than failure." Elizabeth Brown, Mississippi

"A truly rewarding experience results from perseverance, experimentation, idea sharing and dedication." Ruby Brannen, New Hampshire

"In order that your teaching will be meaningful to both you and your students, you must (1) let each student know that you care about his/her personal as well as academic growth, and (2) develop your lessons so that they will be relevant to the students' needs and wants." Laura Riggs-Mitchell, Rhode Island

"Be sure you have a love and an understanding for people, and always remember the teacher learns more than the students and be proud of your students, your program and, most of all, of being a teacher." Millie Bagnal, South Carolina

"You have to feel good about what you are doing and about *yourself*. . . ." Linda Foster, Texas

". . . set goals, be flexible, work hard, care about, love, trust, and respect your students as unique and wonderful human beings." Doris Bradley, Washington

". . . approach each day with a positive attitude." Mary Dean, West Virginia

"Remember that you are always a role model for your students." Beryle Hammond, Massachusetts

". . . try to put yourself in your students' places, and don't quit at the end of the first year!" Carolyn Brink, Colorado

"Be *human* . . . and understand that there is a contribution that only *you* can make." Marcia Roepe, Missouri

"In one word, *care!* In one sentence, care about the future of our country, our families, our people; care about your students, their world, their tomorrows; care about yourself, your health, your own abilities and ideas, your sense of humor." Chris Huston, New Jersey

"We teach more by what we *are* than by what we do, so we must use every opportunity to improve ourselves spiritually as well as professionally." Sister Margaret Mary Clarke, South Dakota

I agree with the South Dakota winner that *the person you are* is the most important factor in the quality of teaching you are likely to do. When we share *ourselves* with our students, it is the most precious gift we can share.

We are grateful that these outstanding teachers were willing to share their thoughts with us, and *Illinois Teacher* joins others in congratulating them on their achievements.

"THE BASICS":
THOUGHTS FROM SOME OF THE LEADERS

EDITOR'S NOTE: At the National Conference on "Current Concerns in Home Economics Education" last April here at the University of Illinois, I announced the theme for this volume of ILLINOIS TEACHER: A New Look at the Basics: Leadership Through Home Economics. And I invited the leaders assembled there to share their thoughts on that theme. Thoughts from those who responded are shared on the following pages.

There's a song from back somewhere that goes, "the simple things in life will be coming back in style." Simplification may be the natural reaction to a society grown too complex for the individual. Perhaps this is the meaning of the current emphasis on the return to the basics.

And just how does home economics assist in a return to the basics? I like to think that we never got too far afield from them. However, there may be some redirection needed. In foods and nutrition, for example, there are trends towards stressing the importance of health and physical fitness, preparation of food items "from scratch," more canning and freezing from the garden and informal eating and entertaining. In clothing and textiles there appears to be a renewed interest in clothing construction and an emphasis on the casual as well as a concern for dollar value. Interior decoration is very much into "do it yourself" items and carefree living. As to family living, although our media seem to tell us otherwise, a majority of Americans continue a family life devoted to their children's welfare, enjoyment of travel, the out-of-doors and concerns about moral values. This does not negate the dire problems of unwed mothers and teenage pregnancies but it does give us direction.

So to sum it all up, home economists need to take a good look at what is contained in our programs and just where we are heading with these programs. Are we emphasizing the importance of maintaining good health, skills needed in "the simple life" such as baking, canning, simple clothing construction, "do-it-yourself" skills in home decoration and dealing with the over-riding problem of finances? *Most important* of all, are we laying foundations for helping students sort out *moral values* which can contribute to the stability of the family in future generations?

Jane Gatewood White
Head, Home Economics Education
Florida State University

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The mission of a College of Home Economics is complex. The programs and curriculum are concerned with the welfare of individuals and families and in improving the quality of life for all persons. The *primary focus* involves the interaction between individuals and their environment. We emphasize optimal growth and development while conserving human and non-human resources. Students are expected to understand the interdependence of the peoples of the world, to acquaint themselves with other cultures, and to understand how individuals acquire, use, and conserve human, material, and natural resources. Basic to the profession is an understanding of human growth and development, resource management and decision making.

Home Economics, therefore, is the discipline dealing with individuals and their environment. The goal is to maximize human development and improve the quality of life for all persons. This must be done in an ever-changing social situation and with concern in conserving all human and non-human resources possible.

Individuals and families will need all the help they can get to deal with this ever-changing social situation and the alternative life styles which are developing. Home Economists must help these individuals. No one is better prepared to do the work! Our leadership is needed.

Margaret B. Hazaleus
Assistant Dean
College of Home Economics
Colorado State University

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There are several possible reactions to the "Back to the Basics" movement. My own reaction depends on the hat I'm wearing when I consider the issue. Wearing the hat of an *educator:* The *basics* of education are the students and the teachers! We should continue to focus on a student-centered curriculum and emphasize meeting individual student needs. We need to be more concerned about teaching style and learning style. We should place a top priority on teacher effectiveness and quality education for all students. Caring—about people—is a very important basic. Wearing the hat of a *home economist:* The *basics* are the survival skills we teach in home economics! All students need the basics in relation to food, shelter and clothing. Home economics educators should continue to focus on changing life styles, personal and family relationships, decision making and other facets of our discipline that will improve the quality of life for all people.

Wearing the hat of a *concerned citizen:* The *basics* of education mean using the 3 R's effectively and efficiently to carry out the many roles we each have. There is a need to use reading, writing and arithmetic on the job, as a homemaker and as a citizen. Students may be better able to learn the 3 R's in relation to personal interests and concerns that relate to the real world. Wearing a hat of a *parent:* The basics of education should be focused on the area of fitness and concern for the whole person. Young people need to grow up learning how to be fit physically, mentally and emotionally. Give our students knowledge and skills related to health and coping and they will be able to manage the other basics. Using fitness as a vehicle, we may interest students in reading, writing and arithmetic.

As home economists we can take a leadership role in relation to any of these definitions of "the basics." We are concerned about teaching and learning, about home economics content being meaningful, about helping students develop skills in the 3 R's through home economics, about dual roles and citizenship and about the whole person. We need to be more visible and promote our potential for teaching the basics.

Shirley Slater
Ohio University
Athens, Ohio

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What is basic? Basic, in today's complex society, continues to be those ideas, competencies, and resources which sustain life and bring satisfaction to individuals and families as they live. Basic continues to be fundamental value and moral issues evolving around personal and corporate quests for portions of the world's knowledge, goods, services, power, and control of other tangible and intangible resources. Basic continues to be learning how the world works and learning to make or find one's way in the world. Basic is a commitment to self-growth and functioning to enhance the growth of others to self-actualization.

To promote these basics, home economics educators can:

- increase their research on problems which families deal with every day. (This implies the quest for more research support, and improved dissimination of findings.)
- increase diligence toward legislation at all levels and become more intimately involved with legislative processes.
- modify curriculum content to include more process emphasis and more emphasis on critical problems.
- search their own sources of gratification and exert more control of their own motivational structures.
- join with other leaders who seek similar changes thus increasing leadership base toward important crucial questions where decisions require strength of persuasion.

Reba J. Davis
Associate Professor
Home Economics Education
University of Arkansas

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I discovered in a graduate course, *Reading Within The Content Area,* that there is no better place to teach reading than in home economics and that there is no place where reading is as important as at home. Since reading is not generally taught separately after the sixth grade, our young people's reading skills must grow in other classes.

Critical judgment, for example, is a reading skill that is an absolutely essential characteristic of a good reader and is most important in the life of a family. Other reading skills which seem particularly important to home economics are understanding of total meaning, adapting reading speeds, skimming ability, skills needed to locate information, ability to read charts, tables, and graphs, reading to note details, reading to organize, reading to follow directions and understanding symbols and specialized vocabulary.

Finding out that I had been making unreasonable reading assignments for some of my students was discouraging, but as I learned to rewrite materials or choose more appropriate ones, to rewrite tests or work sheets, I became enthusiastic again.

Two reading text books which have new and refreshing ideas for teaching home economics are:

1. Estes, Thomas H., and Vaughn, Joseph L. *Reading and Learning in the Content Classroom.* Boston: Allyn and Bacon, Inc., 1978.

2. Piercy, Dorothy. *Reading Activities in Content Areas.* Boston: Allyn and Bacon, Inc., 1976.

Emily S. Wiggins, President
South Carolina Home Economics Association

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Basic to all human life in our world is that of relationships to other human beings, the ability to live with ourselves and others.

This is the leadership role Home Economics must take. Relationships with other humans involve education and direction in:

identifying values and decision making,
communication and understanding,
energy and environment,
nutrition and consumer knowledge, and
utilizing leisure to advantage.

Katherine H. Brophy
Connecticut Department of Education

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You asked, "what IS Basic." Of course we think first of the 3 R's. But I have come to think of some other things as being *even more basic than that.* The REAL basics for me are:

- learning to smile, really often—and freely;
- learning to care, really care, for persons of both sexes and all colors in all economic and social settings, for babies, youth, and mature adults, especially the elderly;
- learning to value hard work and thrift, conservation and preservation, particularly of our limited resources like water and energy and soil, beautiful buildings and other material possessions;
- learning to respect, revere and worship a higher power than ourselves or other human beings;
- learning to regard the true value of excellent health—a body, mind, and emotions that give clarity and power to your thoughts, peace to your mind, and vitality to your everyday living;
- learning to be enthusiastic toward life, filled with hope and faith, positive thoughts and words—speaking from a heart that overflows with life in abundance;
- learning to be grateful for little as well as big and great things—finding contentment in all kinds of circumstances;
- learning to make good decisions and manage skillfully all that we have been given;
- learning to appreciate the real beauty in every thing created—the flowers and animals and the sky and stars—every kind of beauty in nature.

Mary Ruth Swope
Dean, School of Home Economics
Eastern Illinois University

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Already the "back to basics" movement has permeated the local city school system. It is a movement enhanced by identification of students who have graduated from high school without the basic reading or math skills necessary to function as a consumer. In a recent survey by the National School Boards Association (NSBA) a majority of the respondents defined the "basics movement" as preparing everyone for adult life by concentrating upon skills development in reading, writing, mathematics and vocational areas. Where does home economics fit in? Where do we take the leadership?

Teachers in home economics classes have been complaining for years about the students that couldn't read the family living textbook or who couldn't divide a recipe, or decide which interest rate was the best deal when comparing banking services. But, as adaptable as home economists are, most teachers just took these students and taught them the basic skills or found easier materials in order to teach the theory and application of home economics content.

In order to "teach Johnny to read," the English and reading departments in school systems are developing programs in "life skills" and "reading in the content areas." Should we fight this movement and protect our turf? Or, should we, as home economists and educators, offer our services to develop coordinated programs of reading, math, and the application of consumer and home economics related skills? It is the interest in children, in cooking, in room decoration, in credit, in banking, in marriage, in friendships, in clothing, and so many other areas that may turn kids on to reading and to math. We can utilize this "back to basics" movement to promote the valuable contribution of home economics to everyday living. We can take the leadership in our local schools and school districts offering to work with those interested in the basics. We can help teachers to see that reading and math teachers teach reading and math using home economics content that is interesting. Home economics teachers use reading and math skills to teach the application of home economics concepts.

Let's take a new look at the basics and provide leadership through home economics.

Barbara Ware
Dallas Independent School District

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The basics of family living refer to the following:

1. Knowledge of self—personality, goals, needs, wants, values.
2. Knowledge and understanding of the forms and functions of family units.
3. Knowledge and skill in interpersonal relationships.
4. Knowledge, skill and attitudes needed to identify family needs and wants and available resources and to use those resources efficiently to obtain goods and services.

All of these points are basic to management of human and non-human resources which, to me, constitutes the "basic" of home and family life.

Bonnie Braun
Home Economics Education
Oklahoma State University

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To me, the "basics" are:

1. *Individual Development*
   - Physical
   - Mental—critical and creative thinking
   - Value clarification in relation to democratic ideal
   - Emotional maturity
   - Healthy self-concept
2. *Family Development*
   - Family relationships
   - Changing sex roles
   - Child development
   - Consumer problems
   - Leisure
   - Role of love in human development
3. *Family-Community Relations*
   - Environmental problems
   - Human relations
   - Human rights
   - World food problem
   - Population problem

Anna Carol Fults
Head, Home Economics Education
Southern Illinois University

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This topic suggests the following to me: the teaching and reinforcing of reading, writing (communication), arithmetic (mathematical concepts) skills through home economics subject matter and materials.

How can home economics help? Through the development of materials that reflect this priority or approach in their objectives; communicating to counselors and administrators that home economics teachers are capable of this challenge; and by providing our teachers with in-service education that helps them develop and adapt materials and utilize methodology that meet this objective.

Becky Straw
Home Economics Education
University of Maryland

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Home Economics has a good thing going . . . but many of us need to be more assertive in letting people know that we have expertise in the basics for a satisfying personal life and for home economics-related occupations. We must persist in changing our traditional image to one of competence to meet contemporary social and economic concerns and needs of people.

Genevieve Kallander
Home Economics Education
Northern Arizona University

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"Basics" suggests to me values, management and interpersonal relations, the threads that permeate all our content. What would home economics curriculum look like if organized around these concepts?

The basics could be identified as the life problems with which individuals are confronted. Focusing on problems would help in integrating home economics subject matter rather than teaching our subject matter in its little boxes, e.g., clothing construction, child development, furnishings.

The basics could be conceptualized as philosophy of home economics. What do we believe about our field and what actions should follow these beliefs?

Joan Gritzmacher
Home Economics Education
The Ohio State University

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Some of the "basics" I see are:

- Commonalities which make up home economics as a professional field. (This appears to me to be a very crucial issue which must be addressed relative to the AHEA accreditation process.)
- Basic concepts revisited (re-analyzed)—values, management, human development, and interpersonal relationships
- Home economics as the leader in value-oriented education
- Basic definition of "Family" for the 1980's
- Home economics as a part of adult basic education

Marjorie C. Jerry
Professor of Home Economics
Indiana State University

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The "basics" theme suggests an all-out return to involvement in the solution of community and/or societal problems. . . . The second emphasis must be a return commitment to conservation of *all* persons we touch and teach. We need to help conserve both human and natural resources.

Gladyce C. Sampson
Home Economics Education
Fort Valley Georgia State College

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This theme of "A New Look at the Basics" suggests more emphasis on decision making skills and self-actualization.

Lana Mangold
Assistant Professor
Home Economics
North Texas State University

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Home economics is basic because its focus is the basic unit in our society—the family.

Ellen Daniel
Home Economics Education
University of Southwestern Louisiana

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What is basic?

"The Three R's and Morality."

These basics are essential for an individual to live successfully in this world, with a feeling of self-worth and satisfaction, and concern and consideration of others.

The Home Economics profession's goal is to improve the quality and standards of individual and family life through education, research, cooperative programs, and public information.

Claudia Duffy
Home Economics Education Coordinator
St. Jose State University (California)

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"Basic" skills include:

1. Academic skills
2. Survival skills
3. Citizenship skills
4. Personal relations skills

Home economics can play a role in *all* of these, *especially* 2 and 4.

Daisy Cunningham
Home Economics Education
University of Missouri (Columbia)

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The following are some excerpts from papers written by students in my graduate curriculum class who are also secondary teachers.

> The basics of home economics are skills and understandings needed for human beings to experience life to its fullest with one another. Home economics is literally living, surviving, growing, coping and understanding all that life contains.
>
> Leadership comes either from power or from a societal need. Home economics can more securely hold leadership positions by recognizing and meeting the relevant needs of the community it serves. **(Chris Seeley)**

Remaining family centered is basic to home economics, a discipline dedicated to developing the potential of individuals. . . . Home economics teachers are required to be the most well-rounded and creative teachers in the school. When we express our competence and professionalism by creating challenging and innovative curriculum, students and other educators will understand the value of our discipline and we will have established our leadership role in education. **(June Pierce Youatt)**

"Basic" means learning how to organize the material environment to meet the needs of family members, and focusing on quality interaction among the family members. **(Beth MacKinnon)**

I believe the very basic foundation in the field of home economics is the family. All experiences in home economics must have the improvement in the quality of life as it relates to the family as its goal. **(Mary Ellen Clery)**

I believe home economics should be a vehicle for helping people develop coping mechanisms in today's society. I have seen an enormous growth in leadership skills aong my students through participation in FHA. **(Sandy Smith)**

Home economics concerns all areas of living, with the family as a basis. Food, clothing, shelter, relationships are all basic to our survival. **(Theresa Ferrari)**

Society wants schools to produce competent adults, and skills learned in home economics are a large portion of those competencies. Because home economics integrates fields of thought from many different approaches, it is in a preferred position for leadership in education. **(Kate Griffith)**

Home economics should show leadership in getting along with others. It should be a leader in the changing roles of men and women in today's society. **(Chris Phare)**

Decision-making skills, understanding one's personal values and goals, identifying and utilizing resources are the basic components of home economics. **(Lynne Simonsen)**

Marilyn R. Parkhurst
Assistant Professor
Department of Family Ecology
Michigan State University

TEACHING TECHNIQUES ON WHAT IS BASIC?

Hazel Taylor Spitze

I. Some educators have analyzed the questions teachers ask in terms of cognitive levels required of students and have pointed out that questions beginning with *what, who, where,* and *when* usually (though not always) require only first cognitive level response, i.e., recalling memorized information. Questions beginning with *why* and *how* are likely to elicit higher level thinking and the highest level may be required with *what if* questions. They usually stimulate imagination and involve the analysis, synthesis, and evaluation levels of cognition.

This technique is a *what if* type. In order to foster students' thinking about "what is basic," they could be asked, "what if you had two weeks to get ready for a move required because a pervasive environmental disaster was predicted with considerable certainty and the only place to move was at some distance (about 300 to 400 miles) and in a wilderness area that has trees, fairly fertile soil, and adequate water. Anything else you'll need to start a new life there you'll have to take with you. You cannot expect to obtain anything along the way except the nature-provided resources of wild plants and animals, water, and sunshine.

"Make a plan for what you will take and how you will get there. Assume average past income and assets. Tell who will go with you and what would be the most needed qualities of these individuals."

II. An alternative in similar vein would be to "imagine what you would have taken in the covered wagon if you'd been one of the pioneers who went to settle the West."

III. Another *what if* simulation might be to "pretend you and ten other people (whom you specify) were marooned on that island with Robinson Crusoe." Write a monthly entry in your diary for the first two years.

IV. Additional thinking about "what is basic?" might be stimulated with this question: If you knew you had only one year to live, what do you think you would choose to do (a) with your *time*, (b) your money, (c) your possessions, (d) your abilities, skills, talents. Write a weekly entry in your diary to describe your predictions of what would happen.

V. In another vein, the teacher might arrange a simulation of a severe economic depression and ask students to plan how they would live for a year if their family (and their friends' families) were without a job or income. Assume a year's warning and preparation time. Various kinds of "basics" could be thought about and discussed if questions like the following were asked:

1. Could you survive that year quite well without buying any clothes?
2. How could your family obtain food?
3. Could you continue to live where you are? If not, where?
4. How would you spend your time?
5. Would your family members have more leisure?
6. Would you expect the family members to feel closer or to have more irritation and conflict? Why?
7. Would you expect someone else to solve your problems for you? If so, who?
8. Would your ideas of what is important be likely to change?
9. What if you knew that after one year the previously employed members of your family could return to their jobs? Would the year seem different from that which would probably occur if no one knew when the economic situation might improve?

VI. Still another simulation could be created with the question: What if our fossil fuels were all depleted and no nuclear energy possible because of the hazards of its production and waste disposal problems?

How would our lives be different?

What would be better? What less comfortable? What dangers to survival?

(Continued bottom of page 124)

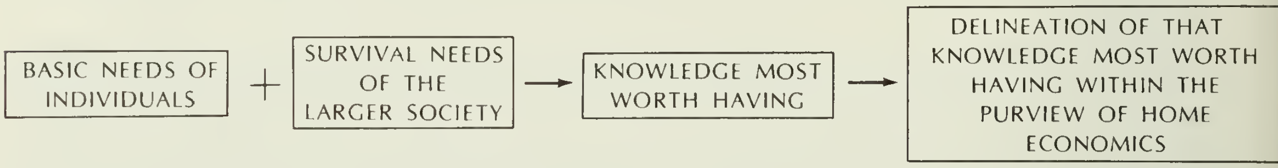
HOME ECONOMICS:

THE KNOWLEDGE MOST WORTH HAVING

Kinsey B. Green
Executive Director
American Home Economics
Association

In 1861 Herbert Spencer wrote an essay on "The Knowledge of Most Worth." Many years later Wayne Booth, Dean of the College of Education at the University of Chicago, convened a conference to explore the *knowledge most worth having.*

Pritzkau, in his work *Education for the Authentic,* speaks of the necessity of searching not only for universally necessary competencies and skills which assure survival but which simultaneously bring individual meaning.[1] These topics raise an important question: What knowledge and skills are most worth having—for individual survival and productivity, and for survival of the greater society? Further, for which of these "knowledges" is home economics responsible? A chain of considerations leads to:



Basic and Universal Needs of Individuals

Abraham Maslow has produced the most definitive work in the basic needs of human beings.[2] Though some researchers quarrel with his concept of a *hierarchy* of needs or with his particular ordering of needs, few have questioned the specific need types identified. The triangle is a familiar one. The premises of the needs hierarchy include a progression from simple to complex and the satisfaction of lower order needs before progression to higher order needs. This order is sharply brought to mind in the words of a Job Corps trainee: "Man, it's hard to think about math when your head hurts from hunger."

Hierarcy of Universal Needs

Self actualization—variously called the courage to *be* (Paul Tillich) and the courage to *create* (Rollo May) is the pinnacle of basic need fulfillment, with only the more ethereal realms of thirst for knowledge and aesthetics following. The three top levels are interwoven, for when one passes the basic survival levels of physical craving and social/psychological accept-

[1] Philo Pritzkau, *On Education for the Authentic* (Scranton: International Textbook Co., 1970).
[2] Abraham Maslow, *Motivation and Personality* (New York: Harper and Row, Publ., 1954), pp. 80-106 and 146-154.

(continued from page 123)

What changes would be probable or required (and how soon) in relation to (a) what we eat, (b) what we wear, (c) the shelter we live in, (d) our recreational activities, (e) our travel, (f) our work, (g) our human relationships.

In all of these simulations involving disasters and crises, the teacher would want to "accentuate the positive" and try to elicit discussion which helped students arrive at what is basic for them, to see that others may value different basics or rank their priorities differently, and to think about how our present society has or has not caused us to change our ideas of what is basic from that of other times or cultures. They could be challenged to propose needed changes today to meet better the basic needs of all the human family.

ance by self and others, then the processes of being and becoming can be seriously addressed. Prtizkau calls such becoming the action of a *first behaver*—one who defines his/her own authentic existence without extreme dependence upon someone else's definition of either the situation or the role to be assumed in the situation.[3]

Frye has reiterated this theme in his essay by saying, ". . . the knowledge of most worth is not something one *has*, but *is*."[4] This necessity to grow toward self actualization is reflected in his concept of two worlds: the world that people live in and the world they *want* to live in.[5] This focuses the dilemna of whether we educate people to adapt to what is—or to help create what might be.

The sacredness of developing the individual psyche, intellect and social capacity is reflected in the work of all these writers. Perhaps that is the knowledge most worth having—knowledge of individual capability and the vision to realize that strength. Booth said it well:

> If you call me a machine, even a very complicated machine, I know that you deny what I care most about, my selfhood, my sense of being a person, my consciousness, my conviction of freedom and dignity, my awareness of love, my laughter.[6]

This selfhood does not evolve through narrowness and tunnel vision. Platt in his discourse on great men and little men said

> It pains me when I see a man so buried in his work that he hardly remembers how to read or talk about anything else or how to treat his wife or his children *with humanity* [emphasis mine] and interest, or even how to take a vacation. Emerson must have been thinking of such men when he said, "The state of society is one in which the members suffered amputation from the trunk, and strut about so many walking monsters—a good finger, a stomach, an elbow, but never a man."[7]

Platt continues in a plea for diversity in order to allow individuals to become and to seek self actualization as each deems best.

> I celebrate diversity. . . . La Rochefoucauld writes "God has put as many differing talents in man as trees in nature and each talent, like each tree, has its own special character and aspect. . . . The finest pear tree in the world cannot produce the most ordinary apple and the most splendid talent cannot duplicate the effect of the homeliest skill."
>
> I want life to be various. I want to see around me not only apple trees but pear trees, not only fruit trees but slow-growing oaks and evergreen pines and rosebushes and bitter but salubrious herbs and casual dandelions and good old spread-out grass. Let us be different, and enjoy the differences![8]

The basic needs of all human beings, including the need to be one's best self, to grow, to act freely and to become, constitute one basis for determining the knowledge most worth having.

Survival Needs of the Larger Society

It is one thing to speak about what *a* person needs to know; it is another to explore what humanity needs to know, for we can no longer afford (if indeed we ever could!) to ponder only existence of self. It is no trite adage that "no man is an island" as a shrinking globe exacerbates interdependence.

It is a Platonic concept that education is related to society. Dewey and Whitehead have further developed the idea.[9] Spencer summarized this relationship: "No one can be perfectly free till all are free; no one can be perfectly moral till all are moral; no one can be perfectly

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[3]Pritzkau, *op. cit.*, pp. 1-26.

[4]Northrop Frye, "The Instruments of Mental Production" in *The Knowledge Most Worth Having*, ed. by Wayne C. Booth (Chicago: The University of Chicago Press, 1967), p. 59.

[5]*Ibid.*, p. 77.

[6]Wayne C. Booth, "Is There Any Knowledge That a Man *Must* Have?" in *The Knowledge Most Worth Having*, ed. by Wayne C. Booth (Chicago: The University of Chicago Press, 1967), p. 19.

[7]John R. Platt, "Diversity" in *The Knowledge Most Worth Having*, ed. by Wayne C. Booth (Chicago: The University of Chicago Press, 1967), p. 135.

[8]*Ibid.*, p. 109.

[9]See for example John Dewey, *Democracy and Education* (New York: The Macmillan Co., 1916) and Alfred North Whitehead, *The Aims of Education* (New York: The Macmillan Co., 1929).

happy till all are happy." He further questioned what society needed to know in order to ". . . pull mankind through the new century or so without absolute self-destruction."[10]

Ehrlich and Harriman delineate social responsibility for the absolute "bottom line" of survival for every human being as the following:

> Each human being should have available:
> 1. a diet adequate both in calories and in nutritional balance;
> 2. adequate housing and clothing appropriate to the climate in which he lives;
> 3. an environment in which the direct and indirect dangers of pollution are minimized; and
> 4. medical care sufficient to minimize the chances of disability or premature death from disease.[11]

Toffler, Wiener and Kahn, Ehrlich, the Meadows and a host of other futurists have described a changing world of complex technology, greater demand for participation by minorities, urban centers, overpopulation, depleted natural resources, changing family and sex roles, economic stress, increasing distance between the haves and have-nots, and subsequent individual confusion. Toffler has alluded to ". . . emotion-packed options so unfamiliar, so untested, that past experience will offer little clue to wisdom."[12]

Researchers at the Center for the Study of Social Policy at Stanford Research Institute have identified long-term societal problems which the learners in our classrooms today must have the skills and resources to help solve:

- Malnutrition-induced mental deficiencies leading to social instability
- Cultural exclusion of the aged
- Critical advances in biomedical technology
- Growing conflict between central control and individual freedom
- Conflict between low growth and rising expectations
- Loss of cultural diversity
- Potential for new urban violence
- "Invisible Famine"
- Persistent malnutrition despite affluence
- Teenage alcoholism
- Lack of functional life skills in adults
- Social impact of changing role of women
- Sociocultural impact of media
- Social implications of changing family forms
- Effects of stress on individuals and society
- Cumulative effects of pollution
- Apparent conflict between world peace and world justice
- Vulnerability of water supplies
- Decreasing utility of higher education
- Effects of technology on the individual psyche
- Loss of political and social cohesion
- Institutional boundaries as impediments to societal problem-solving
- Chronic unemployment
- Social response to energy disappointments
- Growing need for "appropriate technology"
- Societal changes required to adapt to new energy sources[13]

What knowledge will be of most worth in the solution of these complex issues? Should we not explore what it is absolutely essential to know; what competences will assure survival and productivity and growth, for individuals and the society at large?

The Knowledge Most Worth Having: A Position

Various philosophers have identified the most important knowledge in the world as that which is liberating, i.e., the knowledge of how to be free; the knowledge that brings the power to realize the possibilities of human life; the knowledge which enables one to be self-sustaining and able to rise above the most desperate of circumstances; the capacity or power to act freely as a person.[14] McKeon further defined this liberating knowledge as the concepts and processes

[10] Herbert Spencer, "Essays on Education" (1861) and Spencer quoted in Wayne C. Booth, "Is There Any Knowledge That a Man *Must* Have?" in *The Knowledge Most Worth Having*, ed. by Wayne C. Booth (Chicago: The University of Chicago Press, 1967), p. 5.

[11] Paul R. Ehrlich and Richard L. Harriman, *How to Be a Survivor* (New York: Ballantine Books, Inc., 1971).

[12] Alvin Toffler, *Future Shock* (New York: Random House, 1970), p. 221; Herman Kahn and A. J. Wiener, *The Year 2000* (New York: The Macmillan Co., 1967); Paul R. Ehrlich and Richard L. Harriman, *op. cit.;* Dennis L. and Donnella Meadows, *Toward Global Equilibrium: Collected Papers* (Cambridge: Wright Allen Press, 1973).

[13] "Forty-one Future Problems," *The Futurist* (October 1977), 274-278.

[14] Northrop Frye, *op. cit.;* James M. Redfield, "Platonic Education" in *The Knowledge Most Worth Having*, ed. by Wayne C. Booth (Chicago: The University of Chicago Press, 1967); Viktor E. Frankl, *Man's Search for Meaning* (New York: Washington Square Press, Inc., 1963).

which underlie: common learning to be shared by *all humanity*; principles and structure undergirding *all knowledge*; learning appropriate to or useful for *all experience*; and learning derived from or applicable to *all cultures*.[15]

We speak of education as preparation for life—but ". . . life does not stay around to be prepared for."[16] What knowledge do our learners—all learners—need now, and as citizens of the future?

Booth has said that every person must be able to *learn* for him/herself in order to be independent (i.e., not dependent); and to *think* for him/herself, i.e., to think his/her own thoughts. But—to think about what? The process of thinking must be applied to some substance. For Booth the essential substance consists of three arenas:

- to know something about his own nature and his place in Nature, i.e., to know something about the truth of things and to speculate;
- to make the great achievements in the arts his own, i.e., to *earn* a symphony, a novel, a painting; to be educated to the experience of beauty;
- to understand his own intentions and to make them effective in the world, i.e., to know what is possible and what is impossible.[17]

Minimally, then, the knowledge most worth having, defined as universally essential and valuable, would seem to consist of:

the ability to synthesize data, identify options and make choices;
the skill to experience and create beauty;
the competence to assess the relevance of the greater social order and to intervene in appropriate times and ways in order to cause change;
the ability to relate constructively to others;
the competence to manage resources toward desired ends;
the ability to identify and develop a personal value system and move toward self actualization within that framework;
the competence to cope creatively with change;
the competence to cope constructively with crisis.

Home Economics and the Knowledge Most Worth Having

According to Frye, proponents of every body of knowledge think that field is the center of all knowledge.[18] Home economics is no exception. Like the Orwellian perception of humanity, ". . . though all knowledges are equal, some are more equal than others."[19] Because of its special pertinence to the daily life of every human being and its concentration on the most central social unit, home economics is more equal than others!

Brown and Paolucci in *Home Economics: A Definition* have thought of home economics as a ". . . science which mediates between theory and the practice (action) of families and family members."[20] Specifically, the

> *mission of home economics is to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturity in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them.*[21]

Home economics is, therefore, far more than the technical repetition of someone else's thoughts and strategies. It is ". . . concerned with *action* [emphasis mine] of family members, i.e., with what family members *do* as a culmination of their enlightened thought and judgment among possible acts."[22] This doing implies not just knowing *how to* but knowing *what* to do, and *why* the "what" selected is best.[23] The verb enable is carefully chosen, for

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[15]Richard McKeon, "The Battle of the Books" in *The Knowledge Most Worth Having*, ed. by Wayne C. Booth (Chicago: The University of Chicago Press, 1967), pp. 188-189.

[16]Northrop Frye, *op. cit.*, p. 75.

[17]Wayne C. Booth, *op. cit.*, pp. 21-27.

[18]Northrop Frye, *op. cit.*

[19]Wayne C. Booth, *op. cit.*, p. 4.

[20]Marjorie Brown and Beatrice Paolucci, *Home Economics: A Definition* (Washington: American Home Economics Association, in press), p. v.

[21]*Ibid.*, pp. 46-47.

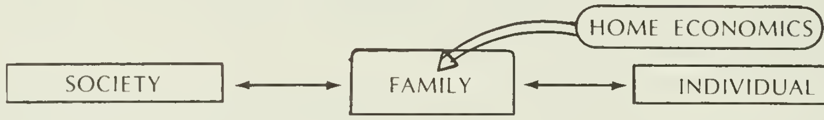
[22]*Ibid.*, p. 42.

[23]*Ibid.*, p. 14.

enabling builds upon the existing strength of families and admits conscious attention to the climate in which families function.

The debate over home economics as theory vs. home economics as practice is folly. The arguments regarding skills vs. concepts; abstract vs. pragmatic are futile and wasteful. Home economics is all of these, by definition, from origin, and in practice.

The founders of home economics rooted the field soundly in interrelationship to the social, economic and technological environments. A reciprocity of cause and effect was perceived. The concern for pure food, clean air, nurturant conditions for children, education for women, scientific management applied to the home, adequate housing, factory workers' diet—in all these issues, they envisioned man as a causative ingredient, a catalyst, a change agent—not alone the recipient of the barbs of a faceless "other." Family and home were the crux of the interaction between individuals and the larger social order. The scheme might be visualized as follows:



According to Brown and Paolucci,

> . . . that they [the founders of the field of knowledge and profession] chose to focus their services and their arena of study on the home and family was due to their conviction that the home and family is the primary social institution in the formation of the self, and, therefore, of participants in the formation of society.[24]

Participants in the formation of society—

> Man as a species is assumed to be self-forming, i.e., he is what he makes of himself. While he is influenced historically by the conditions of his environment (including their cultural meaning and their social influences), *he molds his future by his action.*[25] [emphasis mine]

A synthesis, then, of the knowledge most worth having, the competences most worth developing, must evolve from consideration of: (1) the basic needs of human beings, (2) an assessment of the social and economic environment, including the prognosis for the future, and (3) a commitment to home economics as a field of study which enables families to function in strength and to develop as societal catalysts.

Consider these minimum competences which, on the basis of the case presented in the development of this paper, delineate

The Home Economics Knowledge Most Worth Having

THE COMPETENCE:

- To articulate personal and family goals, relate them to the good of the larger society and proceed with a reasonable plan for achievement
- To select experiences which provide opportunity for development of a positive self concept, and the opportunity to grow intellectually, emotionally, socially and philosophically, especially within the family milieu
- To evaluate options and make decisions which in a majority of cases, turn out to be wise ones
- To manage scarce family resources in order to attain desired goals
- To relate to others in ways which promote development of self and the others involved, both in individual relationships and as a member of a group
- To cope creatively and constructively with family crises
- To feed self and others a diet which is nutritionally sound for the individuals involved
- To provide clothing which enhances self concept and protects from the elements
- To provide shelter which protects from the elements and provides privacy and use of space to facilitate constructive interaction for the inhabitants

(continued bottom of page 129)

[24] *Ibid.*, p. 34.
[25] *Ibid.*, p. 32.

BUILDING ON THE BASICS

Alberta M. Dobry, Head
Home Economics Education
North Dakota State University

The "back to basics" movement has led to a variety of reactionary measures at various levels throughout the country. Noticeable reactions have been those by state legislatures in their mandates concerning minimum competency standards for grade promotion or graduation. However reactionary, these measures have set the stage for major curriculum reform in educational programs.

Although many curricular reforms in the past have been reactionary to social conditions, few have been so forcefully promoted by groups external to the educational establishment. The demand for a "back to basics" movement has been clear. The leadership for meeting the demand has not been so clear. Without definitive leadership within the educational setting the movement has been open to questions of interpretation and implementation.

What Are the Basics?

Answers to the question "What are the basics in education?" yield a range of interesting responses. When the question is presented to a lay person, the answer is usually "The three R's, of course." When an educator is asked the question, the initial response given tends to be another question, such as the following:

"Basic to what?"
"Do you mean basic literacy skills or basic survival skills?"
"Are you asking about basic minimums in education?"
"Is that question in terms of basic values or basic needs?"
"Do you mean basic concepts in my subject area?"

Such responses by educators do not mean they haven't heard of the "back to basics" movement. Their responding questions serve as an indication of a very different and more complex perspective than that held by most lay persons.

Further probing of educators leads to the conclusion that there is lack of consensus on what should be considered as basic. What *does* surface through discussion is general concern for a movement toward a narrow interpretation of curriculum, restrictive competency-based education, and misuse of standardized testing programs. Initially, such concerns seem to be at odds with the legislated demands of the general public.

(continued from page 128)

- To care for other family members, including children and the elderly, in ways which meet their physical, safety, love and esteem needs, and which promote self actualization
- To work effectively as part of a team and to compete effectively when necessary
- To experience and create beauty within the family environment, through a variety of media

Implications for Home Economics Educators

Upon what foundations is your teaching based? Have you consciously included a study of universal needs of individuals? the larger social order? the uniqueness of home economics as a field of study?

How do you decide what *not* to teach?

With what knowledge do you wish to be identified?

How shall the learners under your tutelage spend their time?

Can you defend, intellectually and ethically, the concepts and the processes in which you engage those in your charge?

What might these learners be doing instead?

And finally, what difference will it all make?

What Is Our Responsibility?

If we are to remain professionally responsible, we can't afford to be at odds with the public we serve. We must assume a leadership role in developing a cooperative effort between the lay community and the academic community in promoting constructive proposals for curriculum reform.

One of the first steps toward this effort is an identification of the reasons for a return to the basics. The issue at hand may be much larger than a need to strengthen skills in reading, writing, and arithmetic. Is the cause for the movement simply one of low achievement scores? Or, are there reflections of other underlying causes such as increasing costs of education, general dissatisfaction with schools due to reports of deteriorating discipline, overall frustration with all bureaucracies including educational ones, or a fundamental desire for simplicity in an increasingly complex society? If the causes for reform are identified as any combination of concerns similar to the preceding, then simple solutions are unlikely to yield positive results.

In reflecting on the "back to basics" position, not many people would question the goal of learning the basic skills needed to function effectively. Certainly educators can wholeheartedly support this central purpose of the movement. However, if the intent is actually to go "back" to what once existed, then we have a professional responsibility to help others to see the negative consequences of such action.

To go *back* literally would be professionally irresponsible. Efforts in developing a comprehensive curriculum implemented in a humane school environment have come too far to be discarded. Our society has radically changed and grown in complexity far beyond the boundaries of a curriculum suited to a society of an earlier time.

What Are the Essentials for Leadership?

Current reactive reform measures advocated on the basis of inaccurate or insufficient information need to be off-set by a more constructive approach to effecting policy for public education. Professional educators need to assume a stronger leadership role in influencing positive public action.

One of the most essential skills in such a role is a sincere cooperative spirit. Without honest cooperation between professional educators and the lay public there is danger of polarizing the groups into opposing camps. Current trends indicate that unless initiated by professional educators a cooperative effort toward curriculum reform is unlikely to take place.

Skills in public relations are a second essential for leadership. These skills include patience, persistence, and the ability to communicate effectively. Attaining cooperation in curriculum planning requires a combination of these skills. In addition, the ability to be responsive and adaptive is needed in efforts toward involving people with diverse interests, overcoming public skepticism, broadening lay perceptions, and gaining public confidence and commitment.

A final essential for leadership, prerequisite to the preceding skills, is a clearly defined educational philosophy founded on a rational or scientific basis. Positions of leaders on educational issues are not likely to be understood or believed by the lay community unless they are supported by clarity, consistency, and soundness. Where a number of views on an issue exist, then there is an obligation to provide open opportunity for the pros and cons of each position to be thoroughly examined in an exploring-together atmosphere. Only through increased leadership involvement and improvements in leadership strategies can we hope to improve public policy related to curricular reforms.

HOW DOES HOME ECONOMICS RELATE TO THE BASICS?

As educators in the area of home economics, what strategies could we take in exerting leadership with the current curriculum reform focused on the basic three R's? What is the relationship of home economics to the basics? What is basic about home economics? What positions should we take in responding to a crisis-oriented society? These and other questions need to be thoughtfully examined. When faced with declining enrollments and the increasing need for special funding of programs, the basics bandwagon serves as a strong temptation. Before yielding to such temptation several deliberations may be in order.

Is Home Economics One of the Three R's?

As a starting point, how valid would it be to claim that home economics is part of the basic three R's? The "basics" have been described with such terms as fundamentals, essentials, and minimal competencies. No matter what term is used, proponents of the movement have equated the meaning with functional literacy skills including reading, writing, and arithmetic.

Home economics has never been purported as basic. Historically the very uniqueness of the field has been generated through its applied nature and integrative functions. Although each of the basic skills is used and applied in home economics, the teaching of these skills is not the primary aim. To claim that home economics is a significant part of the three R's must be considered invalid.

Is "Right Living" the Fourth R?

A second consideration might be whether or not home economics could be included with the basics as the fourth R. This is not an original idea. Ellen H. Richards[1] first presented the proposal in 1904. Her suggestion was to add the "art of right living" as the fourth R to the school curriculum and teach every child the means of becoming an efficient human being.

The public did not embrace the idea then and they are not likely to now. Acceptance is especially unlikely under the slogan of "right living." Although the underlying philosophy may still hold, we have outgrown this approach as a means of implementation. The term "right living" was suitable in 1904 when sanitary science was being pioneered. Guidelines for "right" living could be applied to the general public during that era. Today such an approach is no longer valid. What is right for one situation may not be for another. The implication of an imposed value perspective in the slogan "right living" would be both offensive and inappropriate in today's society.

To pursue the idea of the fourth R without the right living slogan may not be any more beneficial. Home economics educators have worked long and hard on reaffirming the vocational status of the field. Considering the stated purpose of secondary programs and the applied nature of the discipline, continued alliance with vocational education is still justifiable. To shift from that position at this point could undermine our credibility.

Of lesser importance but worth noting is that competition for claims on the fourth R may be high. A review of the literature indicates that educators in other disciplines are considering this as a tactic for joining the basics. To face heavy competition at the expense of weakening our credibility reduces the desirability of regarding home economics as the fourth R.

In What Sense Is Home Economics Basic?

A more viable alternative for clarifying the role of home economics in the curriculum may be to take a position from a different perspective on what is basic. The answer may lie in sorting the basic school skills from the basic life skills. A unique and significant contribution of home economics is that its primary purpose is focused on basic life skills. In this sense home economics can be considered as basic.

Life skills are basic in that they make a difference in the well-being of individuals and the quality of life. They are indispensable to freedom from dependence. The very personal nature and day-to-day form of life skill experiences cause them to be fundamental. Their fundamental nature tends to pervade both those skills which involve concrete thinking such as calculating interest on a charge account and those which involve more abstract processes such as developing relationships with others.

What Are the Home Economics Basics?

To utilize the idea of basics one step further, an additional consideration could be given to what are the basics within home economics. The traditional basics have leaned toward food, clothing, and shelter. Some might argue for food, clothing, and children. Either way, since the public is pressing for curriculum reform isn't it time to re-examine the priorities?

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[1]Ellen H. Richards, *The Art of Right Living* (Boston: Whitcomb & Barrows, 1904), p. 48.

Hasn't home economics as a discipline matured to the point at which each of the subject matter areas within the field can be accepted and maintained on an equal basis without dominance of one over another? If so, then is it time to shift our program priorities from subject matter areas to basic life skills related to social concerns?

By way of example, the long list of social concerns includes inflation, declining natural resources, and an increased emphasis on "me-ism" along with social isolation and physical abuse. Couldn't the field of home economics be more responsive to such social trends? If target areas of concern were selected, then the related basic life skills should readily surface as priorities. In this case the related priorities might be the three C's: consumerism, conservation, and caring. These are not suggested as replacements for food, clothing, and whatever. Rather, they are suggested as basic life skill priorities to be included in each appropriate subject matter area of home economics.

Overall, home economics just might make a greater impact on society with a comprehensive approach to priorities across the subject matter areas. Whether or not this is the direction to take, there is clearly a call for examination of existing programs. The underlying implications of public demands concerning the back to basics movement are too strong to ignore.

HOW CAN HOME ECONOMISTS HELP SOCIETY GAIN A BALANCED PERSPECTIVE?

One of the most serious implications of the back-to-basics movement appears to be a return to the singular focus on tasks or things rather than on humanism. There is no question that attention to tasks is an essential part of schooling, but hopefully not to the point of excluding the development of humanistic qualities. The ultimate end of education is surely more than the basics. The basics are necessary but only as tools for reaching higher ends—ends such as developing an understanding of the different relationships between humans and their environments, and between or among humans in their social settings.

If educators are to function as professionals, then they must exercise control in determining the purposes, content, and methods of education. Intellectual leadership is no longer enough to accomplish this. Political involvement and assertive leadership actions are needed to bring about a balance in perspective on both the purposes of education and the allocation of resources within the school.

How Can Home Economics Programs Be Promoted?

Critical to exerting leadership is a plan of action. Different situations will call for different plans. Guidelines for a general plan which may be adapted as needed include consideration of the following five questions:

1. *Has a philosophical perspective on the purpose of schooling been clarified?* Home economists are probably among those with the best philosophical perspective to clarify the need for maintaining the broader and more humane purposes of schooling. The very nature of our discipline parallels this perspective.

One's philosophy may include the development of reading, writing, and arithmetic skills as a purpose of schooling. These are the basic task-centered skills. Also included may be such purposes as developing the ability to abstract ideas and solve problems, creating growth in self-concept and self-confidence, becoming self-directing, and so on. These are examples of human-centered skills. A philosophy which includes the life skill types of purposes serves as the very foundation for home economics and other vocational areas.

2. *Has a position on how home economics contributes to the purposes of schooling been identified?* If it can be accepted that one of the purposes of schooling is the development of life skills, then home economics is easily justified as a strong contributor to the school curriculum. Home economics has been identified as "the study of the reciprocal relations of family to its natural and man-made environments, the effect of these singly or in unison as they shape the internal functioning of families, and the interplays between the family and other social institutions and the physical environment."[2]

[2]"Home Economics—New Directions II," *Journal of Home Economics*, 67(3) (1975), 26.

Although many secondary home economics programs implement selected components of the field of study through separate units or courses, they are offered within the overall context of the discipline. Perhaps there is a need to more clearly communicate the contextual reference of the separate components so that others may better understand the whole of home economics. Clarification of how the various components tie together might be included in the development of a position on how home economics contributes to the purposes of schooling.

As indicated earlier, my current belief is that the best defense for home economics lies with the basic life skills position, though I acknowledge that other positions exist.

3. *Has a committee to give advice and support been formed?* Once an initial position statement has been clarified, then a committee can serve to provide advice, feedback, and suggestions to improve or further clarify the position statement. In addition to an advisory function, this committee might also deal with public relations and fact finding responsibilities.

If an active and supportive advisory committee is already in operation, then it may be possible to use its members for this purpose. If not, then a new committee or a special promotional task force could be formed.

When forming a committee, the selection of members may be made according to the type of representation desired, the general compatibility of the members, and the background skills or knowledge that would be helpful. Committee member roles within the community may have special impact if they are to assume part of the leadership and function as advocates of the program.

4. *Has a sizeable and influential constituency been established?* As general ambassadors for the program, the committee members can help sell it to others in the community. Greater gains are usually made when others can help speak on behalf of home economics and its contribution to the curriculum. The more people, and particularly those with influence in the community, who come to know and understand the program and its purposes, the greater the support tends to be. The broader the base of support, the less likelihood there is that the program will fall into jeopardy.

5. *Have convincing recommendations been presented to the decision-makers?* If home economics becomes threatened due to possible reductions in school programs or budgets, then the next step may be to gain a hearing to present a well-prepared, reasonable set of recommendations for maintaining the program. Recommendations or requests made with the existing limitations of the situation in mind are more likely to be given serious consideration by the decision-makers.

Committee members may be a big help in gathering information and preparing the recommendations to be presented. A double check on the accuracy of the facts collected and the logic of the statements made would be a final step in preparation for a hearing.

Once an opportunity for a hearing is obtained, then an objective attitude should serve as an asset during the presentation. Potential budgetary cuts or program reductions are usually due to a lack of funds, a shift in priorities, or both. The thrust of the presentation might be toward presenting information which would provide a basis for redirecting the priorities to include the benefits gained through the home economics program. Hopefully, if the first four steps in the plan have been successfully carried out, then this last one may not be needed.

Conclusion

The major point behind the suggested guidelines is that we cannot wait until a crisis is upon us to take action. With current economic shortages, declining enrollments, and public attacks on schools for not solving such problems as illiteracy, the stage has been set for crises to emerge. Under such conditions, leadership in implementing a systematic plan for on-going promotion of home economics programs is needed now more than ever before.

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(continued bottom of page 134)

LEVELS OF EMOTIONAL DEVELOPMENT

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EDITOR'S NOTE: For some years we have been hearing about levels of cognitive, affective and psychomotor objectives and about levels of moral development, and so it was exciting to me to discover someone in my own College of Education who was helping develop a theory of levels of emotional *development. I, therefore, rushed to his office to learn more about the theory and to ask Dr. Piechowski, who has since moved to Northwestern University, if he could explain it to lay persons in about a dozen pages. He has now provided us with at least enough to whet our appetites and has given us the references to read further. In my conversation with him I asked such questions as: (1) What effect might it have on a teacher if s/he did or did not understand his/her own level of emotional development? (2) What effect might it have on his/her students if s/he understood this theory and used it in his/her teaching? (3) Can a person use this theory as a self-help measure to advance to higher levels of emotional development? (4) Could there be any dangers in an "amateur" trying to make use of the theory?*

If you think I should request of him another article so he'll have enough pages to go further, let me know! —*HTS*

During a recent conversation with Dr. Robert J. Menges, program director of the Center for the Teaching Professions at Northwestern University, I asked what, to him, was good teaching. He replied that it is, first of all, a condition in the teacher. To be a good teacher, one must have self-awareness. I think he is saying that a teacher must be a special kind of person whose self-awareness must include the awareness of responsibility and the capacity for self-evaluation. One needs to consider how these qualities develop in a person, how they are related, what their sources are and whether they can be taught.

We shall approach these questions by first examining samples of autobiographical material illustrating feelings of responsibility in regard to teaching. Later, we shall take a look at a theory which outlines paths of individual development leading to a high level of self-awareness and responsibility.

Consider the following two excerpts. The first is from an autobiography of Madeleine, a Canadian woman, 34:

> During the year that I taught school, everything began to crumble for me. I woke during the night, or early in the morning, filled with dread. I doubted my ability to teach young children, and I was afraid they were all wasting a year under my supervision. The district was dreadfully poor, and I witnessed a real need for the first time in my life. We had never had much, but we had enough to eat and enough clothes to wear, and some of these children were coming to school without adequate food or clothing. They ate sandwiches with nothing but jam on them—no protein. I couldn't eat my lunch. They walked two or three miles to school without warm clothes. Some of them worked several hours a day before and after school and then did their homework by the light of a coal-oil lamp. It was too much. I didn't want to give any homework assignments, but the school board insisted on homework for children at the junior high school level. . . . No matter how well I prepared my lessons for the next day, they were never good enough for me, and I spent hours and hours trying to be a good teacher.

The second excerpt is from an autobiography of Flora, a European woman, 44:

> I recall the sense of extreme fear when I had some difficulty at my first job, as a teacher. After a few months of teaching I just felt unable to cope, had become frightened of the young students. I then pretended to be ill for several days and one night I made a weak attempt to commit suicide. I can still easily bring to mind the feeling of being overwhelmed by what was expected of me (by myself in particular) as a teacher.

(continued from page 133)

Richards, Ellen H. *The Art of Right Living.* Boston: Whitcomb & Barrows, 1904.

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Flora gives no further detail on the school and her students. Consequently, the comparison of the two fragments will draw on Flora's and Madeleine's complete autobiographies which are published elsewhere (Dabrowski and Piechowski, 1977, Vol. 2).

Madeleine and Flora experienced intense anxiety during their first year of teaching, and both appear to have an exaggerated sense of their teaching responsibility. Note, however, that they operate from an internal standard of what they understand to be good teaching. Madeleine is filled with compassion for the poverty and deprivation of the children, and she finds herself unable to demand from them the same kind of work as from children who are well fed and do not have far to go in cold weather. Flora, on the other hand, becomes more and more overwhelmed by anxiety, feelings of inferiority, and helplessness. She does not feel up to the task and almost goes under with her suicide attempt.

The essential difference between the first and the second example is that Madeleine is motivated by compassion for her students, while Flora becomes afraid of hers. Madeleine has a stronger sense of responsibility toward her students than Flora appears to have.

These two teachers, both strongly emotional, represent different levels of emotional development. Because of the strength of her compassion and sense of responsibility, Madeleine is the more highly developed. Both women remember their difficulties vividly, and these difficulties evoke in them strong feelings. Both reflect on their experience. Madeleine was so affected by her students' harsh existence that she found herself unable to eat better than they did. Flora, on the other hand, did not manage to move closer to her students and see them as humans who can be as afraid and as affected as she was. She had difficulty getting away from her anxiety and feeling of inferiority. Madeleine, however, instead of succumbing to her doubts, as Flora did, went on preparing her lessons. In both of them we see a great deal of inner feeling and self-evaluation. But, they operate at a higher level in Madeleine and at a lower level in Flora. This distinction will be explained later.

The third example is a collection of autobiographical excerpts from Keith, 23, a student of education at a large Canadian university:

> I am in my first year of education after degree and will be teaching the coming fall.
>
> I remember in grade three I read the most number of books in the class and got a prize for it at the end of the year. It wasn't really fair because my main objective was to win the prize and thus I read the shortest and the simplest books I could find.
>
> In grade four I recall having a very strict teacher—the first one I had and I also remember that I had an 84 percent average and that I was so disappointed that she had not given me honors at 80. I guess I was always mark conscious, and my parents would give me money for a good report card which reinforced such attitude.
>
> In grade five I got the strap for the first and only time in my life for something which I felt very hard done by. I had a sling shot and the teacher took it away from me. I went and took it at noontime and for that I got the strap. I was very conscious of punishment and my parents always said that if I got the strap and never told them then I would get the same thing there. So I went home and told them. They were not too pleased about it but at least I never got the same punishment at home.
>
> My high school experiences were mainly centered on girls—one in particular through grade eleven—and on sports again. I was also pleased with my grade nine achievement on departmental exams—honors. This continued in high school with two academic and one athletic award. In general I was satisfied with my life through high school.

Asked what to him was inner conflict, ideal, and success, he wrote:

Inner conflict:	I rarely think of inner conflict in relation to myself. I presume such conflict means in the area of morals, etc. In terms of decisions, I sometimes have difficulty in choosing a course of action.
Ideal:	I think of life in general and a concept of entire satisfaction in living, in working, with oneself, etc.
Success:	I consider success in mainly a mundane way. That is, I consider success to be the accomplishment of certain goals in life, one of which is material possessions, i.e., car, house, clothes.

This young man who is about to start teaching, thinks of school entirely in terms of external norms of punishment and reward. Relationships with others appear limited to going out with girls. There is no reflection. There is no inner conflict. He is aware of his opportunism as reported in his winning the third grade prize for the greatest number of books read, but as his notions of ideal and success show, he appears entirely satisfied with it. His emotions are shallow. He displays no sense of responsibility other than conforming to rules, regulations and contracts. This man represents a low level of emotional development because he shows little inner feeling and little feeling *for* others, and because he understands reponsibility only as a fulfillment of external expectations and norms, not the fulfillment of an inner standard. In his case the internal standard is absent.

Compare Flora's description of what to her is inner conflict:

> . . . internal battles, where you feel you are more than one person, and where it is a matter of finding out who is who or what, and who ought to come out as a victor in the long run. My nervous breakdowns were somewhat like that. They started as uncertain, vague kinds of battles. Because of the haziness and vagueness at first, the arms were just laid down. Too much uncertainty, much too foggy,—but then, much through therapy—and thank heaven for psychotherapy—some soldiers did take up arms. Some pretty hot and bloody battles took place, God, and what wild confusion sometimes. I suppose, so far, the best ones won and kicked the rest into some sloppy corner where they are still sitting looking on, licking their wounds probably.
>
> Much as I am likely to shy away from conflict, disagreements, arguments, oddly enough it is the personal conflicts which eventually have helped me to get to where I am now, and I am pretty happy about that.

(Flora was not asked to write on "ideal" and "success.")

And here is Madeleine's description:

Inner conflict:	I don't allow my energy to drain away that way anymore. I use it to think through whatever problem as thoroughly as possible, taking in as many facts as possible. Then I follow my heart. Inner conflict has left many inner battle scars, and even though I feel I'm winning the battles, I sense that I am losing the war against time.
Ideal:	To recognize myself when I find me in others and not to deal with us too harshly. I admire persons who are kind and serene, who understand without giving way or violating their own principles.
Success:	To live in harmony with my deepest feelings; to not wear out my body unnecessarily early by resisting that which I cannot change [reference to an organic conditions]; to not reduce any tensions which may push me forward, no matter how painful it is; to take every human being as seriously as he takes himself; to understand problems of others as being important as they feel they are; to speak when I must; to direct good thoughts toward others; to accord myself dignity as living being, no more, no less than others.

To summarize the examples quoted thus far, Keith lacks emotional dynamisms that would be agents of any serious change; consequently, he lacks self-reflection and self-evaluation. Flora has strong emotional dynamisms looking for direction, but in that period of her life the disintegrating forces were stronger than the forces that transform and develop the inner structure; nevertheless, with the help of psychotherapy she pulled through and found the direction of her further development. We must appreciate here the fact that she did have mental breakdowns, she was emotionally "unstable," but that a real and deep change of personality structure is not possible without periods of turmoil, inner struggle, and, in some cases, not without an actual breakdown. The task, however, is to be able to discern those forces of personal growth that can give direction and, eventually, order to that process of transformation. These forces are well in evidence in Madeleine, in her self-awareness and compassion together with a high sense of responsibility.

The theory that allows one to approach these phenomena in a systematic manner is Dabrowski's theory of positive disintegration. One of the basic ideas of the theory is that one can distinguish higher and lower levels of human behavior, and, further, that this difference in levels is fundamental. By level he means the structure underlying personality. When the structure changes in a profound way, it is always from a lower to a higher level. Such development involves a great deal of inner conflict. It involves feelings of inferiority, not so much in comparing oneself to others but more toward one's inwardly recognized potential; it involves feelings of disquietude when the changes take one by surprise and become disturbing, a feeling of losing ground; it involves feelings of dissatisfaction with oneself, even to the point of being angry with oneself. These are just a few examples of the thirty or so dynamisms defined by the theory. Most of them are intensely emotional and all are expressions of self-evaluation. It is these dynamisms that give development its direction. Thus, the process of change from a lower to a higher level is seen as a process of *emotional* development. And one of the principal functions of being emotional is the capacity for self-observation, self-reflection, self-judgment. It is well known (Good and Brophy, 1973) that teachers tend to *under*estimate how much time they talk in class as compared with the time available to the students. They tend to *over*estimate how much opportunity the students have for making decisions. Such significant errors of judgment can be interpreted as resulting from weak capacity for self-evaluation. And, in turn, inadequate self-evaluation points to inadequate emotional development.

If we now go back to our examples, Madeleine's high level of emotional development is a guarantee of a well-developed capacity for self-evaluation. The concern for high quality of teaching is also present in Flora. But we find it absent in Keith who actually said in an interview that he chose teaching primarily for its long vacations.

The focus of Dabrowski's theory is the dynamics of change in the development of personality. This focus is reflected in its name—theory of positive disintegration. "Disintegration" because the lower level has to break down before the higher level can fully develop, and "positive" because the higher level represents a higher stage of individual evolution, a stage that is closer to the fully functioning person who is more self-aware, has more understanding for others, and is more embracing of human experience. The price for it is uncertainty, inner turmoil, conflict with oneself, conflict with stereotypes and conventional values. In some cases, it is the price of being called "neurotic," "idealist," "perfectionist," "misfit," "emotionally unstable."

According to Dabrowski's theory, emotional dynamisms like those few mentioned earlier, are the actual guiding forces of change and development. When one experiences the higher and lower in oneself, this occurs spontaneously and may come as a surprise. It is an experience associated with strong feelings. Here is an excerpt from the diary of Alvin, a student in teacher education (retranslated from Dabrowski, 1964):

> For several years, I have observed in myself obsessions with what I am thinking, what I am feeling, and the way I act. These obsessions engage my better and worse, my higher and lower character. My ideals, my future vocation, my trust in my friends and family seem to be what is higher. Everything that leads me to a better understanding of myself and my environment also is like that, although I am aware of an increased tendency to be influenced by other people's concerns which cause me to neglect or even forget "my own business." I see the lower aspects of my character operating every day in decreased alertness to what I think and what I do, in a selfish preference for my own affairs to the exclusion of other people's, in being satisfied with myself and complacent . . ., in a desire to just take it easy.
>
> Also, I see my lower nature when I wish to follow stereotypes, particularly in regard to my present and future duties. When I get worse, I limit myself to the purely formal aspect of my duties and I shut myself away from what goes on about me. I just lose my sense of responsibility. This pattern of behavior makes me dejected. I am ashamed of myself; I scold myself. But I am most deeply worried about any sufficient consolidation of my higher attitudes, do not influence my "self" to become my "only self." I remain at once both higher and lower. I often fear that I lack sufficient force to change permanently to a real, higher man.

This excerpt is an illustration of the inner conflict between what is experienced as the higher and the lower level in oneself. In some ways this could qualify as a "negative" self-concept, especially that Alvin expresses fear whether he will ever be able to change. Yet this fear is an indication of how strong is his concern for change and how much he actually is involved in the process of his development. Here the process has not yet developed sufficient momentum to impart to him the sense of forward movement. But note, too, the amount of self-observation and self-evaluation, even to the point of "neurotic" obsession. In terms of levels of development, we could place this student above Flora and below Madeleine.

Here is a selection of a few characteristics of the five levels of development defined by the theory:

Level I

Absence of emotional dynamisms, absence of reflection, absence of self-observation and self-evaluation; absence of inner conflict; orientation toward external standards; self-interest as primary motivation; lack or little feeling for others and lack of insight into others. For the most part, this is Keith's level.

Level II

Fluctuations between opposite feelings and extremes of mood; changeable and contradictory courses of action; dependence on social opinion ("what will others say") coupled with feelings of inferiority, sometimes alternating with feelings of superiority. Plenty of feeling but going in all directions, often confused. This was Flora's level when she started teaching and suffered her breakdowns which she describes as the battles of her inner conflicts.

Level III

Experience of conflict between "what is" (the lower) and "what ought to be" (the higher); feelings of inferiority toward oneself—frustration with what is lacking in one's character structure, frustration with not being all that one can become; dissatisfaction with oneself—frustration and anger with the lower in oneself and with lack of development in oneself; feelings of guilt—discomfort and anguish over moral failure with determination to make up for it; strong appreciation and defense of individual values and of the value of each individual. This level is illustrated in Alvin's diary, while Madeleine is half-way into the next level.

Level IV

Conscious choice in the development of one's inner standards and steadfast adherence to one's ideal of development; inner restructuring—by transcending age-related changes and built-in personality traits; responsibility—taking on tasks for the sake of others and for the sake of one's development; strong sense of universal values.

Level V

The highest level of development. Those who achieve it epitomize universal compassion, self-sacrifice and total dedication to the service of others. Dag Hammarskjold is a good example. Rather than seek the personal happiness of marriage and family life he chose to serve mankind. Because he made the United Nations operate according to the ideals of its charter, he was called the servant of peace. It was not an easy choice and at times he felt the pain of personal deprivation.

I hope that this brief sketch shows the connecting lines between the intensely emotional and often painful inner struggle and the growth of self-awareness, responsibility and compassion. One cannot directly teach any of it, but one can live it and offer understanding and moral support to those who, like Alvin, have doubt whether they will be able to change.

In formulating his theory, Dabrowski not only introduced the means of interpreting different levels of human experience and motivation but offered also the means of explaining the dynamics of change in the growth of personality. As early as 1937 he discovered that we have different ways of processing nervous tension. There are five such ways and each one of us has somewhat different constitution in regard to them. To deal with nervous tension sensually, is to release it through such forms of gratification as, for instance, eating, sex, comfort or luxury. In a more general sense, this is also the capacity for sensual experience and sensual enjoyment. The psychomotor way is to convert tension into a great deal of activity, even acting out.

But this is also the capacity for being active and energetic. The intellectual way is to think and to love knowledge. The way of imagination works through a facility for visualizing, for rich and vivid dreams, for dramatizing to escape boredom. And finally, the emotional way shows in the intensity of feeling, especially in regard to others and to oneself. The stronger is each one of these ways of experiencing, the stronger is one's potential for development.

The thesis of Dabrowski's theory is that it is the capacity for emotional feeling that empowers and guides an individual to develop toward a higher level, because it is passion that makes us capable of empathy, understanding, caring, and finding that which gives our lives direction. Maslow said we need values worth dying for. This is how Tolstoy portrays in *Anna Karenina* the guiding force of feeling:

> Levin regarded his brother as a man of great intellect and vast knowledge, noble in the highest sense of the word and endowed with the faculty of working for the general good. But in his heart of hearts, the older he grew and the more intimately he knew his brother, the more and more often it occurred to him that this faculty of working for the general good, which he felt he completely lacked, was perhaps not so much a quality as a lack of something, not a lack of kindly, honest and noble desires and tastes, but a lack of the life force, of what is called heart, the impulse which drives a man to choose one out of all the innumerable paths of life open to him and to desire that one only. The more he got to know his brother, the more he noticed that Koznyshev and many other people who worked for the general good were not led to this love for the general good by their hearts, but because they had reasoned out in their minds that it was a good thing to do that kind of work and did it only because of that. Levin was confirmed in this supposition by noticing that his brother did not take the question of the general good or the immortality of the soul any more to heart than a game of chess or the clever construction of a new machine.

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HELPING FAMILIES ATTAIN A DESIRABLE QUALITY OF LIFE

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Functions Within the Household

There are as many ways to structure the needs of individuals and households as there are professionals seeking to provide assistance to persons in those households. I feel that there are three general areas of functioning, not in any particular order, which are critical to a desirable quality of life, or a level of living for families:

1. household maintenance and internal production or work activities,
2. satisfaction with consumer goods, or the real income of the unit, including an appraisal of the goods available for consumption compared with goods which families perceive as necessary, and
3. interaction of household members—husband-wife, wife-children, husband-children, and any other possible combinations of individuals within the household.

These functions must be maintained at a minimal level, or development and survival of the members may be jeopardized. The danger may relate to physical, psychological or social needs of the individual or group.

Household Maintenance/Work Activities

Areas of household maintenance and internal work activities which must be completed in every household if the family is to maintain a minimally acceptable level of living are:

1. care of house and environment,
2. care of children and other household members in such a way that development of the individual is maximized,
3. care of clothing, including selection,
4. food preparation and health maintenance activities, and
5. management and marketing activities.

The primary reason these activities are critical to the well-being of households is that if these are not maintained at a minimal level, either by some internal household allocation of work activity (production) or by hiring it done by persons outside the household, the household members cannot survive.

These services, basic to survival, could be purchased, entirely or in part, or they could be produced, entirely or in part, by the householders. Individuals who are deemed unable to maintain independent living are often placed in homes, because they are physically or mentally incapable. To provide the services described above for the individual who is disabled, either mentally or physically, may mean too great a drain on other household members' resources, their psychological well being, or financial capabilities. As indicated earlier, if these activities are not provided in some way for each individual within the family or household or by an institution, then the individual cannot survive. In many cases, if they are provided at an unacceptable level, the individual does not develop maximum capabilities for self-care and responsibility for him/herself at a later date.

A final reason why these five areas are critical to family well-being is that no one can be assured that there will be someone to provide these support activities to him/her forever. The depression of the 1930's provided evidence that individuals, even though they were financially secure at one point in their lives, might not be financially secure for an indefinite period and thus might need to provide the household work/maintenance activities for themselves.

Following is a statement of effective use of resources for the five areas of household maintenance activity with examples showing the relationship of selected activities to personal well-being in the household.

Care of House. A minimal amount of resources is used to maintain the house and related equipment. Of critical importance to households is the scarcity of resources, including those resources utilized to provide services within households. This includes the least possible use of money and/or time and human energy.

An example of this is keeping utility bills at the lowest possible level. What kinds of household maintenance activities would maintain the lowest possible utility bill? One which people may neglect or forget is keeping the refrigerator defrosted so that frost build-up does not increase the use of electricity. Other conditions affecting the amount of electricity used include storm windows and insulation.

A second example is the prevention of waste. For example, one would not clean fiberglass bath and shower fixtures with ammonia; it damages the surface of those fixtures, which is wasteful.

Another example is that care of the house should prevent harm to the house and equipment and to the family members. Sanitation and organized storage reduce the chances of harm to individual family members.

Care of Children and Other Household Members. Activities related to care of children and other household members are closely related to the concept of self-actualization as Maslow has described it. Both depth and breadth in human resources should be developed.

A primary concern in this area relates to the development of maximum potential of each individual (including the handicapped) so that s/he has as broad a base of human resources as possible, e.g., abilities, skills, techniques for handling problems, money, and earning capacity. Resources and the activities to develop them vary from individual to individual.

Care of children and/or other household members should include the creation of a household environment and a supervisory function for these members that meet the needs of all individuals.

Appropriate storage and work methods reduce or eliminate the need for constant supervision. Supervision should be such that individuals are allowed to assume as much responsibility for their own behavior as is possible.

Care of Clothing. Clothing should be selected and cared for in such a way that it meets the needs of the individual moving about in society, including protection from the environment and an enhancing of appearance so that others relate in a satisfactory, positive manner. Marginal workers often get or retain jobs because of their appearance; clothing is certainly a critical area relative to the image the individual presents.

A second concern is the selection of clothing items which can be cared for with minimal use of resources, e.g., whether garments are washable or only dry-cleanable.

A third concern relates to selection of clothing items which are safe to wear, e.g., non-flammable and non-allergenic.

Food Preparation and Health Maintenance Activities. A primary concern is that resources used within the household to provide food be used in such a way that food meets the needs of individuals for growth and development. Improved knowledge in recent years relative to the impact of food on heart/circulation problems, specifically relative to cholesterol or blood sugar content and diabetes, has many implications for food consumption patterns of household members. Like any other goods, if food creates additional problems for the individual, it affects the individual's abilities and skills.

Marketing and Management Activities. Marketing and management activities are, by their very definition, activities which relate to effective use of resources.

Each household member needs an awareness of the variety and quantity of resources available to the household and some skill in comparison shopping. Household members also need to analyze whether resources within and external to the household are being effectively used to meet household needs.

Another area of concern is expansion of the resource base of the household. Human resources can be improved through development of skills, abilities and attitudes toward particular work activities or goods which may be sought for consumption. The non-human resources available to the household may be increased by developing a broader base of goods or a larger quantity of goods available for use over a continuing period, e.g., purchase of durable goods.

A third area of concern relates to buying techniques. With the increase in information and concern about effective consumer education, purchasing behavior has been explored in greater depth in recent years. Among the areas receiving attention are avoidance of fraudulent behavior on the part of sellers, learning to buy at 'a good price,' and the development of comparative shopping techniques for goods and services.

A review of these five groups of household work/maintenance activities shows that although few households produce many goods from 'scratch' there is still a significant amount of production taking place in families and households today. The type of production is drastically changed. Production in the home is more likely to be provision of the service in the selection of goods to create an environment conducive to effective development of the household members and less likely to be creation of goods from 'scratch.'

The individual who is institutionalized requires the same type of household maintenance/work activities for satisfactory living, but they may be purchased on a contract basis.

Satisfaction with Consumer Goods

The second area bearing on the well-being of the individual or household relates to goods available and goods identified as necessary for consumption. Theoretically, the greater the discrepancy between the goods the individual has and the goods the individual wants or needs, the larger the dissatisfaction and the less satisfactory the level of well-being which the individual experiences. Quality of life is perceived as the ability to obtain those goods which are deemed necessary. Two primary factors contribute to this concept: the resource base available for obtaining goods and the goods which are deemed essential for consumption.

Relative to the resource base of the household, we have placed the greatest emphasis on money income, which is more concrete and more easily identifiable for large numbers of people. The problem in using the money income concept as the primary area of concern relative to the economic well-being of the family is that it does de-emphasize other means of obtaining goods, for example, the ability of the household members to obtain credit or create their own goods. The recent extreme inflation in all areas of consumption has resulted in an increase in urban gardening and in adult education programs in upholstery and sewing. Seldom does a household hire a housekeeper to provide many of the service functions necessary to family well-being.

Families may have a large inventory of goods available for consumption and still not be satisfied with the goods available to meet both physical and psychological needs. Other families who could be considered low income families, in terms of earned money income, might perceive themselves as having a very desirable level of living. Perhaps for cultural or other reasons they choose not to consume in the same "materialistic" way which other households may have adopted.

Past work with families has overlooked some things which provide the family with critical elements of quality of life or well-being. Perhaps we need to look more closely and find more accurate ways of measuring the difference between the goods families have and the evaluation of the adequacy of those goods. To be more effective in assistance to families, it is essential that we sort out why they are satisfied or dissatisfied with the household economy in which they live.

Interaction of Household Members

Household members' interaction is perhaps the most elusive of the areas of quality of life. Changes in sexual, companionate and productive roles are occurring at rates and in forms which we cannot predict. Divorce rates are high. Adolescent pregnancies, particularly among white girls, are on the increase. Child abuse is on the upswing. Wife and husband battering are occurring at frightening rates. Data reported by Steinmetz (1977) estimate that 3.3 million wives and over a quarter of a million husbands have received severe beatings from their spouses.[1] Abandonment of families by both male and female adult members is much more common. What is happening within society and more specifically within households which creates the environment for such traumatic actions on the part of the family or household members? I would doubt that we could prove that there is less love among family members today, that there are more and worse financial crises in families today, or that it takes more cooperation for household members today to survive both physically and emotionally. There has been trauma for families from the beginning of time. So what really is happening?

The exploration and study of satisfaction with marriage and family life occurs in a variety of ways. Some of these more common perspectives of marriage and family life which have been viewed are: power structure within the household; the organization of the household; adjustment of household members; stability of household members; respect for each other's ideals

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[1]S. K. Steinmetz, *The Cycle of Violence: Assertive, Aggressive and Abusive Family Interactions* (New York: Praeger, 1977).

within a household or family; the kinds of affection which are available within a household; and the supportive action of family members for other family members. With all this research and inquiry we still do not have an answer to the question, what factors contribute most to the satisfaction family members have about the family or household interaction patterns?

Assumption of new roles by both men and women is occurring in many households. There is no data to help us know what is helpful to family members in adjusting to these new roles. In addition, there is no real data to indicate how quickly role adjustment does take place. As Erickson said in 1965,

> The fact is there is always a historical lag between any emancipation and the inner adjustment of the emancipated. It takes much longer to emancipate what goes on deep down inside us—that is whatever prejudices and inequalities have managed to become part of our impulse life and our identify formation—than the time it takes to redefine professed values and to change legalities.[2]

So, relative to families, we have very little knowledge of what is actually happening in the integration of new roles by both male and female members of households.

In an effort to identify the types of problems which occur relative to family interaction patterns, Stuckert has listed ten value areas which could apply to both sexes and various ages: importance of love in the family/household, being able to confide in family/household members, showing affection, respecting ideals of others, appreciating other's achievements, understanding the moods of others, helping make important decisions, stimulating others' ambition, sharing respect for others, and providing self-confidence in relation to other people.[3]

Other more concrete areas where interaction patterns may be significant in quality of life are: finances, household management, personality differences, sexual adjustment, sharing household tasks, children, and recreation.[4]

Summary

In summary, what is really important to the quality of life or the well-being of families? A study by Campbell, Converse and Rodgers[5] published in 1976 by the Russell Sage Foundation looked at 12 different domains of quality of life. The survey had initially asked each household to identify its life to be some degree of good to poor quality. Responses to the single statements were correlated with 12 domains. Correlation values obtained for each of the 12 with overall quality of life are shown below.

Family Life = .408	Community = .253
Marriage = .364	Health = .219
Financial Situation = .333	Non-Work Activities = .213
Housing = .303	National Government = .149
Job = .274	Organizations = .123
Friendship = .256	Religious Faith = .107

If, in fact, these data are close to accurate about what people are looking for in quality of life, then home economics can assist families in developing techniques to obtain the maximum possible satisfaction in the four areas which were identified as most closely related to family quality of living.

In each of the four areas above as well as other problems of day-to-day living, the problems of living are in essence the problems of overcoming, reconciling opposites.[6] Seldom are we in a position where we do not have divergent problems with alternatives for solution which appear to lead in completely different directions. Normally there is no right solution to the many issues which families face, issues which demand reasoning powers and the commitment

[2]Erik H. Erikson, "Concluding Remarks" in *Women and the Scientific Professions*, ed. by Jacquelyn Mattfield and Carol G. Van Aken (Cambridge, Massachusetts: M.I.T. Press, 1965).

[3]Judith Long Laws, "A Feminist View of Marital Adjustment" in *Couples in Conflict*, ed. by Alan S. Gurman and David G. Rice (New York: Jason Aronson, 1975).

[4]Alan S. Gurman and David G. Rice, eds., *Couples in Conflict* New York: Jason Aronson, 1975).

[5]Angus Campbell, Philip E. Converse, and Willard L. Rodgers, *The Quality of American Life: Perceptions, Evaluations and Satisfactions* (New York: Russell Sage Foundation, 1976).

[6]E. F. Schumacher, *Small is Beautiful: Economics as If People Mattered* (New York: Harper and Row, publishers, 1973).

of the whole personality. Naturally, spurious solutions, the clever formula or the recipe-response are always being put forward. Seldom do they work for long because they invariably neglect one of the two opposites and thus lose the very quality of life which is being sought. To have to grapple with divergent problems day-in and day-out tends to be an exhausting, worrisome and wearisome process. In many cases, we as professionals, as well as families, try to avoid or ignore problems and run away, letting someone else make decisions for us.

If individuals do allow others to make decisions for them, severe consequences must be faced. If other persons make decisions for the individual, then s/he is never really allowed to own him/herself. How awful it must be never to own oneself, never to own the good and the bad behavior which is associated with each of us! For, unless we own ourselves, it is hard to imagine that we are really alive.

Thus, we come to the conclusion that life, in particular economic and family life, is still worth living because it is sufficiently unpredictable to be interesting. The future cannot really be forecast but it can be explored. The best decisions we make—the best choices and the best solutions to problems—will still be based on the judgment of mature, non-electronic brains, brains possessed by persons who have looked steadily and calmly at the situation as a whole. 'Stop, look and listen' becomes a much better motto than 'Do as I say.' When we stop, look and listen then we can see what is happening around us, and then we have the ability to select alternatives for solution of problems which should meet our needs in a much more effective way. Then the resources at our disposal are allocated to obtain the goods and services which contribute to a quality of life and the development of individuals and family members. After all, human capital in the form of individuals and family members who can do and think is a primary source for society and the economy as a whole. It is a long-term goal for society.

THE ROLE OF THE SECONDARY HOME ECONOMICS TEACHER IN DEFINING BASIC EDUCATION

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As a professional in home economics for more years than I care to admit, I have a fair degree of expertise. As a high school teacher of home economics or as a teacher educator, I have none. So, it would help when you read this if you would use whatever you find interesting here as a basis for spin-off thinking. I write as a concerned observer, not as an expert.

Home economics from its very start has been an unusual field. It differs radically from most traditional disciplines in having a centralizing focus, i.e., study of the smallest (and I would argue, most vital) unit in our society—the family. It is a practical discipline at the same time as a theoretical one. Its mission is to improve the overall condition of human beings, to improve the nutritional well-being of individuals, to improve the living and working environments in which families live, to improve the ability of individuals to make decisions supportive to better living. Aren't the behavioral objectives you develop for your classes directed to helping your students move from a lesser state of being to a better one?

Home economics is eclectic in the finest sense of the word. It is a field in which professionals seeking answers to critical everyday problems have drawn freely from the best of all related disciplines at the same time developing the best within. In responding to those we serve, we have drawn not only from our own knowledge resources but from the knowledge resources of others. We are the result of a most elegant experiment, an experiment in development which still continues. And out of this experiment is coming a true profession, an integrative discipline, and an essential field. Speaking of home economics as an essential field, by the way, reminds me of a colleague of mine who once said, "The problems families and individuals face today are so complex and so difficult that if the field of home economics were not already in existence to help us, we would have to create it." I could not agree more fully.

All teaching fields and all teachers are asking the question: "In our attempts to enhance and broaden what is taught, have we neglected to teach the basics?" It is a pertinent question, one worth consideration at all levels, elementary through graduate education.

Every human being, if s/he is to be human and is to function in society, needs to assimilate within him/herself certain essential basic skills, knowledges, processes, and values. A critical share of these essential tools the child learns from his/her parents. The home is undoubtedly the most important learning environment any of us ever experiences in our lifetime. The first bonding of mother and father with infant is likely the first step each of us takes in learning one of the primal basics of life, i.e., caring for another human being, the basic of love.

The home is an informal school. Because the home surrounds the child for far more hours than does any formal school, the home is a far more efficient and effective teaching environment. The teaching done in the home may be either negative or positive. The important thing to remember is that whatever is taught in the home will likely be learned and remembered.

The reason I bring this up is that when we in home economics talk about the need for better basic learnings, we must talk on at least two levels of need. The first is What basic tools must our individual students have in order to function as responsible individuals and members of society? The second is What tools must our students have in order to confidently and successfully undertake the most significant human role they will play in life, the role of teacher-parent.

You can see that when I am thinking "back to the basics," I am not thinking "reading 'riting and 'rithmetic," important as these may be. Being able to read is not sufficient; being able to grasp mentally, i.e., to understand, is what matters. I recall vividly my six-year-old niece reading fluently by phonics the *New York Times.* After finishing a long item on page one, she looked up to say, "I can read it but I can't understand it." Simply being able to read is not enough. Being able to write is not sufficient if you have nothing to say. Being able to add two and two is not sufficient if you can't balance your checkbook or prevent bankruptcy.

The "basics," if defined too narrowly, are not sufficient if we expect individuals to be able to function well in the most critical roles they will play in this complex world. When I was a student at the University of Minnesota, one of the Deans kept referring to efforts to develop courses to enrich and broaden life as university courses in "tap dancing, typewriting and tomfoolery." It seems to me that in too many of the articles written about "back to the basics" this kind of an attitude prevails. It is important, I believe, that we not "throw the baby out with the bath water." It is important to maintain a balanced view. In moving dramatically from one position to another it is quite possible to substitute one unproductive effort for another. Reasoned and intelligent balance is required if, in our haste to correct all previous sins of omission or commission, we are not to accept as the "new way" the precise opposite of the "old way." Basic knowledge is important; so too are application and illustration.

As a home economist we have some things going for us that others do not. We have knowledge basic to easing or resolving a great many of the everyday problems of individuals and families; this mass of knowledge has come to us not only from the distinct field of home economics but from all other fields of study which have contributed useful information, skills, and processes. Because we are professionally educated within an eclectic profession, we are prepared to draw freely and wisely from all fields contributing to better understanding of families. Because we are home economists our goals for students reveal our awareness of the need for improvement. In addition, because we are these unique beings called home economists, we can communicate in many languages, we can be at ease with people from a wide array of disciplines—physical scientists, biological scientists, psychologists, political scientists, artists, designers, nutritionists, physicians. Our minds can accept basic knowledge and can adapt it to the kind of applied knowledge that regular folks can and do use. We have both the knowledge and process ability to help young men and women understand not only the nature and the amount of material resources they will have available to them in their lifetime but how they as human beings can utilize these resources for better living. We can open to these young people the full meaning of ecology, i.e., how human beings interact with the many environments around them to achieve a full and fruitful life.

What I am saying is simply this: the home economics teacher has the knowledge, the focus and the integrative perception to make a unique educational contribution not only in her/his classroom but in her/his total high school. As a home economist with teacher skills, her/his contributions as an integrator of total learnings can be of great worth in the high school's overall program development and evaluation.

Recognizing that the home economics teacher can serve at the center of integrative knowledge in high schools does not mean, however, that all teachers will be willing to serve. The role I am indicating that they are able to fulfill is not one that will be assigned or even easily available. It is a role which s/he, believing in the importance of home economists and the integrator role, will achieve through long-term planning, involvement, and action.

In a speech I gave at University of Minnesota a year ago, I was describing some of what we were working toward here in Human Ecology at Michigan State University. I was talking about our purposeful striving toward developing a field characterized by interdisciplinary knowledge and process, i.e., toward a true synthesis of knowledge and process. What I said was that "some may view our efforts as consisting of merely a matter of aggregating a smattering of information from this field and that. As we view it, interdisciplinarity can occur only through meticulous selection, organization and synthesis of knowledge from different disciplines. Interdisciplinarity is a tougher job than building a single discipline, tough as this latter is. We would argue that although much about everyday problems is not known, infinitely more is known than is applied." We must learn to make use of the vast heritage of knowledge and process which our predecessors left for us and to which we are adding daily.

What I am defining is a role as total educator, as home economist and educator serving in the development and evaluation of the total package of learning experiences offered to young people in high school. At the same time I am asking for an expanded role for the home economics teacher, a role that only s/he can uniquely do. I am asking them to help their students make their learnings meaningful in their lives by putting it all together in such a way that all of their accumulated knowledge, skills, processes, human understandings—all of these things and more—can provide for them a foundation for productive living as individuals, teacher-parents and citizens.

The job is ours if we want it.

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WHAT IS THE ROLE OF HOME ECONOMICS IN TEACHING FAMILY HOUSING?

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EDITOR'S NOTE: Don't start this article unless you plan to read it all!

At a recent inservice conference on housing[1] I was asked to address the question that appears as the title of this article. Having accepted the responsibility it occurred to me that in addition to being rather color blind and a poor housekeeper, I had very limited background in the study of housing. The only choice was to offer mini courses to the participants. These were to be applied housing concepts and since the courses were to be of short duration, it seemed my inadequacies might be less evident.

Based upon my strengths and experience, the following three mini courses were offered as options to the conference participants: (1) decorating with houseplants, (2) quilting as a leisure time activity, (3) the relationship between social structure and use of space in established bee colonies. So the reader can appreciate the thinking that resulted in the development of these offerings a brief description of each follows.

> I. *Decoration:* Although the principle medium in this course will be houseplants, the strictest attention will be paid to art principles—line, color, design, etc. Heavy emphasis will be placed upon scented leaf geranium and herbs, since they comprise the major portion of my plant collection. An optional extra credit activity will be research on the medicinal uses of these plants. For novices, a repotting remedial session will be available during the time lunch is scheduled.
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> II. *Leisure Crafts:* Again, principles of color and design are of utmost importance. Each participant will be asked to submit a detailed plan of the selected quilt drawn to scale (1 inch = 1 foot). Advanced students are expected to applique while novices may piece their project. An important phase of the course will examine the cross cultural aspects of quilting. Of particular interest to feminists will be an opportunity to discuss in exquisite detail the topic: quilts as an art form of repressed women.
>
> III. *Space and Social Structure:* Through the structured observation of established bee colonies learners will examine the relationship between the use of space and social structure. Learners will be asked to identify and describe in some detail the various roles of worker bees, noting in particular the usual development sequence. Advanced students will be asked to prepare a 10-page double-spaced elite typed paper on when and how to requeen. Unfortunately, due to limited project resources, each participant is expected to provide their own veil, smoker and hive tool. Gloves are optional; however, it must be borne in mind they are more likely to result in crushed bees which can cause general chaos.

Truth or Fiction?

The mini course offerings, although chicanery, seem no more off target than some things which are happening in the name of home economics. If you scan the course descriptions with sufficient speed you will see pertinent words and phrases. Certainly the titles are within the bounds of respectability. So what is the point?

In offering a reason for selecting so-called mini courses, I suggested that my own strengths were of paramount consideration. It should be added that these offerings reflect *my* interests—interests that are personal in nature and ought not be the basis of curriculum development. Home economics, in particular housing from a home economics perspective, establishes parameters of appropriateness of content and processes in course offerings. Yet,

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[1]Housing is for Families: A Home Economics Perspective, Conference on Housing sponsored by Wisconsin Department of Public Instruction, Wausau, Wisconsin, August 15 and 16, 1978.

how often it seems the personal interests of the teacher or leader dominate both what is taught and how it is taught.

Another observation about the fictional mini course offerings is that while they indicate very specific areas for concern, e.g., "medicinal uses of plants" or "quilting as an art form," these minutiae are not indicative of depth of understanding. Teachers sensing within themselves a lack of comprehension about the topic at hand, often engage in the practice of adding layers and layers of data all at a very superficial level. This clinging to the few notions with which we are comfortable results in the teaching of trivia which negates the depth of home economics concerns and deprives learners of valuable opportunities.

Alternative Approaches to Teaching Home Economics

Probably it has never been easy to be a home economist. From the very beginning diverse groups reflecting specific interests sought to influence the direction and focus of the profession. While persons such as Ellen Richards were urging the profession to concern itself with ideals of the home there were "the cleaners" as indicated in the following excerpt:

> *Make Your Home Attractive:* This means more than furniture. It means the thousand little touches of taste that drive the darkness out of the corners, and the stiffness out of the parlor, and the gloom out of the house. Make your home so easy that you will feel easy in it yourself. Feel at home in it yourself, then the others will also feel easy there. Keep your house clean, and in good order. It takes less time to so keep things than to neglect them and hunt for them. Even poverty is no excuse for dirt. Many a man is driven by home dirt to the bar-room, and through that to death. Have your table clean. Your food may be coarse and cheap, but if it is clean, and put on in an inviting shape, the meal will be relished. We have relished meals in a cabin where there was but one dish on the table, and that the kettle in which it was cooked. The appetizer was on the floor, which shone from the scrubbing-brush till one could safely eat from it. Your home is your kingdom. Its order and attractiveness will have much to do with your position as a wife.[2]

Cleaning is one of many possible limited approaches to housing that can serve as an example for this discussion. While we recognize the importance of reasonable levels of sanitation, cleaning alone is not an adequate approach for a home economics perspective any more than would be crafts or decorating or the history of housing. By virtue of concreteness, the manipulation of materials or acquisition of data about articles of furniture is easier for both students and teachers than is the development of understanding about the relationship of housing and human development. The issue becomes one of determining what are necessary and sufficient options in presenting housing concepts in home economics.

Not all home economists approach the role of educator in the same manner. A useful scheme for examination of our similarities and differences was developed by McMullen[3] and is found in Figure 1. These five factors can be viewed as the ends of continua. It is safe to assume that no one operates exclusively at one extreme or the other. Indeed situations demand flexibility in response. However, recent studies of what teachers are actually doing[4] indicate that heavy emphasis remains on traditional home economics programs as it did in 1959.[5]

Traditional	Contemporary
Product oriented	Process oriented
Focus on physical environment	Focus on social environment
Task oriented	Person oriented
Information centered	Foster abstract reasoning
Prescriptive	Encourage alternative approaches

Figure 1. Emphasis of traditional and contemporary home economics programs.

[2]C. H. Fowler and W. H. DePuy, *Home and Health and Home Economics* (New York: Phillips and Hunt, 1880), p. 21.

[3]J. S. McMullen, "The Relationship of Undergraduate Home Economics Education Programs to Home Economics Curricula in the Secondary Schools" (unpublished dissertation, The Pennsylvania State University, 1975).

[4]*Ibid.* and Helen C. Hall, "The Relationship of Undergraduate Home Economics Education Programs to the Home Economics Curricula in the Secondary Schools: A Follow-up Study," (unpublished dissertation, The Pennsylvania State University, 1978).

[5]Beulah I. Coon, *Home Economics in the Public Secondary School,* Report of a National Study (Washington, D.C.: U.S. Department HEW, 1959).

Reliance upon traditional programs results in skills courses which are marginally representative of the broad meaning of home economics. Traditional programs are more likely than contemporary ones to be focused on middle class life style. Further, traditional programs tend to view products and skills as ends in themselves rather than as means to some higher goal such as the improvement of individuals and families. With particular reference to housing, traditional programs would emphasize construction of something to decorate one's room, developing of floor plans, recognition of styles of furniture and rules for decorating. Such an approach to housing, if that was as far as it went, would exclude the objectives found in Figure 2.

Compare the value orientation of individuals reflected in their choice of home furnishings.

Assess the needs, wants, and resources of individuals and families in the selection of living space.

Illustrate how housing provides the setting for the social development of individuals and of family members and their interactions.

Analyze ways in which housing, furnishings, and equipment influence the development of individuals and families.

Plan a rational approach to choosing housing from among the multiplicity of alternatives in the market.

Analyze the different values of individuals related to their preferences for using personal living space.

Figure 2. Selected contemporary program housing objectives.
Source: Helen C. Hall, Curriculum Orientation Survey, "The Relationship of Undergraduate Home Economics Education Programs to the Home Economics Curricula in the Secondary Schools: A Follow-up Study" (unpublished dissertation, The Pennsylvania State University, 1978).

Contemporary program housing objectives allow for alternative processes and conclusions on the part of students. These objectives call for higher order cognitive processes than does the traditional acquisition of knowledge approach.

Housing From a Home Economics Perspective

A pilot study currently being conducted by the author indicates that home economics teachers view housing as an area in which they have much lower levels of interest as compared to clothing, foods and family relationships. Not surprisingly, these teachers report that housing is an area for which they have considerable need for increasing their own competence and, further, that this would be a difficult process. When these data are added to those which indicate there is need for greater breadth and depth of resources used by home economics teachers (see Table 1), it becomes important once again to examine where we are going and how we intend to get there.

Brown[6] has noted important distinctions of home economics which elevate it above common knowledge. First, while home economics is concerned with the practicalities of life, these are the real problems, the essence of living, not the trivia. Second, home economics needs to maintain a social perspective. This concern for the larger good, forces us to remember the interactive process so we avoid creating problems in another sector by our solutions to the dilemmas of the family. Home economics operates within an area of concern, namely home and family life, with the expressed purpose of promoting the quality of that life.

In a time when physicians are speaking of "diseases of choice" or "life style diseases," it seems appropriate for home economists to consider housing as a dimension of life style. We can then consider options in living environments. However, in home economics, focusing upon the shelter is not sufficient. We have a special responsibility to examine the interplay of the material culture and human development. Beyond this, it is the domain of home economics to help learners consider the interrelatedness of housing and the larger environment including the economic and legal systems.

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[6]Marjorie M. Brown, "A Conceptual Scheme and Decision-Rules for the Selection and Organization of Home Economics Curriculum Content," Wisconsin Department of Public Instruction, Project 7-4743-H, Madison, WI, n.d. (Mimeographed.)

Table 1

Publications Relied Upon for New Teaching Ideas (n = 148)

Publication	n	%
Forecast*	130	87.8
What's New in Home Economics	65	43.9
Magazines—Women's Day, etc.	62	42
Journal of Home Economics	41	27.7
Illinois Teacher	18	12.2
Materials provided by business	9	6
Consumer Reports	7	4.7
Newspapers	7	4.7
Tips and Topics	5	3.4
Government publications	3	2
None reported	6	4

*25.6% reported this as the only publication serving as a source of new teaching ideas.

Source: M. E. Murray and Julia Dinkins, *Inservice Classes for Coed Home Economics*, Pennsylvania Department of Education Project 23-7093, Harrisburg, PA, 1977 (Mimeographed.)

Before we take unto ourselves the whole world of housing, as we develop contemporary programs it bears remembering that we are not the only profession concerned with housing and housing issues. Our concern for home and family is what makes us unique.

RESOURCE MANAGEMENT: HAVING FUN WITH THE SUN

Catherine K. Graf
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Resource management? Of course!

We have always had to manage the use of our money, time, manpower, and space. But today's person-on-the-street talks of resource management in the fear of no oil or gas, or recycling paper. For *everyone*, the management of the energy supply with which we heat, cool, and light buildings, prepare and store food, is of vital personal and national concern.

Contemporary home economists *must* learn (and understand!) about this type of resource management. How can we do this?

First, some serious questions must be investigated:

- How can we build houses to prevent heat loss?
- How can we use the unending energy from the sun to heat houses as well as the domestic hot water supply?
- How can we convince people that the fossil fuel supply is limited and that *everyone* must get involved in the effort to conserve our resources?

The Home Economics Department at Hood College[1] is in the midst of a project addressing these crucial issues. Instead of planning a traditional home management house, the faculty and administration have decided to build a "Resource Management Facility" which will add a new dimension to the time-honored home management program.

In addition to learning how to manage money, time, and various human and non-human resources, home economics students who work in the Resource Management Facility will now study the use of a variety of sources of energy. In order to learn about the influence of structure, insulation, use of appliances, thermostatic control, and other factors on the quantity and cost of the energy supply, students will use monitoring devices which will be installed in the Resoure Management Facility.

The building itself will feature a two-person-, a four-person-, and a six-person-apartment, each of which will use a different source of energy. What sources of energy will the building contain? Possibilities are electricity, fuel oil, natural gas, and of course, the hope of the future, *solar energy.*

The Resource Management Facility planning team[2] continues to explore the latest methods and devices for collecting solar energy by visiting buildings and talking with experts in the field. The use of solar collectors on the south-facing roof surface will provide a system for heating domestic hot water. Even more innovative are the latest ideas for passive uses of solar energy, including:

1. optimum orientation of the building on the site including south-facing facade with a large amount of insulating glass to take advantage of solar radiation (windows to be covered with draperies or insulating material at night to prevent heat loss)
2. high heat capacity floors (masonry) and walls (trombe walls[3] and/or walls containing

[1]Hood College is a small, liberal arts college located in Frederick, Maryland, with the largest department on campus, Home Economics, being fully accredited by the American Home Economics Association and offering eight areas of study: consumerism, family and child development, food and nutrition, dietetics, housing and interior design, retailing, secondary education, and textiles and clothing. Formalized internships in agencies, business, and institutions are an integral part of the liberal arts and career emphases on campus.

[2]Professors Donna L. Cowan, Catherine K. Graf, Sally Fertile, Teresa Mauldin, and J. Bruce Crutchfield and students serve on the Resource Management Facility Committee and represent special areas including secondary education, home management, family, consumer studies, interior design, and barrier-free environment. Mr. F. Eugene Metz, former associate professor of architecture at Louisiana State University and presently at the National Bureau of Standards, acted as consultant for the group and drew up the preliminary architectural plans. Daniel H. Lufkin, Ph.D., who is a consulting engineer in solar energy and former assistant professor at Hood College advised the Resource Management Facility Committee on solar systems. He is a graduate of the Massachusetts Institute of Technology and the University of Stockholm and has designed solar collection systems for the Federal Government.

[3]Trombe walls, named for a French professor, are thick (approximately 16 in.) masonry walls painted black with a roughened surface, for south face of the building. A wall of double glazed windows, approximately 4 in. from the concrete, cover the collector. The sun penetrates the glass and warms the concrete (to as high as 150 C). The wall gives off heat for 10 to 15 hours.

resource management facility

material that changes phase) positioned to absorb and retain a significant amount of solar radiation

3. roof overhangs of a size to permit direct solar radiation during the cooler months but to exclude direct sunlight in the warmer months
4. minimum of openings on north-facing facade (approximately 8% of floor area)
5. air-lock foyers at exterior doors to prevent heat loss
6. optimum insulation of all walls and roof areas
7. sun space (greenhouse) for concentration of solar energy
8. earth berms against selected exterior walls to provide additional insulation
9. special circulator fireplace to use outdoor combustion air
10. deciduous trees to provide summer shading to south side of house and evergreen trees on north side to afford protection.

With the assistance and advice of experts, the most efficient and practical types will be selected for use in the Resource Management Facility. Since the apartments will be used not only by students, but by the handicapped and aged who have special needs, it is important that the staff consider all alternatives.

Upon completion the Resource Management Facility at Hood College will be an example of one of the most current and innovative educational facilities in the field of home economics. Students will have first-hand knowledge of the use and control of a variety of energy sources in a home-like setting. The building will also serve as a research center for undergraduate and graduate students.

How will home economists utilize the information they gain from the experience of living in a Resource Management Facility which uses solar energy as well as the more traditional sources of energy? The staff believes that as the home economics students graduate and go into their communities and places of work, they can incorporate their experience in the Resource Management Facility into such things as their lesson plans, interior designs and house plans, consumer services, as well as daily living habits, thus showing the world that we can and must manage our resources.

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CONSUMER DECISION RULES AND RESIDENTIAL FINANCE

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Housing prices have inflated very rapidly during the 1970's. In 1970, the median sales price of a new single-family home was $23,400 (1976 Statistical, 1976). By 1972, this had increased to $27,600; by 1974, $35,900; and by 1976, $44,200. Increasing sales prices had also reached the median cost of existing single-family homes which had risen from $27,100 in 1972 to $39,000 in 1976 (1976 Statistical, 1976). These increases in the cost of housing followed a long-term trend which began in the late 1940's when sales prices were increasing as the quality of new homes improved (Frieden & Solomon, 1977).

At that point the long-term trend ended. From the late 1940's to the late 1960's, the middle-income homebuyer's purchasing power had increased and incomes were rising as fast as sales prices. However, in the 1970's, median family income figures showed the following rates of increases: 1970 to 1972, 12.85 percent; 1972 to 1974, 12.46 percent and 1976, 15.74 percent (Current Population, 1978).

Sales prices of new single-family homes had increased 88.9 percent from 1970 to 1976 while median family income had increased only 49.21 percent. Therefore, it seems appropriate that much attention has been given to the cost of housing in the United States. Additionally, higher interest rates have contributed to the higher costs associated with home ownership. Interest rates between 1970 and 1976 fluctuated between 7.43 percent and 9.01 percent on conventional first mortage transactions for single-family homes (1976 Statistical, 1976).

All of these factors have contributed to the increasing costs associated with home ownership in the United States. Because many people are getting "priced out" of the home ownership market and because the decision to purchase a home represents the single major investment for most consumers, the decision rules for financing housing play a major role in consumer decision making (Burda, 1975; Garman & Eckert, 1974; Newmark & Thompson, 1977; Porter, 1974; Troelstrup, 1974).

TRADITIONAL HOUSING-FINANCING DECISION RULES

The recommendations given as guidelines for housing-financing decision rules center around the following measures: (1) a measurement of annual income in relation to total house price, (2) a measure of monthly income in relation to monthly housing costs, and (3) a measurement of the total cost of home ownership in relation to total interest paid over the life of the mortgage.

Annual Income to Total House Price

Current literature includes several suggestions as to the use of an annual income as a guideline to be used when deciding the affordability of the house. Porter (1975) and Newmark and Thompson (1977) suggested the "rule of thumb" that two-to-two-and-one-half times gross annual income was the affordable cost of a home. Burda (1975) stated that the "experts" had developed helpful guidelines that families should pay no more than two-to-three times gross annual income for a home. Nevans (1976) believed that the rule of thumb should be lowered from two-and-one-half times gross annual income to two times gross annual income because of higher interest rates, property taxes, and heating and utility costs. One author suggested that no formula be followed and then proceeded to suggest that a conservative point of view held by some bankers suggested that not more than one-and-three-fourths of an annual income be invested in a house (Troelstrup, 1974). Other authors suggested differing measurements related to level of income such as less than two-and-one-half times gross annual income for families in higher income brackets and greater for families in lower brackets (Porter, 1975; Wolfe, 1975).

Monthly Income to Total House Price

The second traditional housing-financing decision rule related monthly income to monthly housing costs. The range of the percentage of monthly income that was suggested for meeting monthly housing costs was from 20 to 35 percent. Variation occurred in whether the percentage was taken of monthly gross or monthly take-home income and what was to be included in the monthly calculation of housing costs.

Burda (1975) stated, "At least 20 percent of your income will be spent on home ownership." Newmark and Thompson (1977) suggested 20 percent be spent on basic housing costs but that other costs need to be considered: heating bills for gas, electricity, and heating oil. A higher percentage, 20 to 25 percent, was suggested by Wendell but included the mortgage payment, taxes, insurance, utilities and other operating costs (Advice for the Young, 1976). However, Burda (1975) suggested 25 percent of monthly income after taxes should cover only the monthly mortgage payment, taxes and insurance. Wendell stated, "If they go above 25 percent, they find themselves house poor" (Advice for the Young, 1976, p. 64). The Federal Housing Administration recommended a higher percentage of total take-home pay, 35 percent, to cover the basic housing costs plus utilities and maintenance (Newmark & Thompson, 1977).

Two additional variations of the decision rule need to be mentioned. One author suggested the one percent rule: total monthly home ownership costs should be one percent of the purchase price of the house (Burda, 1975). Porter (1975) proposed using the "long-standing rule" of spending one-and-one-half week's take-home pay for total monthly housing costs.

Total Cost of Home Ownership and Total Interest on the Mortgage

Another traditional rule was the measurement of the total cost of home ownership by the total interest paid over the life of the mortgage. Many authors used this criterion when advocating choosing among housing purchases and/or borrowing alternatives (Bailard, 1975; Borosen, 1977; Burda, 1975; Rideout & Merchant, 1977; Mork and Cooper, 1977; Neilsen, 1971; Newmark & Thompson, 1977; Wolfe, 1975).

The remainder and thrust of this paper will be to demonstrate the problems and inaccuracies of using total interest as a valid criterion in spite of the fact that nearly all of the writers and researchers in personal finance and consumer economics have advocated this approach.

Total Interest

Advocates using the measurement of total interest paid during the life of the mortgage propose that the appropriate financing decision rule is to select the alternative which pays the least amount of total interest. Three major parameters can be altered that reduce the total amount of interest: (1) interest rate, (2) mortgage term, and (3) down payment.

Interest rate reduction was described as a viable way of reducing total interest (Burda, 1975; Rideout & Merchant, 1977, Mork and Cooper, 1977; Newmark & Thompson, 1977; Porter, 1975; and Wolfe, 1975). Most authors presented a table similar to Table 1 (Mork & Cooper, 1977). The best alternative was the loan with the lowest amount of total interest paid over the life of the mortgage. The reason for the importance of the interest rate was that a variation of one-half to one percent can significantly affect the total amount of interest paid. For example, the variation in the interest rate from 8½ percent to 9 percent interest for a 25-year term, $40,000 loan would result in a $4,070 increase in total interest.

The mortgage term was also seen as an important variable in the amount of total interest that would be paid (Burda, 1975; Rideout & Merchant, 1977; Mork & Cooper, 1977; Newmark & Thompson, 1977; Porter, 1975; Wolfe, 1975). Table 2 depicts the effect of various terms on the total amount of interest to be paid on a $40,000 loan at 9 percent (Mork & Cooper, 1977). The decision criterion here was to select the alternative which would result in paying the least amount of total interest. The consumer would make the decision based on the highest monthly mortgage payment that could be absorbed, therefore, taking the shortest term possible and paying the least amount of total interest.

The third method for reducing the amount of total interest paid during the life of the mortgage was maximizing the size of the down payment (Burda, 1975; Wolfe, 1975). Table 3

Table 1

Effect of interest rate on cost of a $40,000 loan over a 25-year period (Mork & Cooper, 1977:20).

Interest rate (percent)	Monthly payment (principal and interest)	Total interest (over 25 years)
6 1/2	$270	$41,020
7	283	44,810
7 1/2	296	48,680
8	309	52,620
81/2	322	56,630
9	336	60,700
9 1/2	349	64,840
10	363	69,040
10 1/2	378	73,300

NOTE: Monthly payment rounded to nearest $1; total interest rounded to nearest $10.

Table 2

Effect of repayment period on cost of a $40,000 loan at 9 percent (Mork & Cooper, 1977:20).

Payment period (years)	Monthly payment (principal and interest)	Total interest
5	$830	$ 9,820
10	507	20,800
15	406	33,030
20	360	46,370
25	336	60,700
30	322	75,860

NOTE: Monthly payment rounded to nearest $1; total interest rounded to nearest $10.

Table 3

Effect of size of downpayment on cost of a $40,000 home, with interest at 9 percent (Mork & Cooper, 1977:21).

Down-payment	Monthly payment (principal and interest)			Total interest		
	20 years	25 years	30 years	20 years	25 years	30 years
0	$360	$336	$322	$46,370	$60,700	$75,860
500	355	331	318	45,790	59,940	74,920
1,000	351	327	314	45,210	59,190	73,970
2,000	342	319	306	44,050	57,670	72,070
3,000	333	311	298	42,890	56,150	70,170
4,000	324	302	290	41,740	54,630	68,280
5,000	315	294	282	40,580	53,120	66,380
6,000	306	285	274	39,420	51,600	64,460
7,000	297	277	266	38,260	50,081	62,588
8,000	288	269	257	37,100	48,560	60,690
9,000	279	260	249	35,940	47,050	58,800
10,000	270	252	241	34,780	45,530	56,900

Note: Monthly payment rounded to nearest $1; total interest rounded to nearest $10.

illustrates the effect of various down payments on total interest paid on the purchase of a $40,000 home at 9 percent (Mork & Cooper, 1977). This table demonstrates the differences in monthly payments from 20, 25, and 30 year terms as well as the total interest paid during the various terms. The higher the down payment and the shorter the term, the lower the amount of total interest to be paid during the life of the mortgage.

THE TIME VALUE OF MONEY APPROACH

An alternative method of assessing investment alternatives is the time value of money. This method has been used since the mid-1930's and has been found to be one of the most effective methods currently in use (Hoagland, Stone & Brueggeman, 1977). The time value of money or present value cost of interest payments in future periods is actually less than the dollar amount of the interest payments (Kellison, 1970).

Sylvia Porter (1975) illustrated the effect of the down payment on the amount of total interest in Table 4. According to her table, the best alternative (i.e., the one producing the least amount of total interest as well as the lowest monthly payment), was the alternative with the highest down payment: Alternative E. (This is a similar finding to the result given by Mork and Cooper, 1977.)

Table 4. Alternative downpayments for a $35,000 House, 8 1/2%, 25 Years (Porter, 1975:596).

Alternative	Downpayment ($)	Amount Borrowed ($)	Monthly Payment ($)	Total Finance Charge ($)
A	$ 3,500	$31,500	$253.84	$44,651
B	5,000	30,000	241.75	42,525
C	7,500	27,500	221.60	38,981
D	10,000	25,000	201.46	35,438
E	15,000	20,000	161.17	28,350

Rule: "The more you pay down, the lower will be your interest costs over the years ahead. (Therefore,) the lower will be the overall cost of the loan to you" (Porter, 1975:595).

Ranking of Attractiveness: E, D, C, B. A

Using the time value of money to assess the investment decision of amount of down payment, two givens must be considered: (1) $15,000 cash at time period zero and (2) $253.84 available for the monthly mortgage payment. Also, the value the consumer placed on his money must be at a rate greater than the mortgage interest rate. Table 5 presents the compound value of the wealth position as determined by the compound value of the cash remaining and the cash savings at 10 percent annual compounded interest for 25 years. Using the time value of money to assess the down payment alternatives, Alternative A, the lowest down payment, results in the alternative with the highest compound value wealth position.

The second way proposed by Sylvia Porter (1975) for saving as much as you can on your mortgage is to keep the term as short as possible. Table 6 shows that the shortest term, 15 years, would save the borrower the most total interest.

When these four alternative repayment periods with their respective monthly payments are evaluated using the time value of money, they all cost essentially the same. Table 7 demonstrates that when the present value of each alternative discounted at 8½ percent was calculated, the present value of each alternative was the same: $30,000. Therefore, the assessment of variations of term in present value dollars showed no difference among the alternatives.

The term that would produce the greatest future value of wealth as given by use of the time value of money was calculated in Table 8. Again the presumption is that the borrower

Table 5. Correction.
Objective: Maximize Future Value (at end of 25 years)
Given: $15,000 cash at time period 0
$253.84 available monthly for mortgage payment

Alternative	Cash Remaining* ($)	Cash Savings+ ($)	CV of Cash Remaining (10%) ($)	CV of Cash Savings (10%) ($)	CV of Wealth ($)
A	11,500	0.00	124,599.12	0.00	124,599.12
B	10,000	12.09	108,347.06	1189.02	109,536.08
C	7,500	32.24	81,260.30	3170.71	84,431.01
D	5,000	52.38	54,173.53	5151.42	59,324.95
E	0	92.67	0.00	9113.82	9,113.82

Ranking: A, B, C, D, E

* Cash Remaining = $15,000 - downpayment

+ Cash Savings = $253.84 - Monthly Mortgage Payment each month

CV1, 10% annually, 25 years = 10.834706

CV1/p, 10% annually, 25 years = 98.347059

Table 6. $30,000 loan at 8 1/2% monthly for various terms (Porter, 1975:596).

Alternative	Repayment Period	Monthly Payment	Total Interest
A	15	$295.50	$23,190
B	20	260.50	32,520
C	25	241.75	42,525
D	30	230.75	53,069

Rule: "The second fundamental way you save on your mortgage is to keep its life span just as short as you can" (Porter, 1975:596).

Ranking: A, B, C, D

Table 7. Correction.
Objective: Minimum PV of Debt
Given: $30,000 loan at 8 1/2% monthly

Alternative	Repayment Period	Mortgage Payment*	PV1/P A_n	PV of Debt
A	15	295.41	101.549693	30,000
B	20	260.34	115.230840	30,000
C	25	241.56	124.18870	30,000
D	30	230.67	130.053644	30,000

*Differences due to rounding

∴ All alternatives cost the same

Table 8. Correction II.
Objective: Maximum Future Value (at end of 30 years)
Given: Various loans at 10% monthly

Alternative	Repayment Period	Cash Savings*	FV of Cash Savings** (at end of 30th yr)	FV of Cash+	FV of Wealth
A	15	0	0	122,438.68	122,438.68
B	20	35.07	72,091.38	60,513.25	132,604.63
C	25	53.85	117,557.21	22,875.69	140,432.90
D	30	64.74	146,343.99	0	146,343.99

Ranking: D, C, B, A

*Cash Saving = \$295.41 - mortgage payment each period

**FV of Cash Saving (at end of 30th year) = Cash Saving $\frac{(1 + I)^N - 1 \ (1 + I)^N}{I}$

+FV of Cash = \$295.41 $\frac{(1 + I)^N - 1}{I}$

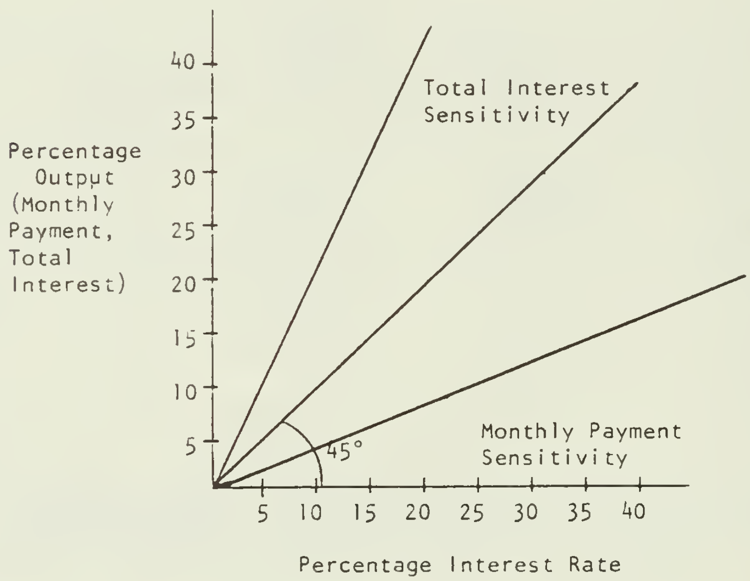

Figure 1. Total interest and mortgage payment sensitivity.

valued his money at 10 percent compounded monthly. The greatest future wealth position can be shown by adding the future value of cash and the future value of cash savings. The alternative which is preferred is the one with the longest term.

The third method proposed by Sylvia Porter (1975) for saving interest dollars when borrowing was an examination of change in the interest rate. In Table 9, she reported ". . . A variation of ½ to 1 percent—a difference which can be highly significant in terms of your total interest" (Porter, 1975, p. 596).

Although Porter (1975) was correct in suggesting that as interest rates increase, the effective cost of borrowing increases, Table 10 suggests that the sensitivity of mortgage payments to changes in interest rates is significantly less than is the sensitivity of total debt. Figure 1 provides a graphical representation of this result. Changes in interest rates translate into positive changes in both the monthly payment and total interest, but the magnitude of the changes are much smaller for the monthly payment factor. Therefore, the effect of increasing interest rates on monthly payments is considerably less dramatic relative to the observable effects on total interest. Since it has been argued that total interest is a poor criterion relative to present (or future) value measures, the effect of increasing interest rates is much less serious in terms of the effects for borrowers.

Table 9. $30,000 loan for 30 years at various interest rates (Porter, 1975:597).

Alternative	Interest Rates (%)	Monthly Payments ($)	Total Interest ($)
A	7 1/2	$210.00	$45,600
B	8	220.25	49,289
C	8 1/2	231.75	53,069
D	9	241.50	56,940
E	9 1/2	252.50	60,899
F	10	263.50	64,860
G	10 1/2	274.50	68,820

Rule: "Although most mortgage lenders in any given city or area of the United States are likely to charge about the same rates at any given time, you still may find a variation of 1/2 to 1 percent - a difference which can be highly significant in terms of your total interest costs" (Porter, 1975:596).

Table 10. Clarifications.

Given: Porter is correct in suggesting that as interest rates increase, it costs more to borrow. However, on a percentage change basis, the change in mortgage payments is far less than the change in total interest.

Initial Values: $30,000, 30 years, interest rate: 7 1/2%, Mortgage payments: $210.00, Total interest: $45,600.

Alternative	Interest Rate (%)	Mortgage Payment (%)	Total Debt (%)
B	6.7	4.88	8.08
C	13.33	10.36	16.38
D	20.00	15.00	24.87
E	26.67	20.24	33.55
F	33.33	25.48	42.24
G	40.00	30.71	50.92

SUMMARY AND CONCLUSIONS

There is significant disagreement among various writers regarding consumer decision rules for residential finance. Various measurements of annual income in relation to house price were recommended by some and were rejected by others. Similar disagreements can be found using measurements of monthly income in relation to monthly housing costs.

In comparing the down payment and term alternatives for mortgages, when the consumer valued his money at a greater rate than the mortgage interest rate, opposing alternatives were recommended. The total interest assessment recommended the largest down payment and the shortest term alternatives. The time value of money assessment recommended exactly the opposite alternatives: smallest down payment and longest term which resulted in the greatest compound value of wealth positions.

The traditional viewpoint on interest rate alternatives suggested significant sensitivity of total interest to small changes in interest rates but failed to demonstrate the reduced sensitivity of the monthly mortgage payments to changes in the mortgage interest rate.

Since, for most home buyers, the consumption of housing represents their single largest investment, and since much of the current consumer's information contains traditional housing-financing decision rules, a better understanding of the costs of home ownership is greatly needed. This paper has shown using the theory of time value of money how significantly different choices would be made in terms of rational borrowing decisions regarding mortgage down payments, terms of the mortgage and interest rate alternatives.

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ENVIRONMENTAL CONCERNS AND HOUSING

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Are your students concerned about environment? About U.S. land policy? Do they still believe everyone should have a single family house? Yes? No? Do you know?

Finding the answers to these questions can be fun.

Environmental concerns, land use, and single detached family housing are concepts that go together in home economics housing courses. Learning the interdependence of those concepts can be fun as well as important to the future development of the U.S. In the past, concern for the environment has been as a result of a crisis—either air pollution, solid waste and/or sewage disposal, the need for pure water, or a need for mass transit. Today we need preparation for the future. The *World Futurist* (October 1978) showed the least growth we can experience, with births at 2 children per couple, will level out to zero growth in a hundred years. Predictions are that 30 U.S. cities will be over one million persons. Tokyo will reach 30 million in 22 years. Education about land use is of concern today if tomorrow's crises are to be alleviated. As home economists, we can help by having students examine the alternative ways of developing cities. The importance of that examination you may not question, but how can students enjoy studying about it and how can attitudes be changed?

In northeast Texas where the land is largely open and seemingly unending, that was a problem I attempted to solve. Our students come either from small towns in the area or from Dallas, a new metroplex faced only in part with some of the environmental pressures of older more land-locked cities. Students seldom think of land as being scarce, or environment being threatened by indiscriminate use. Not one student ever had a dream of housing other than a single family detached home. Their view is shared by the majority in our country. In the beginning of each semester, when students are asked to describe the house they think they would be living in twenty years from now, they all describe the 3 to 4 bedroom, game room, living-dining room, and yard example. One way I tried to modify their view was to create a game based on the study sponsored by the President's Council on Environmental Quality, *The Costs of Sprawl.*

The Costs of Sprawl analyzed the economic, environmental and social costs of several different neighborhood and community land use patterns. The report systematically showed what planners, architects, and resource experts have been telling us for years—"that a planned mix of clustered and higher density land uses is much more efficient than a non-contiguous, low density, single family development pattern." The study was developed to help those in decision making positions when considering land use problems. The study is conclusive in showing that leap-frog development by individual contractors is costly; but having students experience the process was my goal. I planned a simple game based on the study itself.

College home economics students enrolled in a beginning housing course study different kinds of housing development configurations; cluster, single family plans, curvilinear or rectilinear subdivisions, new towns, and planned unit developments. They are given the assignment to develop a simulated community plan on paper. Students are grouped and each group of students is given a large sheet of brown wrapping paper which represents 300 acres of land. Each group is to house 500 dwelling units on their land. Dwelling units are represented by small squares of colored paper. Single family units are orange; town houses, blue; two story walk-up apartments, green; and 6 story high-rises are purple. Students are to draw schools, churches, shopping districts and a square. Half of the groups are to plan a low density community (100% single family dwelling). Seventy-five (75%) percent of the single family dwellings are to be in conventional subdivisions and 25% are to be clustered. They have 500 orange squares. Each student in the group is a separate land developer and proceeds to develop a subdivision without conferring with each other.

The other half of the groups are given the same size sheet of brown paper but the 300 acres represented are to be high density housing. The same number of dwelling units are to be accommodated. They are given 500 dwelling units represented by 50 (orange) single family houses (clustered); 100 townhouses represented by 50 blue squares; 150 walk-up apartments represented by 45 green squares; and 200 units in high-rise apartments (6 stories) represented by 4 purple, large squares. These students must plan before they place their structures, considering a mix of different kinds of housing, schools, roads, recreation, shopping, industry just as a new planned community would be built.

Students enthusiastically set about their tasks. The process itself is of interest and should be noted. Those with the low density single family homes run out of land. Some ask for scissors and start cutting the houses in half to squeeze them on. Other groups place them as close as possible. The public facilities are in the way. They move them. Some get to quarreling about whose land is where. Streets are multiplied, the amount of brown paper showing dwindles.

In the meantime, the high-density groups seem unable to function. There is much discussion, but little action. Slowly some public places are decided upon. Some clusters are placed, then changed and discussed again. The process seems to drag on. Eventually they come to some decisions, but it takes time. At last they too draw the roads and agree on how the community might look.

When both groups place their high and low density communities on display, students draw conclusions from answers to certain questions.

Which type of housing requires long-term, careful planning? What does that mean to a developer? What balance must be kept for transportation, employment opportunities?

Which type has the most roads and streets? What does that do to initial costs? To the use of automobiles?

How much community interaction is likely to develop in each type?

How much land is completely undeveloped in each type?

These questions were answered by the original study: 50% of the land in the high density clustered community remains completely undeveloped, 30% more public open space than the low density sprawl community. The cost in extra roads, sewers and utilities for the low density community was 44% greater than that of the high density community. Energy for heating and cooling and automobile use is conserved in high density communities. Pollution is less, there are fewer roads with less run off.

The Costs of Sprawl gives us insight into choices and their meaning for community planning. Playing a simple game may produce more interest than a lecture on the study, its findings, and implications for the future of our communities and the environments we produce and protect.

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TEACHING SIMPLE HOME REPAIRS

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University of Illinois

Today's homeowners and renters are becoming increasingly aware of home maintenance costs. Some major repairs such as roofing and changes in the structure are best left to the professional repair person. However, there are numerous minor repairs which the home handyperson can do.

Many home repairs such as screen and window repair, washer and plug replacements, and simple wall repair can be taught easily in the classroom and carried out by student repairpersons in their own homes.

The benefits of students learning how to do simple home repairs are numerous. The cost savings in a self-done repair can be substantial, the home will stay in better repair, and the student can gain a skill which can be used immediately as well as in the future. Not to be overlooked is the fact that a student can gain self-confidence and a sense of accomplishment, and have the self-satisfaction of learning and practicing a marketable skill.

Home economics teachers have a real opportunity to teach simple home maintenance and repairs in their classes. Simple home repairs can be learned and carried out equally well by girls or boys.

Generally, simple home maintenance materials and tools are readily and easily obtained. In many cases local lumber dealers, hardware stores, and/or contractors will donate scraps of materials for the students to work with.

For the basic repairs, very few tools are needed. Hand tools most frequently needed include a hammer, handsaw, phillips and straight screwdrivers, putty knife, level, pliers, and adjustable wrench. For more advanced home maintenance and repair, power drills, saws, and other power equipment may be utilized to good advantage. Instructors may be able to borrow some of the hand and basic power tools from a shop or woodworking department in the school, or the students may be able to bring the necessary equipment from home. In many cases, the family already has most of the needed tools or can obtain them easily or with a limited investment.

Which repairs to teach is a decision each instructor needs to make, taking into consideration the needs of the class and the need to start with the simpler repairs and work toward the more complex. Most homes at one time or another have problems with broken screens, malfunctioning electrical plugs, dripping faucets, and broken windows. Therefore, a good place to start a unit on simple home maintenance is with these repairs. Then, the student has a skill which is immediately usable.

To start the unit on home maintenance and repairs, it is helpful to gather and become familiar with the use of basic tools. The skill needed to use basic tools takes time to develop. Students need time to handle and "get the feel" of the tools.

Tool safety needs to be continually stressed, as students learn and make repairs. When using tools, students should wear protective eye glasses to safeguard the eyes from flying materials.

When making the actual repairs, it is important to follow a logical step-by-step sequence. Instructors may wish to check with their local Cooperative Extension Service for available written materials on this sequence. Other sources are also available.

In addition to teaching repairs in step-by-step sequence, instructors may want to make "larger-than-life" models. This approach works especially well when teaching the replacement of electric plugs. With the larger-than-life plug, the instructor can easily show how to tie the Underwriters' knot which is used to help prevent wires from pulling from the screw terminals and shorting out the connection.

The visuals included on pages 166-167 (from the U.S. Department of Agriculture) may be used as overhead transparencies for instructional purposes.* Instructors may find it helpful to take the key points from the transparencies and utilize them on bulletin boards.

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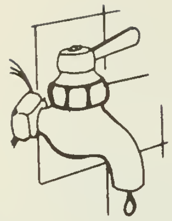
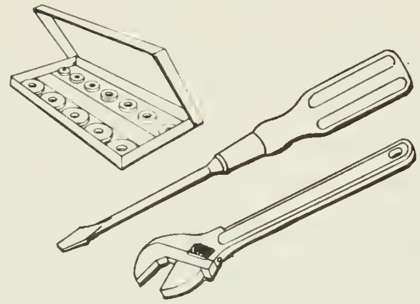
*Others available include: Using Basic Tools, Electric Plugs—Repair or Replace, and Replace a Broken Window (15 cents each).

REPAIR A LEAKING FAUCET





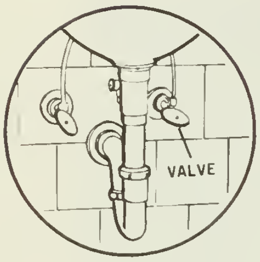


Fig 1

Fig 2

Fig 3

Fig 4

YOUR PROBLEM:

- Leaking faucets waste water.
- Dripping faucet may cause a spot in the sink.
- Constant dripping is annoying.

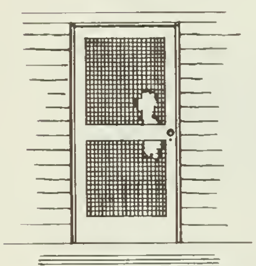
WHAT YOU NEED

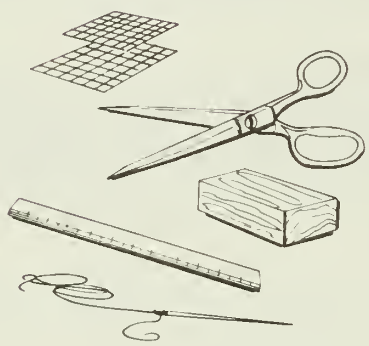
- A box of assorted size washers, unless you know the size.
- A screwdriver
- An adjustable wrench.

HOW-TO

1. First turn off the water at the shut-off valve nearest to the faucet you are going to repair. Then turn on the faucet until the water stops flowing. (Fig. 1)
2. Loosen packing nut with wrench. (Fig. 2) (Most nuts loosen by turning counter-clockwise.) Use the handle to pull out the valve unit. (Fig. 3)
3. Remove the screw holding the old washer at the bottom of the valve unit. (Fig. 4)

REPAIRING SCREENS





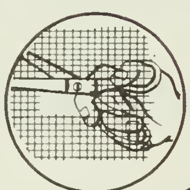


Fig. 1

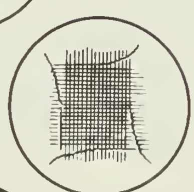


Fig. 2

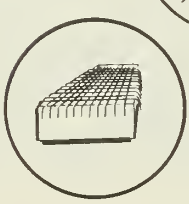


Fig. 3

YOUR PROBLEM

- Insects come in through holes in screens.
- Small holes tend to become larger.
- New screens cost money.
- Help is hard to get.

WHAT YOU NEED

- Screening or ready-cut screen patches
- Shears
- A ruler or small block of wood with a straight edge.
- Fine wire, or nylon thread.

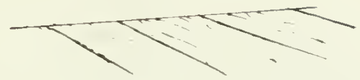
HOW-TO

1. Trim the hole in the screen to make smooth edges. (Fig 1.)
2. Cut a rectangular patch an inch larger than the hole.
3. Remove the three outside wires on all four sides of the patch. (Fig. 2)
4. Bend the ends of the wires. An easy way is to bend them over a block or edge of a ruler. (Fig. 3)

PATCH HOLES IN WALLBOARD OR PLASTER

YOUR PROBLEM

- There's a hole in the wall.
- There's a crack in the wall.

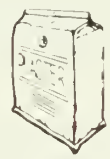


WHAT YOU NEED

- Choose one of the two types of patching compounds—

  Spackling compound is convenient for small jobs but is more expensive. It can be bought as a powder or ready-mixed.

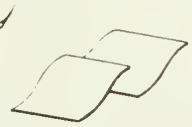
  Patching plaster can be bought in larger packages and costs less. Both spackling powder and patching plaster need to be mixed with water.



- Putty knife

- Knife

- Sandpaper—medium grit



- Old cloth or a paint brush

HOW-TO

1. Remove any loose plaster. With a knife, scrape out plaster from the back edges of the crack until the back of the crack is wider than the front surface. (Fig. 1)
2. Thoroughly dampen the surface of the crack with a wet cloth or paint brush. (Fig. 2)

Fig. 1

Fig 2

Student organizations looking for a service project might consider having student repair persons volunteer to help elderly persons in the community who are unable to make repairs.

One technique of presentation which has worked for some teachers has been to demonstrate one or two of the simple home repairs, set up work stations for the various repairs, and then give the student the opportunity to test and further develop the demonstrated repair skill.

Simple home repairs can be fun to teach, beneficial to the student, and provide a real cost savings. Why not give it a try in your classroom?

DON'T BE SURPRISED AT CLOSING COSTS!

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The buying of a first home or, in fact, any home is usually the largest purchase made by a couple or a single person. The amount of the down payment in these days of rapidly rising real estate prices is a very high hurdle for most buyers to overcome. In their concern for this sum, other very important preliminary costs may be overlooked by first time purchasers. These are the "closing costs" which vary between buyer and seller. Since these costs can add up to as much as 1 to 7 percent of the amount of the loan, they are sometimes a very unpleasant surprise to the uninformed.

Many more young people are buying single family homes today than was true just 10 years ago.[1] Two salaries in a household plus the fact that a home purchase is a way to combat inflation are probably primary reasons for this increase. There are other types of housing available, such as mobile homes, cooperatives, and condominiums, but since the majority still seem to want a home in the traditional setting, we shall concentrate our attention here on single family dwellings. We shall investigate only the buyers' closing costs since first time homeowners are not usually selling at the same time.

Fortunately, a new law was passed in Congress in 1975 (and revised in 1976) to help protect buyers in just this area. It is called Real Estate Settlement Procedure Act (RESPA). The major provisions which pertain to buyers are:[2]

1. Lenders are required to send the buyer, within three business days after s/he applies for a mortgage loan, a special booklet prepared by the U.S. Department of Housing and Urban Development (HUD). The publication outlines consumers' rights and explains settlement procedures and costs of transferring property.
2. Lenders must give loan applicants "good faith" estimates of most of the closing or settlement costs within the three-day period. Borrowers have the right to inspect this at least one business day before the closing.
3. A lender must clearly identify people or firms he may require the buyer to use for legal or other services, including title examination and insurance.
4. The lender must provide the buyer with a truth-in-lending statement showing the annual percentage rates on the mortgage loan.
5. The deposits or escrow amounts the buyer is asked to make for taxes and property insurance premiums must not exceed the amounts computed according to a formula explained in the booklet mentioned in (1).

In order to better understand the "why's" and "how much" for these closing costs (settlement costs) there are some terms which need explanation, such as:[3]

Closing—A meeting of buyer, seller, lenders, and/or attorneys for the purpose of (1) making down payment, (2) paying preliminary costs, which may include title insurance, credit reports, tax stamps, etc., (3) completing the purchase arrangements and legal forms.

Note or Bond—The promise to repay the money borrowed to pay the mortgage. The buyer has a copy and the lender keeps the original.

Mortgage—A pledge of property to secure the above note. In other words, the buyer would have to give up the property if the terms of the note are not met.

Deed—This is evidence of ownership of a property which is recorded in the office of County Registrar of Deeds, usually County Courthouse. Buyer has a deed or a copy.

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[1]From interview with official at First Federal Savings and Loan, Champaign, Illinois, October 1978.

[2]*A New Deal for Home Buyers*, Changing Times, October, 1976; *Exposing Closing Costs*, Time, June 23, 1975; *How to Deal With Closing Costs*, Consumer Reports, August, 1975; *Survey of Home Buyers' and Sellers' Closing Costs in the Seattle, Washington Area*, Journal of Home Economics, January, 1972.

[3]*Financing the Home*, Small Homes Council, University of Illinois at Urbana-Champaign, A1.3, Summer, 1976; *Your Housing Dollar*, Household Finance Corp., Edited by Money Management Institute, Chicago, Ill., 1971; *Settlement Costs and You*, U.S. Dept. of Housing and Urban Development, 451 Seventh St., S.W. Washington, D.C. 20410 (can be obtained from lenders); *Realty Bluebook*, Professional Publishing Corp., P.O. Box 4187, San Rafael, Calif. 94903.

Title Insurance Policy—This is assurance that title to the property is unmistakably in buyer's name. In recent years this is the instrument used to prove ownership.

Abstract of Title—A legal description of the property and history of previous owners. Buyer will have one or the other of the last two items but not both. Usually it is the Title Insurance Policy which protects buyer in case there is no Abstract of Title.

Discount Rate of "Points"—When the going rate of interest is larger than a state allows, as in Illinois currently, the lender is allowed to pay out less than the face amount of the loan. That is, the lender collects an extra amount of interest by discounting the loan and giving the borrower less than the total amount of the loan. This amount varies from 0 to 15 percent. Five percent is equal to "5 points." This is paid by the seller and is involved in F.H.A. or V.A. loans. The seller, of course, raises the price of the property to cover this cost.

Loan Fee—This is a charge by the lender which may cover various services which are spelled out in the settlement papers. Sometimes it is prepaid interest, costs of arranging loan, attorney fees, etc.

Appraisal—A charge for inspecting and estimating the value of the house, done by a private firm designated by the lender and reported to them.

Recording Fee—The cost to record mortgage and deed to property at the County Courthouse.

Escrow—Money set aside to cover costs of hazard insurance and taxes. Sometimes it is also to cover Mortgage Guarantee Insurance (MGIC) or other insurance of the same type which is required by the lender to protect him in case buyer does not pay loan or other necessary payments. This may vary from the equivalent of one month's payment to a year's.

Survey—This is a legal description of the boundaries of the property or lot. It is necessary for any new home and for all F.H.A. and V.A. loans.

Credit Report—A charge for checking records of the buyer's and spouse's payment history.

Pro-Rata Taxes—Taxes which the seller will pay for the part of the year that he owned the house. The buyer is given credit at the time of closing for these taxes.

Brokerage Fee—Paid to realtor, if there is one, by the seller who covers this cost by raising the price.

Termite Inspection—A state law in Illinois requires a private firm to do this inspection, and it is paid for by the seller.

Final Inspection Fee—A charge, paid by the buyer, required for new construction only.

Loan Assumption Fee—If the buyer takes over an existing loan, which has lower interest rates, s/he pays one-half the charge and the seller pays one-half to the lender. In Champaign County, Illinois, the charge is now $100 according to Realtor Ann Bannon.

Attorney Fees—Most people recommend an attorney be present at the closing to insure the legal rights of the buyer but in some cases, it is not necessary, such as with F.H.A. loans. Also lenders charge for an attorney which may be in their employ.

In order to give some idea of the relative costs of closing, lenders in the Champaign-Urbana, Illinois, area were interviewed concerning their approximate charges for a $40,000 single family dwelling. This was established as a base of comparison as the price a first time buyer might reasonably expect to pay for a house. (See chart on page 170.)

Before a lender is involved in any way in the transaction, a sales contract between the purchaser and the seller must be drawn up and signed. A realtor may do this or the two parties involved may make up their own. This sets forth all the financial understandings between the two parties, such as:

1. purchase price agreed upon,
2. what will be repaired, replaced or removed from the property and who will pay for it,
3. what allowances will be made for defects if not corrected,
4. earnest money and where deposited. (This varies from $100 to $500 in this area, and is credited to the buyer at closing.

This contract is taken to a lender and the procedure for approving or disapproving the requested loan is started.

As shown in the chart, there is a wide range of charges from different types of lenders. Which one you choose depends on many things such as your location, amount available for a down payment, amount of space you require and your credit rating. However, you need to be aware of these settlement costs before making any firm decision about buying a house, since they all add substantially to the cash you will need at the time of closing.

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Questions About Condominiums: What to Ask Before You Buy, U.S. Dept. of Housing and Urban Development, Washington, D.C. 20410.

COMPARISON OF COSTS OF HOME LOANS*

House Price—$40,000 Single Family	**Conventional Loan—90% 9 7/8 Savings & Loan**	**Federal Housing Adm.**	**Veterans Adm. Special Qual.[1]**	**Farmers Home Adm. Special Qual.[2]**	**Conventional 9 3/4% Loan—80% Savings & Loan**
Amount of Loan	$36,000	$38,500	$40,000	$40,000	$32,000
Amount of Down Payment Min.	$ 4,000	$ 1,500	—	—	$ 8,000
Loan Service Fee or Loan Fee	2%—$720	1%—$385	1%—$400	No charge	2%—$640
Escrow Agent	—	—		$400-$600 1-1½% of cost	—
Attorney Fee	$150-$250[3]	incl. in Loan Fee or $50 limit	not necessary	not necessary (escrow agent)	$100-$250
Appraisal Fee	$75	$50	$60 $105 new const.	no charge	$50-$60
Title Insurance Policy	$25	$25	$25 (½ chg.)	not req. opinion only	$35-$45
Credit Report	$15	$16.80 (joint)	$16.80 (joint)	$10	no charge
Survey	$20	$75	$65-$75	no charge	not done usually
Prepaid Interest	$292	$300.60	$312.30		$260
Insurance (Hazard)	$150	$100-$150	$100-$150	$120-$130	$168
MGIC—1st year (or other)	$180	—	—	—	½-¼% of loan Mortgage Ins.
	$20	—	$20	—	Mo. Pay.
Escrow Account Taxes and Insurance	Ins.—$15 Tax—$50	FHA Ins.—$16 Hazard Ins. Real Est. Taxes $50 per mo.	Ins., Taxes $8.33 per mo. varies		Tax $50 Ins. $14
Flood Insurance		$.25 per $100	$.25 per $100		
Recording	$12	$11-$12	$12		$10
Totals	$1724-$1824	$1075.65-$1288.65	$1107.35-$1437.35	$530-$740	$1407-$1657

*Figures obtained from interviews Fall 1978 in Champaign, Illinois with the following firms and agencies: University Federal Savings and Loan, Bankers Life Co., Farmers Home Administration, Parkside Realty, M. E. Hoffman Co. (mortgage company), First Federal Savings and Loan, Meyer, Capel, Hirschfeld, Muncy, Jahn, and Aldeen, Attorneys.

[1] Special qualification: Veteran of Wars

[2] Special qualification: income under $15,600, towns up to 10,000 or special exceptions, home 960-1200 sq. ft., no credit available locally.

[3] Depends on whether an abstract or title insurance is proof of ownership.

IS K-D THE WAY-TO-GO?

Barbara Bazzell
Graduate Assistant
Home Economics Education
University of Illinois

Within the last 10 to 15 years there has developed a new way to buy furniture. It started with shelves you could pick up in a store, bring home yourself, and put together with a screwdriver. Furniture stores have now joined this growing market in a large way. They have discovered the cost cutting potential of having the customers take their new furniture home and "build" it themselves.

The name K-D[1] stands for knocked-down which is, of course, the way it is sold. However, some stores give customers three prices: (1) they put it together and deliver, (2) they deliver in cartons or (3) you take it home in cartons, with progressively lower prices.

The other advantages of this type of furniture are the ease of moving, the fact that they are usually four-fifths the size of conventional furniture and, thus, more suitable for small apartments, and they are usually very adaptable to a number of uses and locations. You will find most of the materials used are natural woods, neutral fabrics, chrome, and glass. Some large manufacturers such as Broyhill and Bassett are going into this type of merchandise.

A comparison of prices between used furniture and K-D types might be helpful in judging the advantages. Consider also that standard new furniture costs approximately 40 to 50 percent more than the prices for K-D. Other considerations in price will include the kind of store, special sales, and the quality of the furniture.

Not all furniture stores handle this type of merchandise but by shopping around, looking for specialty shops and warehouse types of stores you should not have any trouble locating a source.

[1]"The Upswing in Knock-Down Furniture," *Business Week*, September 18, 1978.

Kinds of Furniture Pieces	Used*	K-D (New)	New
Three-cushion sofa	\$60-\$100	\$260-\$375	\$450-\$1200
Lounge chair	\$20-\$50	\$79-\$177	\$200-\$250
End table	\$15	\$30-\$89	\$77-\$250
Dining table Dnd four chairs	\$45-\$100	\$167-\$400	\$259-\$600
Dresser, six-drawer	\$75-\$100	\$139-\$159	\$200-\$340
Book shelves, 3-4	\$15	\$59-\$100	not available

*Sometimes a charge to deliver.

THE ABC's OF ASSEMBLY

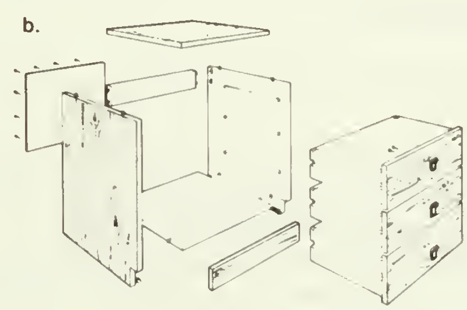
a. TOOLS: Only one Tool needed . . . A simple screwdriver is all it takes and that's included in the carton with each piece of furniture. All fasteners are preassembled and require only the turn of a screw to lock each part in place.

b. INSTRUCTIONS: Each individual piece has an instruction sheet with a visual presentation of how to assemble your furniture. It includes an exploded view of the furniture you are to assemble such as that shown on this page.

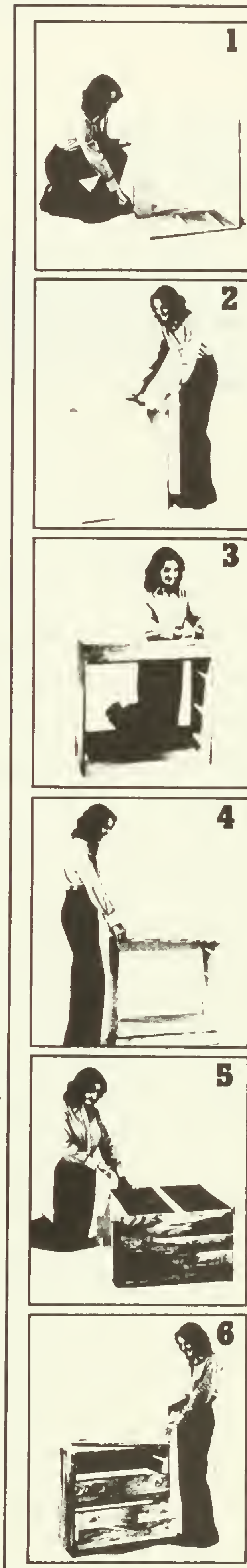
c. SIX BASIC STEPS: Although there may be some variations, there are basically six steps for assembling SAF products. All steps are simple.

a.

b.



c.



Reprinted with permission of Broyhill Furniture Industries, Lenoir, North Carolina. SAF refers to Self Assembly Furniture which is a division of Broyhill.

MACAP THIRD PARTY VOLUNTEERS

A Cooperative Venture Between Home Economics Extension and the Appliance Industry

Constance McKenna
Associate Director
Cooperative Extension Service
University of Nevada — Reno

Dr. McKenna developed the MACAP Third Party Volunteer Program while serving as Assistant Director of Cooperative Extension Service at the University of Illinois at Urbana-Champaign.

The Major Appliance Consumer Action Panel (MACAP) relies on home visits by third party volunteers to investigate consumer complaints. But identifying a reliable volunteer available to make a home visit can often be quite a problem. MACAP called upon the Illinois Cooperative Extension Service to help find a workable solution.

What is the purpose of MACAP? MACAP is a panel of nine consumer professionals, independent of the appliance industry. It receives and reviews individual consumer appliance problems which cannot be satisfactorily settled by the local dealer, service agency or the manufacturer.

How does it work? Approximately 4,000 complaints are received annually. Of these, over 77 percent are resolved after being referred to a high-ranking executive in the company involved. The other 23 percent require individual, in-depth discussion by the Panel at meetings prior to final disposition.

When does MACAP use a third party volunteer? Approximately 9 percent of those complaints discussed by the Panel require on-site evaluations by volunteer assistants. Problems such as refrigerator operating noises, baking results in ovens and damage of an appliance upon delivery are among those which would remain unsolved without independent evaluations.

Background

MACAP estimated that an average of 20 home visits per year were required in Illinois. The time involved depended on the problem. Usually visits required anywhere from one-half hour to two hours.

We concluded that what MACAP needed most was a simple system to provide contact names to identify volunteers on a need basis. Volunteers did not need to be professionals as long as they were knowledgeable about the product or particular problem. Also, because volunteers could not reasonably be expected to travel long distances, it was important to limit contacts to a relatively small geographical area.

The Cooperative Extension Service county-based operation was ideal in several ways. County boundaries would help keep travel expectations reasonable. Professional home economics Extension staff in every county have a readily available source of volunteers within the Illinois Homemakers Extension Federation. Extension's local recognition as an objective educational organization made us most acceptable in the investigative role. So, after discussion between MACAP and home economics Extension the Illinois CES-MACAP third party visit project was developed and approved by both MACAP and Cooperative Extension Service administration.

Illinois Cooperative Extension Service Plan for Third Party Volunteers

The senior home economics Extension adviser in each county is identified as the contact person. The position rather than the individual is considered the contact so that a current staff list can be used as the reference source.

Initially staff was advised to make at least one visit personally before delegating this responsibility. The home economics Extension adviser could then identify volunteers to MACAP for additional visits as needed.

Volunteers might be other professional home economists whether employed or at home. Otherwise, interested Illinois Homemakers Extension Federation members can usually be recruited into service. The Extension adviser would need to select some of the more astute homemakers who, with a little coaching, could handle the job assigned. Involvement in this project could provide a valuable educational experience for the volunteer.

MACAP communicates directly with the volunteer assigned to provide background information on the problem. Then the volunteer brushes-up on the problem to know what to look for before scheduling a home visit to review the complaint. The third party is expected to suggest possible courses of action and write a follow-up report to MACAP covering the following points:

- A concise description of the condition of the appliance in question and of the household situation where the appliance is located.
- Questions raised by MACAP prior to the visit are answered with supporting statements or evidence.
- The specific problem is identified and a statement is made as to whether or not the complaint is justified.
- A recommendation is given for solution of the problem with suggested options.
- Information is given to aid the consumer in the understanding of the appliance, and/or service is rendered which will lead quickly to the resolution of the problem and/or closure of the file.

The MACAP-Illinois Cooperative Extension Service third party volunteer project was developed and successfully pilot tested during 1974-75. In 1976 we agreed to continue the project on a regular basis.

MACAP was most pleased with the results of the project. In recognizing our efforts in establishing the first successful state MACAP/Technical Assistance Program, they recently wrote,

> Thanks to Cooperative Extension Service efforts, qualified evaluators are more quickly identified and the Panel can more expeditiously arrive at a recommendation on appliance programs reported by Illinois consumers.
>
> Such support and cooperation . . . is vital to MACAP's effectiveness as a complaint-handling mechanism. The Panel urges other state extension services consider establishing similar programs with MACAP.

TESTING FOR PROFICIENCY IN HOUSING

EDITOR'S NOTE: The following pages comprise the Housing Section of the project explained in Volume XXII, No. 1 when the Foods Section was presented. The Home Management Section is also included in this issue on pages 194-205. Future issues of* Illinois Teacher *will include the sections of the test on Child Development and Consumer Education.*

HOUSING PRINCIPLES

I. Choice of Housing

A. Since no two families share identical values, needs, and goals, a family's housing needs are unique.
B. The extent to which a family is able to identify and set priorities of its values, needs and goals affects its ability to choose satisfying housing.
C. If a family feels that one of its most important functions is to provide an environment in which each family member may develop to his/her fullest potential, it is likely to place a high priority on housing.
D. Use of the decision-making process in selecting family housing promotes family and personal satisfaction.
E. The extent to which a family has identified long-range priorities will affect its lasting satisfaction in its housing choice.
F. As a family moves from one stage of the family cycle to another, needs and values in housing may change.
G. Factors outside the family which affect housing choices include community size and potential for change, codes, restrictions, and standards.
H. A knowledge of government agencies that affect housing will help a family take advantage of available assistance.
I. The extent to which the family is able to provide for its needs and values in its housing choice affects personal and family satisfaction and relationships.
J. Housing facilities affect the activiaties of family members.
K. Adequate space and provision for the needs of family members facilitates harmonious family relationships.
L. Consideration of housing alternatives—renting, buying, buildings; types of houses, apartments, mobile homes—promotes satisfaction with the final housing choice.

II. Financing the House

A. A spending plan helps a family control the use of its money to provide the greatest mutual satisfaction.
B. A person who knows how to use mortgage financing is better prepared to meet needs of home financing with a minimum of financial hardship.
C. Purchasing a house with the use of a mortgage involves the use of credit.
D. A good credit rating enables a family to borrow money for housing at a lower rate.
E. The responsible use of credit will help a family establish a good credit rating.
F. Familiarity with terms and regulations related to buying housing and with home financing promotes skill as a consumer.
G. The smaller the mortgage and the quicker it is paid off, the less the interest cost.
H. A basic understanding of insurance needs, values, availability and cost promotes its use for personal family security.

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*The project was undertaken to provide adult educators with a tool for measuring the proficiency, in several areas of home economics, of experienced homemakers of either sex who seek high school credit in home economics or diplomas by demonstrated competence in the APL (Adult Performance Level) program. Each section was developed by one member of the project staff and critiqued by all the others. Field testing has been limited but did include consultation with selected teachers and feedback from some students who took the tests. Further development will be needed after extensive use of the tests. At present, it is suggested that to be considered "proficient" or to receive high school credit (1 semester of credit for each of the five tests), a student should have a minimum of three years of homemaking experience and respond correctly to 80% or more of the items and satisfy requirements for the same proportion of the activities. If a student is allowed a "second try" the score should probably be near 90%. The Project staff included Hazel Taylor Spitze, Mary Jo Clapp, Wynette Barnard, and Roberta Minish. It was done under a contract between the University of Illinois and the Illinois Office of Education.

III. Evaluation of Houses

A. The ability to apply criteria for judging house design and construction will promote competence as a consumer.
B. A knowledge of recent developments in housing and home furnishing will facilitate satisfying choices.
C. Basic construction factors for evaluating housing include such features as: amount and arrangement of space, insulation, roofing, heating, electrical service, plumbing, sound control, air conditioning, lighting, windows, and flooring.
D. If a family feels personally and socially responsible to minimize its energy consumption, its choice of housing and use of appliances may be affected.
E. Adequate storage space, appropriately located, promotes family harmony and affects management.
F. The ability to read and understand housing plans facilitates choice of housing to meet family needs (includes meaning of symbols).
G. Separation of rest and activity areas in house plans contributes to comfort and privacy for family members.

IV. Furnishing the Home

A. Furniture choice and arrangement is influenced by such factors as floor plans, family needs, aesthetic considerations, cost, and quality of construction.
B. Application of art principles contributes to aesthetically pleasing interior design and decoration.
C. Learning experiences in solving housing and decorating problems help individuals develop creative abilities.
D. Comprehension of the advantages, disadvantages, and responsibilities of using credit for the purchase of home furnishings and appliances will promote satisfaction in its use.
E. Satisfaction in the purchase of furniture and major appliances involves consideration of needs, comparative prices, construction, installation, use, care and servicing and guarantees.
F. The purchase of furniture and major appliances involves the right to customer protection and the responsibility to be informed, to read labels and guarantees, and to follow instructions in the use and care of items.
G. An understanding of shopping procedures and sales tactics promotes skill as a consumer.

HOUSING TEST

Multiple Choice Questions: Circle letter in front of *one* best answer.
Other questions: Follow instructions given.
True-False: Write T or F in front of number.

1. The government is involved in housing in all the following ways EXCEPT:
   A. loans and subsidies for public housing
   B. conservation of existing housing by modernizing and/or zoning
   C. insured home mortgage loans
   x D. free housing for aged

2. All the following government agencies are active in the field of housing EXCEPT:
   A. FHA
   x B. HEW
   C. VA
   D. PHA

3. The reasons why people are buying more mobile homes include all the following EXCEPT:
   x A. safety of mobile homes
   B. ease of maintenance of mobile homes
   C. ease of housekeeping in a mobile home
   D. increased cost of houses and residential land

Four families—the Smiths, the Martins, the Browns, and the Andersons—live in the same town and have the same number of children and similar incomes. The families differ, however, in their values:
A. The Smiths—social prestige, beauty, appearance
B. The Martins—leisure (outdoors), friends, family, relatives

C. The Browns—safety, comfort, convenience, economy

D. The Andersons—education, hobbies, individual development

In front of each number from 4-12 below write the letter corresponding to the family listed above which would be most likely to . . .

D 4. want each child to have a room of his/her own with a place to study and work?
B 5. be happy in a large, old house on ½ acre of land?
A 6. prefer to live in the same neighborhood as the community doctors and lawyers?
A 7. want an expensively furnished living room and dining area?
C 8. want a modern home, well lighted, equipped with fire alarms and efficient heating, cooling plant?
B 9. want room to make visitors, friends, and relatives comfortable on visits?
C 10. want well planned use of all space including planned storage?
D 11. want built-in book shelves and a basement workshop?
C 12. have very reasonable *mortgage* payments to fit their carefully planned budget.

Case: Jane and Harry are planning to be married in the spring. Harry is a gas station attendant in a small city and he hopes to eventually manage the station. He has no savings, his salary now is not large, and his hours are long. Jane is graduating from high school in the spring and hopes, with her business training, to find a secretarial job.

13. Which of the following values might best be met by a small apartment over a downtown store and near Harry's station?
A. space and location
x B. location and economy
C. privacy and economy
D. location and prestige

14. They also found an attractive new 3-bedroom house on the edge of the city which is for sale. They would like very much to buy it, but which of the following values might they be overlooking if they did?
x A. future financial security
B. space and comfort
C. privacy and convenience
D. prestige and appearance

15. Of the following possible ways of choosing a house, which is likely to result in a choice that is most satisfying to both Jane and Harry?
A. Harry finds a place for them to live, since Jane is busy in school.
B. Both of their parents choose a house for them and make a down payment as a wedding present for them.
x C. Harry and Jane talk over their needs and hunt together for their living quarters.
D. They wait until after they are married to find a place, and Jane does it while Harry is at work.

16. Which of the following families is most likely to be satisfied the longest with its final choice of housing? All families consist of four people—the parents and two teenagers.
x A. The Cooks discussed their wants and needs, and when Mr. and Mrs. Cook found the two houses they felt best met their needs the children went with them and the family all agreed on the final choice.
B. Mr. and Mrs. Brown selected the apartment for the family when they had to move. The children were in school and the parents felt they knew best what was needed.
C. When Mr. Andrews was moved to a different city he went ahead and found an apartment for the family, and Mrs. Andrews and the children followed with the furniture.
D. When Mr. Marks received a promotion Mrs. Marks went house hunting and found the house she felt would make a good impression on his new business associates. Mr. Marks approved her choice and the family moved in.

17. Which of the following is most helpful in assuring that a house will not be eventually surrounded by a business area?
A. building codes
x B. zoning ordinances
C. residential ordinances
D. appearance of neighborhood

18. The following ad for an apartment appeared in the paper: "2 br. apt. with cent. A/C, W/W carpet, Kit appl., gas H & C water furn."
All the following statements about the apartment are true EXCEPT:
A. The apartment has two bedrooms.
x B. The renter pays his own utilities.
C. A refrigerator and range are furnished.
D. The apartment is completely carpeted.

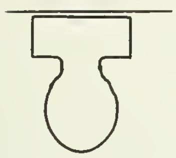
19. Jack and Ellen, who are planning to be married, are working on a joint spending plan. Of the following which is NOT an advantage of a joint spending plan?
A. They will be less likely to disagree on how to spend their money.
x B. They will be able to buy all the things they want if they plan well.
C. They will be more likely to cooperate in trying to stay within their planned limits.
D. They will be more likely to spend for the things that will give them the most satisfaction.

20. On a $10,000 income a common "rule of thumb" would suggest that a family might be able to secure a maximum mortgage of
   A. $10,000 to $15,000
   x B. $20,000 to $25,000
   C. $30,000 to $40,000
   D. $45,000 to $50,000

21. Which of the following will add to the building costs of a house?
   A. Laundry and heating systems in a first floor utility room and not have a basement.
   B. Plumbing fixtures back to back in adjoining walls rather than in a variety of locations.
   x C. Custom sized doors and windows rather than stock sizes.
   D. Panelling or wallboard rather than plaster and wallpaper or paint.

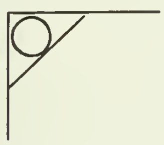
22. On a floorplan of the bathroom, the water closet (toilet) is indicated by . . .

x A.

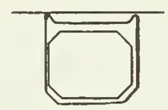


C.

B.



D.



23. All of the following are ways of cutting costs of heating and air conditioning EXCEPT:
   x A. an open fireplace
   B. large window areas with wide overhang on the south
   C. ventilating fans or cross ventilation in attic area
   D. heavy insulation above celing, in walls, and under floor

24. Factors affecting sound control in a house include all the following EXCEPT:
   A. the site or location of the house
   B. separation of activity and rest areas
   x C. the kind of roof and foundation material
   D. insulation and insulating materials in or on walls, ceiling, floors

25. Which of the following initials appearing on an electric appliance says it meets specifications of a wiring authority?
   A. FTC
   x B. UL
   C. FDA
   D. BBB

The chart below gives both monthly and total payments on loans of ten, twelve, and fifteen thousand dollars, to be repaid monthly in ten, twenty, or thirty years. (Total payment is principal plus interest.)

Amount Borrowed	**Repay in 10 years**		**Repay in 20 years**		**Repay in 30 years**	
	Monthly Payment	**Total Payment**	**Monthly Payment**	**Total Payment**	**Monthly Payment**	**Total Payment**
$10,000	$127	$15,240	$90	$21,600	$80	$28,800
$12,000	$152	$18,240	$108	$25,920	$97	$34,920
$15,000	$190	$22,800	$135	$32,400	$120	$43,200

Use the chart above if needed in answering the following questions on housing mortgages and repayment of loans.

26. The Smiths are paying on a $10,000 loan on their house. If they paid $5,000 down, what was the total price of the house they bought?
   A. $5,000
   B. $10,000
   x C. $15,000
   D. $21,000

27. What is the total amount the Smiths (in #26) will eventually pay for the house, if they pay $90 a month for 20 years?
   A. $10,000 B.$15,000 C. $21,000 x D. $26,000

TRUE-FALSE (Nos. 28-32): see chart above

T 28. If the Smiths (#26) took *30* years to pay the $10,000 mortgage on their house, the total cost of the house would be more than double its original set price.

F 29. The Blacks are going to buy a $16,000 house. In order to have lower monthly payments they could make a smaller down payment.

T 30. If the Blacks (#29) pay $1,000 down and borrow $15,000 they can save about $21,000 by paying the mortgage in 10 years instead of 30 years.
F 31. The $15,000 mortgage repaid in 10 years will cost $22,800 in interest.
T 32. If the Blacks (#29) could pay $4,000 down they could reduce their monthly payments and cost of interest.

MULTIPLE CHOICE:

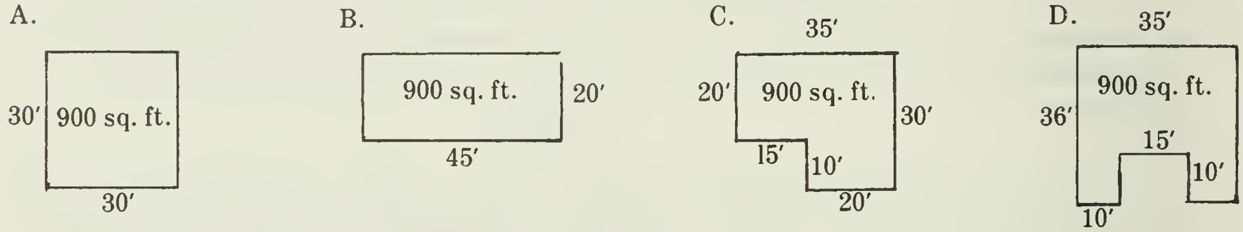
33. Requirements of the Truth-in-Lending law on mortgage loan procedures include all the following EXCEPT:
    x A. A Truth-in-Lending statement must be given the buyer at the time of closure.
    B. A Truth-in-Lending statement must include the annual or effective percentage rate of interest.
    C. The annual percentage rate must be given at the time of loan application.
    D. Any additional charges made for pre-payment of the loan must be specified in the Truth-in-Lending statement.

34. As a home buyer with a mortgage on your home you may have all the obligations listed below EXCEPT:
    A. To make payments at times specified on the documents you signed.
    B. To keep your property in good repair.
    x C. To pay a double payment in case you fail to make a payment on time.
    D. To read the documents and be aware of your obligations.

35. The Clarks have decided that they should take out title insurance on the house they are buying in order to insure themselves against all the following EXCEPT:
    A. loss due to a lien making the property security for a debt.
    x B. loss due to closing costs on the house.
    C. loss because a divorced spouse has not signed a quitclaim deed to the property.
    D. loss because there are court judgments to be paid by the seller.

36. The following house shapes enclose the same amount of floor space. The Clarks wish to have the most floor space at the lowest possible cost. Which house shape will provide this?

x A. B. C. D.



37. Since the Clarks are buying a house, Mr. Clark is taking out Credit Life Insurance to provide for:
    A. credit for buying the house.
    B. insurance against default in payments
    x C. paid up mortgage payments in case of his death
    D. protection against a lien on the property

38. Some fees necessary in selling/buying property may be charged to either the buyer or seller and may be negotiated. Of the following which is always paid by the seller?
    x A. sales commission of the realtor
    B. pest or other inspecting fees
    C. appraisal fees
    D. closing fee

Some sales approaches are legitimate and may be opportunities to save money. Others are very likely to be fraudulent and merchandise and/or sales should be carefully checked. Mark with "O" those of the following which you feel are opportunities and with "PF" those that may be possible frauds.

O 39. Large department and furniture store clearance sales
PF 40. Telephone call offers with specials to you
O 41. Dollar day sales
PF 42. Door-to-door sales offer on item or service at a special price as an example to promote sales.
PF 43. The clerk offers a more expensive model than the advertised special.
PF 44. Door-to-door salesperson offers a "rebate" for names of prospects.
PF 45. Door-to-door salesperson is young man "working his way through college."
PF 46. A "cost-plus" contract for work on your house or garage.
O 47. Annual or semi-annual store sales
O 48. End of the month store sales
O 49. Auctions of household goods, houses, etc.

PART II—HOUSING TEST

1. The Bradys have three children: Jill—age 22, Jim—age 20, and Jeff—age 18. The family has recently inherited a large amount of money, and they have purchased a large house with a big lawn and lovely flower garden because it will make a nice setting for Jill's wedding next spring. Which stage of the family life cycle seems best served?
   A. the present stage of the family life cycle
   B. the past stage of the family life cycle
   x C. the next stage of the family life cycle
   D. the first stage of the family life cycle

2. All four of the Robinsons—parents and two children—are very proud of their lovely new home. Mr. Robinson insists it be kept immaculate. The parents entertain often to show off the house. The children often bring friends in to see their rooms, but Mrs. R. tries to get them out quickly for fear they will mess up the house, so they spend their after school hours playing at their friends' homes. Of the following, which values are best met?
   A. comfort and convenience
   B. hobbies and friendship
   x C. status and prestige
   D. privacy and beauty

3. Mrs. R. (#2) feels she never gets through working to keep their new home spotless. The children feel their mother nags all the time. The pet dog has been banned completely from the house. Mrs. R. finds the children don't keep their room nice enough to show guests, so she has taken over most of the cleaning in their rooms and finds the children leave more and more of it for her. Dad says a new house should be easy to keep clean if Mrs. R. managed right. Of the following statements, which is true?
   A. The new house meets the needs of the family.
   B. The house was planned and decorated with the needs of all the members in mind.
   x C. Care of the house is placing a strain on family relationships.
   D. If the children were proud of their home they would help more with its care.

4. When Mr. Lincoln inherited a fortune from his grandfather he was happy to be able to surprise his family with a modern, new home for Christmas. He was very disappointed when the children didn't want to move from the old neighborhood and his wife said she'd rather have had a home in the new suburb where some of their friends lived. What mistake did Mr. Lincoln make?
   A. He failed to consider the cost of the new house.
   B. He was not concerned about his family's needs.
   x C. He failed to let his family help make a decision that affected them.
   D. He failed to consider the family's stage in the life cycle.

5. The Robinsons have a mortgage on their house. Of the following statements all may be true EXCEPT which one?
   A. They borrowed money to build the house.
   x B. They may not now paint or paper rooms without permission.
   C. They used the house as security for their loan.
   D. They are paying a fixed monthly payment on their mortgage.

6. The Franklins are planning to build or buy a house. In investigating prefab houses they found that all the following are true EXCEPT which one?
   A. Wall panels of mass produced houses are assembled at the factory.
   x B. A mass-produced house is more expensive than a custom built of similar size and construction.
   C. Houses built from mass produced parts are built in a shorter time than custom built houses of the same size.
   D. The price of a mass produced house is influenced by the buyer's choice of interior and exterior finished.

7. The Smiths have a Homeowner's Insurance policy. Last week the plumbing on the second floor froze and burst. Damage was done to carpeting, downstairs ceilings and some furniture. When they tried to collect on the policy, they were told this was not included in their coverage. Which of the following policies must they have had?
   A. Broad Coverage (HO 2)
   x B. Standard Coverage (HO 1)
   C. Comprehensive Coverage (HO 5)
   D. All Risk Coverage (HO 3)

8. When buying home furnishings, the shopper is more likely to be satisfied with his/her purchase if s/he
   A. ignores anything the salesman says.
   B. buys from the furniture store with the lowest prices.
   C. accepts a verbal guarantee of satisfaction.
   x D. shops in several stores to compare values and prices.

9. Rescheduling the payments on a loan so as to pay the loan off in a longer period of time than originally agreed on is:
   - A. reducing the balance.
   - B. consolidating the loan.
   - x C. refinancing the loan.
   - D. resuming credit.

10. All the following may aid kitchen efficiency EXCEPT:
    - A. the arrangement of range, sink, and refrigerator freezer.
    - B. the amount and arrangement of counter work space.
    - C. the amount and arrangement of cabinet storage space.
    - x D. pantry storage for pots and pans.

11. Planning kitchen work centers and arrangement refers to all the following EXCEPT:
    - A. food preparation and clean up.
    - x B. dining area.
    - C. food storage and refrigeration.
    - D. food cooking and service.

12. Symptoms of inadequate wiring include all of the following EXCEPT:
    - A. lights flickering and dimming when appliances are turned on.
    - B. a fuse blowing or circuit breaker tripping when all lights and appliances are turned on at once.
    - x C. TV picture shrinking in size or wincing when other appliances are plugged in.
    - D. long electric cords strung around rooms or octopus connections for clocks and lamps.

In an effort to cut the amount of electricity you use, you will have more success if you focus on those appliances that use the most electricity. Of the following appliances, select the 5 that use the most electrical energy and put the letters in the blanks.

13. __A__
14. __H__
15. __J__
16. __K__
17. __L__

A. Air conditioner
B. Carving knife
C. Food Mixer
D. Hair dryer
E. Electric Skillet
F. Electric Iron
G. Sewing machine
H. Refrigerator
I. TV
J. Electric water heater
K. Freezer
L. Range
M. Electric roaster
N. Electric toaster
O. Electric clock
P. Electric shaver

Match the following electrical terms with their meanings?

18. __2__ A.C.
19. __1__ Ampere
20. __7__ Volt
21. __5__ D.C.
22. __8__ kwh
23. __4__ Watt

1. measurement of rate of flow of electric current
2. electrical current that flows intermittently
3. current breaker
4. measurement of electrical power to do work
5. electrical current that flow continuously
6. insulator
7. measurement of force of electric current
8. 1,000 watts for one hour

24. Which of the following presents a safety hazard?
    - A. lighted centers of interest
    - B. low wattage lights in halls and bath
    - C. bright background lighting in living areas
    - x D. light w/switch inside shower

25. All of the following may be operated on a 120 volt outlet EXCEPT:
    - A. refrigerator
    - B. iron
    - x C. range
    - D. TV

26. In the wiring in houses the wires are usually color coded: black, red, white, green. Which of the following may be expected to carry current or to be "hot"?
    - x A. red and black
    - B. red and green
    - C. green and white
    - D. white and black

27. After the Andersons moved into their new home they made a family project of building in bookcases in several rooms, additional storage cupboards, special sewing area storage, and a basement workshop and storage. Which of the following statements concerning the value of their property is true?

A. Since many people have hobbies, the additions to the house are sure to increase the value of the property to more than pay for their cost and the work.
B. Any housing additions will increase the value of the housing in the market to exceed the cost.
C. Additions beyond basic needs rarely increase the value of property.
x D. Additions to a house to meet one family's need do not necessarily make it more valuable to another.

28. The Andrew's house takes full advantage of "Solar Orientation." By this you know that:
x A. the house has much window space and a wide overhang on the south.
B. the house has much window space and a wide overhang on the north.
C. the house has a system for storing the heat from the sun.
D. the cost of heating the house is less than the neighbors have to pay.

29. Of the following which is the best definition of "lease"?
A. a legal document specifying rights of landlords
B. a legal document specifying responsibility of tenants
x C. a legal document specifying rights and responsibilities of tenants and landlords
D. a legal document protecting the tenant from the landlord

30. The "principal" with reference to home financing refers to:
x A. the sum of money actually borrowed.
B. the total money paid in purchase of the house.
C. the amount of the monthly payment for the house.
D. the amount of interest paid on a mortgage.

31. to 35. Match the following. Place the letter of the definition below in front of the corresponding term.

__D__ 31. depreciation
__B__ 32. zoning ordinances
__E__ 33. amortization
__A__ 34. rent
__F__ 35. lien

A. payment for the use of another person's property
B. regulations that limit the use of land or buildings in given areas of a community
C. proof of ownership of property
D. loss in property value from aging and use
E. arrangement for regular (often monthly) specified payments made to reduce a property debt
F. legal claim against property for payment of a debt

36. All of the statements are true of credit EXCEPT which one?
A. Credit *may be* a convenience to the consumer.
x B. Credit is a right of shoppers.
C. Credit is a privilege for those consumers who can qualify.
D. Credit *may be* a stimulant to the economy.

37. Various factors can affect rates for housing loans. Which of the following factors is least important?
x A. religious affiliation
B. income and debts
C. credit rating
D. the price of the house being purchased and its value

38. Factors affecting a family's credit rating include all the following EXCEPT:
A. the family's reputation for making credit payments on time.
B. the family's use of credit for various purposes.
C. the income of family members.
x D. cash purchases the family makes.

39. Questions a borrower may wish to ask a lender when shopping for a housing loan include all the following EXCEPT which one?
A. Am I required to carry life or disability insurance from a particular company?
B. If I wish to pay off the loan in advance of maturity is there a penalty?
x C. If I default on payments will it harm my credit rating?
D. If I want to sell the house what are the restrictions for the buyer to take over my loan?

40. The least expensive source of credit for small loans or installment buying listed below is:
A. Retail stores installment credit
B. Banks
C. Small loan or finance companies
x D. Credit Unions

41. All the following equivalent credit rates are correct EXCEPT which one?
A. 1½% per month is 18% yearly
B. 1% per month is 12% per year
C. 2% quarterly is 8% per year
x D. 3% per month is 24% per year

42. All the following have purchased new curtains or draperies of comparable quality and attractiveness. Which one probably spent the most for the purchase?
   A. The Andersons compared prices and choices in several stores before purchasing.
   x B. The Mitchells had a local decorator bring out fabrics so they could see them in the house.
   C. The Phillips checked in two or three stores that had catalogue departments and ordered the curtains themselves.
   D. The Murrays have accounts in three department stores so they purchased the curtains on an account in one of the stores.

43. Of the following, which indicates the highest quality of construction in sofas?
   A. flat, zigzag steel springs
   x B. coil springs
   C. light weight muslin coverings underneath
   D. flat wooden braces underneath

44. All of the following are true of fibers used in carpeting EXCEPT which one?
   A. Wool and nylon are generally durable and soil-resistant.
   B. Rayon is often blended with other fibers.
   C. Acrylic fibers may make rugs highly flammable.
   x D. Cotton fibers make rugs soil-resistant in heavy traffic lanes.

45. Of the following, which floor coverings of similar color, design, and texture will make a room seem largest?
   A. small, scatter rugs
   B. area rugs under furniture groupings
   x C. wall-to-wall carpeting
   D. a large rug smaller than room size

46. Of the following fillings used in upholstered pieces, which one is LEAST likely to retain shape and appearance over a long period?
   A. Down
   B. Urethane
   x C. Cotton felt
   D. Dacron polyester fiberfill

47. Of the following ways of choosing colors for her living room, which is LEAST likely to help Mrs. Clark choose ones to suit her home?
   A. Select a color the family likes and the related colors on the color wheel and work from there.
   B. Select a carpet or rug in colors the family likes and use these colors.
   x C. Select colors her friend across the street has used in her living room.
   D. Select drapery fabric the family likes and use the colors in it.

48. Of the following wall treatments which would be most effective in making a north room look larger and lighter?
   A. Dark wall panelling, light ceiling
   B. Light wall panelling, dark ceiling
   x C. Pale yellow unpatterned walls and off-white ceiling
   D. Paper in larger, bright floral design and off-white ceiling

49. Ideas for low cost decorating include all the following EXCEPT:
   x A. posters on walls to avoid papering or painting
   B. painted floors instead of carpets
   C. painted window shades instead of curtains or draperies
   D. plastered walls instead of panelling

50. All the following will (at little expense) help to organize room clutter and/or prevent a cluttered appearance EXCEPT:
   x A. Scatter pictures, posters, and collections on walls of room.
   B. Provide under-bed cardboard boxes for storage of children's toys.
   C. Paint old trunks or chests to use for storage and seats or tables.
   D. Arrange pictures and collections in groups on walls and on shelves.

51. Which of the following is NOT true?
   x A. A large chair or sofa covered in a color contrasting to the background color will seem smaller.
   B. Using less intense colors for large areas will allow them to serve as backgrounds.
   C. Using bright colors for small, decorative items will attract attention.
   D. Using multi colored carpeting in traffic areas will help hide soil.

52. A tall narrow room may be made to seem shorter and wider by which of the following:
   A. placing a long sofa cross a narrow wall
   B. placing a tall cabinet on the narrow wall
   C. painting the ceiling a darker color than the walls
   x D. dropping the ceiling color to a trim or molding several inches below the ceiling

53. Factors most helpful in choosing room colors include all the following EXCEPT:
   A. activities for which the room will be used and the people who will use it
   B. natural and artificial lighting in the room such as windows and light fixtures
   x C. suggestions from friends of their favorite colors
   D. colors in adjoining rooms and colors in use that can't be changed

54. Furnishings that will make a small room seem larger include all the following EXCEPT:
   x A. a few large upholstered pieces: sofa and chairs
   B. sofa and chairs without arms or with small, slender arms and/or legs
   C. furniture built on a small scale
   D. a minimum of furnishings and only a few decorative items

HOUSING TEST ACTIVITIES:

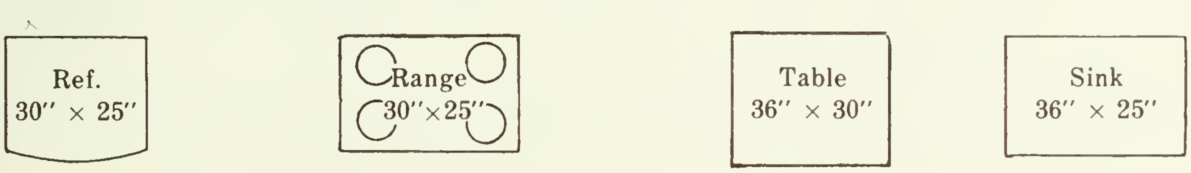
I. Visit a Savings and Loan or a Bank and a Home Finance or other loan company. Get answers to the following questions:	SOURCE I	SOURCE II
1. Under what condition could you secure a $12,000 mortgage on a $17,000 house. You have a $5,000 down payment and a regular job at $10,000 a year. You have no other debts and a car in good condition.		
2. What interest rate would you have to pay?		
3. How long would it take you to pay off?		
4. How much would you pay per month?		
5. What would your total interest be?		

II. Bring in an ad for a house or an apartment which you feel would be suitable for your needs. Why did you choose it? Would you take it if you needed it? *Give reasons.*

Optional: Visit the house and/or apartment. If you needed a place to move, would you choose this one? Why or why not?

HOUSING PERFORMANCE TEST TEMPLATES:

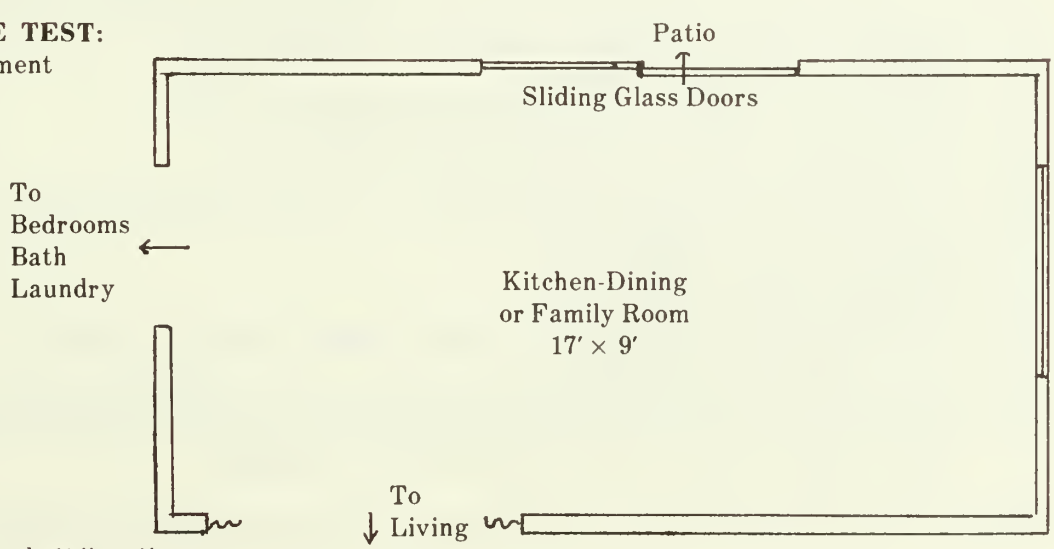
Cut out items below and arrange on kitchen-dining room floor plan below. When satisfied with arrangement, paste them in place or draw around them on the drawing of kitchen. Add base and wall cabinets by drawing them in where desired. Complete directions given on next page.



Base Cabinets—25″ deep

Upper Cabinets—15″ deep

PERFORMANCE TEST:
Kitchen Arrangement



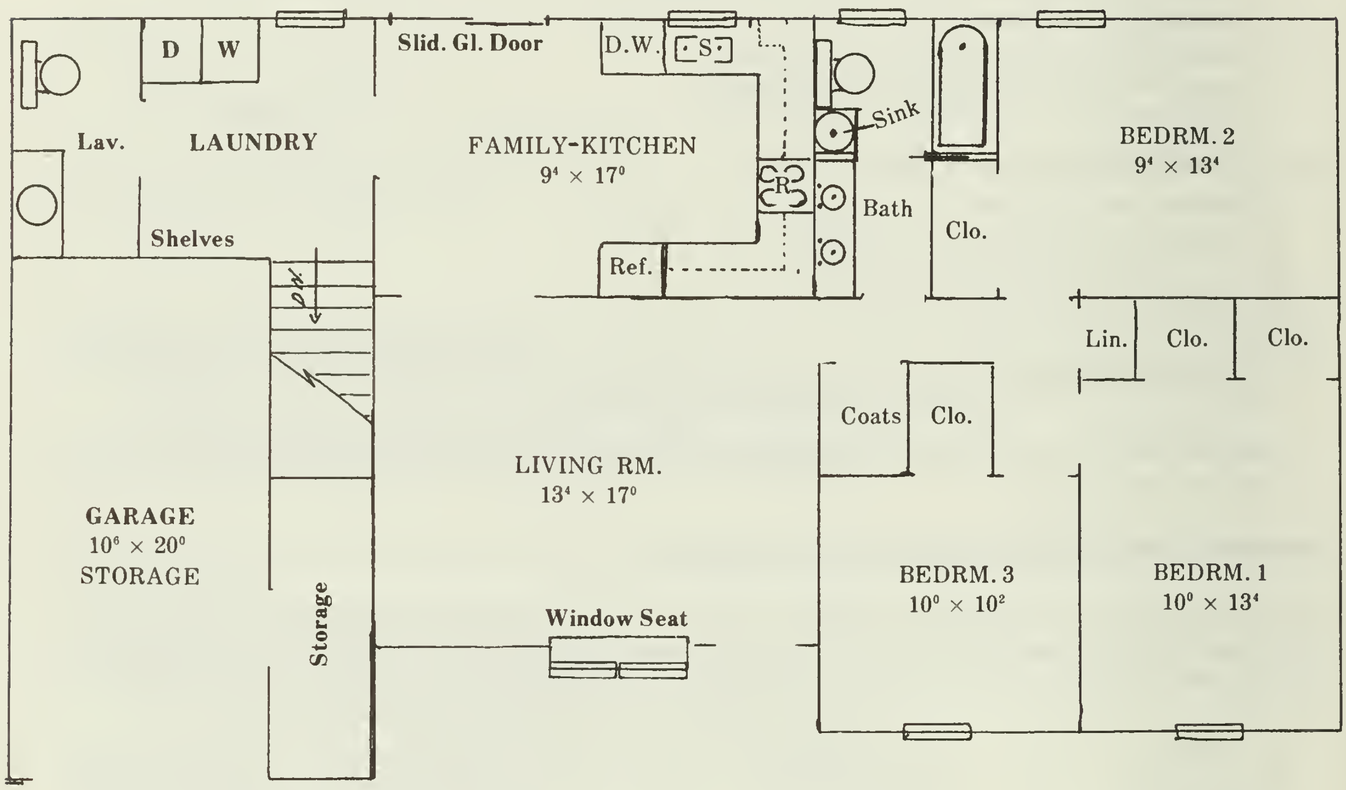
Measurements: Scale ¼″ = 1′

1. Cut out items on previous page and use to draw in appliances. Add base and wall cabinets and dining furniture.
2. Put letters on floor plan to show where you would do the following:
   A. prepare food B. wash dishes C. eat

Where will you store the following? Place number of item in proper place on floor plan: (cabinet or cupboard)

1. Dishes, plates, etc.
2. Serving platters, bowls
3. Silver: knives, forks, spoons
4. Skillets
5. Pots and Pans
6. Paring Knives
7. Turners
8. Dish Towels
9. Hot pads
10. Dish Detergent
11. Salt and Pepper
12. Canned Soup

HOUSING TEST



Read the houseplan above in order to answer the following questions: X—True; O—False

O 1. Noise from the work area is likely to interfere with daytime naps.
O 2. Plumbing is located all in one place.
X 3. The bathroom area helps insulate the rest area from the work area.
O 4. Traffic lanes are likely to cause interference with kitchen work.
X 5. All bedrooms have their own closets.
X 6. The noise from the laundry is not like to awaken the baby sleeping in a bedroom.
O 7. A heating unit is shown in the garage.
X 8. The living room has a window seat.
X 9. The largest bedroom has two closets.
X 10. The arrangeament of kitchen appliances makes a fairly efficient work triangle.
X 11. There is one bathtub in the house.
O 12. A refrigerator with its door opening on its right would be convenient for this arrangement.
X 13. This floor plan allows three people to use the bathroom lavatories in private at the same time.
O 14. A dining area in the family room would have little natural light.

DISCUSSION QUESTION: If you wished to build with these floor plans, but needed to cut the cost to a minimum, what changes could you make to reduce costs but still leave the basic plans.

NOTES TO TEACHER ON HOUSING TEST ACTIVITIES

Part I: Questions #1 to #49

Floor Plan: 15 questions

Discussion: Possible Answers:

1. Omit bath off laundry
2. Move laundry appliances to space occupied by larger lavatory in bathroom
3. Put heater in space occupied by laundry and omit basement.
4. Put kitchen sink back to back with bathroom plumbing

Kitchen Arrangement:

1. Are work centers indicated?
   Food Storage and Refrigeration
   Food Preparation—Sink center
   Cooking and Serving—Range center
   Clean-Up—Sink center
2. Is sink located between range and refrigerator?
3. Is arrangement right handed; that is arranged from left to right—refrigerator, then sink, then range? (Reverse, if adult is left handed.)
4. Is counter and storage space provided in each center as needed? Right and left of sink, at range, and at refrigerator
5. Is kitchen area unbroken?
6. Does dining area take advantage of light and view through glass doors?
7. Is each item stored at place of first (or possible last) use?
8. Does plan show some understanding of room arrangement? Is it neat?

Visit to Building and Loan, Bank, Family Finance, etc.

Is information obtained and apparently understood?

Would person check other sources before borrowing if s/he really planned to borrow?

Housing Ad:

Extra credit for optional visit to house or apartment.

Would person check further if s/he planned to move?

Part II of Objective Test: #1 to #54

Marjorie Mead
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JUST JEANS OR MORE

During the last few decades, there have been tremendous changes in attitudes regarding the extent of the influence of fashion and the acquisition of clothing among young people. We have moved from a time when "rules of dress" determined what, when, and where particular types of clothing were worn to a very casual approach.

As emphasis on wearing "proper attire" has dwindled, the home economics teacher is faced with the challenge of helping her students establish personal values related to appropriate dress. She needs to provide opportunities to help them discover the relationship between looking one's best and establishing oneself in today's world. Many students do not seem to realize that success in making friends, getting and keeping a job, being chosen for leadership roles and finding a mate are determinined to some extent by the impression one makes on others through personal appearance.

Not only is the home economics teacher challenged to persuade students to think of planning a wardrobe beyond several pairs of jeans and an assortment of tops, but she must also relate personal wardrobe planning to national concerns which influence kind and amount of clothing owned by each individual. Two such national concerns include inflation of clothing prices and concern for our nation's natural resources.

Before thinking of ways to incorporate clothing selection in the home economics curriculum, let's explore briefly the implications of inflation and conservation of natural resources to clothing selection.

The High Cost of Clothing

Following expenditures for necessities like food and shelter, the largest item in the family budget is clothing. However, clothing is a flexible expenditure. When money must be spent for other items, clothing purchases may be decreased or eliminated.

According to information from the U.S. Department of Agriculture,[1] there is currently a downward trend in expenditures for clothing and other non-durable goods. At the same time, there is a recent upward trend in expenditures for durables such as automobiles, furniture and household equipment.

In terms of current dollars, clothing comprised 8.2 percent of personal consumption expenditures in 1960 and 6.8 percent in 1977. A major reason given for this decline in clothing expenditures was that attitudes towards clothing have changed in recent years. Individuals have adopted a casual life style accompanied by a casual attitude toward clothing. They want clothing which offers basic utility and performance. Jeans, separates that can beinterchanged, active sportswear also used for street wear, are examples of this trend.

During 1977 consumer expenditures for clothing and shoes averaged $373 per person. This amount is $18 higher than the average for 1976; however, the increase was due to higher prices rather than increased buying. Broken down by subgroups, price level increases for men and boys clothing was 4.6 percent and for women and girls, 3.3 percent.

Concern for Natural Resources

Another factor involved in the selection of clothing is the need to conserve various sources of energy and other natural resources. Energy, in the form of electricity, oil, gasoline or coal, is essential in the production, distribution and care of all fabrics and apparel.

America's textile and apparel market is one of the largest businesses in the country. It consists of approximately 7,000 plants which turn out over 23 billion yards of fabric a year. The amount of energy, in different forms, used to maintain the standards and supply we have come to expect is tremendous.

Petro-chemical products are the source of half of all textile fibers consumed. It is estimated that 1 to 3 percent of the total petroleum supply available in the United States is used in textile manufacturing—quite enough to be significant when decisions are made for the best use of a short supply.

The final stages in fabric and apparel manufacturing are packaging and transporting the

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[1]*Family Economics Review*, Winter-Spring, 1978.

end product to the retailer and eventually to the consumer. The quantity of paper, plastic bags, and packaging tape, as well as gasoline and oil needed to ship textile products from one part of the country to another or around the world, is vast.

After a garment has been purchased, caring for it is related to energy consumption in several ways:

1. In the average home about 15 percent of the total amount of energy used goes for heating water much of which is used for laundry.
2. The energy needed to operate a washer, dryer and water heater at home or commercially is significant.
3. The products used in the laundry process and in dry cleaning are made from petrochemicals.
4. Proper care extends the wear life of articles of clothing and cuts down on the need to replace them as often. Therefore, the amount of energy needed for production and maintenance is reduced.

What are the implications of the situation just described to home economists who teach? Some of them might be:

- Students may need to change their attitudes toward clothing and the importance of personal appearance.
- Students need experiences in learning to use their scarce dollars wisely when making clothing purchases.
- Students need to be concerned about the supply of natural resources in the U.S.A. and the world. They need to be made aware of the importance of finding ways to extend the wearlife of clothing they own and of reducing over-consumption of apparel.

The following ideas may be useful in teaching clothing selection in light of the preceding issues:

Changing Attitudes Towards Clothing

1. Arrange to have a panel of boys and girls tell how they would like to see the opposite sex look and dress.
2. Invite a businessman or woman to speak on the importance of appearance when applying for and holding a job.
3. Arrange a field trip to a store or invite members of a store fashion board to present a program on fashion, wardrobe planning and grooming.

Planning New Clothing Purchases

Ask students to plan for one item of apparel they hope to purchase in the near future. Several experiences can be built into this assignment such as:

Learning about wardrobe planning by:

1. Making sure they know what they already have.
2. Thinking about what is needed in terms of activities, present and future if garment will be worn several years.
3. Planning the amount of money that can be spent including care that will be needed.
4. Exploring all sources such as sewing, receiving it as a gift, and trading with a friend.
5. Thinking about time required for shopping, sewing, caring for the item.

Learning about merchandising by:

1. Comparing prices from newspaper ads, mail order catalogs and a variety of department, discount and specialty stores.
2. Becoming familiar with brand names and comparing quality of fabrics and construction that can be expected from a particular brand.
3. Becoming familiar with the differences in services offered by stores and the effect this has on cost of their merchandise.
4. Learning about mandatory and voluntary labeling of apparel. Bring garments with labels and hangtags to class and compare for kind and completeness of information given.

Ways to Extend a Wardrobe

1. Plan a trip to a thrift shop, a garage sale or have students explore grandma's attic to

find a used garment which could be recycled into a wearable garment as a class project. Ask them to compare the final result with the cost of a new one of similar design. Have them explain how it goes with clothing they already have.

2. Arrange a rummage sale in the classroom. Students can bring clothing they plan to discard to trade or sell for use as a recycling project. Hold a contest for the best re-wearable. Give "certificates" for the one that spent the least money, the one that used the oldest garment, the one that combined two or more old garments into one new one, etc., so that all can get recognition.
3. Have students bring a garment which has been purchased recently. Analyze it in terms of energy used at various stages of manufacture, for shipping it to the retail store where it was purchased and for caring for it. This will provide an opportunity for reading fiber content labels and care labels and to learn about the process of marketing apparel.
4. Have students create ways to use scraps left from sewing projects.
5. Present a style show of garments that have been made rewearable. Build the show around the theme of energy conservation.
6. Have students bring a garment that could be made rewearable by removing a stain or making a repair. Repairing clothing can be presented as a creative activity. Demonstrate the use of decorative machine stitches, press-on appliques and ideas for re-designing a garment to conceal a worn place or tear.

Most teenagers have total or partial responsibility for the selection and maintenance of their wardrobes. Many of them earn a large portion of the money they spend for clothing and welcome opportunities to learn how to plan and make purchases that give lasting satisfaction.

Knowing the relationship of the clothing they own to the availability of natural resources—national and worldwide—can help them realize the importance of finding ways to balance their consumption of clothing with their actual needs.

Today's jeans owners face many challenges as they make a place for themselves in the world. The home economics teacher can provide many exciting opportunities for them to learn how clothing can play an important role in their lives.

Resources:

Money Management—Your Clothing Dollar, Household Finance Corp., Prudential Plaza, Chicago, IL 60601. 1978 revision.

As You Buy Clothing, Marjorie Mead and Dorothy Goss, University of Illinois, Circular 1045, University of Illinois at Urbana-Champaign (available from county Cooperative Extension offices in Illinois). 1971.

Family Economics Review, Winter-Spring 1978, Consumer and Food Economics Institute, Agriculture Research Service, U.S.D.A.

SAVING ENERGY AND DEVELOPING CREATIVITY IN RECYCLING CLOTHING

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One of the challenges to professional Home Economists in recent decades has been to help our students or clientele, whether youth or adults, to be aware of and understand new technological developments in our area. The "what's new" topics seem to have a certain appeal to the teacher and the learner. In fact, U.S. consumers in general have become very accustomed to expecting a constant availability of new products in the marketplace. The technological boom and economic situation created what some refer to as a "throw-away society" in our country. Product purchases, such as clothing and appliances, are made simply because it is new on the market or in an effort to keep up with what a friend or relative has bought. Little thought may be given to the benefit in relation to cost to the individual or family. Is it needed to replace an item that is no longer usable? How frequently will it be used and does frequency of use justify cost? What can be done with the item that the new purchase will replace? Answers to these questions can have a great impact on individual, national, and world resources. As we read about such concerns as inflation, availability and use of raw materials, and protection of the environment in our country, what can we as Home Economists do to help our students or clientele to make better use of resources? An area that is a natural for our classes or programs is extending use or wear-life of textile products.

Technology has provided us with fabrics that have great durability. We often grow tired of or outgrow clothing long before it is actually worn out. Quite often an item of clothing may not be worn simply because it is outdated in fashion. Many of these garments are disposed of with little thought or concern about whether or how the use-life of the garment might be extended.

Recycling of clothing not only saves money, but it also is a way for consumers to conserve energy and raw materials used in production of apparel. Concern about these factors has caused the textile industry to embark on a recycle and save theme.[1] Methods have been developed to recycle synthetic fiber waste materials, waste water, heat, and chemicals. All of these processes are aimed toward conserving energy, water, and raw materials and controlling environmental pollutants.

Current interest in antiques, heritage, and fashion adaptations from the past has removed some of the stigma many people have had about old things. However, there are a number of adults and youth who lack the incentive and/or desire to make use of the "recyclables" available to them.

A clothing unit or program on recycling apparel is a good way to teach and develop the creative potential in every student. Unfortunately, due to lack of encouragement and development, some individuals' creative abilities never emerge. The challenge to the teacher is to provide opportunities that inspire and allow the student—whether teen or adult, male or female—to engage in the process of creativity. Learning to see and gain confidence in use of color, texture, shape, and form are part of this creative process. Fabrics and garments no longer worn provide a perfect outlet for experimentation with these elements of design. In some situations, the process and self-confidence achieved by the student may be of greater importance than the final product of the recycling project.

To inspire the students, a teacher or leader might select several clothing items from his/her and/or family member's or friend's wardrobe that are not currently being worn and use these garments to discuss such areas as:

1. Where to find garments to recycle (closets, garage, or rummage sales, secondhand and thrift shops)
2. Reasons for recycling.

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[1] *Daily News Record*, July 5, 1978, p. 14.

3. How to decide whether garment or fabric can be or is worth being recycled.
4. What is involved in recycling:
   - creativity
   - sewing skill
   - time
   - cost
5. How can the article that cannot be made into a wearable be used?

Suggest that individuals look through their closet or other family member's closet for clothing items that they have not worn during the past year. A recycling inventory sheet may be a helpful aid. The inventory sheet format might include the following:

Type of Garment	Why Garment Hasn't Been Worn	Changes That Could Be Made

The first two columns could be filled in at home and the third column during a class session. The class could be reminded of other sources for acquiring garments for recycling if they do not find suitable articles in their or family wardrobes.

Each person could bring to class 1 or 2 items they list on the recycling inventory or have acquired from other sources. Resource materials (such as magazines, pattern catalogs) and garments that have been recycled could be used for inspiration with the projects. Tracings of silhouettes similar to the garment to be recycled can be made from pictures in magazines, catalogs and newspapers. To experiment with ideas, students can sketch possible changes on the traced silhouettes. The creativity of individuals is often inspired by others. Groups of 3 or 4 persons working together on recycling ideas may provide a broader range of possibilities for use of each garment.

"Recycling cost sheets" for the recycled garments can be used to introduce the topic to group. A sample cost sheet is included on page 191. The cost sheet could be used in planning stages for students to estimate what cash outlay will be involved in the proposed garment changes. An estimate of costs can help the student decide which alternative for recycling a garment is the best decision. One aspect of this decision is economics. Actual costs of notions and materials can be recorded on the cost sheet when the project is completed. The sample sheet also includes time cost for recycling the garment. Local hourly wage level for the age group when employed in comparable skill jobs can be used as a guide for determining time cost of student project.

Alteration of garments is one of the most frequently needed and used methods of making non-wearables into wearables. A class or FHA chapter or other group with advanced sewing skills and knowledge of fitting could open an "alteration shop" as a special project. Sources for garments to alter might include faculty, other students, or student's family members. This project would provide a wide range of alteration experiences that could be applied immediately, as well as in the future, to personal and family clothing needs. In addition, alteration skills are very salable. Persons with this skill can find employment in a variety of types of clothing stores or in dry cleaning establishments. Or, they could start an alteration business in their home.

An exhibit or style show can provide an opportunity for students to share with others what they have learned. Color slides or prints of the garments before they are recycled can help tell the story. Color prints of the "before" with the "after" recycling changes would provide a series of eye-catching exhibits. Slides of the original garments could be flashed on a screen as the recycled garments are modeled. Information from the inventory and cost sheets would provide commentary for the style show. In addition, the slides would be a very good "ideas for recycling" resource to use with future classes or groups. If a reasonable estimate of the energy saved by all the projects in the show could be given (in terms of gallons of gasoline, for example), that aspect of recycling could be given greater emphasis.

The sources of materials for recycling are limited only by what each person sees when s/he looks at a garment or a fabric. Personal resources of time, skill and money are usually needed but often can be acquired or adapted more readily than resources necessary to purchase new garments. Through recycling of textile products, consumers can make a genuine contribution toward the efforts to conserve on use of raw materials and control environmental pollution. And, finally, a recycling unit offers many opportunities for teaching principles, values and skills important in making decisions about individual and family clothing needs.

RECYCLING COSTS

	Estimate	**Actual**
Present value of "old" garment, if any	$________	$________
Supplies Needed:		
Fabric Cost	$________	$________
Notions: zipper	$________	$________
buttons	$________	$________
snaps	$________	$________
thread	$________	$________
seam tape	$________	$________
trim	$________	$________
elastic	$________	$________
other: ________	$________	$________
________	$________	$________
Pattern	$________	$________
Total Cost of Supplies	$________	$________

Time Spent: ________ hours × $________ per hr. = $________

Total Cost of Recycling Project $________

Type of Garment Worked On ________________________________

What I Did to Change Garment ________________________________

Finished Product ________________________________

Probable Cost of New Garment Similar to Finished Product $________

Less Cost of Recycling Project $________

Amount Saved by Recycling $________

GUIDELINES FOR RECYCLING

Before a decision is made to begin a recycling project, the following questions may be useful:

- Is the garment in or near the size needed so that alterations can be made to acquire good fit?
- Is it torn or so badly worn that it will need a lot of repair—especially at knees, elbows, crotch, seat, underarm, seams?
- Is it badly faded or stained, especially where it shows the most?
- Will investment in new materials, such as fabrics and notions, required to make garment wearable be greater than the cost of a new garment of comparable type and quality?
- Can old hemline marks be removed or disguised in some manner?
- Is fabric a type which will not show needle marks when stitching lines are changed?
- Have darts been marked with holes or slashed?
- Is time available or can time be organized to allow for completion of the recycling project?
- Does the individual have or can individual easily acquire skills needed for the type of recycling needed?
- Will the recycled garment be worn and enjoyed?

In general, there are four major types of recycling projects:

Simple Changes. Little sewing skill or experience is required. Major needs are ideas, some time, and some cash outlay.

- purchase or construction of a new blouse to make a sweater or jacket and skirt stylishly companionable.
- addition of current accessories to update garments.
- simple mending that would make an article wearable.
- new buttons, addition of trim or a change of sleeve length from long to short can increase wear-life of a garment.

Alteration Changes. Sewing skill and an understanding of fit are helpful for these changes. If the individual has these abilities, the major investment will be in ideas and time. Cash outlay is usually minimal.

- length of garment adjusted to make it more wearable and fashionable.
- width of garment areas changed by increasing or decreasing seam widths and darts, adding panels of fabric, etc.
- change of neckline and armscye areas to make garment fit or to attain more attractive style lines.

Restyle Changes. Ideas and sewing skill are major requirements for these changes. Some purchases of notions and fabrics may be desired. This type of recycling involves changing part of a garment.

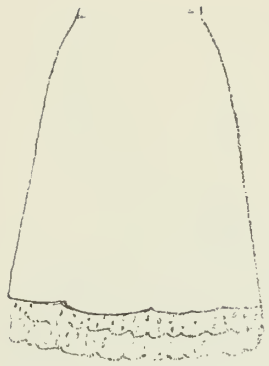
- make a dress into a jumper.
- shorten a coat into a jacket.
- add or eliminate design details or change style for new appearance.

Major Renovation. Experience and advanced sewing skill are needed for success with this type of recycling. Usually, the greatest resources required are time, ideas and patience.

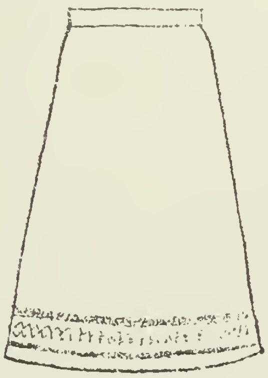
- make-over of a garment that is outgrown, out of style, or of a wrong color for another individual.
- construction of a garment from fabric of 2 or more garments to make a new garment or outfit.

Some articles may not be usable for renovation to a wearable garment. Before these items are destroyed, consider whether:

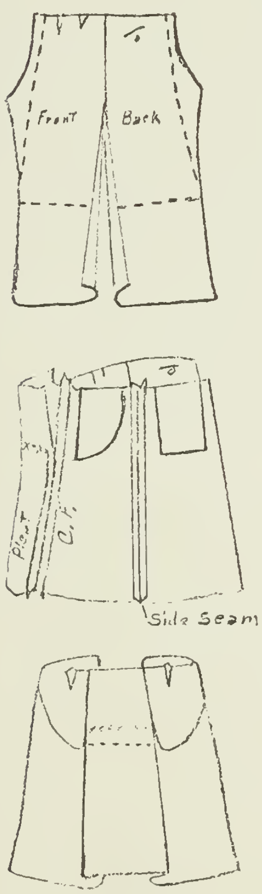
- buttons, zippers, or trims could be removed for further use.
- fabric could be used for making patchwork, soft fabric sculptures or jewelry, wall hangings, braided rugs or other creative uses.
- school or local theatre groups might have use for articles as costumes, or children would enjoy them for "dress-up."



Lengthen skirt with ruffled embroidery trim or tiers of gathered fabric.



If old hemline shows when you let a hem down, cover line with trim or decorative stiches.



Make a skirt from man's trousers

Make a waist length jacket from a long jacket

Create a tank top from a tee-shirt.

Make a pullover sweater into a cardigan.

TEACHING CLOTHING CONSTRUCTION

PUTTING THE PARENTS TO WORK

Constance Drew Darrah
Home Economics Teacher
Brewer Junior High School
Brewer, Maine

Since today's junior high student is a "do my own thing" person, clothing construction units are not only garments of various sizes and shapes but also tote bags and a variety of stuffed toys. The effort to make the unit an individualized program cannot only become very trying for the teacher but also a real test of the student's patience. Students not only lose interest very quickly when they have to wait for the teacher's attention but a constant call for help can be very discouraging to the teacher when she knows she cannot get to all of the students fast enough to help them in a short forty-minute period.

One way to solve the problem and also develop community public relations is so easy it is a wonder that all home economics clothing construction teachers don't try it. It is simply to ask the students if their mothers sew; if they do, have the students ask their mothers if they would like to work with a class, not necessarily the one their child is in, as a volunteer aide. By working with the students to obtain the aides, students don't resent having their mothers work with their class. Affirmative answers are rapidly followed up with a phone call inviting mothers to come in for a short workshop and to assign class times. What is expected of the student, the basic skills involved in a junior high school unit, and the fact that there are several ways of doing many skills are discussed. The workshop helps to prevent a conflict in method that might confuse the student. Often the aide comments that a different method is better than her way so it becomes a learning experience for her as well. Likewise, an aide might have a better method and the teacher would learn.

Aides have reduced the teacher-student ratio from one to sixteen to one to four. Aides are also parents of children not involved in the home economics classes but have heard of the need, have the necessary skills and have volunteered. Clothing units are completed more quickly, results are better and students react most favorably to the aides. The aides enjoy their work, return for other classes, are most dependable, and feel a much greater part of the school program.

Since the image of junior high school is a bit negative all over the country, anything a home economics teacher can do to create good public relations benefits all areas of education. Parents see the junior high student in his/her school environment, can see the good that faculty and administration are desperately trying to accomplish and also witness some of the common problems that the young adolescent has. Parents not only have had their eyes opened but also have had a much greater appreciation of the efforts that are involved in individualized programs.

Present goals include involving retired people and community citizens not directly connected with junior high school or the home economics program. The greater number of persons with whom a student becomes involved, the greater the learning experience. The seam may not always be perfect, but the learning of a very necessary basic skill has been pleasantly accomplished.

TESTING FOR PROFICIENCY IN HOME MANAGEMENT

This section is explained on page 174 of this issue.

SELECTED PRINCIPLES OF HOME MANAGEMENT

The meaningfulness of one's life is affected by the significance of one's activities.

Personal or family goals provide direction for behavior; behavior affects the establishment of goals.

Goals reflect changes in values, life styles, social customs, and stages in the family and/or life cycles.

Resources include values, money, time, energy, skills, talents, knowledge, possessions, purchasable commodities, psychic income, and government and community services.

Management refers to the use of resources to meet goals.

Since no two individuals or families share identical values, needs, goals, and resources, their management will be unique.

Management can be used to conserve, increase or decrease resources.

Doubt, uncertainty, or dissatisfaction indicates a need for problem solving.

The recognition and identification of a problem is the first step in its solution.

Breaking a larger problem into smaller ones sometimes facilitates its solution.

Present and attainable resources influence possible alternatives.

Understanding the functioning, interrelation, and alternate use of resources influences the goals attained.

The use of present resources affects future resources.

The involvement of everyone to be affected by a decision in making that decision affects both human relationships and implementation of the decision.

Evaluation of a decision involves comparison of results with those anticipated.

The evaluation of decisions promotes skill in making decisions.

Practice in management contributes to one's ability to plan, to make decisions, to develop skill in human relationships, and to achieve his/her goals.

A standard is an external measure by which goal attainment can be evaluated.

Standards may be set by individuals, by groups, by the government, by professional associations, unions, industry or societal customs.

The organization and equipment of a work area affect time and effort involved in the work done in the area.

Posture and movements involved in an activity are affected by and affect both fitness and efficiency.

Heights of work surfaces affect posture and movements involved in an activity. (Most people are comfortable at work surfaces about 3 inches below the bent elbow.)

Safety and efficiency in appliance design involve visibility of markings, ease of grasping and handling controls, chances and consequences of error and use of the body in operating.

One's "energy level" is affected by the diet, frequency and length of periods of rest, relaxation, and sleep, accumulation of waste products in the body, mental attitude, tools used, posture and use of the body, and general conditions of health.

PRINCIPLES RELATING TO HOUSEHOLD EQUIPMENT

1. MACAP (Major Appliance Consumer Action Panel) is an organization which handles consumer complaints and recommends appropriate action.
2. The American Gas Association seal on gas appliances and Underwriters Laboratories seal on electrical appliances indicate that samples have been tested for safety and/or performance.
3. The life expectancy of recently manufactured large appliances is 10 to 15 years, under average family use.

4. The rate at which foods cook and brown in utensils is determined by the way they reflect, absorb, and transmit heat.
   a. Smooth shiny surfaces reflect heat and cook and brown foods more slowly than rough, dark surfaces which absorb heat rapidly and cook and brown faster.
   b. Glass ovenware absorbs and holds heat to such an extent that oven temperatures are lowered 25 degrees below recipe recommendations to compensate.
5. Copper conducts heat well but reacts with acid foods.
6. Ice on coils of appliances acts as insulation and decreases cooling efficiency.
7. The oven door of the electric range is generally left ajar when broiling to provide for air circulation and maintain broiling temperature.
8. Ovens are vented to facilitate the escape of volatile fats, steam, and/or gases from combustion.
9. Cold water running through the waste disposer hardens fat and clears the drain of waste.
10. The increased pressure in a pressure sauncepan raises its temperature and speeds cooking.
11. Large appliances which heat or refrigerate require 240 volt circuits. Ex.: ranges, electric water heaters, electric clothes dryers, large air conditioners.
12. Factors affecting the cleaning power of laundry detergents include: (1) separation of soil from fabric, (2) holding soil in suspension, (3) lowering surface tension of water, and (4) making fabrics appear whiter.
13. The ability to read gas and electric meters and interpret bills can affect consumer practices and decisions.

MANAGEMENT TEST

Directions: Read each statement or question. Circle the letter of the *one* best choice to complete the statement or the one best answer to the question.

1. Which of the following is likely to promote the LEAST family cooperation (or is NOT evidence of democratic home management)?
   A. Each family member shares in the family responsibilities.
   x B. Father or mother plan the division of tasks to be done.
   C. Each family member is responsible for the results of the decisions s/he makes.
   D. Family members feel free to discuss any responsibility that affects them.

2. Which of the following is an example of dove-tailing tasks?
   A. Doing the mopping early in the day while feeling energetic.
   B. Taking a rest break after cleaning one room before starting another.
   x C. Starting dinner preparations while lunch is cooking in the oven.
   D. Keeping cleaning supplies in a basket to be carried from room to room for convenience in cleaning.

3. Making a time plan may be useful for all the following reasons EXCEPT:
   A. Planning makes one think through tasks before doing them.
   B. Planning promotes better organization.
   C. Writing plans helps one remember.
   x D. Writing plans takes time.

4. Resources that all families have are:
   x A. time, energy, and abilities.
   B. public transportation and planned recreation facilities.
   C. community parks and libraries.
   D. consumer advocate organizations.

5. People are most likely to make a habit of saving money if:
   A. they pay all bills once a month and save the rest.
   B. they force themselves to save 20% each month.
   x C. they save a given amount each month for a special goal.
   D. they have a big enough income to make saving easy.

6. Fixed expenses are most likely to include which one of the following?
   x A. payments on the house
   B. clothing
   C. recreation
   D. transportation

7. Ann and Fred have tried three budgets, two borrowed from friends and one from a book on money management. They have not been able to follow them and have almost decided to forget the whole idea of a financial plan. Of the following possible causes of their problems, which is most likely to be the difficulty?
   A. The plans were not flexible enough.
   B. The plans restricted their spending too much.
   x C. The plans did not fit their needs.
   D. The plans were not complete enough for them.

8. Of the following which is the best definition of "budgeting"?
   A. a way to save
   x B. planned spending based on income
   C. a way to classify income
   D. a record of income and expenditures

9. Cooperation in financial problems in marriage is most likely to result if:
   A. the family has a large income.
   B. the couple spends money as each did before marriage.
   C. financial business is managed by one of them.
   x D. the family plans together and agrees on the use of the money they have.

10. Handling household chores effectively is promoted by all the following EXCEPT:
   A. establishing home care routines.
   B. planning each day's work.
   C. using procedures and equipment that save steps and time.
   x D. eliminating rest breaks and other distractions.

11. Jane is eager to entertain some of her friends, but her home is small and her allowance is limited. She has decided to prepare the food herself rather than to buy some of it prepared, and have a picnic in a nearby park. Of the following statements concerning her resources, which is true?
   x A. Jane is using resources she has to make up for those she hasn't.
   B. Jane is definitely lacking in necessary resources.
   C. Jane did not plan the use of her resources.
   D. Jane has no control over her resources.

12. Which of the following best describes the relationship between values and goals?
   x A. Values influence what our goals will be.
   B. Goals have no influence on values.
   C. Values and goals mean the same thing.
   D. Values and goals do not relate to each other.

13. Which of the following is *NOT* a way to promote work efficiency?
   A. Maintaining correct posture.
   B. Eating a well-balanced diet.
   C. Being enthusiastic about your work.
   x D. Drinking coffee to pep up.

14. Which of the following statements about time and energy is NOT true?
   A. When you use energy, you use time.
   B. Both time and energy are limited.
   x C. We all have equal amounts of both time and energy.
   D. Use of both time and energy can be planned for more satisfying results.

15. The sum of all the wants of a family is known as its
   A. resources
   B. goals
   x C. standard of living
   D. level of living

16. Assuming the menu has been made and the groceries purchased, the following are steps in planning a time schedule for preparation of a meal for guests. Which of the following steps is out of order?
   A. Check time it will take to prepare each food.
   B. Decide which foods you will prepare before the day of the meal.
   C. Plan time to start preparation of each food.
   x D. Decide what time to serve the meal.

17. Jean has a limited food budget. She makes weekly menus and grocery lists using the ads in the newspaper. However, she always buys several extra items and is surprised when she runs over the budget. An evaluation of her management seems to indicate that
   A. Jean's plans are not complete.
   x B. Jean fails to stick to her plans.
   C. The family's food budget is too small.
   D. Jean doesn't care how much she spends.

18. Mother is eager to keep the new house neat and clean all the time. Everyone shares in cleaning and has responsibility for his/her room. However many family arguments start with Mother's anger because someone fails to put some possession away or makes a mess. Mother fusses a great deal at the rest of the family when things are out of place. Of the following statements, which do you know to be true?
   A. The family does not care whether or not the house is clean.
   B. Mother's resources are not adequate to reach her goal.
   C. Mother does not know how to manage her work.
   x D. Mother places higher value on a neat house than on positive human relations.

19. Which of the following has made homemakers more concerned about efficient home management today?
   A. Increased family mobility
   x B. Increased employment of married women
   C. Increased number of early marriages
   D. Increased amount of leisure time

20. Mrs. Meyer makes a point of always taking part in one community activity. When her committee finished work on the PTA Bazaar, she accepted appointment to a "Citizens for Better Local Government" group. She says when the election is over, she will help with the Cub Scouts. Which of the following goals do her activities serve best?
   A. Meeting new people
   B. Getting her husband elected to town council
   C. Getting an office of some sort for herself
   x D. Assuming some responsibility in local affairs

21. Lou develops such tight work schedules for herself that any unexpected development upsets her. With which of the following is she having a problem?
   x A. Allowing flexibility in her plans
   B. Developing a regular routine
   C. Making her plans complete
   D. Keeping her plans simple

22. The over-all purpose of home management is to:
   x A. accomplish together the things a family thinks important.
   B. save as much time and energy as possible.
   C. organize family members to get work done in a short time.
   D. live within your income.

23. Joan's brother is being married in another state. Joan does not have enough money to make the trip home, so she plans to charge the flight to a credit card. All of the following statements are true except which one?
   A. She is using tomorrow's resources today.
   B. She is flying now and paying later.
   C. She will pay more because she is paying later.
   x D. Transportation cannot be charged on a credit card.

24. Which of the following is not a way for a homemaker to save time and energy when doing her housecleaning?
   A. Maintain correct body posture for each task
   B. Use a plan as a guide
   x C. Do all strenuous jobs first
   D. Use both hands to do a task

25. MACAP is a source of help for consumers if:
   A. their house wiring is inadequate.
   B. they want to purchase a new appliance.
   x C. they cannot resolve a problem with a company from which they bought a defective appliance.
   D. they want advice in the selection of an appliance.

26. The American Gas Association seal on a gas appliance means that the product has been certified:
   A. for matching colors
   x B. for safety and/or performance or durability
   C. to last 20 years
   D. to meet dealer standards

27. The UL seal means that a sample of the product and some production samples have been tested for:
   A. performance.
   x B. electrical hazards.
   C. gas leaks.
   X. durability.

28. The life expectancy of most large appliances is:
   A. 5 to 9 years.
   x B. 10 to 15 years.
   C. 16 to 20 years.
   D. a consumer's lifetime.

29. Food will bake and brown on the bottom and sides most uniformly if it is baked in a pan that has:
   A. a shiny bottom and sides.
   B. a shiny bottom and dull sides.
   x C. a dull bottom and sides.
   D. a dull bottom and shiny sides.

30. Copper is efficient for some cooking utensils because of its:
   A. stain resistance
   B. eye appeal.
   x C. conduction of heat
   D. ease of cleaning.

31. In order to cool efficiently, refrigerators and freezers need to have the ice build-up on coils removed periodically because:
   x A. ice is an insulator and decreases efficiency.
   B. ice retains food odors.
   C. ice makes it difficult to remove the frozen food.
   D. ice makes it difficult to remove food spills.

32. General broiling procedure in an electric range includes:
   A. seasoning food before broiling.
   B. setting the thermostat at a moderate temperature.
   C. turning food frequently.
   x D. leaving the door slightly open.

33. Oven vents are needed
   A. only if they are gas heated.
   B. to cool the oven.
   C. to equalize the heat inside and outside the oven.
   x D. to allow volatile gases to escape.

34. Cold water is allowed to run into the waste disposer while it is running in order to
   A. reduce odors and stains.
   x B. harden fat and clear the drain.
   C. add bulk to food waste.
   D. cool the sink and disposer.

35. Food cooks more quickly under pressure because:
   A. the pan is so heavy heat cannot escape.
   B. there is no air to heat in the pressure saucepan.
   x C. an increase in pressure increases the temperature in the saucepan.
   D. the pressure forces the heat into the food.

36. Which of the following groups of appliances require 240 volt circuits?
   A. electric range, gas water heater, electric washer
   x B. electric clothes dryer, electric range, electric water heater
   C. electric water heater, refrigerator, freezer
   D. electric washer, electric clothes dryer, dishwasher

37. For best results when using glass baking utensils in the oven a person will
   A. set the oven temperature control 25 degrees higher than the recipe given.
   B. set the oven temperature control on the temperature given in the recipe.
   x C. set the oven temperature control 25 degrees lower than the temperature given in the recipe.
   D. set the timer for 15 minutes longer than the recipe recommends.

38. Laundry detergent dissolved in the wash water helps do all the following EXCEPT:
   A. separate the soil from the fabric.
   B. hold the soil in suspension.
   C. reduce the surface tension of the water.
   x D. prevent fading of fabrics.

39. "Using your head to save your heels" is best described in which of the following statements?
   x A. Planning can save time and energy.
   B. Individuals differ in the amount of energy they have.
   C. Human beings are not machines.
   D. Some people get full value from time.

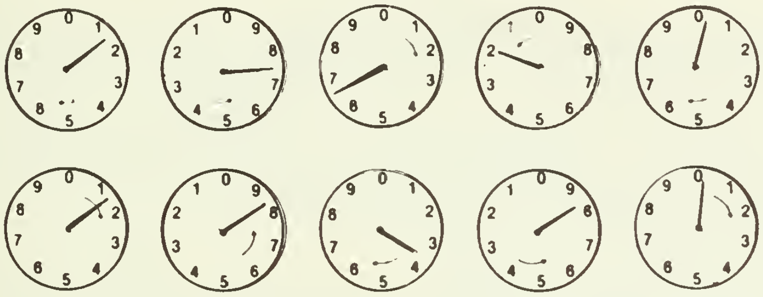
40. Barbara is remodelling her house. She is moving the washer and dryer from the basement to a hall space between the bedrooms and the bathroom and concealing them with folding doors. The re-arrangement will simplify her management of her work in all the following ways EXCEPT:
   A. It will enable her to clean bedrooms and do laundry at the same time.
   B. It will help save time in doing the laundry.
   x C. It will help save laundry supplies.
   D. It will save human energy in doing the laundry.

41. Which of the following best explains the purpose of work simplification?
   A. It enables workers to handle more than one job.
   B. It helps workers to improve the work they do.
   x C. It enables a worker to accomplish more in a given time.
   D. It makes a job easy to understand.

Many electric bills are figured from readings on pointer type meters. Below are two meter readings—one made for March, one for April. The questions below relate to the readings and the bill (#42 to #44).

March—
top row

April—
bottom
row



42. The March meter reading was:
   A. 27720 kwhs.
   B. 18629 kwhs.
   x C. 17620 kwhs.
   D. 28720 kwhs.

43. The April meter reading was:
   A. 19480 kwhs.
   B. 29480 kwhs.
   C. 18480 kwhs.
   x D. 18380 kwhs.

44. The resulting bill is for:
   A. 8240 kwhs.
   B. 10860 kwhs.
   C. 860 kwhs.
   x D. 760 kwhs.

Bills are figured on a rate structure as follows:
   First 25 kwhs are $2.25
   Next 75 kwhs are 3.8 cents each
   Next 200 kwhs are 2.5 cents each
   Next 500 kwhs are 2.1 cents each

45. Figured on this basis the bill for the above readings will be:
   x A. $19.76
   B. $21.86
   C. $23.96
   D. $26.06

46. A feeling of mild fatigue at the end of a busy day is:
   A. a sign of a lack of adequate rest.
   B. a sign of a lack of a well-balanced diet.
   x C. a normal result of physical activity.
   D. a sign of excessive physical activity.

47. Fatigue may be caused by:
   A. problems or worries that cause mental distress.
   B. excessive use of one or more groups of muscles.
   C. dislike of a job or associates on the job.
   x D. any of the above.

48. Ways of lessening fatigue from an activity may include all of the following EXCEPT:
   A. developing interest in the activity.
   B. developing efficient procedures.
   C. using appropriate equipment.
   x D. concentrating on the dislike felt for the activity.

49. The results of time and motion studies are used for all the following purposes EXCEPT:
   A. to increase productivity.
   B. to develop efficient habits.
   C. to save time and energy.
   x D. to discover mistakes in productivity.

50. Work simplification in the kitchen includes all of the following EXCEPT:
   A. working from right to left (for right-handed person).
   x B. investing in a dishwasher and garbage disposal.
   C. organizing storage space.
   D. investing in adequate supplies and equipment.

51. Management in the care of clothing starts with:
  A. laundry skills.
  B. mending skills.
  C. ironing skills.
  x D. purchasing skills.

52. The development of interests, talents, and abilities of each family member:
  A. determines family goals.
  x B. increases personal and family resources.
  C. determines family values.
  D. decreases satisfaction with the family's level of living.

53. A child who has responsibility for an allowance as he grows up:
  A. has all the money s/he wants to spend.
  B. has more money than other children.
  x C. gains experience in managing money.
  D. becomes dependent on parents.

54. Which of the following would NOT be generally accepted as a reason for using convenience foods?
  A. Convenience foods speed up preparation.
  B. Convenience foods may improve flavor of left-overs.
  C. Convenience foods may add variety to meals.
  x D. Convenience foods provide greater nutrition.

55. Which of the following would generally invalidate a warranty?
  A. Use of the product by someone besides the owner.
  B. Use of the product by a child.
  x C. Trying to mend a broken product yourself.
  D. Failure to keep the bill of sale.

56. When buying an appliance on time, it is to the consumer's advantage to:
  A. use the dealer's financing arrangements.
  x B. check other financing possibilities.
  C. make the smallest monthly payments possible.
  D. pay for the appliance over the longest period possible.

57. Car liability insurance protects the car owner:
  A. from other people's hitting his car and causing damage.
  x B. from injury or damage claims of another person, if his/her car is involved in an accident.
  C. from fire and/or theft of his/her car.
  D. from costs of bodily injury to self, in a car accident.

58. Which of the following would have the highest premium per $1000 of protection fro a 25-year-old person?
  A. Straight life insurance
  B. Life paid up at age 65
  C. Five Year Term Insurance
  x D. 20-Year Endowment

59. An effective interest rate of 18% per year would likely be found:
  A. with a credit union
  B. with a consumer finance company
  x C. with a retail revolving charge account
  D. at a savings bank

60. Saving money:
  A. increases past consumption.
  B. increases present consumption.
  x C. decreases present consumption.
  D. decreases future consumption.

61. Which is NOT an advantage of putting funds in a commercial savings bank account?
  x A. Bank savings accounts are not taxed.
  B. The money is available for emergencies.
  C. Interest is deposited on it automatically.
  D. Savings accumulate regularly.

62. Which is NOT a commonly accepted use of a 30-day charge account?
  A. Gasoline purchases
  x B. Food purchases
  C. Utility bills
  D. Clothing purchases

63. To discipline a child means:
  A. to punish a child for his/her mistakes.
  B. to reward a child for his/her good behavior.
  x C. to teach a child acceptable behavior.
  D. to let a child do as s/he likes unless s/he causes trouble.

64. When Jane washed her new dress it shrank so much she couldn't wear it. She returned the dress to the store and complained, but the store refused to return her money. They said the label said to "dry-clean" only. What principle of consumer buying does this illustrate?
  A. Most good clothing will stay nice only if it is "dry-cleaned."
  x B. If labels are not followed the stores will not back the merchandise.
  C. Store clerks are good sources of information on the care of merchandise.
  D. Stores will not back merchandise that does not give good service.

65. Included in a small wash of light-weight, pastel clothes is a party dress of sheer material which is labeled "washable." An appropriate machine setting is:
  A. small load, gentle action, hot water.
  B. small load, normal action, cold water.
  x C. small load, gentle action, luke warm water.
  D. small load, normal action, hot water.

66. Of the following suggestions for handling foods to be refrigerated, which one is NOT recommended by food specialists?
  A. Cool hot foods to room temperature before refrigerating.
  B. Space foods so as to allow for free circulation of air.
  C. Cover dishes of foods placed in the refrigerator.
  x D. Wash eggs before storing in the refrigerator.

67. Of the following menus, which shows greatest variety?
  A. Ham, potato sald, rice, tomato
  B. Ham, scalloped potatoes, macaroni and cheese, tomato
  C. Hot potato salad, ham, sweet potatoes, tomato
  x D. Ham, scalloped potatoes, broccoli, tomato

68. Management is involved:
  A. only in handling difficult jobs.
  B. only if a person wishes to be very efficient.
  x C. constantly in everyone's life.
  D. sometimes in everyone's life.

69. Management refers to the use of __________ to __________.
  x A. resources . . . . reach goals
  B. decisions . . . . use resources
  C. a budget . . . . solve problems
  D. money . . . . pay bills

70. Mary and Joan are both young married women with small homes and two children each. Mary does her laundry at home during the evenings and hires a baby-sitter while she works. Joan goes to a laundromat on Saturday and has her children stop at Grandma's after school until Joan gets home from work. This is an example of different management due to:
  A. different income level.
  B. different goals.
  C. different talents.
  x D. different resources.

71. The Cliff Jones family has two teen-age children—a teen-age boy and a girl who is a college freshman. They have a savings account and some insurance to provide college funds for the children. Now Jeff Jones says he isn't going to college and the daughter plans to drop out of college and get married, so Cliff and his wife plan to use part of the college fund for the daughter's wedding and the rest for a down payment on the house they have always wanted. This is an example of:
  A. family goals providing direction for children's behavior.
  x B. children's behavior affecting family goals.
  C. resources affecting children's behavior.
  D. a lack of family goals.

72. The Engle's have built their new home outside the town on a wooded hill. They say the view and the natural life around them mean more than the water system, sewage disposal system, fire and police protection provided in the village. The resources important to the Engle's are:
  x A. Their values and psychic income.
  B. their possessions and money.
  C. their skills and talents.
  D. their knowledge and community service.

73. While she was in nurse's training, Ann was employed by a wealthy family to care for their children who were quite spoiled and unappreciative of Ann's efforts. After she graduated from nurses' training she got a job in the pediatrics ward of the hospital. She says she loves the work and often stays after hours to care for a sick child. The main reason she "loves" her work is probably that
  A. She makes much more money than she did before.
  B. She is more independent than in her previous job.
  C. She is working with children who aren't spoiled.
  x D. Her activities are much more meaningful to her.

74. Helen and her husband, Mark, have been having marital problems. They seem to disagree about everything. Helen is unable to make a decision for fear Mark will be "mad." The situation calls for:
  A. assertiveness.
  B. tranquilizers.
  x C. talking things over calmly.
  D. a divorce.

75. Brian and Ruth are a young married couple who are having trouble managing their affairs. Brian was raised by a divorced mother and grandparents who gave him everything he wanted. Ruth has had a great deal of responsibility for herself since she was small. Brian spends as he pleases and laughs at Ruth's budget. Which of the following explains the situation?
   x A. Ruth has had more experience in managing than Brian.
   B. Brian is just being obstinate.
   C. Ruth wants to run the family.
   D. Brian doesn't believe in a woman's making plans for the family.

76. The Willises have moved into a new neighborhood. Soon after they moved, some of their neighbors came to see them and said that all the families on the block planned to make the block attractive. They gave them a list of what they could and could not do in decorating as well as handling their garbage and trash, mowing the lawn, and caring for trees and shrubs, flowers, etc. This is an example of:
   A. a group trying to run the neighborhood.
   x B. a group setting standards for a neighborhood.
   C. neighborly cooperation.
   D. a friendly welcome to newcomers.

77. Ellen has been spending more time in the kitchen than she wishes. Recently she had shelves added to one wall in order to get pots and pans she uses most within easy reach. This is an example of:
   A. kitchen decoration.
   x B. organizing kitchen equipment to save time and energy.
   C. storing like items together.
   D. a waste of money.

78. Nancy has moved into a house with a newly remodelled kitchen. She was very happy with it until she had worked in it for a while. She discovered she had to stoop at counters and sink. The kitchen had been remodelled by a woman who was only 5′2″ tall, while Nancy is 5′7″. Most people are comfortable at counters and work surfaces:
   x A. about 3 in. below the bent elbow.
   B. about elbow height.
   C. about 1 in. above the elbow.
   D. about 2 in. above the bent elbow.

79. Jody has had a great deal of trouble with her old vacuum cleaner and has finally decided to get a new one. Of the following suggestions, which is likely to be LEAST helpful in finding a satisfactory replacement?
   x A. Buy a new model of the same brand as her old one.
   B. Check in a consumer's magazine for sweeper ratings.
   C. Talk to some friends and neighbors about their preferences.
   D. Comparison shop at several stores.

MANAGEMENT TEST ACTIVITIES:

1. Problem Solving:

   Select a problem that needs solving in your home: arguments over use of TV, telephone, bathroom, car, etc. Using a problem solving approach, see if you and others—those who are involved—can improve the situation. You might use the following procedure:

   1. State or write out your problem.

   2. Analyze the problem:
      a. What makes it a problem:

      b. Can you break it up into smaller problems? (If so, do it.)

   3. List all solutions or partial solutions you can. What results can you predict with each solution?

Solutions	*Probable Results*

   4. Plan your procedure. Which solutions will you try?

   5. Action: Carry out your plans. Report what happens.

6. Evaluation: Evaluate the results of your problem solving.
   Did you accomplish what you set out to do? Did you achieve your goal?

   Why are you or are you not satisfied?

   If not satisfied, what will you try next? What changes do you need to make in your procedure?

2. Spending Plan:

If you do not now have a spending plan for yourself or your family, you might try making one. If you have one, you may want to revise it. Try to have all who are involved in the use of the money help with the plan.

1. Read any suggestions for making a spending plan that you can find in books and/or pamphlets. Sometimes banks, building and loan companies, or finance companies have pamphlets on the subject. Better still, get some good books on management from your library.

2. Collect any records of spending that you have: bills, receipts, check stubs and cancelled checks. Use these to help you in your planning.

3. List all the fixed expenses you have: Ex.: rent, house payments, insurance, car payments or furniture payments, utility bills that are more or less fixed.

4. List all expenses that vary from month to month. Estimate their average cost.

5. Total all sources of income.

6. Make a plan for spending that you feel will work for you. (Use the back of this sheet for that.)

7. Develop your own form for recording your spendings for the month.

8. Keep your record for the month and revise as you feel it should be.

Report what you have done.

3. Resources:

List the resources *you or* your family has besides money:

What community resources are there you can take advantage of?

Give an example of a way in which your family could substitute another resource for money:

4. Use of Time:

Keep a 24-hour record of your activities and the time you spend on each. Include dressing, undressing, meal preparation, eating, cleaning, laundry, etc. Use 15 minute intervals from the time you get up until you go to bed:

6:00-6:15	Up and dress, coffee on . . .
6:15-6:30	Feed dog. Start breakfast.
6:30-6:45	

Make your own form. Use separate piece of paper.

Analyze your use of time:
   Are you satisfied with its use? Why or why not?
   Total time in categories:
      How much time did you spend dressing and undressing? ____________

      How much time did you spend on meals and meal preparation? ____________

      How much time did you spend watching TV? ____________

      Would you prefer to spend more time on some activities?

      Would you prefer to spend less time on some activities?

      What changes would you like to make in your use of time?

5. Time and Motion Study:

Read about time and motion studies in a good book on management.

Select from your time study a simple activity which you can use for a time and motion study, timing yourself and counting your motions. You may ask a friend or another member of your family to help you.

Next try to reduce the time and the motions required to perform the same task. You may wish to re-organize the equipment needed, the number of trips needed to collect your equipment or tools. You may wish to use both hands as you work, etc.

Report what you do and the results of your changes.

6. Organization:

Reorganize equipment needed for a specific activity as laundry, dressing, grooming, cleaning, meal preparation, etc., in order to handle the task more quickly and efficiently.

Activity chosen:

Purpose of reorganization:

Changes made:

Results:

7. Safety:

Check your home for safety. Ex.: fire, accidents, poisoning, falls, etc.

	Hazards	*Changes*
Living room:		
Dining room:		
Kitchen:		
Bathroom:		
Bedroom:		
Basement:		
etc.		

8. Exercise:

Most of us need more exercise, especially if we are overweight or tend to gain easily. Select an activity you do fairly often: dusting, bed-making, sweeping, etc. Plan to exercise various groups of muscles as you perform the task. Stretch, draw shoulders back, abdomen in, stoop, bend, exercise as much as you can as you perform this activity.

You may wish to store some often-used items high on the shelves or other items very low down, requiring bending, stretching, stooping. Exercise as you work.

Report your efforts. Use another sheet of paper.

9. Conservation:

Study your family's use of energy—gas, electricity, oil, hot water. Plan to conserve in as many ways as you can. Enlist your family's cooperation. Report your activities.

Find out where you can take magazines, newspapers, glass, and metal for re-cycling. Plan storage for saving for a month or so and turn in what you save for re-cycling.

10. Clothing:

Clean a closet used for the storage of clothing. Try to make the storage more efficient. Plan what to do with out-of-season clothing or clothing not used very often.

If you have any good clothing which you no longer use, pack a box to be given to someone who can use it or to Goodwill—or plan and have a garage sale.

11. Meals:

1. Plan 3 simple, nutritionally well-balanced meals that can be prepared in 15 minutes or less. Plan for quick clean-up without using disposable dishes, since this adds to pollution/garbage.

   Example: Grilled Cheese Sandwich
   Sliced Tomatoes or Applesauce
   Peach Half
   Cookie
   Milk

   Try one of the meals and check time for preparation and clean-up.

   Use another sheet of paper for this.

2. Plan your meals and grocery list for one week. Take advantage of week-end specials and newspaper ads. Make one shopping trip for staples and buy only perishables more often.

   Make your own forms for records and reporting. What advantages may there be to planning and shopping for a week at a time?

   Optional: Study a reference on planning meals for good nutrition. Figure the weekly food needs for your family. Buy the food and plan your meals to use it within the week. This should give your family a well-balanced diet for the week. Report. Does this procedure suit your family?

NOTES TO THE TEACHER

MANAGEMENT TEST ACTIVITIES: Scoring

Student should select from the possible exercises ones that interest the individual to a total of a minimum of 100 points.

1. Problem Solving	25 points
2. Spending Plan	25 points
3. Resources	10 points
4. Use of Time	25 points
5. Time and Motion Study	15 points
6. Organization	15 points
7. Safety	15 points
8. Exercise	5 points
9. Conservation	5 points
10. Clothing	10 points
11. Meals:	
1. three menus	10 points
2. or optional	20 points

Checking

Are reports complete? ½ credit points

Does student seem to have put thought, effort and time into the project? ¼ credit points

Does student show evidence of having read any suggested sources and/or have made any effort to find sources to help? ¼ credit points

Does student seem to see purpose in the project and understand the value of the project to him/her? + ¼ credit points

This scoring makes it possible to make a score of 125 points on the exercises totaling 100 points. In order to pass, the student should make at least 90 on this part.

STRATEGIES OF TEACHING AND EVALUATING FOR INDIVIDUALIZED PROGRAMS

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Many individuals, lay and professional persons alike, have an immediate picture of a student in a study carrel when the term "individualized instruction" is mentioned. Yes, students may be studying by themselves but many other teaching strategies can be used.

In deciding what strategy to use, we can try to analyze with each student what his/her learning style is. Dunn (1972) has a list of "style" elements to consider:

Learning Style Diagnosis	
1. Time	What time of day is the student most alert?
2. Schedule	What is the student's attention span—concentrated periods, irregular or short periods of time?
3. Amount of Sound	What level of noise can the student tolerate?
4. Type of Sound	What type of sound has a positive reaction—music, conversation, laughter or working groups?
5. Type of Work Group	How does the student work best—alone, with one person, with small group, in large team or a combination?
6. Amount of Pressure	What kind of pressure, if any, does the student need—relaxed, slight, moderate, extreme?
7. Type of Motivation	What helps to motivate this student—self, teacher, expectation, deadlines, rewards, recognition or family?
8. Physical Environment & Conditions	What type of environment does the student need? Floor, reclining, sitting at desk, chair, typewriter, temperature, lighting, type of clothing, food?
9. Type of Assignment	On which type of assignment does the student thrive—contracts, totally self-chosen, teacher-selected or group chosen?
10. Perceptual Strengths	How does the student learn most easily? Visual materials, recordings, printed media, tactile experiences, hands-on-experiences, multi-media packages or combinations of these.

Another task for the teacher who is implementing individualized instruction is to adopt a management system for the materials available. Worner (1973) suggests a system for learning packages and a similar one might be adapted for other programs. He suggests an abbreviation for the content area which can be broken down into sub-topics and a number which indicates the level or class where the material is appropriate. Any printed material can be immediately coded and filed under "content reading materials." Filmstrips, tape recordings, films, exhibits, displays, transparencies, games, case studies, skits, role-playing situations, community interviews, and puzzles would be coded in a similar fashion. A short annotation about the material and its suggested use is helpful. Students can assist in developing the file system, and they can add to the annotated cards as they find materials on their own.

It is necessary to develop a recording system of the assignments completed by each student. The record of assignments completed may be kept in public view so students can see which students are working on similar assignments and share ideas. Having a record in public view tends to encourage some students to complete more assignments. The teacher is aware of students who are proceeding well and those that are in arrears so he/she can give special encouragement to those who are markedly behind. Grades are not attached to the public record in any manner. If names are not used, because of the Family Privacy Act, numbers may be assigned.

During the revival of individualization in the 1960's, programmed instruction was used rather extensively. Pressey (in Cross, 1976) began its use, and Skinner soon had programmed learning permeating education. His programs had small steps arranged in sequence, and test questions and answers in the program provided reinforcement and feedback. Skinner's rigid adherence to the small steps has led to a feeling of boredom on the part of able students, according to Post (in Palardy, 1975). To overcome the monotony, branching has been introduced which permits the learner to skip parts of the program if he/she indicates proficiency or to engage in remedial work if he/she needs clarification on any part of the program. Programmed learning has worked quite well if the programs are based on factual material, and some research indicates that students take less time than is required by other means. Little has been done in programming in the teaching of concepts, interrelationships and application probably because such programs are so difficult to prepare. Branching is a very complex technique requiring programmers highly skilled in the logic of the subject matter. An extimated 50 to 75 hours of programming are required for each student hour presented, according to Markle (in Cross, 1976). Post (in Palardy) feels that programmers should be more experimental, interject humor, and develop larger frames. He predicts that eventually we may have a creator of the *Sesame Street*-type in programming. Crutchfield (1965) has already used a variation of programmed instruction to teach creativity to fifth and sixth graders.

One teaching strategy in individualized instruction which everyone is enthused about is student tutoring which, according to Thelen (in Palardy, 1975) can take many forms. In individualized programs a particularly successful approach is to take someone who has completed the assignment and have him/her assist anyone who is experiencing problems either individually or in a small group. Usually tutors receive credit in some form for their efforts. Tutoring brings about reinforcement of concepts, and teaching and learning are viewed more in a cooperative spirit than a competitive one. Less able students sometimes turn out to be very good tutors because they can simplify the explanation. Successful tutoring enhances the self-esteem of the tutors, and engaging in the process makes the tutors feel more a part of the school. Glazer (1969) believes that before a student can earn outstanding recognition, s/he must help someone else with the learning process. It is important, however, that tutors be given supervision so that the accuracy of their teaching can be evaluated.

Community experiences are another desirable aspect of an individualized program. Interviews with important community resource persons provide enriching experiences for students, but to protect their time, the same persons should not be interviewed regularly. Instead tapes of interviews can be placed on file and used by students wanting more information on that particular topic or new persons interviewed. Sometimes it is not just experts that should be interviewed, for a great deal can be learned from talking with average people, especially older ones. This intergenerational exchange can be rewarding to all persons involved.

Individual field trips can be incorporated into assignments, and findings may be shared in a small group or filed, perhaps anonymously, so they can be read by others. Also surveys made by students can validate or negate generalizations found in textbooks and references if adequately supervised.

Gaming is another teaching strategy which we have not explored fully. Such reality games as *Consumer*, *Ghetto*, and *Life Career* have the potential for teaching a great deal. Students who play *Ghetto* can see the futility of life among poverty stricken individuals. Gaming has long been recognized by educators as being able to generate interest and involvement on the part of students. Dewey, Erickson and Piaget (in Boocock, 1968) have recognized their merit in developing the intellect, and Mead has indicated that games play an important role in establishing the self-identity of an individual. The player's actions are determined by the roles s/he is playing and the assumptions of what others will do in the game. Games may be classified according to whether they emphasize:

Skill—The outcome of these games is dependent upon the capabilities of the players (athletics, Jeopardy, drill sessions). Games involving skill reward achievement, encourage individual responsibility, and initiative, but slow learners are often discouraged by the competition.

Chance—The winning of these games is independent of player capabilities. Bingo, card games and dice are examples, and such games minimize personal responsibility, skill and encourage magical thinking and passivity.

Fantasy—High levels of imagination and creativity are involved in such games (Charades, interpretive dancing), and they release the player from conventional perceptions and inhibitions. They must be planned carefully so they have appropriate cognitive content.

Reality or simulation—These games are extractions from the social environment and are essentially models or simulations from real operations. They have the greatest educational potentials for students to comprehend relationships, problems, motives, and methods of operation. Rewards are given to the participants when they follow the limitations or constraints in the environment. Vicarious experiences make it possible for students to take risks and make decisions without being penalized in real life.

Rice (1974) indicates that even students who do poorly on assignments that require verbal and conceptual skills may do exceptionally well in games even if these games require verbal skills. Rice suggests that teachers design their own games once they decide what they wish to accomplish. Helps for teachers in this endeavor are available. One characteristic of satisfactory games is that they carefully preserve the structure of the subject matter to be taught.

Many students do not enjoy working alone but instead are stimulated by interacting with another person or a small group of individuals. Small groups can work out panel discussions to present to audiences, analyze case situations, develop demonstrations, or do experiments together.

Group work brings up the matter of evaluation. Do all small group members receive the same grade for their contribution or how do you decide? Since it is difficult to grade individuals, a device can be developed to evaluate each other. If a product is involved, it too can be evaluated. Having criteria clearly delineated in advance can help set standards of expectation and avoid some problems.

Grading is a very difficult process when you individualize because mastery implies that everyone receives the same evaluation for reaching the criterion established. Since high schools do not accept anything but a normative grading system, the teacher is forced to make distinctions between students. Some individualized competency based programs have gone to time as a measure of assessment. If students are able to satisfactorily pass the criterion-referenced evaluation on the first attempt, an "A" grade is assigned. If another attempt is necessary, a "B" is given. If more than two times are needed to achieve the criteria established, only a "C" can be earned. Since self-pacing is established as an important component of an individualized program, the time dimension may be defeating to slow-learning students.

Another method used in assigning grades is on the basis of the quantity of work completed. Each student is expected to satisfactorily complete the basic requirements of the course and this earns them a "C." A grade of "B" can be achieved only if additional assignments are completed. An "A" student is considered a superior scholar and should complete additional assignments and indicate some leadership qualities perhaps by tutoring other students, preparing presentations to be given to a group, or developing original material which show application of the concepts.

Many teachers find it helpful to have students make a contract in which the learner sets his/her own goals for a specified period of time. At the end of the contract period, both the student and teacher evaluate the progress. This process assists the teacher to evaluate the ability of the students to do the work within the time frame or whether s/he needs more assistance.

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SENIOR FACULTY POSITION IN HOME ECONOMICS EDUCATION

University of Illinois, Urbana-Champaign

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SOME BASICS VIA FUTURE HOMEMAKERS OF AMERICA AND HERO CHAPTERS

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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EDITOR'S NOTE: We are indebted for this issue of *Illinois Teacher* to the guest editors below and to those who have contributed their experiences. We at *Illinois Teacher* believe that participation in FHA-HERO and other youth organizations can be a growthful, profitable and pleasurable experience. We have seen the results of this participation in some of our own students at the University of Illinois, and we are pleased to be able to offer through our pages some resources to help other students and advisers. We are grateful to Catherine Carter and Harriett Lindstrom, and we welcome comments from readers.

Readers will note that much of this issue was written by teachers and some of it by high school students. We hope both will be encouraged to submit articles for future issues.

—HTS

Foreword

The objectives of this issue are to develop the concept of integrating Future Homemakers of America into the classroom and to provide practical guidelines in developing educational activities for FHA/HERO chapters. This vocational student organization objective is to help youth assume their roles in society through home economics education in the areas of personal growth, family life, vocational preparation and community involvement.

FHA/HERO chapters provide students with leadership experiences, training in group processes, committee work, social events and opportunities to enhance citizenship activities. As a result of integrating the program of work activities into the classroom, there are greater opportunities for individual members to receive recognition.

The integration of Future Homemakers of America into the classroom does not necessarily take less time but provides a different approach to the use of time. It is a way of teaching and can be used to provide worthwhile learning experiences for home economics students.

Appreciation goes to Mildred Reel, Executive Director, Future Homemakers of America, who helped us plan this issue and to make contact with potential contributors; and to the following state advisors who responded to our request to share ways Future Homemakers of America has been made an integral part of their home economics programs: Dorothy Ortner, Colorado; Anne Rushing, Florida; Nancy Bolin, Indiana; Karen Botine, North Dakota; Adel Riegel, Ohio; and Betty Romans, Texas. Articles were prepared by youth and adults who are actively involved in the organization. They contain information on curriculum development, evaluation, and techniques for working with FHA/HERO members. These resources should help us make Future Homemakers of America a more viable organization for members and advisers.

Catherine A. Carter
Head Consultant,
Home Economics Occupations
Adult, Vocational and Technical Education
Illinois Office of Education
Springfield, Illinois

State Advisor, Illinois FHA-HERO

Harriett Lindstrom
Administrative Assistant
Community High School District 99 South
Downers Grove, Illinois

Past Chairperson, Board of Directors
Illinois FHA-HERO

Letitia Walsh

Illinois Teacher has just received word of the death, from heart disease, of its founder Letitia Walsh on August 27, 1978 in Long Beach, California. She was 84.

Mildred Reel
Executive Director
Future Homemakers of America

FUTURE HOMEMAKERS OF AMERICA:
A LEAD INTO THE FUTURE

Four hundred and fifty thousand—and more—young people are helping to lead Home Economics into the future. As members of the Future Homemakers of America they are learning skills to deal with the now and then. They are discovering ways of working together as teams. They learn to plan, to make decisions, to set goals and to be effective participants in tomorrow's world—and all of this within the framework of the Home Economics curriculum. The staging is vital, active, experimental learning.

Experimenting is Learning

It is apparent, as we look at the Future Homemakers of America, that it has already moved into the concepts of education in the 80's. In an article, "An Educator Looks Back From 1996" in the April issue of *The Futurist* magazine, Ronald Barnes predicts that in the 80's "the transition in education changed from passive learning to active learning and that experimental learning will be at the forefront of methodology."[1]

Everywhere throughout the U.S.A. and in Puerto Rico, FHA and HERO chapter members are active participants in planning. They are learning by doing. They are responsible for their own actions and the success or failure of planned activities. The following are samplings of the thousands of ways FHA and HERO chapter members are involved in changing today's world for tomorrow.

When the Pike Central Chapter, Petersburg, Indiana, chose working with the elderly as a project, they never considered the possibility of encountering death. But the possibility became reality not just once but nine times that year! For some students it was the first time they confronted death. With no place in the curriculum to turn for help, the chapter arranged a meeting with the school nurse who was trained in death education. The session proved so beneficial that the topic is now a regular part of the Family Health and Family Relations courses.

And the Beemer Nebraska Chapter concluded that, "Working with the elderly gave us a positive attitude toward aging. It made us realize how meaningful all of life can be!"

HERO chapter members in Quitman, Texas, discovered in a survey of local employers that the future of local business was jeopardized by the exodus of local high school graduates and the failure of local youth to return after college. In response, HERO chapter members conducted a study of every number and type of position that could be available, what was required and where they were found. The results were correlated and deposited in the high school guidance counselor's office for future reference. All concerned enjoyed the cooperative understanding that emerged.

Organizations are Important to the Future of the Educational System

The Office of Student Activities, National Association of Secondary School Principals, in the published report of a study of student activities in the 70's, stated that nationwide almost seven in ten students say that extra curricular activities are more important than achieving high grades or having a car to drive to school.[2] This study is significant, too, because it indicates most students feel a need to belong—to be accepted by peers.

While Future Homemakers of America is not an extra curricular program, it was treated as such in this study. It, along with the other school activities, are structures providing the opportunities for youth to work together and independently. Members of organizations focus

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[1] Ronald E. Barnes, "An Educator Looks Back From 1996," *The Futurist*, 12(2) (1978), 124.

[2] Ruth Long, Robert Buser, and Michael Jackson, "Student Activities in the 70's," A Survey Report, Office of Student Activities, National Association of Secondary School Principals, Reston, Va., p. 7.

on common goals, learn to lead and follow, work for the benefit of the group, get to know each other, socialize and have fun—all of which are essential elements of the maturation process and living in America, the country of joiners.

Youth and adults alike realize that organizations make definite and unique contributions to communities, the nation and, in fact, the world. Ours particularly is a nation of organizations from kindergarten parents to neighborhood activist groups to the more sophisticated, highly developed systems such as the American Medical Association.

Individuals in our society in today's world exert their power or influence in the broad community through groups. Problems that surround us and threaten us as a nation, such as juvenile delinquency, alcoholism, child abuse, murder, and unemployment are problems of individuals, but are also problems that confront us all as a society. Neither government nor a police force can solve them without the commitment of individuals working together for a common goal.

It is apparent that tomorrow will place even greater demands on people to accomplish through organized groups. Groups will need to be organized. Community members will need to work along with community agencies to protect and build the society neighborhood by neighborhood.

Future Homemakers of America is preparing tomorrow's adults to function within an organization. Youth members are learning how to be members of a group and how to lead; how to mold the concerns and problems of people into positive solutions, how to involve people in their own destinies and how to use personal and community resources to improve their lives.

Capitalizing on the organization-to-organization approach, Future Homemakers of America can carry Home Economics education opportunities beyond the school. Future Homemakers of America is a natural force for moving where educators in the past have feared to tread—into homes, community agencies, local, state and national governments and business and industry—through chapter activities.

At a time when much stress is placed on preparing young women for leadership and administrative roles, what better avenue for starting them on a training program than through the Future Homemakers of America? We are helping both young men and young women to look at the male/female stereotyping concerns and expand their concepts of building a society where everyone in the family plays an active role and strives for self-fulfillment.

Traditionally, organizations have been misunderstood and sometimes misused in our educational system. Adult and youth leaders of the Future Homemakers of America will find meaning for the organization as a part of education as they:

- determine the value of organization to school, society and the nation
- determine the value of a national organization and a state association and help all members know these values and give support to each level of the organization
- analyze the role of Future Homemakers of America as a part of Home Economics, what it contributes to the program, the members, the advisers, the school, and the families of the society
- determine how to interrelate it within the Home Economics program
- understand the roles members and adult leaders play.

Future Homemakers of America is Relevant

Dr. Barnes in his article on education in the 80's also predicts that schools will be future oriented and will become learning centers. Students will become aware that they must take responsibility for their future and prepare themselves as pro-active learners.

The Future Homemakers of America organization is a form of learning center concept. For almost a decade the organization has been a trend-setter in education. It has an open structure. It focuses on individual development. Its creative and problem solving approach fits into the educational goals of Home Economics Education. It has developed and emphasized group and individual planning processes, promoted peer education, stressed youth and adults working together and has placed priority on cooperation as a way of working.

Johnson and Johnson in their book *Learning Together and Alone* state that "the most under-utilized goal structure, and the most valuable, is cooperation."[3] They further state that

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[3]David W. Johnson and Roger T. Johnson, *Learning Together and Alone, Cooperation, Competition, and Individualization* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975), pp. 39-58.

FHA/HERO chapter members look towards their future learning skills for tomorrow, today. (Future Homemakers of America photo from District "D" Regional Meeting, Albuquerque, New Mexico, October 1977.)

Experienced FHA/HERO chapter members help new and younger members become involved. (March of Dimes photo from MOD/FHA Workshop, Estes Park, Colorado, November 7-12, 1975.)

cooperation is a prerequisite for effective problem solving and for the sharing of complex material and that such noted authorities as J. S. Coleman state that a major goal of the school must be to educate students to work cooperatively together. Cooperation is the wave to ride into the future. It makes society work.

Sharon Redick, Chairperson of Future Homemakers of America's 1977-78 National Board of Directors, and Home Economics Educator at West Virginia University, addressed herself to the development of FHA's planning processes.

> Years ago the national organization issued what was known as "The Program of Work," a blueprint indicating what topics could be offered and how these programs could be implemented. Then along came a major trend in education, individualization—aimed at developing programs that meet the needs of individual students. Future Homemakers of America responded by developing a "process" to share with state and local advisers. This process, known as PROGRAM ACTION IMPACT is designed to help local and state advisers assist students to diagnose their needs and interests and then to plan and implement programs based on these needs and interests. Another "process" program was developed, known as ENCOUNTER, to respond to the growing trend to encourage the development of self.
>
> Recognizing that some chapters would still like to participate in a project with national emphasis, Future Homemakers of America joined with the National Foundation-March of Dimes to support and encourage the "Healthy Babies: Chance or Choice" project.
>
> All of these efforts have met with success. They are especially effective when state and local advisers endorse the belief that in order to make programs relevant and motivating, youth must be involved in the decision making process and determine their own program direction, and are trained to use such futuristic "process" materials.[4]

A Humanistic Approach

The Future Homemakers of America as an organization is fostering learning vital i coping with living and in developing a humanistic society.

"The humanist movement is no frill or fad. And if education is to meet the current an future needs of our society, humanistic objectives and humanist thought must operate at th very heart of every school and classroom in the nation," says Arthur W. Combs in an articl "Humanism, Education and the Future Adult Leadership," January 1978, *Education Leader ship.* He further states that

> closed system thinking and attempts to establish educational objectives in precise behavioral terms are no longer enough—and preoccupation with such systems will practically assure the failure of education to achieve its responsibilities to prepare youth

[4]Sharon Redick, personal communication.

> for the future. Prime goals must be the development of intelligent behavior, the production of self propelled, autonomous, creative, problem solving, humane and caring citizens.[5]

FHA and HERO chapters are supportive of every individual's growth. The means are many. For one person this might be through teamwork activity on a chapter committee, for others an office role responsibility, a personal project, a job opportunity, a first experience of youth/adult cooperation, a new friendship. Each person's needs, potentials and capabilities are different. Future Homemakers of America encourages the efforts of all, and there are people and resources to help.

Experienced members help new and young members become involved. Advisers and parents help to guide and support chapter members. The chapter's own youth leaders help each chapter member develop. There is a source of caring and sharing. All the while everyone involved is experiencing growth.

One futurist stated that in our world we have yet to learn the fundamentals of dealing with each other—and that this is the single most important element needed in assuring a peaceful productive world.

Dr. Gisela Konopka, University of Minnesota, in her article, "Requirements for Healthy Development of Adolescent Youth," based on research in 1973, stated

> a climate that facilitates healthy development should provide opportunities to cultivate the capacity to enjoy life, to be creative, to be frivolous, to do things on one's own, and to learn to interact with all kinds of people—people of different races, different interests, different life styles, different economic and cultural backgrounds and different ages.[6]

Future Homemakers of America is perhaps one of the country's most effective resources for dealing with the challenges facing the family. It is helping prepare young people for all aspects of life; seeking above all to help them clarify for themselves social values and skills that are viable in an ever changing world. It is placing top priority on providing young people with opportunities to participate actively as decision makers, and it is putting prime responsibility for planning and decision making in the hands of its members. It involves youth leaders in the mechanics of running the organization. They are already ACTIVE IN A CHANGING WORLD.

Members speak out about what the Future Homemakers of American has done for them. They say:

- "FHA is concerned with *our* concerns. It encompasses all kinds of projects and activities that we plan ourselves."
- "Through FHA or HERO chapters you can find your own answers and work on things that interest you as an individual. You aren't stereotyped. You can do your own thing!"
- "Membership gives you opportunity for individuality as well as group participation and improves your leadership ability."
- "Working together in a chapter helps you work better with all sorts of different people. You find you can get along better with your friends, people at work and even your family because you see them as individuals."
- "Membership helps involve students in decision making. It gives every individual, girl or boy, a chance to improve as a person and to mature in accepting responsibilities."
- "When you're confident within yourself then you set your own goals and work to reach these goals. It's competition in a way, but you're competing with yourself."
- "FHA helps develop better relationships between students and teachers because you really work together. It improves your attitude toward school."

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[5] Arthur W. Combs, "Humanism, Education and the Future Adult Leadership," *Education Leadership*, 35(4) (1978), 300-303.

[6] Gisela Konopka, "Requirements for Healthy Development of Adolescent Youth," p. 14. Reprinted from *Adolescence*, 8(31) (1971).

- "Belonging means preparing for your future . . . doing what you want to, achieving, learning, growing, having fun."

And Frank Price, a chapter member in Texas, sums it up by saying, "The Future Homemakers is with it. I guess the main reason I joined FHA is that it's relevant. It's an organization that extends beyond the walls of a classroom and reaches beyond the guidelines of a textbook. The benefits of FHA work for you NOW·"

Adult Leaders: The Key to Success

Paramount to the success of the Future Homemakers of America organization as a teaching tool in home economics is adult leaders' understanding the value of an organizational structure in teaching and their roles as advisers. Adults at all levels who have an abiding trust in youth and their abilities are displaying this trust by:

- permitting full participation in decision and policy making without adult censorship and road blocking;
- providing freedom within the organization to identify youth concerns and issues and to determine and explore new experiences.

David L. Silvernail in an article "Adapting Education to a Changing World," *The Futurist*, December 1977, reviewing the book *Curriculum Change Toward the 21st Century*, by Harold G. Shane, says Shane "argues that the success of future educational endeavors depends in large part on the ability of educators to involve all segments of the community in the decision making process, and calls on curriculum developers to adopt the group process approach to leadership."[7]

As we work together to utilize the Future Homemakers of America as a group approach to leadership and to meld it with Home Economics Education it will be important to strengthen our education of adult leaders in order that they:

- realize the importance of organizations and the need for young people to belong,
- analyze how to best utilize the FHA organization as a way of teaching,
- have experience in working with young people in an atmosphere of freedom and are comfortable in dealing not only with the mind but the hearts and spirits of people,
- make youth active partners in the teaching/learning process and,
- recognize that each member is unique and provide for this uniqueness.

The most effective adult leaders are facilitators in the true sense of the word. They are enthusiastic, understanding, warm human beings who possess the ability to let youth know they care and are involved in helping them reach goals.

When utilized to its fullest potential Future Homemakers of America is:

1. helping prepare young people to function effectively in our society today—and in the future,
2. helping them be leaders in the fullest sense—to learn to work together to be concerned with others and to be humanistic beings,
3. providing opportunities for young people to think together, to share, to communicate as they set group and personal goals and pursue these, and to accomplish common goals, and
4. providing an environment for experimentation, exploration, trial and error—and for youth to learn to take responsibility for their own decisions and actions.

FHA and HERO chapters can serve the basic need of all its members regardless of their special interests and the Home Economics curriculum area.

Dr. Gisela Konopka said that

> The effectiveness of programs and systems can be judged by the opportunities they offer youth and the creditability they enjoy. We believe those which merit support are distinguished by:
>
> - Provision of opportunity for youth to have experience in 1) making choices; 2) making commitments; 3) experimenting with a variety of roles to "try out" the choices and commitments they make.
> - Creditability: validity of the program in the eyes of those served.[8]

[7]David L. Silvernail, "Adapting Education to a Changing World: A Review," *The Futurist*, 11(6) (1977), 376.
[8]Konopka, *op. cit.*, p. 21.

"We can't afford to be 'yesterday people'—some folks are so busy keeping up with the past that they have little time for today and no vision for future."

Jerline Kennedy, Director of Occupational Education, Dallas, Texas, said,

> The Future Homemakers of America organization really provides our only avenue for having a way to keep curriculum relevant to the needs and interests of youth today. Without this organization, Home Economics educators, whether they are in state departments of education, in colleges and universities or in business and industry, have no real way to see that programs we provide effectively serve today's youth.[9]

What does all this add up to? Future Homemakers of America effectively used as a learning center and a way of teaching, makes possible a fulfilled, humanistic, aware group of citizens for tomorrow's world who have in their capable hands the tools to face the unknown—and adults who are inspired and involved in a continuous learning which provides a new fulfillment for self.

The Future Homemakers of America continues to have an exciting role to play. The structure is there and as Home Economics educators grasp its full potential for the profession and for the young people it serves, it becomes a full partner in the educational process. With such strength we can face the future with certainty that Home Economics programs will always be relevant to societal needs. ☆

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[9] Jerline Kennedy, Director of Occupational Education, Dallas, Texas, in a letter to Mildred Reel, Executive Director, Future Homemakers of America, 1977.

Future Homemakers of America, Inc.

FACT SHEET

FHA Chapters/HERO Chapters Mildred Reel, Executive Director

Structure.

Future Homemakers of America was founded June 11, 1945. It is incorporated in the District of Columbia.

Fourteen National Officers (youth) are elected by the voting delegates to the National Leadership Meeting. Twelve represent the membership at large and two represent Home Economics Related Occupations (HERO) membership. Together they make up the National Executive Council.

The National Board of Directors is composed of adult representatives plus three National Officers. State Associations and local chapters elect their own youth officers. State programs come under the direction of the Home Economics Education Staff, State Department of Education. Chapter advisers are home economics teachers.

Objective.

To help youth assume their roles in society through Home Economics Education in areas of personal growth, family life, vocational preparation and community involvement.

Membership.

Future Homemakers of America has a national membership of half-a-million young women and men in 12,500 chapters located in all fifty states, the District of Columbia, Puerto Rico, the Virgin Islands and American schools overseas. Any student who is taking or has taken a course in home economics is eligible through grade twelve. There are two types of chapters:

FHA Chapters place major emphasis on projects involving consumer education, homemaking and family life education. Chapters also explore home economics related jobs and careers with the realization that homemakers fill multiple roles as community leaders and wage earners.

HERO Chapters place major emphasis on preparation for jobs and careers with recognition that workers also fill multiple roles as homemakers.

Professional home economists, alumni and other friends may become Associates of Future Homemakers of America.

Program Development.

The major program goal is to develop youth leadership capabilities. PROGRAM ACTION IMPACT, a decision-making process, and ENCOUNTER, an individual goal-setting process, were designed with student input as methods for members to plan and carry through in-depth, home economics related projects based on their own concerns and interests.

National Staff.

The National Staff, located in Washington, D.C., serves FHA/HERO members and adults in Home Economics Education through program development, publications and membership services.

National Publications.

TEEN TIMES, the official magazine of Future Homemakers of America, is published four times during the school year as part of membership services. The National Staff publishes other resource materials for FHA/HERO members and adult leaders. A free catalog is available upon request.

Sponsors.

Future Homemakers of America is supported by membership dues as well as individual, corporate and foundation gifts.

The official sponsors of the organization are the U.S. Office of Education (Division of Vocational and Technical Education) and the American Home Economics Association. Their sponsorship is reflected in cooperative support systems and technical assistance rather than direct financial support.

Cooperating groups include the American Vocational Association and the Home Economics Education Association.

Unique Features.

Future Homemakers of America is a vocational student organization functioning as an integral part of the Home Economics Education curriculum that operates within the school system.

Future Homemakers of America provides opportunities at national, state and local levels for student initiative and direction in planning and carrying out individual and chapter projects based on a philosophy of cooperation.

Future Homemakers of America emphasizes personal growth, stressing value clarification and decision making.

Future Homemakers of America realizes that all individuals have leadership potential and works to develop and recognize those capabilities.

Future Homemakers of America is the only youth organization with the family as its central focus.

Future Homemakers of America is a nonprofit national vocational education organization for young men and women in home economics and related occupations courses in public and private schools.

2010 Massachusetts Avenue NW Washington, DC 20036 (202) 833-1925

POLICY OF THE UNITED STATES OFFICE OF EDUCATION FOR VOCATIONAL EDUCATION STUDENT ORGANIZATIONS

Ernest L. Boyer
U.S. Commissioner of Education

Mary Berry
Assistant Secretary for Education

The United States Office of Education maintains a close relationship with the eight vocational student organizations and welcomes their cooperation and support in strengthening our programs of vocational and technical education. Recognizing that the past performance and demonstrated potential of these eight organizations are compatible with the overall purposes and objectives of education today, the United States Office of Education strongly endorses their objectives and seeks to involve their thinking in the development of our policies and plans.

In view of this, our policy is as follows:

1. The United States Office of Education recognizes the concept of total student development as being necessary for all vocational-technical education students to enter the labor market and to assume successful roles in society.

2. The United States Office of Education recognizes the educational programs and philosophies embraced by the following vocational education student organizations as being an integral part of our vocational education system of training.
   - American Industrial Arts Student Association
   - Distributive Education Clubs of America
   - Future Farmers of America
   - Future Homemakers of America—HERO
   - Future Business Leaders of America—Phi Beta Lambda
   - Health Occupations Students of America
   - Office Education Association
   - Vocational Industrial Clubs of America

3. The United States Office of Education will provide technical and supportive services to assist vocational student organizations and State agencies in their efforts to improve the quality and relevance of instruction, develop student leadership, enhance citizenship responsibilities, overcome sex and race discrimination and sex stereotyping, and serve students with special needs.

4. Federal and State grant funds for vocational education may be used by the States to give leadership and support to vocational student organizations and activities directly related to established vocational education instructional programs at all levels under provisions of approved State plans for vocational education.

The responsibility for instructional programs and related activities rests with the States and localities. It is our belief that increased efforts on the part of State education agencies to recognize and encourage the growth and development of these vocational student organizations are highly important and deserve the support of all leaders in American education.

These policies represent the position of the United States Office of Education and its bureaus and divisions concerned with vocational and technical education.

ACTIVITIES OF VOCATIONAL EDUCATION STUDENT ORGANIZATIONS

104.513 A State may use funds under its basic grant to support activities of vocational education student organizations which are described in its approved five-year State plan and annual program plan and which are:

An integral part of the vocational instruction offered.

Supervised by vocational education personnel who are qualified in the occupational area which the student organization represents.

Available to all students in the instructional program without regard to membership in any student organization.

An integral part of vocational instruction includes:
1. Training in an organized educational program which is directly related to the preparation of individuals for paid or unpaid employment in a career requiring other than a baccalaureate or higher degree.
2. Field or laboratory work incident to the vocational training.
3. Development and acquisition of instructional materials, supplies, and equipment for instructional services.

An integral part of vocational instruction does not include:
1. Lodging, feeding, conveying, or furnishing transportation to conventions or other forms of social assemblage.
2. Purchase of supplies, jackets, and other effects for students' personal ownership.
3. Cost of non-instructional activities such as athletic, social, or recreational events.
4. Printing and disseminating non-instructional newsletters.
5. Purchase of awards for recognition of students, advisors, and other individuals.
6. Payment of membership dues.

From the *Federal Register*, Department of Health, Education and Welfare, Monday, October 3, 1977.

"Small minds are like a microscope. They have the ability to magnify little things but they cannot see the big picture."

THE FUTURE HOMEMAKERS OF AMERICA . . . ONLY THE BEGINNING

Brenda Parker
1977-78 National President
Happy, Texas

We've only just begun to live . . .
So many roads to choose . . .
We'll start out walking and learn to run . . .
We'll find a place where there's room to grow . . .
And, yes we've just begun.

—*Paul Williams*

These past four years that I have been a member of the Future Homemakers of America, I have been involved in many projects, levels of growth, and activities. And, after each stage, I realize that I have "only just begun" to grow, to learn, and to live. My life has an endless meaning and shape as I have developed through the organization.

The Future Homemakers of America is phenomenal. Members from all over the United States and Puerto Rico have the opportunity to experience leadership, growth, involvement, and participation through the activities of FHA. As a member of this organization, I have experienced all of these things, and I have come to realize the importance of self-worth and self-improvement. As a freshman and a local officer, my FHA chapter made clothes for children at an Indian Reservation, and I challenged my classmates to become really involved in an organization which could change the direction of their lives. A sophomore and an area officer, I became involved in working with deaf children and the elderly. I also set a goal that year—to be the best person that I could be and to inspire others to do the same—a goal which has made all the difference! As a state officer and a junior in high school, I focused my activities on working with Educable Mentally Retarded FHA/HERO members helping them grasp the importance of belonging to an organization which helps them develop their potential. This year as the National President, I have had the opportunity to share the goals and objectives of the Future Homemakers of America, while spreading the word that EVERYONE IS A HOMEMAKER, with a wide variety of people. Highlights of my involvement this year included: keynote speaker and voting delegate at the National Women's Conference; one of three National Officers who reacted to a keynote speaker dealing with futurism as it relates to the family and the home at the American Vocational Association Meeting; keynote address at the White House dealing with the Future Homemakers of America in 1977-78 which was presented to President Carter during a National Coordinating Council of Vocational Student Organizations Meeting; collaborating with *Good Housekeeping* Magazine, General Federation of Women's Clubs, and Alpha Kappa Alpha to honor a television program which depicts positive family life; and visiting with my congressman and senators plus several other governmental officials.

The Future Homemakers of America is truly a unique organization focusing on cooperation thus allowing all members to be recognized for their individual characteristics and contributions. More is accomplished as the members work together to advance the goals and objectives of the organization. A special aspect of FHA is that on all levels, the youth direct and plan the activities, programs, and meetings.

These past few years as a member of FHA, I have come to appreciate my family more and they have all become actively involved in FHA through my activities. At our National Meeting this summer, my mother and father, both area and state honorary members, planned and presented a workshop on involving parents in chapters, along with the help of my two sisters. My oldest sister, a past area FHA/HERO officer and a home economics major at Texas Tech, is right at ease with FHA, and was the official pianist at our National Meeting. My youngest sister is a Texas State FHA/HERO Officer and a super resource and help to me! FHA has really strengthened my family bonds and helped all of my family to realize the importance and value of each family member.

The Future Homemakers of America is not something you join, it's something you do! Much is required of a member of FHA for it is an organization about and for its members! It is a self, family, school, and community awareness organization that depends solely on each member's contributions. Members are capable of contributing to FHA on all levels: local, area, state, and national. They are encouraged to voice their ideas, to share their thoughts, to think, to become involved!

I have discovered this year that I could do something that I never thought possible. Serving as the National President was definitely a challenge, but a wonderful opportunity for me to expand my horizons and explore some career possibilities. I plan to attend Texas Tech University this fall where my major will be home economics. I would like to major in the Future Homemakers of America, but since that is impossible, I am considering consumer law, mainly because of contacts made this year with Esther Peterson, Assistant to President Carter for Consumer Affairs. Many of the contacts and friends that I have made during this one short year will be advantageous my entire life! Already, because of my involvement in the Future Homemakers of America, I have been asked by President Carter to serve on his committee for Women's Affairs. I have realized that although I am no longer a dues-paying member of this organization, I know my FHA/HERO experience is not over. The sadness that went with terminating my year as the National President has been cast aside as I realized I was not ending anything. I have only just begun! I will always continue to grow through my experiences with the Future Homemakers of America! ☆

IMAGES VIA PSAs FOR FHA AND HOME ECONOMICS

Diane Fassett
Director of Public Information
Future Homemakers of America
Washington, D.C.

What do *you* think of when you hear the word homemaker? Because the stereotyped public image of homemaking has not yet caught up with the realities of today's society, Future Homemakers of America decided in 1977 to create four public service announcements (PSAs) depicting the real homemakers in America today. The resulting theme, "Everyone is a Homemaker," best describes our beliefs and is reflected in the ads you see on page 222.

As part of a National Image Project the National Committee Members of Future Homemakers of America (one student representative from each state) helped distribute the PSAs in their schools and local communities. Meanwhile, National Headquarters was distributing them on the national level. After a recent count of the reading audience of the newspapers, magazines and professional journals which printed the PSAs, it is estimated that three to four million people have read our ads to date.

Future Homemakers of America believes in educating youth for the realities of today's world. And today, homemakers most often play dual roles as wage earners, and wage earners play dual roles as homemakers. But old stereotypes die hard. Though PSA campaign is helping us move in the right direction, much remains to be done. We believe that society will be a happier place if we all learn to clearly define and integrate the many roles we must play in life. Won't you help? Spread the word: Everyone is a Homemaker!

Laura Jo Riggs
1977-78 National Committee Member
1978-79 National President
Danville, Indiana

The image of the homemaker is an expanding image that, like all human images, has a keen effect on society. It is this homemaker's image that influences how people view their own personal responsibilities and role as a homemaker. Understanding the vitality of the homemaker's role is the first step to understanding that each individual is a homemaker and the importance of each individual's responsibility in this capacity. Future Homemakers of America, with its interest in the home as a basic unit of society and in the growth and development of individual family members, has turned these concerns into worthwhile, youth-oriented projects and activities to help the public become more aware of the importance of every individual's role as a homemaker. Through workshops, group discussions, conferences, slide presentations, bulletin boards, displays, personal growth projects, and the nationwide PSA Campaign, FHA/HERO members are spreading the word that "Everyone is a Homemaker" and helping people understand their own role as homemakers.

Greta Bredemeier
1977-78 National Committee Member
Steinauer, Nebraska

I had a very exciting year as Nebraska's National Committee Member. From working with the National Project I gained an awareness of the roles and images which society uses to portray a stereotype. At first, a certain image is cute or funny, and it is used more and more. Finally, without realizing it, society has turned the image into a common stereotype. As I used the PSAs I realized that our changing roles are affecting every area of our society—all across the nation. I tried to help people become aware of the changes that were happening and could happen in our society. I was amazed at the reactions to the slogan "Everyone is a Homemaker." People were surprised at first. But by helping them realize the importance of every individual in the home, they developed a very positive attitude toward homemakers. I was very excited by the image campaign and I believe it will benefit anyone who becomes involved.

who is the homemaker?

If you can't pass this simple test, you might flunk life.

Whether it's a bachelor pad on San Francisco's Hyde Street, a ranch in Wyoming, a room in a commune of back-to-nature thinkers, a home in Connecticut or a converted barn, it's home. Home to someone.
And that someone is a homemaker.
Here's a test that everyone who lives in a home ought to be able to pass. See how well you do.

		YES	NO
1.	Does your family have good vibes? Do you take part in establishing family goals and work to achieve them? How about sharing household responsibilities?	☐	☐
2.	Do you know the value of your belongings? A list of what you own would be helpful in collecting insurance.	☐	☐
3.	Do you spend time with family members? When was the last time you helped plan a family outing?	☐	☐
4.	Does your family have a monthly food budget? If you could help save $10 a week on food, your family could save toward a nice vacation.	☐	☐
5.	Can you perform the simplest carpentry or electrical repair in your home? Do-it-yourself simple repairs could save your family money.	☐	☐
6.	Do you know state laws affecting the family? What would happen to your family in case of death or divorce?	☐	☐

How did you do? Everyone is a homemaker and needs the skills of successfully managing his or her life.

For more information on homemaking write:
Future Homemakers of America, National Headquarters,
2010 Massachusetts Ave. NW, Washington, DC 20036, or
contact your school's Home Economics Department.

This message about homemaking is brought to you as a public service by Future Homemakers of America and this publication.

HOMEMAKING
The most misunderstood profession.

Who is the homemaker?

From left to right: an assistant district attorney, a pastry chef, a welder, a security guard, a high school junior and a doctor.

And they are all homemakers.

Why? Because every one of them makes a home for herself, himself and their loved ones. More and more women and men from all walks of life are sharing the rewards and responsibilities of making a home.

From FHA-HERO Headquarters.

GUYS - FHA/HERO

GETTING GUYS INVOLVED...

Robert Moriarty
with Joy Janssen
Illinois Vocational Home Economics Teachers Association President 1977/78

Future Homemakers of America has been around since 1945, but we really hadn't become a co-ed organization until recent years. Even at that, there really aren't too many males involved in FHA/HERO, particularly in FHA chapters. Probably the biggest reason this is true is that they think of us as a group that cooks, sews, and nothing else. Males also haven't joined because often they fail to realize that they too are homemakers and they will need homemaking skills later in life. I believe that if these misconceptions are erased and if males are shown what FHA/HERO really has to offer, they will join and become active in our organization. The members of FHA/HERO hold the responsibility of bringing these things out and making people understand what the organization is all about.

WHAT IS A HOMEMAKER?

"THE AVERAGE HOMEMAKER IS A SUBURBAN HOUSEWIFE WITH 2.5 CHILDREN. RIGHT?"

If you were to ask people at random, "What is a Homemaker?" you would probably get answers with a lot in common. People would define homemaker as "A woman who cooks, cleans, and raises the children." This is no small wonder; even Webster defines a homemaker as "Woman who keeps a home in order and provides for the needs of a household." Based on these definitions, it's really not very surprising that a guy isn't very excited with the idea of being a homemaker.

However, these definitions are old and outdated. The changing times have brought with them changing roles and responsibilities. A homemaker is anyone who contributes to the running of a household and the bond of love in family relations. This definition would mean that everyone is (or should be) a homemaker, men included. What exactly is involved in contributing to the running of a household? Many responsibilities are involved. Among the things that people commonly associate with homemaking are cooking, sewing, and caring for children; but there are also aspects which are not always associated with the idea of homemaking. Areas such as credit management, consumerism, household maintenance, and seeing that there is a proper moral climate within the home are good examples. These areas usually don't pop into heads when the word homemaker is mentioned, but they all play an important part in the running of a household. There isn't a thing involved with homemaking that a man shouldn't be capable of doing or helping with. The time is rapidly approaching when men will have to be adept at these skills. This is brought on by the fact that many women are becoming career oriented and are no longer satisfied with staying home all of their lives.

So in order to get guys to join, it is necessary to make them aware of the real meanings of the words homemaker and homemaking. They also must be aware of how these meanings will apply to them in the future. Once we've educated guys in this aspect, males will realize that through FHA/HERO they can help to better prepare themselves for their future roles.

WHAT IS FUTURE HOMEMAKERS OF AMERICA?

"Future Homemakers of America is a national youth organization for 450,000 young men and women home economics students who participate in related activities through FHA and HERO chapters. Focus is on personal growth, leadership development, family life, education,

Reprinted from Illinois FHA Newsletter, Fall 1977.

and vocational preparation." For a concise definition you really can't sum up FHA/HERO much better than the previous definition does. This is the definition used on national FHA/HERO publications and it gives a very accurate portrait of our organization. If people read this and gave it some thought, they probably would have a much better image of FHA/HERO than most people have. People usually omit three major parts of our purpose and concentrate their thoughts on one idea; preparation for family life. When you explain FHA to guys, how do you get around this?

The idea of developing homemaking skills is already firmly embedded in most men's minds so don't play it down, use it to your advantage. Use the correct definition of a homemaker to let them know that they will need to possess these skills. Also make them aware that through involvement in FHA/HERO they can develop these skills to the fullest.

Once you've established this idea you can move on to a more unfamiliar topic which many people don't consider when they think of FHA; leadership development. How many people are aware of the possibilities for developing leadership through FHA? From those I've spoken with, very few people do realize this. I feel the involvement FHA offers is the finest leadership experience training available in any organization. There are opportunities available for development from the chapter level all the way through the national level, depending on how far an individual wants to go. Attending workshops offered at many of our meetings can lead to a much better understanding of the concept of leadership and leadership techniques. When leaders are developed through FHA/HERO, they are developed individually, stressing individuality rather than conformity. These opportunities are available—you have to be involved and reach for them in order to benefit from them. Make guys more aware of this. Experience of this nature will not only benefit them now, but also in the future.

How can people encounter personal growth through FHA/HERO? Part of the answer is in the previous sentence; ENCOUNTER. You may want to explain ENCOUNTER to guys to help them see how it can help them develop. There is also IMPACT, a program which offers a systematized process for decision making and reaching goals. Through involvement in chapter activities guys can also gain a great deal out of FHA/HERO. The feeling of satisfaction that our members get out of a civic project is something that is probably foreign to most guys. (I know it was to me before I became involved in FHA/HERO.) Ask guys about it, point it out to them. There are also opportunities to meet many different people through FHA/HERO, ESPECIALLY for young men. This involves personal growth in several areas. Making new contacts is good experience in dealing with people, something we have to do all of our lives. The variety of cultural differences evident at state and national levels help members to accept differences better and understand people of different backgrounds. These are just a few of the ways FHA/HERO can help people develop. Men need these experiences in life every bit as much as women do.

It seems funny that we are in the largest vocational youth organization in the country yet nobody really seems to know about it, especially men. FHA/HERO is a vocational organization and the opportunities in home economics related career fields are endless. Some of the areas involved are child care, management, housing, consumer education, food services, and clothing and textiles among others. Many of these fields are not new to men. Most of the world's finest chefs are men. Men have accumulated literal fortunes through restaurant management. Many of the world's top fashion designers are men, too. Let guys know that they too can find a rewarding career through FHA/HERO. These careers are nothing to sneer at. Many lead to well paying positions in expanding fields that offer excellent job security and benefits.

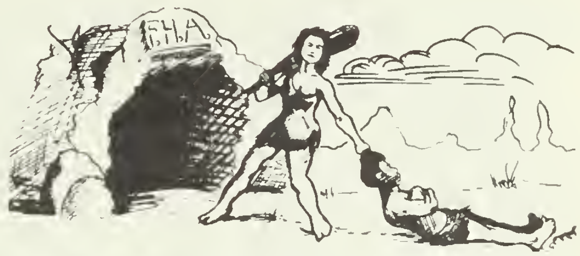
So there you have two points from which our organization is viewed. One portrays us as a group that does nothing but cook and sew at our meetings. The other goes a little deeper and shows a youth organization that benefits both its members and the community; a group anyone would gain from if they were involved, males included. This brings us to the next section.

Most men already have the wrong image of FHA/HERO set in their minds. The first step in getting young men interested is to change our image in their eyes.

Probably the best place to start would be with 8th graders or incoming freshmen. When guys are in 8th grade or early in their freshman year they usually haven't yet become associated by cliches and they aren't as likely to be affected by peer pressure as a result. They also aren't as worried about their "macho" image as an upperclassman might be. By being more fully informed about FHA/HERO, they are more likely to become interested and join.

You will also want to "educate" all of the young men in your school, regardless of age. Try sponsoring activities that guys would be interested in coming to and being involved in. When they are at such activities, attempt to bring out our image, but don't be too pushy. Try to do this without giving the idea that the only reason you are holding the activity is to lure them into FHA/HERO. Hopefully, by attending these activities they will come to realize that we operate a program that would benefit them without our having to shove the idea down their throats.

If it's a problem getting guys to come to anything related to FHA, use a more personal approach. Have every member invite a guy to come on a personal basis. Another successful ploy is to get respected members of your school first. Go after guys who are leaders, academically, athletically, or otherwise. When other guys see them involved they may be less hesitant to become active in FHA/HERO.



"TRADITIONALLY WE HAVE HAD A HARD TIME GETTING GUYS INVOLVED IN F.H.A. ..."

Once you are successful in interesting some guys, there is another concern with which you will be faced. If you've got guys involved, you have to live up to the image of being a co-ed club. If you get guys in and they quit with the idea that we really do run a female oriented organization, you will be creating the most negative publicity possible.

So you may have to modify your program slightly to avoid this. You're going to have to plan your activities with men in mind to a certain extent. You can still go through the same concepts but you may want to change the specific activity involved (e.g., instead of sewing a skirt, show how to patch pants or sew a button on a shirt). Keep guys in by keeping them interested. Once the first few like it, more will follow.

Some ways to get guys interested:

1. Publicize our image in your school (use posters, articles in the paper, etc.).
2. Talk to incoming freshmen at freshmen orientation or in a large group when they are in 8th grade.
3. Work with your administration to set up home economics classes that are more appealing to guys.
4. Hold an FHA-FFA picnic. Have members invite FFA members. Hold it early in the year. You might want to try activities like volleyball, softball, and male cooking or baking contests.
5. Work your service projects in cooperation with male oriented groups.
6. Hold an information meeting—luncheon for guys who might be interested.
7. Sponsor co-ed sports activities.
8. Talk to classes guys are in.
9. Competitive debates.
10. Family living skits to enforce the idea that everyone is a homemaker.

Some ways to keep guys interested:

1. Reduce the amount of banquet serving your chapter does (this is something that has turned guys off).
2. Have field trips which are more pertinent for guys.
3. Change titles of events that detract from our image (e.g., mother-daughter banquet to family banquet).
4. Award prizes for "best male" in competitions.
5. Try to get FHA/HERO incorporated into the classroom instead of holding meetings after school. This will erase conflicts of schedules with sports, etc.
6. Raise dues through a classroom activity rather than having each member pay individually.

I hope that you can use some of these ideas that the state officers have come up with to improve chapter's membership. If I can be of any assistance to you or if you have any questions, please feel free to write to me. Good Luck!

We would like to thank Pat Rankin (artist) and the Riverside-Brookfield High School Administration Office for their help and cooperation. ☆

GIVING FHA/HERO A 'GO OF IT' IN MIDDLE SCHOOL

LaVera L. Morrett
Graduate Student
Virginia Polytechnic Institute
and EPDA Fellow

Everywhere home economics teachers turn there are voices saying "Incorporate FHA/HERO into your program." The 1976 Amendments to the Vocational Education Act of 1963 mandate it. State supervisors of home economics encourage it. State advisory councils on vocational and career education want it. But do teachers? Students?

As a "doubting Thomas" middle school home economics teacher, I particularly questioned the feasibility of incorporating FHA/HERO into a middle school program. After all, I reasoned, there are new students entering my program every seven to nine weeks, some are repeaters and others may never have had home economics. Some are slow learners and others are high ability achievers. There is no "activity period" or after school bus that will allow us to hold meetings. And why should I take on additional paperwork and headaches just to incorporate FHA/HERO? Besides, I'm doing a good job without it! And so on and so on went my logical arguments.

The truth of the matter is that while I may have been doing an adequate job with my teaching, important elements were missing nevertheless. These elements became very visible once I became acclimated to the idea that "It's time to give FHA/HERO a go of it."

Structuring FHA/HERO into the existing middle school program was my biggest concern. *Who* would be my FHA/HERO members? *When* could they meet? *What* did I hope to accomplish through FHA/HERO?

I was referred to the FHA/HERO publication *Chapter Management Advisers* to help me get started, and it provided invaluable assistance. Let me identify some of the questions this publication and "trial and error" helped me to resolve.

Question: Who would be my FHA/HERO members?

All of the middle school students who enrolled in my courses throughout the year would become FHA/HERO members. Each class became a mini-FHA/HERO chapter.

Question: When could they meet?

After I led an introductory, organizational meeting in each class, the students themselves conducted periodic classroom meetings to discuss FHA/HERO progress and projects.

Question: What goals could be accomplished specifically through FHA/HERO that were not adequately addressed through classroom teaching alone?

1. Expanded leadership opportunities for students individually and collectively.
2. Vehicle to relate home economics subject matter concretely to the role of homemaker and future wage earner.
3. Provision for outreach activities in the home, school, and community.

Question: How could I introduce FHA/HERO to middle school youngsters?

A simple technique worked most effectively. "Who's the homemaker?" is a short game whereby the class is divided into 4 or 5 groups. Each group is given a sheet of paper with several names on it (i.e., Joe Namath, Aunt Eleanor, Olivia Newton John, the school principal's name, etc.). The group then unanimously decides which people on the list are homemakers and which are not. As groups compare and defend their decisions with classmates, the teacher begins to discuss the role of a homemaker and/or wage earner, the FHA/HERO organization, and the goals of the class as they relate to these issues.

Question: What about officers?

Each class decided on the officers it would need. In some cases a committee system with chairpersons was preferred over one set of class officers. Through the committee system, students of varying abilities and interests could assume different leadership responsibilities.

Question: What about in-depth projects?

With the time constraints and rapid turnover of students in middle school home economics classes, in-depth projects had to take a "backseat" to shorter, exploratory projects. Once interest in a project was developed, however, some individual students took the initiative for a closer look at the problem. Similarly, some projects could be pursued at a deeper level in the high school FHA/HERO program.

Question: Should a coordinated effort by the individual FHA/HERO mini-chapters be considered?

In a 7-9 week period one coordinated effort was undertaken by the FHA/HERO mini-chapters. Each class (mini-chapter) elected or appointed one representative to the FHA/HERO Coordinating Council. This council met, as needed, during my planning time (permission granted by administration and teachers). The council members followed IMPACT, took ideas back to their class members and followed through with an appropriate activity or project. An example of a coordinated effort was a PTA meeting to share the news that *everyone* is a homemaker and needs certain skills. The food and nutrition class planned and prepared nutritious snacks for the meeting. The consumer education class prepared printouts on the cost and convenience factors of the food prepared. They also passed out a "Consumer I.Q. Quiz for the parents. The family living and parenthood education class put on a little skit that addressed the idea that men are homemakers too. The FHA/HERO Coordinating Council initiated the plan; the mini-chapters carried it out.

Question: How can I keep students who leave my home economics classes after 7-9 weeks interested in FHA/HERO?

Through the FHA/HERO Coordinating Council, activities are planned which are open to any and all home economics students. The youngsters who are currently enrolled in home economics courses take the bulk of responsibility for the development and implementation of such activities. However, *any* past home economics student may work individually to assist in the effort. In addition, special after-school activities, assembly programs, and social events have provisions to include all past and present FHA/HERO members. The special advantages of the ENCOUNTER program can also work effectively to keep students interested in FHA/HERO throughout the school year.

Question: What if I incorporate FHA/HERO into *all* my middle school classes? How can I possibly take all those students to a state FHA/HERO convention?

You can't! Selected representatives may attend. An alternative idea that may be considered, too, is to plan a special culminating FHA/HERO activity within your school or community setting. Invite state or national FHA/HERO personnel to come to you. Extend an invitation to a nearby high school or middle school chapter too. Share with one another!

Question: What about competitions for middle school students in FHA/HERO?

This decision must be made by the students themselves. One class may decide to sponsor an interior decorating competition. Another class may work on a community service oriented activity. But competition for competition's sake only is not the issue. It is more important to encourage these 11, 12, and 13 year old students to make decisions and carry through with them in a spirit of cooperation and friendship.

Question: What about fund-raising?

Theoretically, this should never be a hindrance to your group's progress with FHA/HERO. To impart the principles of FHA/HERO (leadership development, valuing the roles of homemakers/wage earners, outreach activities), money is secondary to time and commitment. When travel to state conventions and other locations becomes desirable, however, money can be a problem. Some administrations will permit bake sales, cookbook sales, Rent-an-FHA'er Week and so on. If these activities are not allowed, however, enthusiasm for FHA/HERO can diminish. Try to remember that what you do in the classroom is the most crucial factor. A day or two at a state convention will not replace or overshadow the enthusiasm and growth you have initiated for your students through regular classroom activities.

Question: How can I convince a reluctant administrator or fellow home economics teacher of the importance of FHA/HERO to a middle school home economics program?

The "bottom line" is that the law mandates the inclusion of FHA/HERO into a vocational home economics program. Funds can be withheld. But do not be negative! Accentuate the positive and give specific illustrations of FHA/HERO's success in other middle school settings. If no exemplary middle school FHA/HERO programs are available in your locale, write to state and national FHA/HERO headquarters for help. Once you get underway, your students' belief in FHA/HERO will speak for itself.

Question: What about following parliamentary procedure at the middle school level?

Parliamentary procedure may be of secondary importance at the middle school level due to the time constraints (often only 7-9 weeks) and overall maturity of students. Basic ground rules of courtesy and "speak when recognized" suffice to ensure satisfactory meetings.

Question: How can I find time for the additional paperwork and reports membership in FHA/HERO requires?

Surprisingly, this is minimal. Most reports submitted to state FHA/HERO personnel can be handled by student reporters or committee chairpersons with your assistance.

Hopefully, as students enter your middle school home economics program you, too, may say "It's time to give FHA/HERO a go of it!" You may be pleasantly surprised at what a worthwhile endeavor you have begun. ☆

"A little learning is not a dangerous thing to one who does not mistake it for a lot."—Wm. Allen White

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FUTURE HOMEMAKERS OF AMERICA IN URBAN SCHOOLS:

THE DALLAS EXAMPLE

Barbara Ann Ware
City Supervisor
Home Economics Occupational Programs
Dallas Independent School District

The Future Homemakers of America is alive and well in the classrooms of urban, suburban and rural schools. It was always there in the rural school, but recently urban chapters have enjoyed a renewed emphasis. Nowhere is this more true than in the home economics classrooms in the Dallas (Texas) Independent School District.

The urban school district holds many advantages for students. It offers a wide variety of programs, including after-school activities. Cities attract students into the work force as soon as they attain legal age. All of these benefits are also handicaps to FHA and other vocational youth organizations which are structured as extracurricular organizations. With all the attractions that schools and the city offer young people, and the problems of busing, the opportunities to function as extracurricular chapters begin to evaporate.

How can FHA be strengthened to be a vital component in the home economics program? It takes teacher cooperation, administrative encouragement, in-service education, city-wide coordination and involvement of the students.

Dallas home economics teachers had an opportunity five years ago to participate in a series of seminars led by the National FHA/HERO Headquarters staff and their consulting team. It was through these seminars that the Dallas teachers became aware of the changes in the management of an FHA or HERO chapter through *Program Action Impact* and through *Encounter for Personal Growth.* These two tools helped teachers to see how a chapter could be made relevant for the urban student.

The seminars, part of the in-service education program in Dallas ISD, provided teachers with practice in implementing the techniques for organizing and managing a chapter, for leadership development and for member-led decision making. It also provided an opportunity for the teachers to share successes and failures about their experiences with the FHA or HERO chapters.

The emphasis which the supervisory staff puts on FHA as an integral part of the classroom helps teachers to make FHA and HERO chapter involvement a priority item for their school. It also leads to growth in chapter-identified projects and activities.

The seminars led teachers in the individual schools to design a plan for their own school which would work best in a cooperative way. The styles generally fall into two types; (1) Each teacher affiliates a chapter, with each of her/his classes comprising a unit of the chapter; or (2) all classes which meet at the same time make up a chapter with one teacher acting as adviser for that chapter.

It is important that the teachers in a school work together to plan the way all their chapters will be organized. This cooperative effort among teachers will ease the planning. It helps members see FHA and HERO chapter units as part of the total home economics department.

The emphasis on FHA, begun through the in-service seminars, resulted in the production of a series of 16 mm films; in the development of a Resource Bureau; in the refinement of a City Coordinating Council structure; and a research project on recognition. The Texas Education Agency encouraged and funded the development and production of the films and guides. These are intended for use in the pre-service and in-service education. They are available through Instructional Materials Center, Texas Technological University, Lubbock.

FHA/HERO RESOURCE BUREAU

The FHA/HERO Resource Bureau is made up of twelve teachers who volunteer to participate in extra training sessions and to be available to lead special city-wide activities. The composition of the Resource Bureau is defined so that there are representatives from middle and high school FHA and HERO chapters as well as from varying parts of the school district. The Bureau members usually remain for three years, with four new members joining each year.

Resource Bureau members work with Council leaders in planning.

Council leaders participate in group activities as part of training.

As part of the Bureau, a teacher/adviser attends sessions on the use of FHA and HERO materials learning new involvement techniques. The Bureau members share what they have learned through the state and national leadership meetings. Their leadership responsibilities include: (a) assisting Homemaking Education staff supervisors with in-service programs on FHA and HERO, (b) working with the FHA/HERO City Coordinating Council Leaders, (c) aiding advisers of the Council Leaders, and (d) working with other advisers in developing an effective FHA or HERO chapter.

Individual Bureau members have led workshops at the state and national FHA leadership meetings, at the state in-service meetings and for other school districts. Because of the special training they receive and the attention they give to FHA and HERO, they are a valuable asset to the implementation of the urban chapter.

CITY COORDINATING COUNCIL

In Texas, FHA is a strong state organization, functioning on the state level and in ten area associations. However, because of the way students enroll in home economics programs in cities, building a strong candidate for the area and state offices is apparently difficult. Partly to give youth more opportunities to participate in leadership experiences, and partly to provide activities on a city-wide level, the FHA/HERO City Coordinating Council was created.

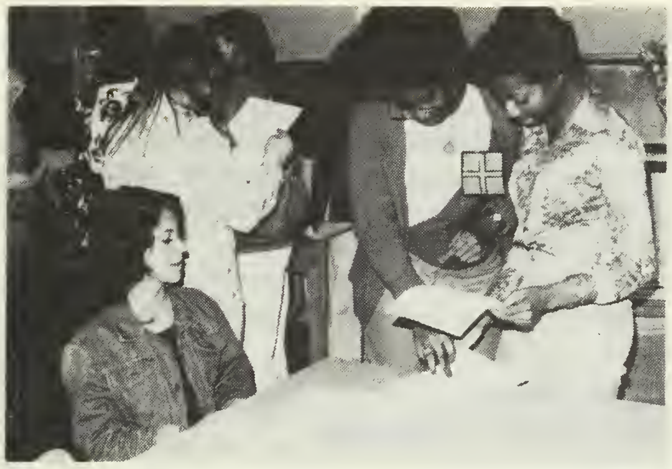
Each affiliated chapter selects one City Coordinating Council representative and one alternate. These representatives select the leaders of the Council from their ranks. So that there is diversity in Council leadership, slots are designated for various zones in the school district and for middle school and high school FHA and for HERO. Additionally, members who are area or state officers or who have attended a National Future Homemakers meeting also serve on the Council. This provides coordination with other levels and draws on the experiences of these members.

Upon their election in the early fall, the Leaders participate in a day long leadership training session dealing with such things as *Program Action Impact*, planning and evaluating meetings, how to use a microphone, and roles and responsibilities of leaders. Resource Bureau members conduct this session. At the same time they hold a session for the advisers of the Leaders identifying their role as an adviser to a Council Leader.

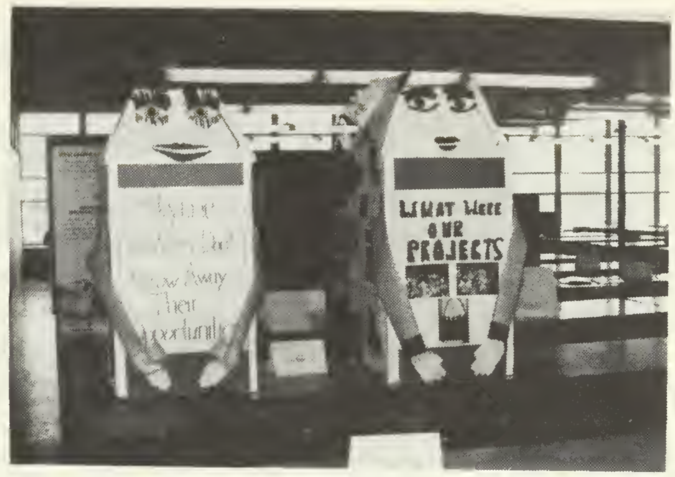
Following this session, the Leaders, their own advisers, the Resource Bureau, and the supervisory staff plan three city-wide meetings. The meetings may be limited to council members only or open to all FHA and HERO members.

The first meeting in the fall may focus on a review of the National FHA/HERO meeting, chapter leadership, and management and potential National projects as well as the *Impact* and *Encounter* materials. The winter meeting may emphasize projects on different topics which the various chapters have begun, or feature topical information. The spring session reviews the year, features exhibits by different chapters, and may include career information or be just for fun.

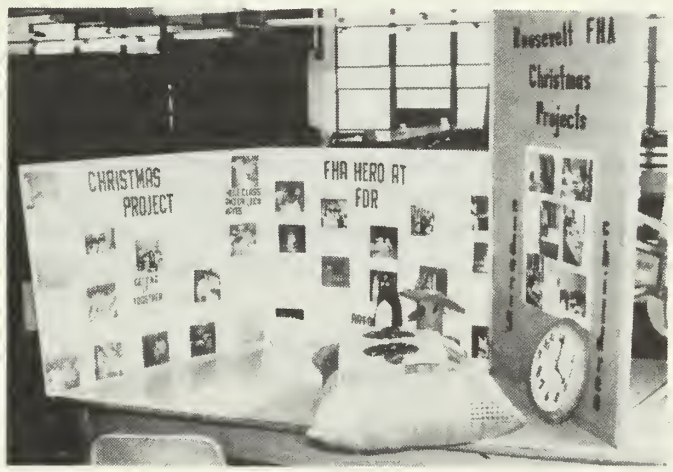
It is up to the Council Leaders to determine the focus for the Council sponsored meeting, how to organize the meeting, who will run the sessions and mini-workshops, who will preside at the meeting, time, day and location. Chapters may offer to host the meeting on their school campus. The dates for the election and the training session are set by the Resource Bureau



City-wide FHA/HERO meetings involve members in Leadership activities.



City-wide FHA/HERO meeting features chapter exhibits.



Chapters share their activities at city-wide meeting.

and the city Homemaking Education staff. The Council Leaders plan the other dates. Some of these are after school, at night or on Saturdays.

The City Coordinating Council and its leaders do not plan for projects to be implemented city wide by the individual chapters. Rather, the Council is a way to provide leadership and growth activities through scheduled events during the school year. These activities focus on topics of interest to the FHA and HERO members, on tools and methods of managing a chapter, on leadership skills and sharing successful activities with other chapters and schools.

TYPES OF RECOGNITION OUR YOUTH DESIRE

FHA and HERO chapters add an important dimension to the home economics program in a school. Yet, these chapters sometimes find it difficult to attract the same amount of attention from the school administration, teachers and student body as the other vocational youth organizations, principally because of the absence of trophies since the philosophy and nature of FHA is to stress cooperation rather than competition. Hence, the Texas Future Homemakers have never supported competitive events, nor does Dallas.

However, this lack of tangible evidence of recognition was a concern to the advisers, especially of the HERO chapters. So the city Homemaking Education staff called together a task force of teachers/advisers to address the problem. This Recognition Task Force decided to ask the members what type of recognition they desired.

Through a process that involved brainstorming, development of an opinionnaire, testing of the opinionnaire with home economics students from throughout the city, and computer assisted evaluation of the results, the task force identified ways Dallas students prefer to be recognized. The top four were:

- reaching a personal goal
- scholarships for school
- compliments and encouragement from friends
- being accepted as a person

At the bottom of the list of fifteen were these four:

- parties, picnics, trips, banquets (12)
- being elected to an office (13)
- being chosen to be on special programs (14)
- winning a contest (15)

The task force then asked the students to identify ways that a teacher/adviser could implement the top four in the classroom or chapter. From the student responses, the task force produced a sourcebook of activities to aid other teacher/advisers in selecting activities which reflect the ways that Dallas youth wanted to be recognized.

This project has developed into a national project through the National Headquarters, Future Homemakers of America, in eight states. It became the focus of the National FHA/HERO Leadership Meeting held in 1978.

LOCAL URBAN CHAPTERS

While support and encouragement from the administration of an urban school district are necessary, it is still up to the teacher in the classroom to make FHA or HERO chapters an integral part of the program. The structure which a school uses should be flexible enough for all teachers to function. It is the philosophy in Dallas that every home economics teacher is an adviser. Teachers are encouraged to affiliate separate chapters. The more chapters there are, the greater the representation on the City Coordinating Council, at state and area Leadership meetings and the more opportunities for members to participate in leadership positions.

Constantly, we have referred to leaders rather than officers. Some schools choose to retain the traditional officer positions of president, vice president, secretary; others follow the structure of the City Coordinating Council using only leaders who then identify their own roles. Some chapters even alternate leaders each quarter.

FHA/HERO IN THE CLASSROOM

The use of class time is important in facilitating FHA and HERO chapters in an urban school district. Advisers can channel the FHA and HERO chapters activities in the direction of the teaching focus, or use the chapter activities to supplement teaching. For example, in a Child Development course, the FHA chapter leader or the adviser can help the members to identify their concerns about children through the *Impact* process and refine the concerns to an area which would be an extension of teaching. If teaching is teacher-identified learning, then the FHA/HERO activities are different because they are identified and carried out by the members.

What about students who aren't members? That is, they didn't pay dues. In Dallas, all students in a class are members when it comes to participating in FHA/HERO activities in the classroom. Some chapters have money making projects that are home economics-related to raise dues, so that all members' dues are paid.

This year a number of the chapters have had breakfast sales in order to raise these funds. Not only are the members able to obtain the money for their dues, but they help to teach other students and teachers the need for an adequate breakfast and learn the skills needed to operate a fast food business.

Other chapters identify special activities outside the classroom that are the privilege of affiliated members. For example, they may attend the Future Homemakers Day at the State Fair of Texas, or be involved in a special field trip after school, or participate in the area and state FHA/HERO meetings.

Home experiences are encouraged as part of the homemaking education program. In Dallas we have re-labeled this as Individualized Extended Experiences. Use of the *Encounter* materials can tie that FHA activity to the home experience concept. The process used to develop an *Encounter* project is useful in developing personalized home experiences which not only encourage practice of the classroom principles but focus on the need for individualized growth.

Thus, it is the elements in a city which allow urban youth to have educational experiences not available to students in more rural environments. But, it is also these elements which hinder the growth of student organizations such as the Future Homemakers of America. It is up to the teachers, school administrators and the students themselves to see that FHA is a vital part of the urban home economics classroom.

(continued at bottom of page 233)

PLANNING CHAPTER ACTIVITIES TO BE AN INTEGRAL PART OF THE CURRICULUM

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WHY CONSIDER A VOCATIONAL STUDENT ORGANIZATION?

How is a vocational student organization integrated into the vocational classroom? Why is this important? Being an integral part means vocational student organizations are ways of instruction which reinforce through activities what the student learns in the classroom and/or on the job. Integrated chapter activities can improve the effectiveness of every vocational program and help students become more employable.

Vocational student organizations, classroom instruction, and/or supervised occupational experiences are components in the total vocational program and should be overlapping and directly related to each other. Classroom instruction involves the organized presentation and application of knowledges, skills, and attitudes. Supervised occupational experiences require the individual student to apply in an actual work setting, the knowledges, skills, and attitudes acquired through classroom instruction. Vocational student organization activities are part of classroom instruction and supervised occupational experiences. Integrated chapter activities improve and tie together the existing curriculum.

VALUES OF A STUDENT ORGANIZATION IN THE VOCATIONAL PROGRAM

1. Students build upon interests and experiences and become more involved in the learning process.
2. Students work cooperatively with teacher/coordinator/advisor in an informal atmosphere.
3. The student organization structure is a laboratory for extending class learning by putting to use decision making and action.
4. The activities help individuals develop their own potential.
5. The teacher/coordinator/advisor becomes aware of each student as an individual. As a result the curriculum can become tailored to meet individual needs.
6. State and national affiliation offers leadership opportunities beyond the local level.

Job skills and procedures are often well defined and structured in the vocational classroom. For example, in individual vocational courses, such skills as curriculum development in child development, creating a seasonal display in marketing, setting up a filing system in office practice, drawing to scale in drafting, tuning a motor in automobile mechanics, and keeping production records in vocational agriculture might be taught. Even though such skills are often taught at all levels in vocational education, those attitudes and values that promote

(continued from page 232)

This takes commitment, time, ingenuity, and cooperation. Teachers as well as school administrators must see the value of the organization in the personal growth and leadership potential for the students. More than that, FHA or HERO is not just another "thing to do." These chapters can be a vital element in the implementation of the curriculum. They can be the vehicle which will allow students to plan, implement, practice and evaluate the skills and knowledges taught in the home economics classroom.

RESOURCES

FHA/HERO IN DALLAS. A series of 16 mm films. Available from the Home Economics Instructional Materials Center, Texas Tech University, Lubbock, Texas.

Recognition: The Eye of the Beholder. Dallas Independent School District, 1977.

Sourcebook on Recognition Activities. Dallas Independent School District, 1977.

being employable and staying employed are often a neglected part of the structured, skill-oriented vocational courses. For example, learning experiences dealing with such activities as getting along with co-workers, accepting constructive criticism, or taking orders might not be as easily dealt with or integrated into the vocational skill-oriented courses.

Chapter activities provide experiences that lead to employable skills and attitudes, such as getting along with co-workers, respecting authority, accepting criticism, respecting the rights and dignity of others, meeting deadlines, working with supervisors, taking directions, communicating clearly, taking initiative, being punctual, assuming responsibility.

Vocational student organizations as an integral part of the total vocational program are supported and encouraged by federal legislation and are recognized by business and industry. The local program of activities should make a significant contribution to teaching desired content. It is the teacher/coordinator/advisor's responsibility to make the student organization contribute to the teaching process. Objectives for the course of study must be clearly defined before the students can be guided in planning and selecting activities that enrich the curriculum.

To incorporate a vocational student organization in an existing vocational program, the following steps might be helpful.

1. Examine the objectives of the course.
2. Identify those objectives that the vocational student organization might easily accomplish.
3. Communicate the objectives to the student leaders in the class.
4. Involve the students in determining how the objectives might be met in the classroom.
5. Determine the plan of action to accomplish the objectives.
6. After completing the plan of action, involve the students in evaluating the plan and the activities.
7. Recognize the individuals or groups within the class who have accomplished the activities in the plan.

Students benefit more from having vocational student organizations as an integral part of the vocational program because they are a part of the classroom planning. This type of motivation provides a key to learning. As individual students receive rewards for accomplishing short-term goals, the student is likely to enjoy the learning process, be more willing to participate, and develop more self-confidence. The teacher/coordinator/advisor benefits because the motivated student is likely to be more cooperative and willing to accept responsibilities for self and group. The following are some responsibilities that may be accomplished in the classroom:

- arrange for guest speakers
- write thank you letters to guest speakers
- develop worksheets
- develop evaluation sheets
- arrange for AV equipment
- order supplies for specific units of instruction
- teach short portions of the lesson based on job experiences
- arrange the room for specific activities
- prepare visual aids
- tutor students who have been absent from class
- check out and return library materials needed for specific units
- write letters requesting materials needed for instruction
- operate the class business—order supplies, keep records, sell products, etc.

To make sure the vocational student organization is an integral part of the curriculum it is necessary to examine the curriculum content and the purposes of the vocational student organization. Two examples in home economics follow. (continued at bottom of page 235)

FUTURE HOMEMAKERS OF AMERICA AS A WAY OF TEACHING

Doris A. Bradley
Home Economics Teacher
Kelso (Washington) High School

Future Homemakers of America in the classroom is the most fantastic, innovative, flexible and inexpensive teaching vehicle a Home and Family Life teacher can have. The system is adjustable to age, economic situations, size of school, subject of class work and it allows for individual and group learning. FHA in the classroom is a motivating means by which teachers can develop leadership skills in their students. Developing leadership is one of the major goals of FHA, and through classroom responsibilities, students can practice these skills individually and in groups. Individuals grow, learn and develop leadership skills at an amazing pace when the organization of FHA is structured through the classroom.

At Kelso High School, FHA is organized in each class (29 semester classes 1977-78). The officers for each class, officers for the school chapter and advisors form an Executive Council.

The students elect a chairperson and a recorder in each class. All FHA business that needs to be conducted by that class is conducted by these two officers. Each class has a Degrees of Achievement chairperson. All planned extended learnings can be part of degree work which allows students to have recognition by the organization as well as class recognition. The class officers may run for "Chapter FHA Officer." The chapter officers are elected by all members and have responsibility for all choices and decisions made by the class sections.

The class officers poll the classes to find their areas of concern. These concerns are taken to the Executive Council which chooses a focus or theme using the FHA Program Action IMPACT process. This theme is then taken back to the class by the class officers where students choose their particular areas of concern. They also use the IMPACT process to choose areas of learning they wish to focus on for their class activities. These ideas are taken back to

(continued from page 234)

RELATING THE PURPOSES OF FHA-HERO TO THE HOME ECONOMICS CURRICULUM

Some of the FHA-HERO Purposes	Some of the Curriculum Areas	
	Parenting	Foods and Nutrition
To provide opportunities for decision and for assuming responsibility	In the infancy development unit, each student is given an egg to be responsible for for two days. At the end of period, the students will determine what decisions were necessary to care for their "infant egg" and how they assumed this responsibility.	In the special diets unit, each group of students is to plan, and prepare a special diet for an elderly person living alone in the community. The groups are responsible for delivering the meals to the selected people.
To provide opportunities for self-development and preparation for family and community living and for employment.	Throughout the semester each student will volunteer one class period a week in local day care centers. At the end of the experience each student will write a paper summarizing activities observed that would be helpful in their role as a parent, values of day care centers and requirements to be employable in a day care center.	In the nutrition section, each student will analyze his/her personal diet. From this each will develop a personal plan for diet improvement. Each will prepare meals for his/her family based on the "improvement" plan. Discussion after the meal preparations at home will include the importance of serving nutritional diets to their future family and the needs in society for trained dietitians.

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The above is taken from a *Local Advisor's Handbook* for advisors to all *Illinois* vocational student organizations.

the Executive Council for their information and approval. The following is an example of the process as it took place at Kelso High School:

Students in the child development class chose, as their concern, "Birth Defects and the Handicapped." This was taken to the Executive Council and received approval as an acceptable project. The class chairperson then reported the acceptance of the project and the following occurred:

- Class FHA committees chosen by class to carry out project. (Students sign up for committee of choice.)

- The committees met during class and divided into groups or worked individually.

- Decisions were made to take the following steps:
  a. Organize a panel of parents who have children with birth handicaps.
  b. Invite guest speaker on "Birth Defects: Cause and Effect."
  c. Interview resource people to speak on "What is known about causes of Birth Defects and the Handicapped."
  d. Find materials available on "Birth Defects" to use for class (films, pamphlets, books in library, etc.).

  The teacher gave students time lines with dates for presentations and reports. Students then got together with their individual committees and work began. The teacher gave help when asked. Students had the opportunity to make choices and decisions themselves. Example of teacher helps for students who choose to organize a panel:

  Before students contact resource persons, the teacher questions the student as to information they feel the resource person will need. (Teacher reminds students to give persons contacted their name, name of school, explanation of class and what the class is studying, reason for call, and time and date they want the person to come. The teacher emphasizes the importance of repeating the facts of when, where, and the topic, being polite and saying "Thank you.")

Students made step-by-step outlines of what they needed from beginning to completion of activity. The committee chose a person to be responsible for each step so everyone had a part. Example of outline for panel as decided by students:

- Choose speakers - EVERYONE.
- Call speakers - JANE and GEORGE.
- Panel questions - RICK compiles questions and makes several copies (ask class members and committee members for input).
- Send questions to panel members one week before presentation - JANE and GEORGE.
- Day before presentation follow up call to panel members to affirm place, date, time - JANE and GEORGE.
- Explain panel purpose to class day before - RICK.
- Arrange room for panel. Make paper name plates for panel members - SUSAN.
- Greet panel members; take wraps and introduce panel members and committee members to each other - JANE and GEORGE.
- Seat panel members and introduce panel to class - GEORGE.
- Panel monitor - ask questions from list - RICK.
- Help with wraps and thank panel members - EVERYONE.
- Arrange room back to normal - SUSAN.
- Next day, class discussion and evaluation of information learned from panel - EVERYONE - SUSAN in charge.
- Write thank you notes to panel members - JANE and GEORGE.
- Discussion with teacher concerning facts, feelings and skills learned by committee members through FHA project - EVERYONE.

This same type of organization and leadership experience can take place with each activity the student chooses as an FHA class concern. The teacher may find a need to question a step or suggest an additional step. Through this, students learn individual and group leadership.

All other Home and Family Life classes could choose this same concern and find a way it could be adapted to their subject matter. The above topic could certainly be appropriate for:

Foods (nutritional birth defects, special diets for handicapped people)
Clothing (suitable clothing for handicapped people)

Housing (planning and adjusting living quarters for the handicapped)

Family Relations (living with a handicapped person, adjustments to mental and physical handicapping conditions)

Finance (cost of various birth defects and handicapping situations)

Sometimes the statement is made that "Not all my students want to belong to FHA." We feel we have solved that situation in our department. The students enrolled in all Home and Family Life classes are automatically members of our classroom FHA. If they choose to become officers or take part in our FHA activities outside the classroom, they become dues paying members. Those who do not choose to pay dues still have the advantage of all the student-chosen and planned learning experiences in the classroom during school time. These learning experiences are related to the curriculum for that particular class.

Often we hear teachers saying that the students already belong to so many organizations that their schedules won't allow another thing, or that the bus comes too early, or transportation is a problem. FHA can easily be a part of Home and Family Life students' development with activities and projects that are a direct part of their class. In my sixteen years of having FHA in the classroom, I haven't found a concern of my students that could not legitimately be adapted to class. More often than not, I've found that their choices are subjects I had tentatively planned. There is much greater eagerness to learn when the STUDENTS plan around their concerns and choices.

Through FHA in the classroom, parents, community and school administration can be involved in student learning. As the teacher leads, the students are following through with decision making, leadership skills, responsibility and recognition of individuals. All of this is by their own choosing and commitment to a concern they have expressed.

Development of leadership skills is a primary goal of FHA. Too often leadership skills are only associated with "group use" but FHA in the classroom allows students an opportunity to develop personal leadership skills also. Taking on the responsibilities of choosing concerns, developing a plan of action, carrying out that plan and evaluating the end result enable the student to develop valuable leadership skills which can be used throughout life.

The perceptive teacher is a helper and resource person. Using the FHA Program Action IMPACT process, the perceptive teacher can help the student organize thoughts and goals by asking questions, by knowing the students' abilities and by becoming personally involved with their progress.

The underlying principle of the Future Homemakers of America organization is also the underlying principle of effective teaching. ☆

The theme for the next volume of ILLINOIS TEACHER is

REDEFINITIONS AND REVALUATIONS

We'd like your input on:

- What needs redefining?
- What needs to be re-prioritized?
- Whom should we invite to submit articles? On what subjects?
- What do YOU have to share?

The theme came to us as a result of the thinking stimulated by the conferences on "Home Economics Defined" as well as some of our own musings, but we do not intend to limit our explorations to the redefinition of the field and the profession as a whole. Do we need to redefine the family? The purposes of high school home economics? The role of home economics in preparation for employability? The preparation—pre-service and in-service—that a home economics teacher needs? The role of home economics in adult education?

You tell us! We'll be looking for a letter.

—The Editor

THE ROLE OF THE TEACHER EDUCATOR

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The Needs of Home Economics Teachers and FHA/HERO Advisers

To be adequately prepared to teach in the area of Consumer and Homemaking Education or Home Economics Related Occupations, a prospective teacher must be competent in implementing the Future Homemakers of America as an integral part of the program. Without question, this is a bold statement. Preparation of young men and women to teach is a monumental task. To teach in any area of home economics is a major undertaking. Some suggest that teaching the responsibility of managing a youth organization is a "nice to have" extra, rather than an essential.

Vocational education is unique. Within its framework, teachers are called upon to provide students not only with subject matter skills, but also with leadership skills. To be able to survive in today's world, we are continually reminded of the need for individuals who can set goals, and who can plan and implement ideas and activities in cooperation with others.

While it is certainly possible to develop leadership skills as an integral part of a curriculum without a youth organization, it is infinitely easier to do when a youth organization such as FHA is the way of teaching or the vehicle by which the skills are taught.

The adviser/teacher is a manager of learning experiences, a coordinator of opportunities, a questioner, an encourager. Apart from the wide variety of subject matter necessary to teach consumer and homemaking education or wage earning program, the remainder of a teacher's preparation focuses on the method or approach to working with young men and women in the learning process. Where FHA is an integral part of the curriculum, the best in educational method is utilized. When there is a close tie with parents and the community, the learning activities are relevant to student needs and concerns. When students are active participants in planning, implementing and evaluating course goals, then peer education is prevalent and learning moves beyond the classroom.

A Way of Teaching

There is a saying that "teachers teach as they were taught." Young home economics teachers select a model for their teaching style as do most individuals seeking a mature adult life style and career. The authoritarian teaching styles are extremely prevalent in secondary schools as well as colleges and universities. In order to prevent an authoritarian atmosphere in the classroom, one can use the Future Homemakers' Program Action Impact, a decision-making model, to involve students in planning the curriculum and its implementation.

To help prospective teachers to be student-oriented, the following four persons may be crucial:

1. *The Home Economics Methods Instructor*

Teacher educators have a responsibility to employ a variety of teaching methods. When the teacher educator makes it possible for university students to work cooperatively in planning and implementing their learning experiences, the student develops confidence in becoming managers rather than lecture-demonstrators.

As future teachers plan course goals, year-long units and daily plans, they should also plan for student involvement and self-evaluation. Within the framework of a content area, students at any level may determine the major areas of concern they wish to pursue and develop learning activities. Teacher educators who encourage students to work together, to share ideas, to identify individual goals and pursue related interests will provide a valuable model for future teaching. FHA should not be a two-week unit; it should be a way of teaching foods, nutrition, clothing, textiles, consumer education, housing, child development and relationships.

2. *The Home Economics Content Instructor*

The teaching methods used by university professors in a nutrition class or a senior seminar in housing profoundly influence the methods used in a secondary home economics course. Every teacher educator has observed a student teacher transferring college level content to a ninth grade foods class as young people "memorize" the meat chart and how to cook each cut, or a class of sophomores identify 17th Century French Provincial furniture styles from a picture or on an exam.

In Texas, some teacher educators have worked closely with subject-matter specialists, through an in-service faculty workshop where PROGRAM ACTION IMPACT and ENCOUNTER were explored as a method of teaching at the university level. If subject matter specialists could be encouraged to allow student participation in selecting course objectives and identifying concerns, the subject matter would always be relevant even at the college and university level. This exciting change, however, can result only when there is close cooperation among all individuals involved in the preparation of home economics teachers. This development is the result of the determination of teacher educators to be part of the team.

3. *The Cooperating Teacher*

As the student teacher gains experience in an actual classroom, the most significant model is the cooperating teacher. The teacher who directs all class activities, who plans all the course goals, activities and evaluation experiences, and who assigns out-of-class learnings, has made a strong statement about the role of the teacher. Equally strong is the silent statement made by the cooperating teacher who leaves the student "to do their thing" from the very beginning.

A cooperating teacher who uses the IMPACT process and ENCOUNTER with the students is an excellent model, particularly if s/he also uses the process with the prospective teacher. The cooperating teacher can give the student teacher an opportunity to define personal goals to be accomplished by the student teaching experience or to identify concerns related to working with junior or senior high students in a homemaking program. The cooperating teacher may encourage a student teacher to identify personal ENCOUNTER projects related to preparation for entering a classroom in a new community.

4. *The Consumer and Homemaking Teacher at the Secondary Level*

Perhaps easily overlooked as a model for a future teacher is the secondary teacher that the propective teacher may have had in his/her own high school. As a student in a Washington high school told an out-of-state visitor, "I know my teacher must have a plan somewhere, but it seemed like we did it ourselves." That teacher did have goals and objectives, but through the IMPACT process and FHA, she made it possible for her students to be active participants in the decision making and implementing process. It was their class.

Placement and Follow-up

The adviser/teacher concept develops over time and in cooperation with many models who understand the changing role of the teacher and the needs of students. The prospective teacher must be placed in a setting where the cooperating teacher is not only an excellent translator of subject matter but also implements the process of decision making by involving youth. Student involvement will increase course relevancy, student interest and parent-community participation. FHA is a way of teaching for all levels. In addition to the classroom experiences, prospective teachers need the opportunity to see FHA/HERO in action by participating in state, regional or district, chapter and committee meetings.

Perhaps most critical is the support system. Those individuals in state supervisory positions, the universities, the local school administrators, the secondary home economics teachers must all work together as a team to develop a teacher/adviser. In-service teacher education should be a model of student involvement in major and minor decisions about that course and learning activities.

Home economics teacher educators, who may have overlooked the Future Homemakers of America as a marvelous vehicle in educating prospective teachers as well as youth, can now rediscover it and promote its growth. ☆

INTEGRATING FHA/HERO INTO HOME ECONOMICS CLASSES

Barbara Helt
Red River FHA Chapter
Grand Forks, North Dakota

The Future Homemakers of America organization provides an excellent opportunity for applying concepts and skills learned in the classroom. It is a means for students to develop more totally through interacting with other students and the community.

FHA in the classroom adds another dimension to the curriculum. By integrating FHA/HERO into the classroom we can develop a more comprehensive program that enhances and strengthens the total home economics curriculum. With FHA/HERO in the classroom, every student has an opportunity to get involved in deciding on goals, formulating a plan for carrying out activities, taking action, and evaluating the results.

The best way in which to plan FHA projects is to use IMPACT. Through the IMPACT process, students identify concerns within a subject matter area, then cooperatively develop a plan of action that takes them beyond the classroom. IMPACT is an excellent, organized plan for students to use in developing their own learning experiences.

The Red River FHA Chapter co-sponsored Healthy Baby Week in Grand Forks. The Home Economics II classes, who were involved in a Child Development Unit at the time, developed and carried out the work. It was an outgrowth of their in-class learning experiences. Students wanted to do something with what they had learned and this proved to be a successful means of applying the information. Because of the work that they did on the project, the classroom information became more meaningful and lasting.

Set a Goal—To disseminate information about preventing birth defects.
To reach out to people in the community with this information.

List Concerns—How can we get the educational literature out to people?
Where can people go for assistance in getting nutritional food if they have a low income?
How can we get people to realize how many children are born with birth defects?
What can each of us do to help reduce the problems of birth defects?

Look for Resources—The students considered the resources available. They thought the March of Dimes materials were excellent sources of information to get out to educate the public. They decided to contact the March of Dimes Executive Secretary and the Board of Directors of the Northeast Region. The March of Dimes people in turn said that the Jayceettes in Grand Forks were also interested in a project to promote education to prevent birth defects.

What Needs to be Done—To get this project underway, they decided that there should be an all-out effort to promote the educational materials. It was decided that the FHA would co-sponsor Healthy Baby Week with the Jayceettes and the March of Dimes.

Complete Plan—Educational brochures and leaflets were obtained from March of Dimes, the WIC Program, Birthright information, and Family Planning. It was decided that there was a need to call attention to Healthy Baby Week so there would have to be a lot of publicity.

Act on Plan—The students decided to each make a large poster for promoting Healthy Baby Week. They thought that a good way to make sure that all of the posters get done on time, would be to have a Poster Contest with a deadline. These posters would be placed at hospitals, clinics, libraries, store window displays and business places. A radio program was presented on KNOX radio where the announcer interviewed the students about various aspects of preventing birth defects. Several educational displays were set up in town and a large display was set up at the South Forks Shopping Mall for Saturday. A filmstrip was shown continuously and FHA'ers were on hand to pass out literature and answer questions. A large window display was put up at Norby's downtown department store which featured some of the posters, and March of Dimes materials.

Evaluate—The students said that they had learned more by having to make the posters, presenting information on radio, and answering questions when working at the booths.

"I felt this was a very important project because it just may save someone from having a birth defect."—JoAnn Skold, Sophomore

"Many people were interested in the filmstrip and handouts."—Toni LaFrenz, Sophomore

"The radio program was a good experience for me and I think we reached a lot of people."—Barb Baird, Sophomore

Posters made by students for Healthy Baby Week

Educational Material Display at the shopping mall, South Forks, on Saturday.

(portion of article from the school paper)

FHA CO-SPONSORS HEALTHY BABY WEEK . . .

The FHA Chapter worked with the Jayceettes and the March of Dimes to sponsor Healthy Baby Week April 14-20.

The Home Economics II Classes that are studying a unit on Child Development have been involved in a contest in making posters that have to be used in displays and the promotion of the main theme—"Be Good to Your Baby Before It Is Born."

The FHA'ers set up information centers at various areas of the city and they showed a film and handed out brochures at a booth in the South Forks Mall, all day May 20

Peggy Schoen
1977-1978 National Officer
of the Central Region
Future Homemakers of America
1978 Graduate of Monett (Mo.)
High School

ONE TO GROW ON—FHA/HERO ENCOUNTER

A favorite saying of Dr. Earl Reum, a Colorado educator, is that "to be somebody, you must be yourself and then make yourself the best somebody that anybody could be." The Future Homemakers of America *Encounter* program provides students with the opportunity to take close looks at themselves and decide the directions they would like their growth to take. The program idea is so basic, that many teachers have commented that they intended to use the *Encounter* steps to help students fit projects and courses of study to their individual needs.

There are three levels of *Encounter:* growth toward knowing myself and FHA/HERO; growth toward involvement in family, school, and community life; and growth toward preparation for adulthood. Because growth itself follows no particular path, the levels of *Encounter* are flexible and can be used in any order. The basic growth steps within the three levels can be arranged or omitted as the student chooses.

The student begins by choosing one of three levels to work in. S/he must then choose a concern within that area, a way in which s/he would like to grow. This step calls for an honest approach by the student toward his/her personal priorities and goals.

Alternatives

Every decision in life involves alternatives and each alternative must be considered before a goal can be set.

Resources

The student considers what resources are available to him/her. Resources may include the student's own talents and personal experiences as well as outside resources.

Goal

With the alternatives and resources available, the student sets a personal goal.

Plan of Action

With the goal in mind the student plans the project.

Progress

The student checks his/her own progress along the way and begins to evaluate the success of the project.

Growth

When the project is completed the student evaluates the growth which occurred and checks his/her original goal to see whether or not s/he has accomplished what s/he set out to do.

Next Time

The student looks at his/her plan of action for the project and decides what, if anything, s/he would change if s/he were to do the same project over again. (continued at bottom of page 243

AS IDEAS BECOME REALITIES ... IMPACT

Marilyn M. Osborn
Home Economics Education
University of Vermont

In searching for an effective way to generate ideas from your students, you've probably used a basic problem-solving technique or perhaps a brainstorming approach. Generating ideas can be fun and creative. Transferring those ideas into a workable plan, however, is somewhat more difficult. A simple, logical, step-by-step procedure can enable you to convert abstract ideas into a concrete plan.

Future Homemakers of America adopted such a planning process several years ago. It's called PROGRAM ACTION IMPACT[1] and is flexible enough to fit any chapter's needs.

HERE'S HOW IMPACT WORKS

There are seven steps in the process and each step is associated with a symbol that can help you remember that step. The steps and symbols are shown on this page. Drawing out student concerns and building projects around their concerns is the ultimate goal of this process. Some hints for working through each step follow.

Brainstorm

By identifying concerns of students you can be certain those projects developed are those really wanted by the students. In brainstorming it's extremely important to abide by a few rules to insure that all ideas are considered: (1) List every idea. (2) Don't discuss. (3) Don't judge. (4) Repetition is OK. (5) Enjoy your silences. By observing these rules, everyone in the group can participate without feeling put-down. Creative ideas will flow.

A word of caution. Although brainstorming can be used to find solutions to specific problems, it is assumed that the actual project has not been determined at this stage.

[1]*Program Action Impact,* Future Homemakers of America, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036, 1973.

PROGRAM ACTION IMPACT

STEPS FOR PLANNING

BRAINSTORM
to identify concerns and issues related to
- individual
- family
- community
- job/career

NARROW
identified concerns and issues by exploring resources that can help develop them into a project.

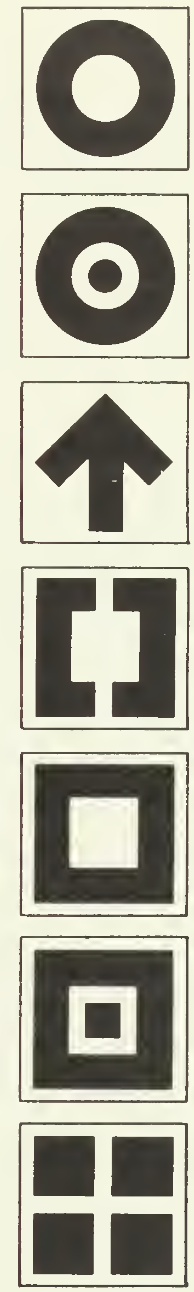
DETERMINE
what the project is to accomplish.

DECIDE
what needs to be done and when.

FORM
a plan for carrying out the activities.

ACT
on the plan.

ANALYZE
what happened.



(continued from page 242)

As an example to illustrate the above steps, let's say that a student feels very inexperienced as a public speaker. S/he considers different ways that s/he might improve public speaking skills and available resources. This student decides to create his/her own personal public speaking handbook. S/he plans to include points of good public speaking as well as anecdotes and stories to be used in speeches. S/he consults good speakers in the community, the school speech instructor, and library materials on public speaking. S/he also draws from personal experiences in giving demonstrations. S/he compiles the book and evaluates each part of it. S/he learned a lot in putting the handbook together and now has a handy reference for future use.

The student in the example has experienced *Encounter,* the FHA/HERO program which is helping students make themselves better "somebodies." It's a program one can grow on ... and grow on ... and grow on.... ☆

Narrow

Deciding which concerns to focus on can be easy or difficult for your students. If they do not quickly come to an agreement on one or two major concerns, you might offer some procedural suggestions: narrow down to three or four ideas and take a vote; divide the group into subgroups to work on different projects.

Watch out! If you find that a group has chosen a broad topic that would be impossible to complete in the amount of time available, you may suggest ways to narrow it down further, taking into account the resources available in your school and community.

Determine

Your students should be ready to set a goal. You might suggest that their goal be specific with the end result clearly described so they will know when they have achieved it. This will help them later as they develop their plan.

Decide

Now it's getting down to specifics as students determine what needs to be done and when. If students get stuck, some guidelines for selection may be helpful. One way of doing this would be to categorize some types of skills they might need such as:

- Personal Skills (doing things for people, making things)
- Writing Skills (developing articles, letters, questionnaires)
- Speaking Skills (making presentations)
- Media Skills (using or developing films, tapes, radio, television programs)

Giving students final solutions might cause them to think you expect them to follow your suggestions.

Form

At this stage, the plan becomes quite explicit. When they answer the basic who, what, when and where questions, they are ready to go.

Act

You'll be busy here as you assist students in carrying out the plan. Even though student leaders will be supervising the project, an adviser needs to keep informed, attend functions, offer assistance as needed, give moral support, suggest additional resources, provide some direction, and show enthusiasm for the activity.

Analyze

Evaluation often occurs as you go along. You can help students explore reasons why activities were or were not successful. Your overall analysis should determine whether the activity is related to one or more of the purposes of FHA.

HERE'S WHY IMPACT WORKS

The IMPACT process allows students to design projects built around their own concerns—not what we as advisers think should be their concerns. Because of this, projects are more meaningful to them.

IMPACT is also quite flexible. The steps may be used in a different sequence. For example, a group might analyze a project they worked on last year and modify it for this year, thus skipping some of the steps.

Leadership skills are developed by student leaders as they learn the steps and take groups through the process.

AN OLD DOG CAN APPEAR TO KNOW SOME NEW TRICKS

IMPACT was designed to be used over and over again. Finding a new twist for introducing the brainstorming sessions each time will prevent its seeming overused. Here are some ideas you or your student leaders might try:

- Have the brainstorming session focus on a topic you are studying in your class. There will be no end to the variety of discussions you could get into.
- Listen to some of the current popular TV programs or music. Analyze the theme or lyrics and brainstorm concerns mentioned.
- Discuss concerns your students have about your school.
- Clip out articles from the local paper that might have particular meaning to students and use as a brainstorm starter. Example: an article on the run-down conditions of a local nursing home.
- Use collages or boxes pasted with clippings or sayings to stimulate discussions.
- Have students anonymously write down complaints they have about their families. "Bag them" in one paper bag and have one person read all the complaints aloud. Then brainstorm about family concerns.

ROLE OF ADVISER

The adviser is a key person in the success of the IMPACT process. An adviser is not a director nor a decision maker for the group but is a helper and resource person. If you are the kind of person who enjoys helping students grow through leadership experiences, you'll probably be very successful using IMPACT. Preparing student leaders will be one of your greatest contributions as an adviser.

It really doesn't matter where IMPACT is used. It works equally well in class or out. An in-class chapter allows you to plan your classroom activities based on student concerns. In addition, leadership experiences are generally available to more students when there is a chapter in class.

If your school is lacking support for an out-of-class chapter, you may consider becoming an in-class convert. You may find the old rules for operating outside the classroom won't apply to an in-class structure, but thinking positively, you and your students can find new solutions to the management questions that will come up.

Ideas *can* become realities by using IMPACT. If you try it you'll probably make an impact on your students and, more important, on yourself. ☆

> "*. . . not the desire to escape life, but to prevent life from escaping you?*"—Thomas Clayton Wolfe

HOW ONE SCHOOL GOT STARTED

Becky Strane
Home Economics Teacher
John Jay High School
San Antonio, Texas

The John Jay chapter has evolved as a result of teachers using the Impact process to state goals, analyze resources, develop plans, carry out plans, evaluate results, and make new plans. Several approaches to using FHA-HERO in the classroom have been utilized.

Getting Started

Our first concern was a *lack of interest.* Drumming up membership seemed to be the first step. Each teacher changed her attitude and approach to the organization. As a result, chapter work was an opportunity that few could pass up. "Coke parties" were offered for 100 percent membership in each class and seemed to work quite well until the question arose: *What do you do with the excess baggage?* We had an abundance of paid members with no enthusiasm for participation. So our philosophy was changed from one of emphasis on membership to one of emphasis on involvement in leadership roles. The result was better student participation and interest because of active participation.

Interference with other teachers' classes seemed to be a big complaint. Now that the students were working hard, we needed to make it smoother for the teachers in their classrooms. The result was that each teacher's classes were considered an individual FHA-HERO chapter which caused less interference with fellow teachers and their class activities. This worked well until *competition among our own chapters became evident.* By eliminating any motive for competition in our own school and trying for a more unified and well-rounded chapter, we hope to put our school on the map by preparing potential Area and State Officers.

To clarify our evolutionary process, the following is a brief description of the methods used at John Jay.

Step 1

Organized chapters for each period of the day with one teacher acting as advisor for each period. Each chapter had nine officers and acted as a separate chapter except for major activities as State Fair, Christmas Workshop, Banquets, etc. Each chapter's treasury was independent from the others.

The problems encountered were (1) interference with other teacher's classes, (2) difficulty in communicating with members in other classes, and (3) teacher dominance which made for indecision among executive members.

Step 2

Each teacher's total number of classes represented an FHA chapter. Each chapter had two representatives, elected from each class, on the executive council giving a total of eight representatives for each advisor. These representatives selected an office and held the duties of that office.

Unexpected problems arose. There was too much competition among chapters, we had to instruct new officers each year according to the advisor in charge, and students rarely got together for large group meetings. Individual chapters functioned quite well when the advisor showed enthusiasm.

Step 3—This Year

Officers, elected in May for the next school year, participated in a summer workshop. Each advisor has charge of one chapter, and each class will elect two representatives to a

(continued at bottom of page 247)

DREAMS BECOME REALITIES—

FHA/HERO PROVIDES STRUCTURE FOR THE DEVELOPMENT OF IDEAS

Helen C. Galloway
Ponce de Leon High School
Ponce De Leon, Florida

An integrated FHA/HERO-Home Economics program begins with the teacher, includes the interest of the students (male and female), and has an input from an Advisory Council which includes administration, faculty, students, parents, and community leaders.

The Ponce de Leon Chapter tries to assess the needs of the community, homes, and school by brainstorming in an advisory board meeting, an executive council meeting, and a chapter meeting. Also, the advisor assesses the needs and interest of students in the classroom. The Executive Council takes the information from these meetings and uses the state targets to determine projects and activities which they feel will interest the home economics students and FHA/HERO members.

Ideas that have been used successfully in the program include:

(1) **Classroom**—During the first six weeks of school, our first year pre-vocational classes have a unit on *self development.* At the end of the unit, the entire class is introduced to FHA/HERO with a study sheet on "What Is FHA/HERO?" From this the students learn the basic philosophy of the organization, creed, colors, purposes, motto, goals, history, flower and what other information the Chairman of Achievement feels is important about the organization for which they receive credit toward their six weeks grade. The pre-vocational students then select a project for improving themselves and use Impact to develop the project. All students select a project and receive credit for achieving their goal, but only FHA/HERO members receive recognition at the annual awards banquet. Each student is encouraged to make one aid to interpret FHA/HERO to the class members such as a crossword puzzle, scramble, game, poem, song, or play.

(2) **Candidate Projects for District and State Offices**—The candidate selects his/her project, and using steps in Impact, includes activities which will involve as many students as possible. For example, Mary Galloway, Florida State Vice-President of Public Relations 1977/78, organized a health club in elementary school for her project as a candidate. Two elementary teachers volunteered to serve as sponsors. Two representatives were elected by class members from each room and from these were elected a president, secretary, treasurer, and parliamentarian. They met once each month on the school club day and carried out planned programs emphasizing health and parliamentary procedure.

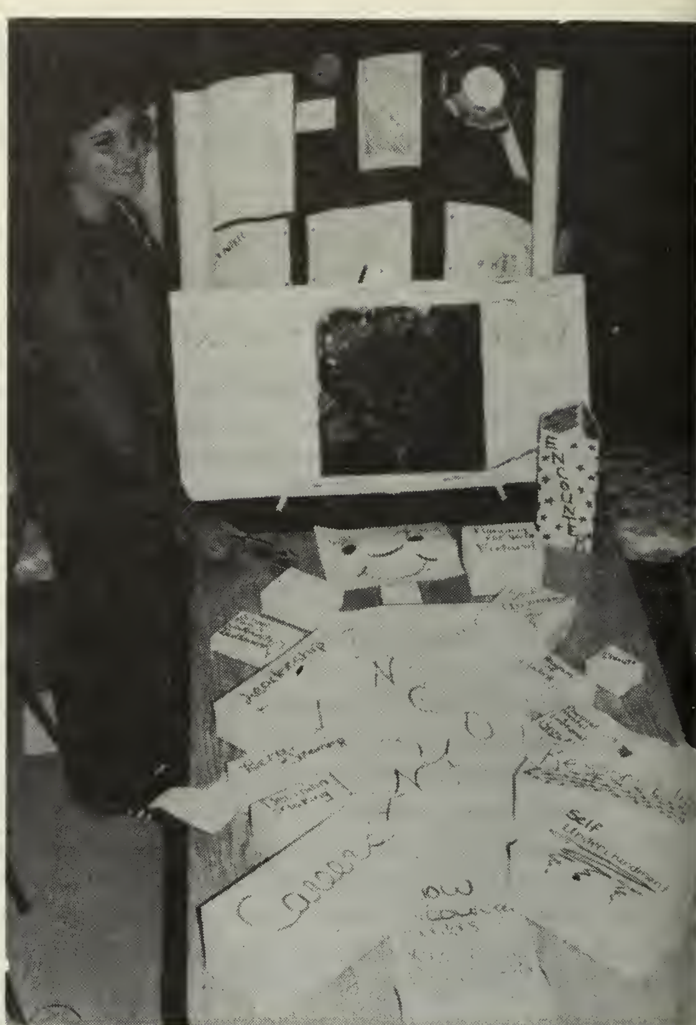
The activities Mary planned, which the Home Economics students helped with were:

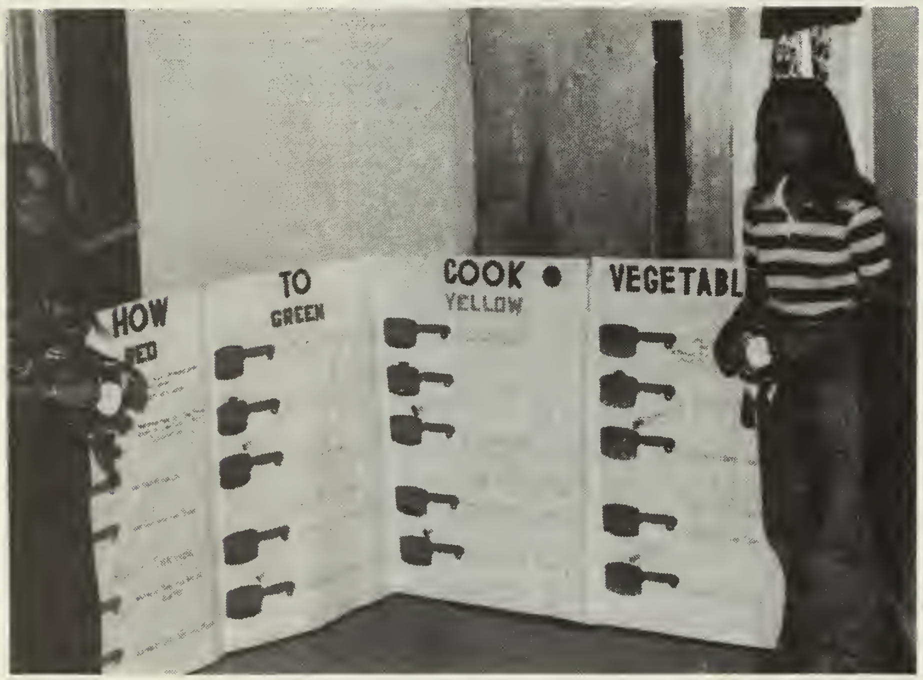
1. Health Newspaper (any elementary student could submit articles, poems or songs which they had written about health, safety, or manners)
2. Poster Contest
3. Puppet Show
4. Health Exhibit
5. Safety Patrol
6. Film Strips

(continued from page 246)

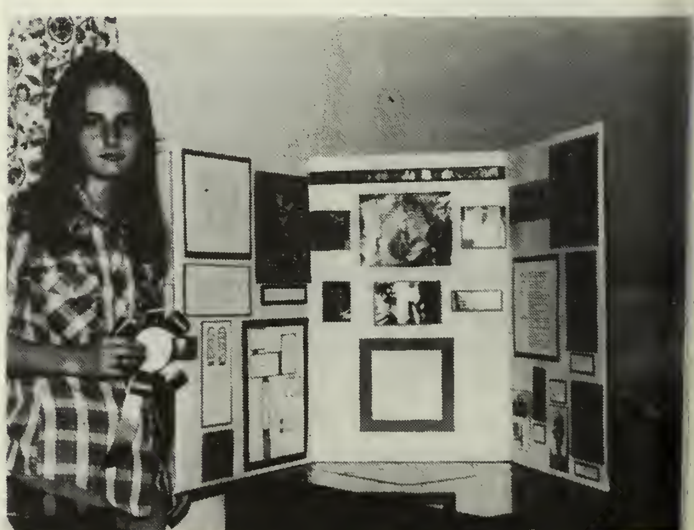
council. Business-social meetings will be held once a month after school. In-class activities remain a very strong part of the chapter. All members participate in classroom activities as before. The student representatives attend all business meetings after school and report to the class.

While there are still problems, we have experienced success. We have approximately 550 to 700 students enrolled in homemaking classes with our Homemaking Education department increasing to 15 staff members. The best advice we can offer is not to do everything at once and not to be afraid to change approaches if something does not work. ☆





EXHIBITS DISPLAYED AT REGINA'S FAIR WHICH INTEGRATED FHA AND HOME ECONOMICS



Other activities which developed in the classroom from this project were:

1. Big Sister-Little Sister Program in Family Living Class which was used at State FHA/HERO Convention as chapter show-off project.
2. Lunch room host and hostess were rotated weekly and selected by teacher in classroom.
3. Health games and plays written by pre-vocational students were presented in elementary classes.
4. A six-week work shop on improving Family Communications for parents and students. The meetings directed by a County Co-ordinator, were held one night each week for 2-4 hours.
5. As a year-end climax, the Family Living Class organized a field day in elementary school to demonstrate, through physical activities and games, ways to better health.

The success of Mary's project was emphasized when the elementary school teachers requested that the chapter sponsor the project again this past year.

(3) **Student Interest**—The most interesting activity we had was the dream of a student. Reginia was a new student in our school, very quiet and shy. One day when all of the other students were in a meeting, Reginia said, "Mrs. Galloway, why don't we have a fair in Home Economics as they have in Science?" Reginia had entered a Science Fair in the school she had transferred from and had won a medal. Reginia was encouraged to develop her idea and it became known as Reginia's Fair. It took two years for Reginia to develop the project promoting all home economics, but it really integrated FHA/HERO and the Home Economics program.

The FHA/HERO members (all members do not take home economics) and all Home Economics students planned an educational display to exhibit at the fair. That night, she had approximately 90 exhibits in the following areas: (1) Food and Nutrition, (2) Textile and Sewing, (3) Crafts, (4) Consumer Skills, (5) Encounter, (6) Careers, (7) Housing, and (8) Child Care. There was also a fashion show and a cake contest which students could enter. Everyone participated in an event. The Judges awarded red, white, or blue ribbons to each entry and a grand prize ribbon in each category. Then there was a prize for the best exhibit entered. The same was true in the cake contest and fashion show.

The guests registered and hostesses directed them in viewing the exhibit. Following the fashion show a program interpreting FHA/HERO was presented.

Refreshments prepared by the Food and Nutrition Class were served to approximately 150 guests.

FHA/HERO is the Home Economics program's best public relations medium, serving as the connecting link between the home, school, and community. It enables parents, school administrators, students and community leaders to have input into the curriculum, which helps to close the "generation gap" in education. The activities promoted by the local chapter allow the public to see classroom instruction applied to meet everyday problems in a meaningful way.

There are many ways to organize FHA/HERO, as an integral part of the home economics program depending on the community, student's talents and concerns, administration, faculty and the local advisor. Whatever the method, the advisor must listen to others to become aware of their concerns. After the students have identified *their* goals, the advisor uses their concerns, projects, and activities to develop specific teaching techniques to reach teacher objectives in implementing the program. Remember, FHA/HERO belongs to the students and parents. It is only a vehicle to be used by the teacher. ☆

"I am defeated . . . if I meet any human being from whom I find myself unable to learn anything."—Geo. Herbert Palmer

MEANINGFUL CLASSROOM-RELATED CHAPTER ACTIVITIES RESULT IN MEMBERSHIP GROWTH

Beverly Hass
Home Economics Teacher
South Heart (ND) High School

The South Heart, North Dakota, FHA-HERO chapter and home economics department are five years young. This past year, the chapter grew from thirty-two to seventy-two members. This growth is attributed to the fact that FHA-HERO is being used as *a teaching vehicle.* The FHA-HERO chapter is the home economics classroom in action. Students are provided the opportunity to take their skills, knowledge, and feelings out of the classroom and into the community and their lives.

In the school, FHA-HERO is part of the classroom. When students learn about the goals and activities, a large percent of young people want to get involved. To get started, there is a week unit on FHA-HERO in home economics classes. The students study the history, the goals, and what role FHA-HERO can play in life. FHA-HERO, as a help for self-understanding, growth in friendship, and as a method to reach out, is stressed.

Separating FHA-HERO activities from classwork is difficult. Several textile and clothing students decided to take part in a "Dress a Doll" contest where the doll (donated by a local bank) and the constructed clothes would be given away to a needy child for Christmas. Classroom skills were used for a home and FHA-HERO project and the activity stressed creativity while bringing joy to others. Also, students prepared the lunch for a chapter "Snow Ball." This activity sounds social and traditional, but the activity allowed many members to become involved and to learn new skills. Class time was used to plan and to prepare the lunch. Arrangements were made for serving the lunch during the party. Many times small activities allow the shy unsure members to prove their worth and to develop leadership. Well-planned small activities lead to successful larger projects. Everyday classroom activities help students grow in leadership skills and abilities.

Students have the opportunity to join many clubs and organizations. If a chapter does not provide worthwhile activities, it either dies or becomes only a social club. A producing chapter has involved members, not just busy officers. To have a successful FHA-HERO chapter, the advisor must be willing to listen to the members' needs. All work and no play make for a dull chapter, but only play does not reach the goals of FHA-HERO. The advisor has to believe in the total program, set the stage, and encourage the members to engage in meaningful activities.

FHA-HERO provides youth with the opportunity to become involved in activities that they can be proud of. At the end of the year, the chapter could look through the scrapbook and be pleased with the year's work. ☆

Cheryl Stockert, Kelly Obritsch, and Linda Havelka from South Heart High School, South Heart, North Dakota, reviewing a scrapbook of successful chapter/class activities.

FHA SWEET SHOP

Local logo—Sullivan High School

Betty Phillips
Home Economics Teacher
Sullivan (IN) High School

FHA comes alive in the classroom as the Sullivan Chapter brainstorms ways to get more involvement, make money, promote FHA to students, faculty, and community and continue to learn basic subject matter.

As a project that would meet the above goals and involve students, teachers and chapter parents in FHA this year, the students planned the FHA Sweet Shop.

The housing class had the task of converting the basic classroom into a small cafe. They had to use their knowledge of space, traffic routes, kitchen efficiency, art principles and decorating to restructure the room to include space for cooks, dishwashers, waiters and waitresses, cashiers and custodial help.

The family health classes studied and planned for adequate refrigeration of the foods and beverages, sanitary conditions for dishwashers and cooks and others who handled food and utensils.

The appliance and equipment class reviewed the use and care of the micro-range, coffee makers and ranges in order to provide quality food and quick service to customers.

The challenge to the foods classes was to plan nutritious food, order groceries, review serving skills and incorporate left-overs. Menus and food items were listed on the blackboard each day with the prices of each item. The students arrived at each price after doing a comparison study at bakeries and grocery stores for similar products. Besides the carrot and oatmeal cookies, fruit pies, cakes, elephant ears, hot biscuits, cinnamon toast, donuts, orange juice and hot chocolate, home-made apple butter was made in crock pots. No soft drinks were served.

Consumer education was taught as students made out grocery lists each evening (homework) and estimated what purchases were needed for items such as cinnamon, cocoa, coffee, tea, juice and sugar. Students learned prices quickly as they figured cost and profit each day.

Both boys and girls learned about careers under the supervision of the advisor and chapter mother as they rotated the roles of cook, waiter, cashier, dishwasher, manager and custodian. Some students liked certain roles much better than others and their performance revealed this. Students quickly realized they were learning about jobs in the food industry. Extra assignments enabled them to learn more about salaries and job skills.

The three-day Sweet Shop was opened for students before classes started in the morning, at noon and immediately following the close of each school day. Teacher "customers" came during their preparation periods, and janitors also patronized the Sweet Shop.

As customers came, orders were taken by the waitress, given to the cooks, and then prepared and served. The bill was totaled and given to the customer who in turn paid the cashier. Some students received tips for their efficient and courteous serving. FHA'ers not enrolled in home economics classes could participate in this activity and feel more a part of the organization by helping in the morning, at noon or directly after school.

The last day of the Sweet Shop, the FHA President prepared a "Faculty Thank-You" coupon good for one free donut in appreciation for the cooperation of administrators and staff. Almost all the coupons were redeemed early that day.

Students' evaluation comments included:

"It's fun."

"Groceries are expensive."

"There is a lot of hard work in food service."

"I don't want to be a waitress."

"Some customers (diabetics) needed artificial sweeteners."

"Didn't realize cinnamon donuts could be made from a can of biscuits."

"It takes a lot of planning and organization."

"Not all money received is profit."

"Chapter parents are a big help in an undertaking like this."

"Janitors and teachers like to visit the Sweet Shop as much as students." ☆

MADRIGAL FESTIVAL

Agnes Evans
Lyons Township High School
LaGrange, Illinois

The purpose of the Madrigal Festival was to incorporate the Vocational Home Economics, Music, Drama and Art departments together in one big Festival that would provide each area an opportunity to perform their particular talents for members of the community, families and faculty for three nights during the pre-Christmas season.

Six years ago, our very first attempt at the Madrigal Festival was such a success that it has been established as an event that we all look forward to recreating each year.

The menu has remained basically the same and the program notes setting the scene are also the same, but, instead of using the faculty cafeteria, it is now held in our High School Community Room with an adjacent Food Service Student Preparation Kitchen.

We sell 100 tickets for each night. Each year the waiting list becomes longer and the tickets are sold out sooner. The Book Store Manager takes care of the ticket sales and table reservations with early buyers getting the best seats. Each year the Chairmanship is rotated within the faculty group of sponsors and all monies are handled through the school business office as a separate account with purchase orders signed by the Food Service Coordinator.

The guests arrive in the library at 6:30 where they are served Wassail and Cheese Straws by the Vocational HERO students while they are being entertained by the Drama students presenting mini-dramas and farces.

The guests are then escorted by the JESTER to the Great Dining Hall which has been lavishly decorated with greens, candles, linen napery and sparkling crystal. The sixteen Madrigal singers (a different group each evening) in full costume parade past the guests to their table of honor. The Jester leads a toast while a Food Service student, dressed in a bright tunic, carries in a real boar's head and displays it to all the guests to admire.

The dinner which has been prepared entirely by the Food Service students is then served by other Food Service students, also in costume. The Madrigal singers perform, the Drama students entertain at the individual tables with Elizabethan selections and even do some magic tricks. A genuine harpsichord provides intermittent background music. When the main course is completed, the singers herald the coming of the huge flaming Christmas Pudding carried on high, followed by each server with his or her individual table flaming pudding. The evening is completed with guests joining all participants in a joyous singing of Christmas Carols. Then all the students form two receiving lines and the guests bid a fond farewell.

We started out on a much less sophisticated level for we had to borrow equipment, linens and worried a great deal about selling tickets, buying the food and just getting it all together. Each year the profits have been used to purchase items that the faculty sponsors felt were important such as tableware, music, costume materials (HERO students then transformed them into costumes), and kitchen equipment. We did quite a bit of research on the contents of the program booklet and, of course, tested the recipes and finally decided on as authentic a menu as we were able to produce.

We are charging $6.50 per ticket for the whole evening. So we are a totally self-sufficient project and have also been able to purchase quite an amazing number of items for our different areas. We serve 100 paying guests plus the 16 Madrigal Singers each night.

The results have been very exciting, for we have received some invaluable publicity through the local papers, a large special feature in our L.T. TAB (yearbook) and excellent rapport with the community as a whole. The most important result for us in HERO and Food Service has been working with the other departments so closely and so harmoniously.

If you plan a Madrigal Festival, attend one in your area or write to someone who has produced one, for there are many facets that are the same in all Madrigal Festivals. Think BIG!! If you are really going to have a Festival, make it a good one and get others to help make it a success. Keep very accurate records all along so that you can always improve as you make it a yearly event.

If you plan a "repeat performance," set a date for the following year as soon as possible. Have a meeting of sponsors and student committee chairpersons to determine changes to make for another year, to go over all the expenses and to plan next year's purchases. Send out thank you gifts to people who were particularly helpful in making it a success outside of the regular group.

Producing this in December, we have found many conflicts with the student activities. Planning far enough ahead has usually made this less of a problem. Last year we had a very bad snow storm, but only four guests did not show up and it was the best of the three because everybody did not want to have it cancelled.

Each of the three nights the Food Service students are totally responsible for all the food preparation and serving. A Back of the House Manager (Preparation) and a Front of the House Manager (Serving) are selected for each separate night. These six plus the three HERO Wassail Managers get a real experience in management of materials and personnel. The students gain a real camaraderie through this kind of large effort. Clean up time goes quickly because the Madrigal singers and other performers all pitch in to get ready for the next day's performance.

FHA/HERO IS FOR ME

A SKIT TO PRESENT ITS MEANING AND PURPOSES

Jane Brown
Home Economics Teacher
Leeds (ND) Public School

Cast: 9 characters including Narrator
Props: Use your imagination!
Background music if desired

Narrator: The goal of the Future Homemakers of America is to help youth assume their roles in society through Home Economics Education in areas of personal growth, family life, vocational preparation and community involvement. Today we would like to help explain to you what FHA/HERO is and what it can do for you. We provide opportunities for self-development and preparation for family and community living and for employment.

Person 1: Real growth can only come from within . . . willingly!
Growth is:
doing things you've never done before—sometimes things you once didn't even dream you could.
Genuine growth is:
having the courage and confidence to try new things, and in the process let go of old ones.
A growing person is self-renewing . . .
as new as each day . . .
Study his hands and his face,
listen to his voice . . .
look for change . . .
It is certain that he has changed!
Growth is by you
it's not always easy,
it means identifying and overcoming obstacles often blocking the way . . .
We shape it . . . We make it happen!

Narrator: We must try to strengthen the function of the family as a basic unit of society.

Person 2: To understand people, I must try to hear what they are *not* saying—what they perhaps will never be able to say.
It is a law of human life, as certain as gravity:
To live fully, we must learn to use things and love people . . . not love things and use people.
It costs so much to be a full human being that there are very few who have the enlightenment or the courage to pay the price . . . One has to abandon altogether the search for security and reach out to the risk of living with both arms. One has to embrace the world like a lover. One has to accept pain as a condition of existence. One has to accept every consequence of living and dying.
Happy are those who dream dreams and are ready to pay the price to make them come true.
As soon as you trust yourself, you will know how to live.

Narrator: We must learn to encourage democracy through cooperative action in the home and community.

Person 3: A NIGHT FULL OF EXCITEMENT!
Marcie was going out with the gang. Cory had made a comment that they could either go to a show that they all had wanted to see, which was in its last night, or go to a party at the lake. They couldn't decide on where they wanted to go so Marcie said, "Let's take a vote." She went on to say, "All those in favor of going to the show, raise your hand. All in favor of going to the party raise your hand. Don't forget, majority wins . . . I guess it will be the show. Ah, but the party would be more fun." Cory said, "We said the majority wins and there were more for the show."
This little incident shows you can please some of the people some of the time, but you can't please all of the people all of the time. We need to be fair and try to please everyone but we

have to consider majority rules.
Hey, let's get going or we will miss the show!

Narrator: Let's encourage individual and group involvement in helping achieve world-wide brotherhood.

Person 4: BEFORE . . .
Becoming involved
was something that would happen later,
after I knew about myself.
Only then,
would I be able to help others.
But they said "Get involved"
"Do something for someone else"
"Get the good feeling inside."
When I asked "Why?"
there was no answer.
THEN
I wasn't sure it was worth all the risk, hurt, and failure.
It was easier to say no, to sit back and watch.
But slowly
I began to hate myself,
for caring about no one but me.
So I
tried
and talked
and was hurt
and fell
And asked again and again
why and why?
At times my soul screamed
"Leave me alone.
"I don't care."
But I never had the courage to say it out loud.
NOW
I can't stop.
I am committed.
Someone is depending on me
and I'm in love with humanity.
As I look back
I laugh and cry;
they never told me
I would be a bigger person.

Narrator: We may institute programs promoting greater understanding between youth and adults.

Person 5: Dear Mom and Dad:
I've got something to say
About "like mother like daughter"—
That old cliche.
I know it doesn't always hold true
But that's not what I'm trying to say to you
And more than likely it's something
you already know.
But I've got to tell you
I've got to grow—
Don't expect me to be
Something you're not.
Don't ask me to be something that
The next minute is forgot.
Don't expect me to be
Your good little child

For I happen to know that
When young, you were wild.
And I may not be too smart
Not quite make the grade;
Sometimes you'll feel lucky
If I get my bed made.
And most times we realize
When we are wrong,
Though sometimes we need your nudging
To help us along.
And sometimes we misjudge
What you know, what you've seen.
Sorry, I got off the track—
Back to my theme
Your impression has been
Hanging heavy on me,
And what you are may not
Be what I'm trying to be.
And I may not be all that I could,
I may not be kind,
And I'm not always good
But I've got to learn
To be what I want to be.
I am not you
I've got to be me.
So discipline me,
Do what you've got to do
But please don't do it
Expecting me to be you.
I can respect you
For the life you live,
I can love you—
You've always been there
Always willing to give.
When we disagree
You're always fair;
When I need someone
You're always there.
When it comes to all you've given,
All that you do,
I just don't know how I could thank you.
But I know for sure
One thing I can't do—
I can't be what you are,
I can't be you.

Narrator: We need to provide opportunities for decision making and for assuming responsibility.

Person 6: I have decided . . .
a friend is one who knows who you are, understands where you've been, accepts who you've become and still invites you to grow.
I have decided . . .
some friends see you for what you are and for what you have. Others love you for what you are and for what you'll always have . . . YOUR IDENTITY.
I have decided . . .
you can have the world anytime if there's sunshine in your heart and a friend at your side.
I have decided that . . .
life is like an onion—you peel off one layer at a time and sometimes you must weep.
I have decided . . .
that happiness is like jam—you can't spread even a little without getting some on yourself.

I have decided . . .
God has given me two hands—one to receive with and the other to give with.
I have decided . . .
people are lonely . . . because they build walls instead of bridges.
I have decided . . . the best and most beautiful things in the world cannot be seen nor touched . . . but are felt in the heart.
I have decided . . .
to see a twinkle in dark eyes
to touch a child's silky cheek
to hear the whispers of the night wind
to smell the beginning of spring
to feel the warmth of a glowing flame
to know you!

Narrator: Let's get with it and become aware of the multiple roles of men and women in today's society.

Person 7: I learned that I . . .
can do jobs that women didn't do fifty years ago.
I remember . . .
the closest grandma came to working in any soil was when she worked in the garden.
I was saddened that I . . .
could have such an experience that my grandma couldn't.
I enjoyed . . .
getting out of the house for a few hours to be myself.
I never knew . . .
women would be able to do men's jobs.
I fear . . .
that our children would not have this job opportunity that we have.
I dislike . . .
being put down when I haven't had the chance to show what I can do.
I like . . .
being free to be myself.
I want to be . . .
what I am, not what people expect me to be.
I admire . . .
women who get out and express their feelings . . .
I dream of . . .
not being the person I want to be because I waste the person I am.

Narrator: We can help people develop interest in home economics, home economics careers, and related occupations.

Person 8: One day a home economics class was studying about color schemes and taking notes that their teacher was writing on the board for them. One of them asked, "Oh, why do we have to take these dumb notes about color?" "We know all we want and need to know about them. Black is black and red is red." The teacher replied, "Do you know that red is a complementary?" "No," said the girl.
The next day while learning how to write abbreviations for tablespoon, teaspoon, etc., one boy was wondering why we need to know abbreviations and to divide recipes in half. "Everyone knows how to read recipes," said Timmy. The teacher went on to say, "You know, not everyone knows about these. Remember the time we had our breakfast and one group didn't know how to cut their recipe down and ended up with a bowl full of pancake batter. And what about the time the group made sugar cookies and forgot the sugar."
Susan mumbled, "I don't see why we have to go to school period!"
The teacher calmly responded, "We are here to help you learn and increase your knowledge. Could you go out and find a steady job and be able to pay for your own room, food, and clothing? School is helping you so you may support yourself someday."
You might find that a home economics type career might be for you, a teacher, for example, or a chef, a day care worker, a family counselor, an interior designer, a clothing salesperson or a manager of a hotel or restaurant.
Good luck in whatever career you choose. ☆

FHA-HERO DISCUSSION-A-ROUND

Charlotte Carr
Illinois State University
Normal, Illinois

Objectives: state information
share opinions
involve all class members
raise questions
serve as a basis for follow-up discussion

Materials needed: 1 marker per player
1 die per group
1 discussion-a-round sheet per group
1 judge's sheet per group

Number of players in a discussion group: 2 to 4 players and 1 judge

Length of play: 20 minutes plus follow-up discussion time

Directions:

1. Each player places marker on place 1, BEGIN HERE.
2. The first player to roll the die is the one whose last name is closest to the beginning of the alphabet.
3. Each player takes turns in clockwise order, rolling the die and moving the marker the number of spaces shown on the die.
4. The player reads the unfinished sentence aloud to the group and completes the sentence. The judge records on the judge's sheet:
   - 5 points for each individual answer given. (If a player gives 4 answers, 20 points will be recorded.)
   - 0 points if no answer is given. (If the player does not answer immediately the judge may request that the next player roll the die.)
   - 2 points if the sentence has been completed earlier by another player and the player repeats or adds additional answers.
   - 1 point to a player who requests permission from the judge to add additional information out of turn. The judge does not have to grant permission to speak out of turn. Only 1 player may request permission to speak out of turn per sentence.

The winner: determined by the highest score after 20 minutes of play

Follow-up discussion: The judge will mark questions that were incorrectly answered, were not completely answered, were not answered or provoked questions. These sentences will be discussed by the group.

Conclusion: Each player will share verbally one new idea gained within the group.

The follow-up discussion and the conclusions may be shared in small groups or the total group.

Notes to advisor: Judges will need answers to questions 3, 4, 7, 8, 12, 17, and 23.
Circulating around the room as the students discuss will enable you to gain information and to answer questions.

FHA-HERO DISCUSSION-A-ROUND

1. BEGIN HERE (Move to number 4, if answered correctly, add 10 points.)	24. Our FHA-HERO advisor helps our chapter by
2. The letters FHA-HERO mean	23. Our chapter FHA-HERO vice-president is
3. Our chapter FHA-HERO president is	22. The FHA-HERO magazine may be used in our chapter to
4. The state FHA-HERO president is	21. The FHA-HERO magazine is
5. The national FHA-HERO executive secretary	20. Return to number 11.
6. Contributions I can make to our FHA-HERO chapter are	19. I can help publicize FHA-HERO activities by
7. The total mount of national, state, and chapter dues for each FHA-HERO member is	18. FHA-HERO projects I would enjoy working on are
8. National, state, and chapter dues are used to	17. Our FHA-HERO chapter secretary is
9. FHA-HERO is important to me because	16. A description of the FHA-HERO emblem is
10. The steps in the IMPACT process are	15. I like FHA-HERO because
11. I paid my dues but have not particpated, subtract 5 points from my score.	14. We can improve our FHA-HERO chapter by
12. Our FHA-HERO advisor is	13. One of the FHA-HERO purposes is

JUDGE'S SHEET

1. Become familiar with the directions.
2. Write players' names in clockwise order in spaces provided below.
3. Record scores in spaces below names for each unfinished statement. (5 points for each individual answer given, 0 points if no answer is given, 2 points for each individual answer given if the sentence has been completed by a previous player, and 1 point per answer if a player adds information out of turn). (Example: if a player gives 3 answers to question 10, record 15 points in the space opposite number 10.)
4. Add points at the end of 20 minutes of play to determine the winner. You may serve as time keeper.
5. CIRCLE the numbers below, if the statements were not correct, were not answered, were not complete enough, or provoked questions. Conduct the discussion around these after the scores have been added.
6. After the discussion, have each player state one new idea gained.

Players' Names

Answers

(Opinion answers may be counted as correct if the player can explain the response)

2. Future Homemakers of America-Home Economics Related Occupations
3. (check with your advisor for answer)
4. (check with your advisor for answer)
5. Mildred Reel and her staff handle all the official business of the national association.
6. opinion
7. (check with your advisor for answer)
8. pay for newsletters, speakers, all official business of the organization
9. opinion
10. brainstorm, narrow down, determine, decide, form a plan, act, and analyze
11. subtract 5 points
12. (check with your advisor for answer)
13. The 8 purposes are:
    1. to provide opportunities for self-development and preparation for family and community living and for employment.
    2. to strengthen the function of the family as a basic unit of society.
    3. to encourage democracy through cooperative action in the home and community.
    4. to encourage individual and group involvement in helping achieve worldwide brotherhood.
    5. to institute programs promoting greater understanding between youth and adults.
    6. to provide opportunities for decision making and for assuming responsibility
    7. to become aware of the multiple roles of men and women in today's society
    8. to develop interest in home economics, home economics careers, and related occupations.
14. opinion
15. opinion
16. an 8 sided figure, each representing one of the 8 purposes. The outer edge has the motto, toward new horizons. The inner portion has FHA-HERO. The colors are red and white.
17. (check with your advisor for answer)
18. opinion
19. opinion
20. subtract 5 points
21. *Teen Times*
22. *Teen Times* may be used for new ideas, projects, personal help, information about FHA-HERO
23. (check with your advisor for answer)
24. opinion

TOTAL SCORES

FHA IN DESOTO COUNTY

Dorothy Wilson Trodahl
DeSoto County High School
Arcadia, Florida

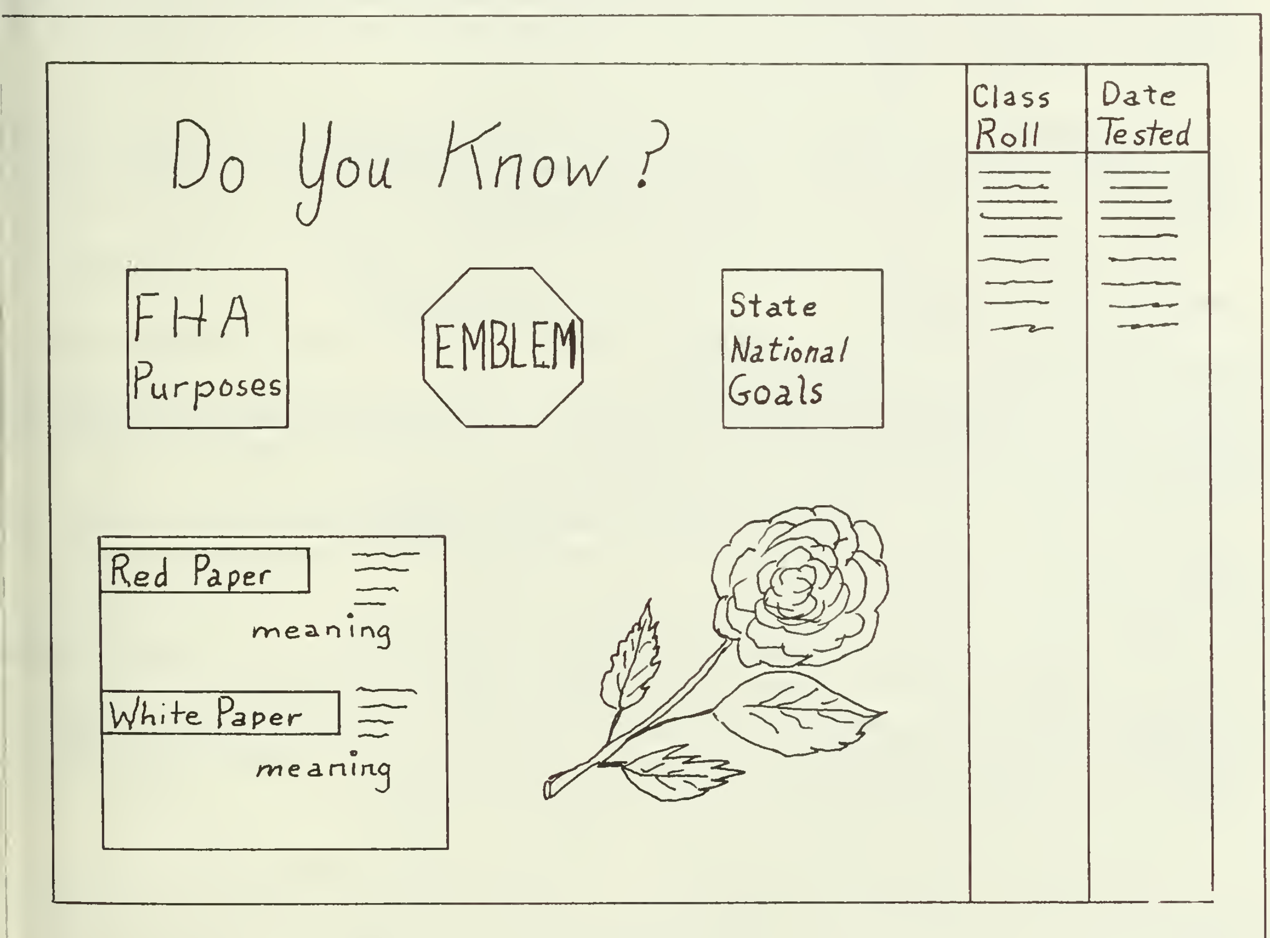
At DeSoto County High School we have incorporated FHA into home economics classes for the past two years. Each class is a section of the school chapter. An officer is assigned to each section to act as chairperson. The class meetings are held every two weeks during class time and the main chapter meets once each month after school hours. Our demonstration and speaking activities are held during class time and each student participates.

All study parliamentary procedure and participate in officer training. Instruction is led by chapter officers.

The Family Living, Child Development, and Exploring Classes chose "Teenage Concerns" as their project and after much discussion, it was decided to work with the elderly by adopting a grandparent through Project HOPE. During class they made lap robes, cookies and soups to take to needy grandparents. Several times speakers from HOPE and the community spoke to classes on the needs of the elderly. Students formed teams to organize work, such as small cleaning jobs, doing errands, writing letters and reading. One Saturday they cleaned a trailer—both inside and out.

Another year-long project was entitled "Our Children Will Read." After studying about reading readiness, the classes made cloth booklets for all the children in a local nursery school. They also donated books at Christmas to be given to needy children.

All class chapters worked on money making activities. During their bi-weekly meetings the planning was done for each activity and an evaluation was made and filed for future use.



The above bulletin board was used during the first part of the school year. As the student learned each item, it was dated and their name and the date was put on the bulletin board.

INTEGRATING FHA-HERO INTO THE CLASSROOM

Harriett Lindstrom
and Contributors

Organizational Techniques

Kathy Holaday
Wayne County JVS
Wilmington, Ohio

Each class organized as a chapter. Officers were elected early in the year and projects were planned that related to class content. When planning individualized extended experiences, *Encounter* was used as a basis for developing individual projects. *Encounter* is a program available from the national Future Homemakers of America that promotes personal development.

Doris M. Hickson
Sally K. Evans
McArthur High School
Hollywood, Florida

Unique titles have been used for chapters. Examples are HERO's *Little People* (Child Care Service), *Energy Action Team* (Gourmet Foods), *Young Sophisticates* (Textiles and Clothing), and FHA - *All in the Family.*

Virginia Ratliff
Valley Local High School
Lucasville, Ohio

The chapter concept was integrated into the home economics curriculum gradually.
1st year—Each Homemaking I class elected a representative to be on the Executive Council.
2nd year—Home Economics II classes elected class officers.
3rd year—All classes had a class/chapter.

Susann Peacock
Bradford High School
Bradford, Ohio

An operational technique that coordinated activities was an Executive Council composed of 24 officers. Suggestions were made for upcoming programs and activities were planned. Then the class/chapter conducted business meetings to vote on issues brought up at the Executive Council meeting.

Ann Derrick
Amarillo Public Schools
Amarillo, Texas

FHA/HERO is an integral part of each home economics program in the four senior high schools and one alternative school. Leadership is developed through an FHA-HERO "All City Council." Two representatives per school attend meetings which are held quarterly. Duties of all officers have been defined.

Each of the four senior high schools have an overall executive council. Members are chosen from class/chapters.

Every school has at least one day per month for chapter activities. Additional time is usually involved when carrying out activities.

In the junior high schools, there is only one vocational homemaking teacher per school. Schools may or may not have executive councils but each class of homemaking organizes a chapter separately, the same as in the senior high schools.

The Cafeteria Youth Council is composed of FHA/HERO representatives from each school. This group meets once a month and gives valuable input regarding concerns in the cafeteria food service. Each student serves a two-year term.

Jane Stander
Alameda High School
Lakewood, Colorado

With 4 teachers, 5 HERO chapters, and 13 FHA chapters, an executive committee made up of a representative from each class was established. This representative group meets for a breakfast meeting once a month to plan joint chapter activities and to divide responsibility for organization. During one Friday a month, a joint chapter meeting is held. These activities usually consist of a speaker or group presentation given each hour.

Kay Mayers
Pine Tree High School
Longview, Texas

Future Homemakers of America in the classroom became more than an "if," "maybe," or "we'll see later" in the fall of 1977. Following an impressive group session at the spring 1977 State Convention, members returned stating "Let's try it." With chapter membership reaching 98% of potential, officers and local advisors all agree, "It's the only way."

To encourage and attract members, the initial meeting was a fall fashion show for guys and gals with class members as models. It was presented by one of the popular fashion stores, who incidentally employed several class members during the year. Refreshments were served with students helping prepare, serve, and clean-up.

From the viewpoint of officers and advisors, the first year of chapter/class organization was very successful; membership exceeded goals by three times the numbers set; three senior scholarships were awarded instead of one; and more young men became a part of the organization.

Jane King
Northridge High School
Johnstown, Ohio

Mini Unit - FHA—Opportunities for Individual Growth

Objectives: Students will—

- Identify at least three opportunities for personal growth through involvement (degrees, *Encounter*, officer, committee work, recognition day activities).
- Demonstrate correct parliamentary procedure in a mock meeting situation.
- Identify the steps in the "Impact" process.
- Make a decision to become or not become a member of the local chapter.

Strategies:

- Bulletin board display
- Display of tools and symbols. Explain purposes of each.
- FHA officers and/or members visit class to explain local program and activities (degrees, *Encounter* program, year's program of activities, award of merit, recognition day activities).
- Show parliamentary procedure filmstrip.
- Divide class in groups of 8 or 10 and have each demonstrate correct parliamentary procedure in a mock meeting.
- Use *Impact* symbols and explain steps in process.
- Create a situation in which the students use the *Impact* process.

Ruth Smith
Tascosa High School
Amarillo, Texas

Students planned and developed a yearly program workbook which was distributed to members. Planned monthly meetings took place in class and included such activities as:

1. Film: "Caught"
2. Employment Commission speaker
3. March of Dimes program speaker
4. Mental Health Association speaker
5. Suicide Prevention and Crisis Intervention speaker
6. Child Abuse speaker
7. Training station visits
8. Credit Association speaker

Student Growth Activities

Jeanette Brickman
Liberty High School
Liberty, Illinois

All classes are chapters. During March of Dimes Healthy Baby Week, all chapter/classes coordinated activities to emphasize the importance of good nutrition throughout life, to provide opportunities to purchase nutritious foods as snacks, to recognize two healthy babies recently born in the community, and to provide opportunities for students to learn more about the care and general growth of babies.

Gerry Poling
Van Wert High School
Van Wert, Ohio

An egg experiment introduced at a March of Dimes-FHA Peer Conference led students in the Child Development class to learn more about parenting responsibility. Each student cared for an egg for a week.

Joanna B. Smith
Rochester High School
Rochester, Indiana

"Mission: Aware" was a highly successful project that made a unit of study on poison prevention in the Family Health Class more meaningful.

Materials in a "Poison Prevention Program Kit" ordered from the National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois 60611, provided many factual references and program ideas.

One objective was to increase awareness of the problems of accidental poisonings and to learn useful prevention methods. Using information in the kit and other references from the school health nurse, students prepared reports on accident cases. A local pharmacist was invited to speak to the class. Safety films were also shown.

Then the chapter members went into action. Some wrote a script and gave a panel discussion on the local radio station. Others collected and displayed at school a large number of packages/containers that had been filled with products frequently kept at home which are potential poisons. Posters were made illustrating an important point about poison prevention. Then each member placed in his/her home and distributed at least two to other homes, Charts of Emergency Counterdoses which were obtained from a local pharmacy.

The success of the unit was due to the activities that were carried out in the community. The publicity that was generated made people aware of the broad scope and relevance of homemaking education to current problems in our daily lives. But, the best outcomes were those related to student involvement in learning and doing something of value in their home and community.

Profitable Learning Experiences

Becky Strane
John Jay High School
San Antonio, Texas

An FHA-HERO Christmas Workshop was scheduled three to four days prior to vacation. A variety of craft or gift activities were planned. Students selected the activity to participate in from a schedule made up of all the activities planned. Products made were given to needy families, nursing homes, hospitals, orphanages, etc., upon completion.

Vera Keller
Wellington High School
Wellington, Illinois

Through the home economics classes, the chapter planned, carried out, and evaluated a week long yeast bread sale which raised funds for chapter activities, developed proficiency in cooking skills, and promoted management skills. The sale was operated one week in October. Volume was so great that products were limited to cinnamon rolls, Swedish Tea Rings, and Swedish rye bread. Mass production techniques were used and orders were printed up using different colored paper for each sale day.

Monica Daily
Goreville High School
Goreville, Illinois

The Food Service HERO chapter operated a restaurant. Because of space, the number was limited to fifteen customers each day. Menus were distributed and orders were taken at the beginning of class on the day preceding the restaurant. Operating at a 30 percent profit, enough money was made to take a field trip. The restaurant allowed students to make decisions, practice work simplication, manage a situation related to the work world, develop math skills, work under pressure, make change, use proper serving techniques, and deal with a consuming public.

Responsibility Education

Marguerite Auli
Glenbard East High School
Lombard, Illinois

Expecting students to assume chapter responsibilities through elected and *selected* officer positions improves overall class performance.

All class members in HERO are expected to be an officer and/or chair a major committee for planning an activity related to classwork.

Virginia Ratliff
Valley High School
Lucasville, Ohio

Food and Nutrition classes sponsored a health snack bar to extend FHA activities in the classroom.

Mary Lou Waitz
Lyons Junior-Senior High School
Lyons, Colorado

During the first week of school, an introduction to home economics is presented which includes the areas to be studied as well as a discussion of possible careers with each area. During the second week of school, an introduction unit on FHA/HERO is planned. The class then elects officers for their own ninth grade chapter. All class members cooperatively plan the ninth grade home economics curriculum for that year based on knowledge gained during previous lessons. With this, the officers have a good start on a program of work. During the class meeting, everyone works on a committee to finish planning the program of work. When completed, all committees report. Members vote to accept or reject the committee report. Sometimes it is rejected and planning takes place again. After the program of work is accepted by the class/chapter, booklets are made for the member. This booklet helps the members know what the objectives of each unit will be, and what the chapter activities will be during that unit.

Excerpts from *Program of Work for 1977-78:*
September 5-November 1
Child Development Unit objectives:
To know how children differ.
To know how to discipline children.
To know how to play with children.
To draw conclusions while observing children.
Chapter Activities:
Create simple stories to read to small children.
Create simple toys for children's play.
Create games to play with children.
Plan and have a party for small children.
Chapter Money Making Activity:
Booth at Halloween Carnival.

velyn Johnson
inda Parrill
ottineau High School
ottineau, North Dakota

The chapter is working on a two-year project, "Healthy Babies—Chance or Choice" and "Parenting." Using Program Action Impact, activities for the first year were planned. A film festival was held one week in November; films and filmstrips on drugs, alcohol, child abuse and nutrition were shown. A panel of mothers discussed responsibilities of parenting. Three field trips to children's hospitals were planned.

Projects this year will include working with special education students, child psychologists, dietitians, day care workers, and working mothers. These experiences will relate to what was learned on the three field trips previously taken.

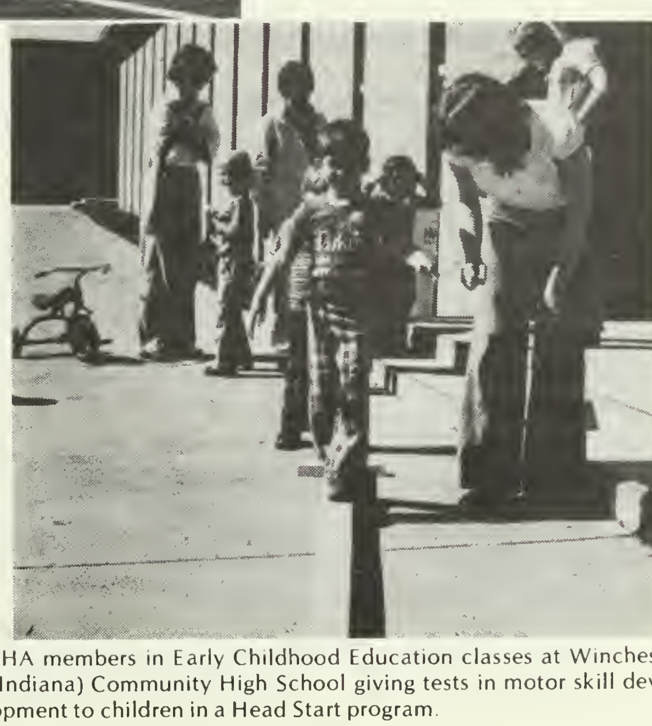
Activities Developed and Presented to Others

Shirley Shafer
Kewanee High School
Kewanee High School

Through the chapter in the child care class, students planned, carried out, and evaluated special activities for preschool children outside a structured playschool situation. Special activities centered on holiday activities at Christmas, Easter, and Halloween.

Delores Halley
Elizabeth Gardner
Winchester Comm. High School
Winchester, Indiana

An FHA activity in a child development class aided a Head Start program. The Head Start program provided a lab for the high school students. The center was in need of toys, music, books and other materials. Students decided on the most important needs and made decisions to purchase, through chapter funds, a record player, records, books, and crayons.



FHA members in Early Childhood Education classes at Winchester (Indiana) Community High School giving tests in motor skill development to children in a Head Start program.

Helen Nietz
Elmwood High School
Bloomdale, Ohio

Food and nutrition courses provided opportunities for integrating chapter activities intc the classroom. Chapter members made commercials using Cassius Clay and King Vitamin as characters supporting good nutrition. Skits were prepared to promote the March of Dimes campaign for a healthy future generation. The skits were presented to elementary and high school students.

Dana Thomas
Fort Myers High School
Fort Myers, Florida

In the child care occupational program students developed a preschool activity centering on the theme of Thomas Edison. Edison had a winter home in Fort Myers and each year the community celebrates with an Edison Pageant of Lights. Three and four year olds baked a light bulb cake where the children emulated adult roles and learned lessons in following direc tions. This chapter activity evolved from a class activity. As the picture shows, chapter mem bers and preschoolers took the cake to the Edison home; coincidently, this was during Na tional FHA-HERO week.

Child care class gives the cake to the Edison home.

Students worked to relate parenting to home economics and FHA-HERO activities. To call attention to the relationship, a blanket was presented to the mother of the first born baby during FHA-HERO WEEK at a local hospital.

Bringing the Community to the Classroom

Joy Holmes and Phyllis Stewart
Lincoln High School
Vincennes, Indiana

A registered nurse presented slides of her trip to Haiti. Craft items that depicted cultura aspects of the country, slides of home economics classes, and slides showing family custom were shared with students.

Carolyn Brink
University High School
Greeley, Colorado

In child development, students planned a "Wanted: Healthy Babies Day," an all day infor mational session for high school students. To help develop leadership skills, these student learned to extend hospitality to guest speakers, were briefed on how to make introductions and were assigned the responsibility of introducing speakers.

Angela C. Cuzzetto
Aguilar High School
Aguilar, Colorado

Several members made a decision to do an in-depth community project, Investigating Th World of Work in Their Own Community. It had not been feasible to have an occupations re lated program in school, but students felt that through a special action project they coul learn from business and professional people a wealth of first-hand information about the worl of work. After much discussion it was finally decided to integrate this project into the Famil Living curriculum unit on Careers.

The first thing the class members did was take a thumb-scale survey of job opportunitie and career studies in the community. Then each student made his/her choice of a business c professional person with whom to conduct the study.

PUBLICATIONS RELATED TO FHA/HERO

Compiled by the Guest Editors

Group Project Planning:

- *Program Action Impact*
  Basic tool for chapter program planning. A decision-making process for leading a group to plan projects based on members' concerns and interests related to the class curriculum. PB30 $4.50
- *HERO Pak Impact*
  Suggests project ideas focusing on HERO (Home Economics Related Occupations) chapter member's concerns, interests, and curriculum. PB31 $2.00
- *Under 20, Over 65 FHA/HERO and the Older Generation*
  Samples of over 25 projects developed out of members' concern for the elderly. PB46 $1.50
- *Doughnuts to Dollars and Other Teen Businesses*
  Home economics skills turned a profit for FHA/HERO members who invested in themselves for high returns and solid growth. Examples from 35 members in 20 states and Puerto Rico. PB79 $1.50

Individual Project Planning:

- *Encounter, Personal Growth Through Future Homemakers of America*
  Focuses on personal goal-setting for self-development. Doubles as a diary for recording plans and experiences. Add quotes, pictures and poems. The book is a reflection of you. PB22 $1.50

Notable! Quotable! Student Magazine

- *Teen Times Magazine.* The official magazine for chapter members distributed four times during the school year. PB18 $4.00

Chapter Management

- *Chapter Guides,* a handbook for youth and adult leaders made up of seven sections, listed below.

  Section 1. Bylaws
  Bylaws of the organization, 1979 revision included with purchase of bylaws you receive a protective colorful cover and divider tabs to combine the seven sections into a handbook. PB34 $2.50

  Section 2. Facts 'N Figures
  Spells out the organization's goal, purposes, history, structure, use of dues and benefits for members, school and community. PB35 $1.00

  Section 3. Traditions
  Not yet available.

  Section 4. Public Relations
  Includes tips and tools on expanding the image of Future Homemakers of America, developing a year's public relations plan, identifying audiences to reach, dealing with the media and lists helpful public relations terms. PB37 $3.00

  Section 5. Chapter Management—Advisers
  Outlines the mechanics of structuring, guiding and interrelating chapter program and classroom curriculum. Introductory unit outline and responsibilities of an adviser also included. PB38 $3.00

Section 6. Chapter Management—Members
Not yet available.

Section 7. Techniques
Not yet available.

- *Making The HERO Chapter a Part of Home Economics Education*
  Three sections: Background information and ideas for structuring a HERO Chapter; Introducing the HERO Chapter as Part of Class; and HERO Class/Chapter Program Development. Many reproducible charts and worksheets plus introductory unit outline and "how-to" examples. PB51 $1.50

- *Future Homemakers of America in Large City Schools*
  Shows how junior high school boys and girls in 28 classes led by six teachers manage their chapter of 800 members and develop projects that enhance the home economics curriculum. AV4a $.75

Member/Adviser Recruitment

- *Up Membership Workbook*
  A source book including planning steps for organizing membership campaigns, sample campaigns, and a "how-to" section on publicity tips, creative attention-getters and alternatives for handling money matters. PB49 $3.00

- *Basics of Organizing FHA Chapter, HERO Chapter*
  A primer on philosophy, program and organization arranged on colorful stepped sheets in an attractive presentation folder. PB78 $1.00

All above materials are available from Future Homemakers of America, National FHA/HERO Headquarters, 2010 Massachusetts Ave. N.W., Washington, D.C.20036. Teacher Education and other promotional materials are also available. Write for complete catalogue.

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Rent: $35/set Purchase: $335/set

Review for purchase: $35/set applicable towards purchase price

Order from: FHA-HERO in Dallas
Home Economics Instructional Materials Center
Texas Tech University, Box 4067
Lubbock, TX 79049

For additional information about Future Homemakers of America contact Mildred Reel, Executive Director, 2010 Massachusetts Avenue NW, Washington, D.C. 20036. Phone 202-833-1925. The advisor of each state association will have information about the state program.

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Volume XXII, No. 5
May/June 1979

ILLINOIS TEACHER
OF HOME ECONOMICS

A NEW LOOK AT THE BASICS: LEADERSHIP THROUGH HOME ECONOMICS

WORK AS ONE OF THE BASICS

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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Foreword

People's beliefs about what is basic in education are often expressed with references to the concept of needs. Last year when the Illinois Teacher and Home Economics Education staff at the University of Illinois met to plan for this volume we considered basic human needs and the role of home economics in helping people to fulfill these needs. Among the needs that we considered was the need to engage in some form of work, whether paid or unpaid. There are certain characteristics that tend to make people employable. What is the role of home economics in helping students to acquire these characteristics? Research has shown that there are several sources of dissatisfaction among workers. What can we do to help present and future workers whenever possible avoid these problems? Many people lack knowledge of career opportunities, job requirements, personal interests, abilities and aptitudes. How can we help them acquire a level of understanding that will enable them to make informed choices? These issues are addressed in this issue on WORK.

The 1978 edition of "The Condition of Education," a report from the National Center for Statistics, stresses the relationship between education and work. The report states "The American public expresses a high personal commitment to education. According to a recent survey of parents of elementary school students, parents desire and expect that their children will spend a large portion of their lives in the education system. More than three-fourths of all parents hope that their children will go beyond high school and at least a third expect that their children will finish college. Although the aspirations and expectations are slightly lower for daughters, most parents expect that their daughters will receive some college education. Clearly parents are concerned with the quality and quantity of their children's education." The report further states that "the public values education because of the outcomes associated with it, not the least of these being economic betterment," and that "most research indicates that education is clearly associated with employment, earnings, and occupational attainment."

The February 8, 1979 issue of "Manpower and Vocational Education Weekly" contains excerpts of testimony made before the Senate Labor and Human Resources Committee. It was reported that "even though employment has become an important part of women's lives, women earn an average of 40 percent less than men." Other statistics reported show that one in eight families are female-headed, and one-third of those are in poverty. Also that about half of all women over 60 years old are poor or near poor. Isabell Sawhill, director of the National Commission for Employment Policy, commented that "much of this gap represents an earlier failure to expose women to the kinds of counseling and training which would channel them into occupations commensurate with their education and abilities." Minorities and men encounter problems in the labor force too. What role can and are home economists playing in preparing people for the world-of-work? Some exciting activities are described in this issue. We hope they will be useful to you.

Best wishes over the summer; we hope to hear from you often. Plans for Volume XXIII are enclosed; please share your ideas with us. An order form is enclosed for your convenience in renewing your subscription.

—Mildred Barnes Griggs
Editor for This Issue

Correction for Volume XXII, No. 1, p. 13

Key to Matching Foods and Nutrient Values
IX
1. A
2. E
3. C
4. D
5. B

Waffle and pizza got switched!

COALITION STATEMENT
VOCATIONAL HOME ECONOMICS EDUCATION
January 1979

This statement was prepared by:

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A Coalition of the three professional organizations concerned with vocational home economics education, American Home Economics Association (AHEA), American Vocational Association (AVA), and Home Economics Education Association (HEEA), was established by governing bodies of the organizations in May, 1977. Each association selected two representatives. The general purpose is to increase communication and to project a unified thrust and focus on issues related to vocational home economics education.

The six members of the Coalition have reviewed their charge and agreed upon the following purposes:

1. Maintain continuous dialogue among professional organizations concerned with vocational home economics education.
2. Identify existing and potential issues of vocational home economics education.
3. Develop a statement regarding vocational home economics education which will serve as a baseline for the analysis of future positions.
4. Review positions on current issues relating to vocational home economics education and facilitate development of consensus among the organizations.
5. Determine various target groups to communicate issues and positions concerning vocational home economics education.

The Coalition accepted the following assumptions as guidelines for its operation:

1. Coalition members have the responsibility to consult with the officers and staff of the organization they represent and to reflect the philosophy and purpose of that organization to the Coalition.
2. The governing board and staff of each professional organization is responsible for communicating and clarifying to each new group of officers and relevant committees the position and purposes of the Coalition.
3. The Coalition is to serve as a "clearing house" for policy or position statements developed by any one of the organizations.
4. Consensus on a position reached by the Coalition will be communicated to the governing boards of the three organizations.
5. When consensus cannot be reached, each organization will have the latitude to explore its own alternative position(s) with policy makers, *designating such as its own point of view* and presenting both the rationale and the reasons for differences. Such alternative positions are to be shared with other professional organizations through the Coalition.

SCOPE AND DEFINITION OF VOCATIONAL HOME ECONOMICS EDUCATION

Vocational home economics education prepares males and females for (a) the occupation of homemaking and (b) for paid employment in home economics occupations. For the purpose of this paper, *vocational homemaking education* has been used as a generic term for programs now designated in legislation as "consumer and homemaking." *Vocational home economics education* is used as a more general term to include both wage earning and homemaking programs and to describe professional educators.

The occupation of homemaking requires knowledge and skills that are interrelated and necessary for optimum quality of life for individuals and families. Values, management, and interpersonal relationships are major concepts that unify the content of the subject matter areas: child and family development, clothing and textiles, foods and nutrition, consumer education and resource management, and housing. The essential skills of homemaking include (1) providing for personal and family development at the various stages of the life cycle and for establishing satisfying personal and family relationships, (2) caring for and nurturing children, (3) providing nutritious food for self and family members, (4) selecting and maintaining housing and living environments for self and others, (5) providing and caring for personal and family clothing, (6) and managing financial and other resources. There are additional skills which some consider to be home economics content, but if such skills are not essential for the occupation of homemaking, they should not be included in vocational homemaking education.

Home economics occupations for paid employment utilize knowledge and skills related to the above subject matter areas. The same concepts and applications basic to preparation for the occupation of homemaking are basic to the home economics occupations classified as paid employment. For example, the same basic principles are taught in foods and nutrition for the homemaker as for the food service worker; the same clothing principles can be used by the homemaker that are used in the apparel industry; the same human development, care, and guidance principles apply in child care services and the care services of the elderly and handicapped as in caring for one's own family. The difference lies in the setting, the instructional objectives, the level of competency and responsibility required, and the scope of operation. This overlap remains a strength and a link between preparation programs for paid employment and for the occupation of homemaking.

FUNDING AND STRUCTURE FOR VOCATIONAL HOME ECONOMICS

Recognition of the relationship of well ordered, quality home and family life to productive, satisfying work life is implicit, if not explicit, in the history of vocational education legislation. From the earliest legislation to support vocational education to the present, the Congress of the United States has included funding for home economics education. The funding for the occupation of homemaking implies acknowledgement of the fundamental importance of the role of family life and the functioning of households to economic, social, and political well-being of our nation.

From the Smith Hughes Act of 1917, to the Vocational Act of 1963 and subsequent amendments of '68, '72, and '76, the legislation has evolved from a focus upon developing manpower to meet the needs of industrial and corporate society to emphasizing the human needs of persons, including the need for occupational competence. Many factors during that 60-year period affected the legislative priorities: a major depression; wars; dramatic technological changes; changes both in numbers and age proportions of the population; increased standard of living and economic security; increased numbers of persons in school and increased level of education for the population as a whole; social and governmental action to assure full and equal rights of opportunity under the law to all persons regardless of age, sex, race or religion; and a phenomenal increase in the proportion of women entering the work force. A pervasive trend throughout this period has been the government role as intervenor to enhance the human condition. Sixty years of vocational education legislation reflects this trend.

Current Needs

The federal support for vocational home economics education is needed more than ever to meet the stated and implicit goals of government and education. Although the dollar amounts funded have increased since 1963, they have not kept pace with inflation, and funding never has reached authorization levels in spite of heightened sensitivity to serious problems related to family and household functions. Homemaking functions are increasingly cognitive and complex and not likely to be learned in the contemporary home and family setting without some intervention. Boulding,[1] an economist, said that one of the greatest weaknesses in our social structure is the household decision maker's lack of skill. In traditional homes the skills were passed down from one generation to the next, but not so today. He recommends a high priority for household education. "If we had any adequate sense of the priorities of our society, it seems to me that we would put ten times as much of both research and education into the area of household as we do now" (p. 119).

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[1]Boulding, Kenneth E., "The Household as Achilles Heel," *Journal of Consumer Affairs* (Winter, 1972), 110-119.

With approximately one-half of all adult women in the work force, there is an unprecedented need for education of both men and women to assist them in sharing child-rearing and other family responsibilities. Now is the time for full support for vocational home economics education.

In the Federal Government there is much interest in funding to ameliorate acute family-related social problems. However, efforts tend to be fragmented and to overlook established programs and delivery systems such as the secondary and postsecondary schools. The established systems can address emerging problems effectively and at less cost in time and dollars than development of a new bureaucracy.

Home economics educators urge three governmental actions: (1) full funding to the extent authorized by law for education in the occupation of homemaking, (2) continuation of categorical funding or other legislative assurance of education for the occupation of homemaking, and (3) strengthening of the established delivery system.

Why Homemaking Education

The family, or household, is a major institution of society for socializing the young. In addition to its educative and protective function, the family system interacts with the other major institutions of society. If the family system does not function, then other systems such as formal education[2] and the business society[3] will break down. Problems such as malnutrition, child abuse, consumer fraud, teenage pregnancy, energy waste, and environmental pollution, which are among our nation's most intense social concerns, all bear on the family. The habits and values of persons related to these matters generally are "caught" in the home and family context. But economic, technological, political, and social forces have resulted in changes that have increased the complexity of choice and the burden upon families to make informed choices. The family system must be supported in its role for sustaining our society.

To be fully human no one can be exempted from interdependence with other persons. Each person needs basic competencies in interpersonal skills and resource management related to home and family in order to live a satisfying life regardless of the living style chosen. With women working outside the home in paid employment, sharing of home tasks in the household is an inevitable outcome. Both men and women have been conditioned culturally to perceive homemaking as women's work. However, the competencies and attitudes necessary for homemaker roles are learned and these can and should be learned by both men and women. The increasing complexity and changing character of homemaker roles and tasks seem to require that *organized opportunities* for learning these be enhanced and expanded.

Funding for the Occupation of Homemaking

The major funds for most school programs at the present time are the responsibility of the state government. State and local funds are needed and should be used for the regular maintenance and expansion of programs. Recognizing the added cost of vocational education, states have provided supplementary funding for vocational programs including vocational home economics.

In the past, federal funds have been used to equalize the opportunities for vocational education among the states. This should be a continued goal for federal funding. However, the most important reason for federal funding is that certain national goals can be achieved best if there is federal support. National goals such as equity of entry and education for teenage parents, because of various cultural or economic histories, may not be accepted by certain states or communities. These states or communities need to be encouraged; and, therefore, federal dollars are needed to stimulate state funding. National goals related to vocational home economics programs include such social concerns as nutritional status, well being of children, equal opportunities for minorities and handicapped, and consumer rights and responsibilities.

Home economics is unique in its need for added support at the federal level. Although the Education Amendments of 1976 define work as paid and unpaid employment, in vocational education the predominant focus has been, and is, to prepare persons to earn a living. Al-

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[2] *Ibid.*

[3] Boulding, Kenneth E., "An Economist's View," *Ethics and Business* (1962), pp. 1-14.

though the occupation of homemaking is generally accepted as being essential for maintaining the family as the basic unit of society, it is more difficult to quantify the economic work of this occupation than other occupations for which vocational training is provided. Some progress is being made in public recognition of the economic contribution of homemaking, but the educational and social contributions of the home still are not given the same value among many people as those activities which lead to a specific wage, salary or profit. Homemakers have been discriminated against. It is, therefore, as much a responsibility of the federal government to provide support for this educational program as it is to provide funds for other programs designed to eliminate discrimination. One way for the nation to affirm its belief that family functions and education for family life are worthy is to continue funding consumer and homemaking education and to add incentive monies for particularly critical areas of concern.

In order for federal funds to be used to achieve national goals, some program guidance must be developed at the national level. Such guidance should be flexible enough to allow for adaptation to specific state and local needs, but there must be some assurance that the monies indeed will be used to achieve national goals.

Vocational homemaking education requires a federal-state-local partnership. The citizens of the community served by a school need to be involved in decisions related to the scope and content of the curriculum, the organization and structure of the program, the facilities to be used, and the qualifications of the teachers. However, it is difficult for local groups to assume full responsibility for these decisions because of a lack of professional expertise needed for constant evaluation and revision of programs based on new knowledge, social, economic, and political changes. State governments are being asked to assume more of the responsibility for funding local school programs and states, rather than local educational agencies, have the responsibility for setting standards for education and licensing or certifying school personnel.

The Delivery System for Homemaking Education

All persons should have the opportunity to participate in educational programs which prepare them for the roles of homemaking. This proposition suggests that such education should be provided in a number of institutions, agencies, and organizations within our society. It should be kept in mind, however, that in order to provide a continuous and regular educational program, the well-established and tested delivery systems should be used. Vocational home economics education in the public schools, including post-secondary and adult programs, is one such well-established system. School systems are the institutions in our society which still reach most people and have a continuing organized system for the delivery of an educational program. Public schools have provided and can continue to provide both specific courses and comprehensive programs for regularly enrolled students and informal education programs for youth and adults. The schools also sponsor the student organization, Future Homemakers of America (FHA/HERO), which has become a valuable vehicle for helping prepare youth for roles in homemaking and home economics-related occupations. It seems logical, therefore, to conclude that if a home economics education program is to reach all people, it must be continued through the public school system.

Society generally has viewed homemaking as female's work and home economics as a field of study for females. Male students, therefore, may not be enrolled in homemaking courses and miss the opportunities for preparation in parenting, consumer decision making and nutrition. However, when sexism is eliminated, it is possible for homemaking education courses to serve everybody. Homemaking education cannot "reach" all students when (1) facilities or number of teachers are limited, (2) the program is not truly a vocational program, but includes specific skills of interest only to a part of the school population, and (3) any group is discouraged from enrolling.

Sometimes schools have tried to provide essential homemaking abilities to all students by delegating certain aspects to "general" education courses. For example, nutrition may be assigned to health or science courses where only the science of nutrition is taught rather than the more comprehensive approach of home economics which would include the cost of alternate nutrient sources, psychological meaning of food, and the relationship of food preparation and storage to nutrition.

Federal Role

Federal vocational education funding, beginning in 1917, has assisted in developing a federal-state-local district communication system which has given continuity and stability to the home economics programs provided by schools. This structure has had some weaknesses and needs to be reviewed and updated constantly in order to assure that it is working effectively and efficiently. Discarding or dismantling the system, however, is not the way to improve it. This federal-state-local cooperative effort has enabled states to work together in research, needs assessment, and curriculum development; enabled teachers, teacher-educators, and supervisors to combine efforts for program development and improvement; and has established a network of communication which is used by other educational agencies and organizations to communicate with home economists.

PREPARATION OF TEACHERS AND LEADERS

To maintain strong programs in vocational home economics education, the teacher-educators who prepare the teachers, local and state supervisors of vocational home economics programs, and the curriculum developers for these programs must have a background of experience and training in home economics. Although team teaching of some aspects of vocational homemaking programs may use the expertise of teachers in other fields, all programs which are directed towards developing skills for the occupation of homemaking must be the responsibility of teachers with an orientation to all aspects of managing home responsibilities.

The preparation of home economics educators is vital to vocational home economics education. Certain competencies, including those in general education, specialized education, and professional education, are essential for teachers and leaders in vocational home economics education. General education competencies are based upon the supporting disciplines of physical, biological, social and behavioral sciences, the arts, and humanities. The specialization competencies are derived from all subject matter areas of home economics. The professional competencies encompass knowledge and skills of the teaching/learning process.

Those individuals preparing to teach vocational home economics education should have developed the concept that all subject matter areas of home economics are interrelated and must be meshed together. This concept is essential for those who teach the occupation of homemaking since effective programs in vocational homemaking education must consider the complete realm of maintaining homes involving the *interaction* of consumer education, nutrition, food usage, clothing, care and guidance of children, management of household tasks and finances, housing, values, and interpersonal relations. Home economists who teach wage earning courses need specialized preparation and appropriate occupational experience. There must be assurances that these programs are intelligently carried out by qualified vocational home economics educators.

Competencies Needed

Competencies in each subject matter area of home economics must be demonstrated by individuals preparing to teach vocational home economics education. Prevailing social, economic, and technological conditions in our society which affect the occupation of homemaking demand special emphases in certain aspects of subject matter. Needs and interests of special groups should be considered in determining the present and projected competencies needed by vocational home economics teachers.

It is extremely important to know what to teach as well as how to teach. There are some basic professional competencies for vocational homemaking teachers that are similar to those for all teachers. These include fulfilling professional roles, establishing interpersonal relationships, planning a total specialized program, managing a total program, providing instruction, guiding students in personal and professional development, and using appropriate evaluative procedures.

In addition to these basic professional competencies, there are additional competencies unique to vocational home economics teachers. These include the ability to:

- assess the needs of the people to be served through working with advisory committees, conducting surveys, and making home and family contacts
- comprehend the principles and philosophy of vocational education

- relate legislative program purposes to specific needs of the community
- integrate the subject matter areas of home economics as they relate to the occupation of homemaking
- demonstrate essential skills required by the occupation of homemaking or for specific occupations related to home economics
- direct out-of-class experiences for individual students that relate to appropriate aspects of the occupation
- integrate the activities of FHA/HERO with the total vocational home economics program to achieve the overall objectives.

Responsibility for Professional Development

The United States Office of Education, state education agencies, colleges and universities, and professional organizations all have a role in the professional preparation and continuing development of home economics educators. The Education Program Specialist for Vocational Home Economics Education in the U.S.O.E. can help provide leadership in professional development through national and regional meetings that focus upon trends and issues inherent to teacher education. U.S.O.E. can also help provide consistency by establishing national goals for the programs.

State education agencies have been given the responsibility for establishing and maintaining standards and certification for teachers. These agencies insure that certification for vocational home economics teachers respond to state needs and state and national legislative purposes. Leadership for in-service education of teachers also is assumed by the state education agency in cooperation with colleges and universities. Local and state supervisors of vocational home economics also must have input into planning and assessing teacher education programs. Therefore, it is imperative for these administrators to have an educational background and experience in home economics.

Four-year institutions of higher education should continue to provide pre-service education for vocational home economics teachers. It is the responsibility of colleges and universities preparing these teachers to employ teacher educators who have a background of experience and training in home economics since this is the field of study which provides the expertise needed for vocational home economics programs. Not only should comprehensive education in each subject matter area be provided in pre-service education, but the concept of the interrelatedness of all home economics subject matter should be emphasized. While specialization is necessary for the teacher of home economics-related occupations, the curriculum of vocational homemaking teachers must remain comprehensive and interrelated.

Professional organizations serve to keep members up to date in basic professional competencies. Professional organizations provide opportunities for members to assume leadership in the implementation of legislative purposes of vocational home economics as well as the interpretation of the program to the public.

The Coalition has been charged with the responsibility of coordinating the efforts for vocational home economics education for the AHEA, AVA, and HEEA. These organizations must be in accord with each other to project a united position to policy makers at local, state, and national levels. Such unity can have a far reaching effect upon outstanding, innovative vocational home economics education programs throughout the nation.

Barbara Ann Ware
Instructional Facilitator
Occupational Education
(Homemaking Education)
Dallas Independent School
District, Dallas, Texas

VOCATIONAL HOME ECONOMICS: PREPARATION FOR WORK AS A BASIC

What is basic education? In the early years of this country parents wanted the schools to teach their children to read, write, and figure. They took care of the job training and career education. Today, parents want the schools to take over this job, too.

So, it is basic education for the schools to be involved in preparing students to enter the world of work. But, that means more than paid employment. Many young people enter the occupation of homemaking and other unpaid employment. The volunteer labor force in this country keeps some very important activities going.

Through the vocational home economics education program in the Dallas Independent School District we seek to satisfy the needs of workers for paid and unpaid employment. Vocational home economics education is a five spoke wheel. We believe that it takes the five components to keep it moving along for all students. These spokes are the comprehensive homemaking program, the cooperative education (HECE), pre-employment laboratory education (PELE), coordinated vocational academic education (CVAE) and vocational education for the handicapped (VEH).

The comprehensive vocational homemaking program provides courses for students in grades 9 through 12. It includes three years of comprehensive homemaking including child development/family relationships, foods and nutrition/consumer education/home management, and clothing and textiles/housing and home furnishings. Specialized courses are also offered in home management (one quarter), home furnishings (one quarter), family living (two or three quarters), child development (one quarter), consumer education (two quarters) and home nursing (one quarter). A complete course outline is found in the *Conceptual Framework for Homemaking Education in Texas* available from the Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409. This is the framework developed by the Texas Education Agency for use by all home economics teachers in Texas who are preparing students for "useful" work, i.e., homemaking.

The four programs which prepare students for paid employment are the HECE (Home Economics Cooperative Education), PELE, CVAE—Home and Community Services and VEH—Home and Community Services. The term we use to describe these programs in Texas is "gainful" home economics.

Home Economics Cooperative Education

HECE involves on-the-job training with related classroom instruction in one or more home economics related areas. Classroom instruction is in the areas of child development, human relations, clothing and textiles, food and nutrition, home and institutional management, home furnishings and equipment and consumer education as they relate to specific occupations.

High school juniors and seniors are eligible to enroll in the program. Acceptance is based on the student's training objectives, aptitude, interest, need, physical and mental competence and other qualifications that may be essential to successful employment. Students earn three credits each quarter and must be enrolled for three consecutive quarters of classroom instruction and supervised work experience. (Most other courses give one quarter credit per quarter.) A student may continue in the HECE program for a maximum of two years.

The HECE program in each school is individually planned. Classroom work and activities at the training station are based on student needs for entry level and advancement skills in that occupation and the total world of work.

It is with the cooperation of Dallas area businesses and industries that HECE students are employed in their respective training stations. Students work for beginning on-the-job training wages for a minimum of 15 hours per school week with supervision by employers and the teacher/coordinator.

ASPECTS OF THE HOMEMAKING EDUCATION PROGRAM
Dallas Independent School District, Dallas, Texas

Personal Living
7th Grade

Exploring Careers
7th Grade
8th Grade

Comprehensive Program
Homemaking 7th and 8th Grades
Homemaking I, II, III (9-12th Grades)

Quarter Courses
Consumer Education, Family Living
Home Management, Home Furnishings
Child Development, Home Nursing

PELE
(Pre-Employment Laboratory Education)
10-12th Grades
Child Care, Fashion Design
Interior Design, Power Machines
Food Service, Hospitality

HECE
(Home Economics Cooperative Education)
11-12th Grades

CVAE
(Coordinated Vocational Academic Education)
Home and Community Services

VEH
(Vocational Education for the Handicapped)
Home and Community Services

Alternative Programs
Homemaking Residence—L. G. Pinkston High School
Metropolitan Alternative School
Metro-Special

EDUCATIONAL PURPOSES

- Prepare for responsible and successful roles in home and community life
- Receive basic training for wage earning occupations involving knowledge and skills in home economics subject matter areas
- Prepare for the dual role of homemaker-employed person
- Receive background knowledge necessary for college and other advanced training
- Participate in activities for leadership development through Future Homemakers of America

Home and Family Life
for Adults

HECE students work in jobs related to:
- care and guidance of children
- clothing management, production and services
- food management, production and services
- home furnishings, equipment and supplies
- institutional and home management and supportive services

Pre-employment Laboratory Education

Occupations related to home economics are the focus of the Home Economics Pre-employment Laboratory Education (PELE) programs. PELE provides technical instruction and practical experiences in a laboratory setting similar to that found in business and industry. High school sophomores, juniors and seniors are eligible to enter the program. Their acceptance, as in the HECE program, is based on their career objectives, interests, aptitudes, physical and mental competency and other qualifications essential to successful employment in that specific field.

Students participate in a Home Economics PELE class/laboratory 2 to 3 hours per day. The remainder of the day is spent in other courses necessary for high school graduation. While these programs are not offered in every high school in Dallas, students have the opportunity to attend a school which offers a PELE program as part-time students.

Dallas offers PELE programs (also called clusters) in child related occupations, the world of fashion, food services and management, hotel/motel services, and interior design.

Child Related Occupations. Four high schools offer students the opportunity for developing skills, attitudes and behaviors necessary to enter careers in child related professions. It recognizes the need for efficient and qualified caregivers, but also prepares them for the important role of responsible parenting. Students participate in classroom study and work with

Child related professions students work in on-site nursery schools actually teaching 3- and 4-year-olds.

The world of fashion prepares students to enter the industry through the avenues of design, pattern making, apparel assembly, merchandising and related fields.

The world of fashion students run their own boutique with the garments they designed and assembled.

children either in an on-site nursery school or in nursery schools and kindergartens within the community.

The World of Fashion. Two high schools offer a cluster consisting of three components: Fashion Design and Pattern Drafting, Fashion Apparel Assembly, and Fashion Merchandising. Fashion Design and Pattern Drafting begins with design forecasting and ends with readying cut pieces for the assembly process. Students apply the history of costume, tools of the trade, principles of composition, elements and principles of design in creating their fashion sketches. Each student designs a complete line for a manufacturer, and then constructs the pattern for each item in the line. Working as a company, students complete a line of clothes to the pattern cutting stage. Individually, students also complete their own creations.

Fashion Apparel Assembly students are involved in the technology of the apparel industry. They learn industrial sewing techniques and quality control. They assume supervisory positions, set up assembly lines and production flow charts using piece rates, and do motion studies on operations. They completely assemble a line of garments and individually assemble projects for themselves.

In Fashion Merchandising students are taught concepts and principles involved in garment merchandising. They learn to make and post sales, control inventory and prepare financial statements. They stage fashion shows and special events, and develop advertising campaigns. The students operate a boutique and use the garments designed and manufactured in the other fashion oriented pre-employment programs.

Food Services and Management. Two high schools have a program to prepare students to enter the food service industry. Students actually prepare, serve and sell finished products. The course covers basic skills, sanitation, safety, weights and measures. In the second year, students learn tasks associated with each cooking station: vegetable cook, baking, meat cook, soup and sauce cook, steward and manager. These experiences are handled in an on-site restaurant or a local school lunchroom. The students also are involved in special catering services.

Hotel/Motel Services. In order to learn about opportunities in the hospitality industry for young people, students in one high school have first hand experience working in a downtown hotel. The course deals with the various areas of the hotel; front desk, reservations, housekeeping, laundry, and kitchen. Students advance to various other positions in catering, sales, auditing and other areas, seeing the broad spectrum of the hotel/motel industry.

Interior Design. One high school has a program which applies art to real design problems. Students begin with blueprint reading, drawing, drafting, space planning and study of period style. They progress to simulated and actual job experience in residential or commercial interior design application. Additionally, the study of business and professional practices is stressed.

All of the pre-employment programs have simulated experiences for the students. They also involve students during the second year in non-paid internships of varying lengths in local businesses. A student entering a pre-employment program as a sophomore and remaining for the two years is encouraged to enroll in the HECE program as a senior and be placed in a job related to the PELE course.

Food service students work in simulated laboratory/ restaurant using the equipment found in the industry.

Interior design students plan residential and commercial interiors.

In one high school, ninth grade students who have indicated an interest in one of the home economics clusters participate in a pre-cluster orientation class for three quarters. In this course the students investigate all of the home economics related occupations. This course helps the students to decide in which particular PELE course they have interest.

CVAE—Home and Community Services

Coordinated Vocational Academic Education (CVAE) for Home and Community Services is a pre-employment laboratory program for students with limited academic ability. Its purpose is to help the socially, economically and educationally disadvantaged students upgrade their academic skills while being involved in learning a home economics related occupation.

The program includes modified instruction in math, science, English and social studies combined with a salable home economics vocational skill. The dual approach helps students to reach their employment potential in a shorter time.

Under the state guidelines there are several formats that this program may take. In Dallas, the only CVAE—Home and Community Service program we have is at our High School for Health Professions. The program includes instruction in food service, clothing laundering and repair, furnishings and housekeeping management focused on the role of the health support personnel in hospitals, nursing homes and other health care facilities.

Classroom facilities and equipment are comparable to that found in the industry. Students in this program use commercial cooking equipment, hospital beds and other patient equipment, commercial as well as home sewing machines, and laundering equipment.

Because of the characteristics of the students involved and the necessity for the teacher to have close contact with the students, the classes are limited to 15 students. Students are in class two periods per day and receive six quarter credits per year.

Course content includes:

- orientation to food service, clothing/laundering, housekeeping and health support team jobs
- major equipment for commercial food production
- small equipment for commercial food production
- serving equipment and cleaning equipment
- sanitation
- safety
- dietetics
- receiving, storing, issuing
- food production
- customer service techniques
- sewing tools and equipment
- basic sewing skills
- alteration and repair
- laundering and dry cleaning
- housekeeping skills
- sterilization and sanitation of patient rooms

VEH—Home and Community Services

Vocational Education for the Handicapped—Home and Community Services is designed for the student with exceptional handicaps who cannot succeed in regular vocational programs. Only students eligible for special education are eligible for home economics VEH.

The purpose of the program is for the student to become gainfully employable in a home economics related occupation. The Home and Community Service program includes instruction in food service, clothing service, laundry service and housekeeping management. Students may be involved in learning such skills as dishwashing, food line serving, baking, cooking, clothing construction, repairing, altering, cleaning, storing, housekeeping, mopping floors, hanging draperies, cleaning rooms and cleaning rugs, scrubbing and waxing floors, and operating automatic washers and dryers.

At one high school in Dallas we have a VEH—Home and Community Service program which is designed especially for the deaf. The students operate their own laundry and clothing repair service taking in garments from faculty members and students. Later during the year they operate a restaurant and catering business.

In our Multiple Career Magnet Center, students with all types of handicapping conditions are involved in VEH—Home and Community Service. This magnet school is located in a former elementary school. The lunchroom from that school is part of the laboratory setting for the VEH students.

The students attend the VEH class for two consecutive periods a day. During the school year they operate a food service program, laundry, clothing construction and repair service and are involved in housekeeping management skills. Students who successfully complete the program during the first year are recommended for placement in entry level jobs. If students are unable to perform successfully they may return to the program for additional training.

Students are assigned to the Multiple Career Magnet Center (MCMC) or the Dallas School for the Deaf only by referral of the local Admission, Review, and Dismissal Committee (ARD). The ARD committee is made up of special education teachers, vocational teacher, vocational counselor, academic counselor, vocational supervisor, and the student's parents. Students attend the MCMC for half a day, and are mainstreamed into other classes at their home school for the remainder of the day. The Dallas County School for the Deaf is physically within a regular high school. Students there may have their other classes totally within the facilities of the School for the Deaf or they may be mainstreamed into the other classes of the high school depending on the severity of their handicap.

Magnet Schools

Three years ago Dallas Independent School District established the magnet school concept. These schools center on one broad career area linking together related career fields. We have home economics related careers in the Human Services Magnet (Child Related Professions), Health Magnet (CVAE—Home and Community Services) and Multiple Careers Magnet Center (VEH—Home and Community Services).

In addition, at the Business and Management Center, we have a home economics program which deals with personal and consumer issues related to the business/office world. It utilizes the content found in the homemaking program to focus on personal development, values, relationships, grooming, consumerism, money management, decision making, attitudes, personal esteem, budgeting, banking, credit, job seeking and other consumer life skills. These courses are a requirement for all the students in the Office Careers cluster. Students take one course as sophomores and a second course as juniors or seniors.

Job Placement

Students are placed on HECE training stations through the efforts of the HECE teacher/coordinator. This teacher maintains relationships with home economics related employers within the area of the school and throughout Dallas. While the teacher tries to maintain certain jobs as training stations, at times employers hire some students full time upon graduation.

The teacher and students work together to identify the type of home economics related job in which a particular student has interest. Students practice job interviewing and application techniques before applying for a job. The employer makes the final selection about which student best fills the need of the business.

After graduation, HECE students may remain on the jobs where they are working, or, using the skills they developed in class and the contacts they made on the job, look for other employment. Often a teacher/coordinator knows of a job vacancy and recommends a graduating student for it.

The PELE students who are graduating seniors may look for employment with the businesses where they served unpaid internships. Advisory committee members from the business community are often helpful in recommending job placement for PELE students. Many of these students, however, go on to advanced training or college. A large number of students enrolled in child related programs go on to major in child development or early childhood education in college.

Of the HECE students who graduated in 1978, 53 percent are working in a job for which they were trained or in a related occupation. Twenty-one percent are in college or post-secondary training. Of the PELE students, 16 percent are working in a home economics related occupation, and 38 percent are in college or post-secondary training.

An advantage of getting students employed is the contact that teachers make with businesses through the training stations, associations such as the Texas Restaurant Association, and the local school advisory committees. These local advisory committees can have a great impact on employment if the members are the decision-makers in a business. Getting the decision-makers involved and committed to the program is a key.

Summary

The advantage of an urban school district is that it can provide an opportunity for every student to acquire education for a place in the job market. Vocational home economics education is doing its part to respond to the demand for employees in paid employment areas such as food service, clothing related industry and businesses, child care services, interior design, and the hotel/motel industry. It also provides an opportunity for every student to prepare for the occupation of homemaker.

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The theme for the next volume of ILLINOIS TEACHER is

REDEFINITIONS AND REVALUATIONS

We'd like your input on:

- What needs redefining?
- What needs to be re-prioritized?
- Whom should we invite to submit articles? On what subjects?
- What do YOU have to share?

The theme came to us as a result of the thinking stimulated by the conferences on "Home Economics Defined" as well as some of our own musings, but we do not intend to limit our explorations to the redefinition of the field and the profession as a whole. Do we need to redefine the family? The purposes of high school home economics? The role of home economics in preparation for employability? The preparation—pre-service and in-service—that a home economics teacher needs? The role of home economics in adult education?

You tell us! We'll be looking for a letter.

—*The Editor*

WHAT IS BASIC?

A RATIONALE FOR CURRICULUM DECISION MAKING

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What can home economics in the school setting contribute to efforts to provide "the basics" to students? The answer lies, in part, in looking at what is meant by the term basic and subsequently at assumptions held regarding home economics.

Assumptions Regarding Basic

Basic education is considered by many to be a program that results in a student's proficiency in reading, writing, and arithmetic. A move to include study of the arts as a basic is a recent endeavor to expand the meaning of this term.[1] A common thread in current definitions of basic is the notion of what is fundamental or what is essential to the student.

If we examine what is fundamental or essential for students, we conclude that the preparation for work is definitely a basic, a fundamental, an essential in our society. Therefore, vocational education which has as its broad goal the preparation of individuals for their work roles in society is a basic. Home economics, as a part of vocational education, has an important role in the delivery of this basic. We not only provide a job focus component which prepares people for those jobs which have roots in the traditional tasks of the family, but also a family focus which prepares people for the work of the family. While our job focus component may be basic to a specific population, our family focused component is basic to all students.

It follows, then, that home economics educators must examine their assumptions regarding the subject of home economics to determine what is basic. For it is only as curriculum/student-teacher interaction is built on examined assumptions that are themselves consistent with one another that a legitimate claim can be made for a definition of basic education that may be more than the commonly held conceptualization. Home economics educators in Wisconsin are involved in just such an effort as they work on a K-12 Family Focus curriculum revision project.

In answering the question What does home economics contribute to providing the basics to students? one would examine assumptions held regarding education. One assumption that the Wisconsin group has accepted is that it is a concern for the development of thinking processes that is basic to education. Surely there is no argument that reading, writing, and computation skills contribute to this endeavor or that home economics educators must participate in efforts to provide opportunities for students to gain proficiency in these skills. While the use of intellectual processes is necessary for a student's mastery of subject matter, it is the student's use of them in the making of judgments regarding the problems families face that is of interest to home economics educators.

A further answer to the question of home economics providing the basics is found in looking at home economics. The assumption here is that it is a concern for the improvement of quality of life with emphasis on family that is basic to home economics. The family is the primary producer of human capital, for it is the family that is of paramount importance in the actualization of human potential. It is in the family, to a great extent, that basic needs are met, attitudes and communication styles are learned, patterns of response to environmental conditions are generated, and ways of thinking, reasoning, and acting are developed. It is, therefore, the quality of life within the family that determines the humanness of spirit and personality. It is, then, the work of the family to create the conditions in the family and in society that will create and sustain the optimum development of family members. The responsibility of family members is to carry out this work in both intellectually and ethically defensible ways in the interest of their family and all families.

The Wisconsin Home Economics Conceptual Guide Council is actively involved in the development of the ideas described in this article and in the curriculum change project taking place in Wisconsin. Acknowledgement is also given to Dena G. Stoner, former Special Projects Director, for her work in this endeavor.

Implications of Conceptualization of Basic

Given these views of education and home economics, the home economics classroom must be a place where students have the opportunity to develop competence in the work of the

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[1] "Arts Vital for Pupils, Boyer Says," *Milwaukee Journal*, Latest One Edition, September 14,1978.

family. Students then would need to have the capability to make intellectually and ethically defensible judgments regarding family goals and to carry them out in intellectually and ethically defensible actions. In order to develop this competence students must have opportunities to search out information regarding the work of the family, evaluate the source and relevance of this information, and critically examine the cultural, historical, and consequential meaning of this information to them, their family, and to all families. Students must have experiences that allow them to develop the skills necessary in order to critically and reflectively examine a desired goal to determine whether it is in the interest of family in both a personal and generalized sense and to determine an ethical means to achieve this goal. In addition students must have experiences that provide the opportunity to develop the skills necessary to act on these judgments. Necessary, then, are opportunities for students to gain theoretical, technical, and critical knowledge, none of which alone is sufficient for competence in the work of the family.

Inherent in this conceptualization of the work of the family and of the student developing competence in this work is the assumption that family members are active, autonomous thinkers who are capable of acting by choice. Family members are thought of as people who act to solve perennial family problems not out of habit or because of the domination or manipulation of others but as a result of reflective thought based on truthful and ethical considerations. Another assumption is that society and its standards and conditions are created by human beings; thus, human beings can change such standards and conditions. Family members are capable of both influencing their environment and being influenced by it. Societal norms and circumstances must be examined for the degree to which they support or hinder the family in its work.

The merger of each of these assumptions regarding home economics and education with the effect of the interaction of them results in the idea that an aim of home economics education is the capability to use what is learned in intellectually and ethically defensible ways in problem solving and action regarding the work of the family. Knowledge that is compartmentalized at only a theoretical or technical level is of little value in the solution of problems and may, in fact, produce consequences much to the detriment of the desired end. The blending of both, however, with action increases exponentially the value of the knowledge to the learner and consequently to society.[2]

Consideration of these beliefs has resulted in the assertion that preparation for work is a basic and that the building of competence in the work of the family is a legitimate role for home economics within vocational education.

Curriculum Decisions

Decisions regarding curriculum content in the Wisconsin Family Focus project are based on these assumptions regarding education, home economics, and the nature of the term basic. Consequently, curriculum content becomes the study of the role family plays in the creation of free people, people who are capable of acting by choice. Content becomes, too, the study of the family and societal conditions which build and develop persons who are aware, active, and reflective in their thinking and action; of the sources of those conditions; and of how change can be created in undesirable conditions. Content becomes the study of the meanings that are attached to physical objects, experiences, and relationships; of how those meanings came to be; and of what effects those meanings have for behavior. As a result of studying meanings, content becomes the study of ways of thinking, of how they came to be, and of what might be a more defensible way of thinking. Thirdly, content becomes the study of the goals that the family has for itself and that various groups hold for the family. In addition, content becomes the study of the value orientations and social conditions that led to the formation of those goals, the human consequences of those goals, and the value orientation and social conditions that may lead to changing those goals. Lastly content becomes the study of the justification of both the goal and the means to the achievement of those goals in ways that help the family accomplish its work. Curriculum content thus becomes a merger of subject matter and intellectual skills with the prime concern being the student's use of them as s/he makes judgments

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[2]Further discussion of these points and of assumptions affecting curriculum is available in Marjorie M. Brown, *A Conceptual Scheme and Decision-Rules for the Selection and Organization of Home Economics Curriculum Content*, in press at the Wisconsin Department of Public Instruction, Madison, Wisconsin. It is this manuscript that has provided much of the background for the ideas presented here.

concerning action.[3] A curriculum system that operationalizes these assumptions and beliefs for students through activity intensive experiences is the aim of the Wisconsin curriculum revision project.

The fundamental guideline for this work is the position that it is basic to the education of all students that they have the capability to make intellectually and ethically defensible judgments and to act in intellectually and ethically defensible ways regarding the family in its work as it creates the conditions in family and society that promote the optimum development of family members in order that they, in turn, continue the work of the family. Competence in the work of the family is a basic!

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[3]Additional comment on these ideas regarding curriculum content is found in Marjorie M. Brown, *A Conceptual Scheme and Decision-Rules for the Selection and Organization of Home Economics Curriclum Content,* in press at the Wisconsin Department of Public Instruction, Madison, Wisconsin. This work has been used as a resource in the development of these ideas regarding curriculum content.

CAREER DEVELOPMENT AND GUIDANCE: THE TEACHER'S ROLE

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Career guidance is essential for all students in today's society. There is little doubt that students will have numerous career opportunities open to them. When compared with the present work force, they are likely to live longer, work longer, and are to be involved in more careers over their life span. As society becomes more complex, our educational system must accept an increasing responsibility to assist students in recognizing their own potential for pursuing various career fields and understanding the magnitude of career options.

Interactions with college students, and other adults who are concerned about career decisions, often reveal that career guidance provided to them during their formative years was insufficient. Their comments indicate that information received during elementary and secondary school years was somehow inadequate. It becomes apparent that a concerted systematic effort to foster career development is needed at each stage of the educational experience.

While in most instances school counselors are viewed as the persons with primary responsibility for career guidance, a more viable approach is one which utilizes the guidance potential of the entire school and community. This approach includes a cooperative effort between counselors, teachers, parents, and various resources outside of the school setting. Counselors most often coordinate career guidance in the schools, but teachers spend the most time with students and should, therefore, play an integral part in fostering career development. With this observation in mind, this paper will: (a) provide a career development model which teachers can use in structuring activities; (b) discuss several important variables which students must consider if they are to make wise career decisions; and (c) describe a number of methods that can be used by teachers to enhance career development and provide career guidance.

Career Development

A career is no longer defined in terms of one occupation but rather encompasses the sequence of occupations, jobs and positions occupied during the course of a person's working life.[1] With increased longevity, and the need to plan for multiple life roles, the definition of career has now been extended to include experiences both prior to and during the work life, as well as the different roles older adults assume during retirement.

Most vocational theorists view choosing a career as a process rather than an event, since career goals, attitudes, decisions, actions, and outcomes are the result of previous processes, events and decisions.[2] These goals are determined, in part, by such factors as family and peer values, social expectations, economic considerations, evaluations of self and society, previous opportunities to explore and develop interests and abilities, and the accessibility of various educational and vocational opportunities.

Donald Super, a notable proponent of a developmental career theory, introduced a paradigm in the early 1950's.[3] This model is a viable one for educators who hope to intervene positively at each level of a student's development. It is Super's view that career development is basically a process of developing and implementing a self-concept. By drawing parallels between the psychological life stages originally presented by Buehler and the concept of developmental tasks put forth by Havighurst,[4] both earlier pioneers of developmental theory, Super introduced career developmental stages and emphasized the importance of providing specific experiences at each stage.[5]

The author is indebted to Frances Edwards for her comments and suggestions on an earlier draft of this paper.

[1] D. E. Super, "The Broader Context of Career Development and Vocational Guidance American Trends in World Perspective," in *Vocational Guidance and Human Development*, ed. by Herr L. Edwin (Boston: Houghton Mifflin Company, 1974), p. 72.

[2] N. C. Gysbers and E. J. Moore, "Career Guidance: Program Content and Staff Responsibilities," *American Vocation Journal*, 47 (1972), 60-62.

[3] D. E. Super, "A Theory of Vocational Development," *American Psychologist* (May 1953), 185-87.

[4] J. P. Jordan, "Life Stages as Organizing Modes of Career Development," in *Vocational Guidance and Human Development*, ed. by Edwin Herr (Boston: Houghton Mifflin Company, 1974), p. 265.

[5] Adapted from D. E. Super, *The Psychology of Careers* (New York: Harper and Row, 1957), p. 196.

A Career Development Model

Stage	Period	Career Developmental Tasks
I. Growth Stage	Childhood and adolescence (Elementary School)	Developing an awareness of self and the world of work through home, community and school; identifying with role models
II. Exploration Stage		
(a) Tentative	Early and middle adolescence (Junior High School)	1. Developing self understanding. 2. Assessing abilities, interests and skills. 3. Clarifying values. 4. Trying out different roles. 5. Identifying general areas of interest.
(b) Transition	Late adolescence and early adulthood (High School)	1. Specify a vocational preference (a) Increasing competence (b) Examining career alternatives (c) Crystallizing interests preference
(c) Trial	Early Adulthood	Implementing a vocational preference
III. Establishment (Trial with commitment)	Early and middle adulthood	Securing a permanent position
IV. Maintenance	Middle adulthood	Further implementing of career goals.
V. Decline	Late adulthood	Choosing alternative careers or other activities during the years of retirement; maintaining positive self-concept.

Adapted from Super, 1957.

Variables in Career Development

During the growth stage (elementary school years) children begin to develop an awareness both of themselves and the world of work. They begin to form general perceptions of themselves and of their capabilities, and they begin to identify with adult figures directly and vicariously through various experiences. Some primary objectives of career guidance may be to:

1. Involve students in activities to facilitate an awareness of self.
2. Help students formulate positive self-concepts.
3. Orient students to occupations and the role of work in society.
4. Solicit support and participation of parents in providing activities to foster awareness of self and careers.

When students enter the exploration stage, generally during early adolescence, they need to acquire skills in decision making because they will begin to select specific academic courses which, in turn, provide the foundation for future educational experiences. Although exploration can occur at any time, it is most prevalent during the adolescent and young adult years. Because the ability to make appropriate decisions at this time is crucial, students need to become involved in activities that relate their concept of self to career selection. Such activities need to help them clarify values, relate these values to interests and capabilities, and assess specific aptitudes, skills and interests. While standardized test data may be helpful in providing students with tangible evidence about their abilities and interests, other less formal activities are also desirable. One technique, the use of interest measures, will be discussed because there is great potential for misuse.

Individual interests are of prime importance in career decision making. Interest patterns generally begin to stabilize during the exploration stage. Student interests can be expressed through overt behaviors, by verbal comments, and through interest measures. When an interest measure inventory is used as a part of the career guidance function, counselors generally assist students in interpreting the results. Teachers, too, may wish to use this type of measure in guidance activities. The following are major considerations if interests measures are to be used:

1. Interest inventories are *not* predictors of grades or success in a chosen field but they do predict the tendency to persist in an occupation and in a number of instances, to be satisfied with it.
2. The ability of these measures to predict reliably is dependent upon the degree of similarity between the students in question and the group on which the interest measure

was standardized. Such differences as cultural/economic background, sex, and age of students may alter overall effectiveness.

3. Interest patterns are relatively unstable for children and do not begin to crystallize before the tenth or eleventh grades, or sometimes later depending on the individuals involved.
4. Interest patterns may change for some persons even in the adult years, as evidenced by the number of career shifts observed today. A more important use of interest inventories may be to introduce high school students to the range of possible occupations. This exposure can stimulate interests and encourage students to consider other options as they consider career alternatives.

In addition to self-knowledge, students must integrate other types of information into the career decision-making process. Norris, Zeran and Hatch[6] have identified three major categories in which useful information can be grouped:

1. Occupational information: Usable data about positions, jobs and occupations including duties, requirements for entrance, conditions of work and sources for further information.
2. Educational information: Data about all types of educational or training opportunities and requirements.
3. Social information: Information of the human and physical environment which bear on personal and interpersonal relations.

Students need to become skilled in three areas: (1) the ability to assess self in terms of such variables as values, abilities, aptitudes, and interests, as they relate to career and education preferences and aspirations; (2) the ability to obtain information about educational and occupational alternatives; and (3) the ability to employ appropriate strategies for processing this information and incorporating it into personal goals, plans, and action.

The Role of the Teacher

Teachers who understand the needs of students can provide activities to facilitate career development and foster career decision making. "Career guidance is the process of helping persons to develop and accept an integrated and adequate picture of themselves and of their role in the world of work, to test this concept against reality and to convert it into a reality with satisfaction to themselves and benefit to society."[7]

The following are suggestions that teachers may use to assist their students:

1. It is apparent that people develop concepts of self, their perceptions of worth or lack of it from other people. They incorporate belief systems about alternatives, the worth of personal planning and other aspects implicit in career development to the degree that these aspects are reinforced by people from whom they seek feedback, i.e., teachers, counselors, administrators and parents. Teachers can provide positive feedback to facilitate the career development process.
2. An assessment of self is crucial as it relates to choices that students will eventually make. Teachers can incorporate into classroom experiences, activities which encourage value clarification, assessment of abilities, skills, and interests and introduce role models with whom students can relate. Some of this can be accomplished through activities which encourage students to answer such questions as "Who am I? What do I value? What are my strengths and weaknesses? What do I want out of life? What can I contribute to the lives of others?
3. It is important to help students see the relationship between current educational activities and future educational and work opportunities. Students need to understand how the courses they select can enhance their future educational and career options. Teachers can stress this concept in every course they teach.
4. The choice of careers frequently influences such factors as social roles, life style, and economic status of individuals. Students must be able to associate these factors with their personal value system and understand how their own career choices will affect other life roles which they may assume.
5. Teachers and counselors, through cooperative efforts, can insure that each student has some opportunity to discover the career options that may be open to her/him.

[6] W. Norris, F. Zeran, and R. Hatch, *The Information Service in Guidance: Occupational, Educational, Social* (3rd ed.; Chicago: Rand McNally and Company, 1966).

[7] D. E. Super, "Vocational Adjustment: Implementing of Self," *Occupations*, XXX (November 1951), p. 92.

While teachers cannot be expected to be experts on all occupations, they can assist students in obtaining information. While at first glance, providing career information may appear to be a simple task, a variety of sources should be explored. For example, directing a student to a publication such as the "Occupational Outlook Handbook" may suffice in some instances; however, other activities such as field trips, work experiences, and interviews with individuals in various careers can further enhance students' knowledge of the fields. Students' use of information in making decisions is highly personalized, and Hollis and Hollis[8] maintain, that "the more information is individualized, the better the individual can understand and integrate information through both cognitive and affective processes." This view supports the concept that various approaches may be used to disseminate information and that the method(s) chosen will depend on the needs of students. Some of the most common methods of disseminating information are through: (a) printed materials; (b) other media approaches such as bulletin boards, audio-visual materials, exhibits; (c) formal groups like career days or panels in classes which stress the career implications of that subject matter; (d) interviews with employed persons; (e) simulations, such as games and role playing; (f) field trips; (g) formal curriculum approaches incorporating career units within existing courses of study; and (h) vocational courses.

6. Teachers can be helpful by introducing role models at basically all stages of a student's development. The sex, racial/ethnic group membership and socioeconomic status of each student must be considered since it is essential that students observe individuals like themselves in all occupational fields. Students who seldom see others like themselves in certain occupations may conclude that such careers are inappropriate. An examination of course materials to insure diversity is highly desirable.
7. Horror stories are often heard of how successful people were discouraged from pursuing their chosen careers. Teachers and counselors must provide information not only in terms of probabilities but must also be concerned with possibilities. A career area should not be totally ruled out for any student. Teachers must realize that the ultimate decision rests with the student and if s/he understands her/himself, s/he can be expected to make realistic choices.
8. The importance of recognizing and planning for multiple life roles is a major aspect of career development. Helping students to associate career decisions with roles they will assume in work, leisure, family, and community settings is obviously needed. An activity such as "role stripping" where students rank by priority the roles they hope to assume in future years can be helpful.
9. Teachers should utilize community resources in their efforts to enhance career development of their students. Employees and employers from the community can be invited to participate in class activities when appropriate. For example, a unit on energy conservation or consumer management may well include presentations from individuals who are employed in these fields.
10. Research tends to indicate that individuals who perceive support for the career goals in the attitudes of others and from the total environment will aspire to higher career levels.[9] Teachers can assist students by providing the type of psychological support that is needed.
11. Lastly, when students begin to understand the relationship between educational experiences, career alternatives, and the contributions they will eventually make to themselves and to society, they can make wise career decisions. Teachers who support the development of this level of understanding do, indeed, provide career guidance for their students.

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[8]J. Hollis and L. Hollis, *Personalizing Information Process* (New York: Macmillan), 1969.

[9]Helen Farmer, "Career Counseling Implications for the Lower Social Class and Women," *Personnel and Guidance Journal*, 56 (8) (1978), 467-471.

VOCATIONAL HOME ECONOMICS EDUCATION CLASSES AS NON-PROFIT BUSINESSES

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Have you tried managing your vocational home economics classes by the entrepreneur system? Do you have a budget problem for your department or for one or more classes? Would your students benefit from more learning experiences similar to the real business world using equipment similar to that found in places of related employment and are you looking for a way of purchasing some of this type of additional equipment? Are your students in skill development classes having adequate experiences related to the profit making aspect of businesses? Would you like to see your students develop more competencies which they will actually use after becoming employed and have increased motivation and interest in some of their current courses? Do you have any students needing additional learning experiences in cost control, management techniques, or other aspects of business?

If any of the above apply to your department and students, you might like to consider revising the operation of one or more of your vocational home economics classes utilizing the entrepreneur system of operating the class as a non-profit business.

The Illinois School Code, Section 10.23.3a, was amended by Senate Bill 219, adopted April 30, 1971, to make it possible for any vocational class to sell their products and services. This section of the School Code reads as follows:

> Conduct of business for vocational training. To independently operate or cooperate with existing companies in the operation of a business or businesses for the sole purpose of providing training for students in vocational education programs. Any proceeds from said operation shall be applied towards the costs of establishing and maintaining these businesses. Regarding businesses with which the school board cooperates in operating for vocational training purposes, the school board shall receive a semi-annual account from each cooperating company of all costs and proceeds attributable to the student business-training program. Should the proceeds ever exceed the establishment and maintenance costs, then the excess shall only be directed toward expanding business-operation training in vocational education programs.

How Does a Teacher Plan and Implement Classes as Non-profit Businesses?

There are several activities that should be undertaken before the actual implementation of such an operation. Some suggestions for a successful undertaking are:

1. Involve your advisory committee in identifying job competencies for each program area, if this has not already been accomplished.
2. Update and revise your measurable objectives, if needed, so that they are based on the identified job competencies for the program area. This is needed to assist you in clearly justifying the advantages and possibilities for improved learning experiences for students as well as assisting in providing the students with the appropriate learning experiences related to today's business world.
3. Discuss your program objectives and suggested plans for utilizing this instructional method with your administration before proceeding.
4. Involve your advisory committee again at this point to aid in avoiding any competition with local businesses, to assist in advice on prices for products and services, to help with a public relations and advertising program, and other ways that will assist in meeting your needs.
5. Develop plans for the class members to be involved as part of the non-profit business. Remember that plans are tentative at this stage.
6. Seek final approval of plans with your administration and Board of Education.
7. Arrange for classes to be scheduled at a time that will be conducive to encouraging cooperation with the type of activities conducted, i.e.:
    - Advanced skill development foodservice classes before or immediately following a lunch period so that the classes can combine lunch period with the class period on days when guests are served.

- Professional sewing classes a period convenient for community people to come to the school with projects.
- Child care laboratory classes at a time suitable for three and four year olds to participate in planned activities.
- Homemakers' assistant class the last period in the day so that the students can utilize the class period plus some additional time after school as needed to accomplish the services being provided.

8. Set up a record-keeping system of all costs and all income. If needed, seek the assistance of a business teacher and/or the school Business Manager. Be sure the plan is approved by the administration. The system should be complete but simple enough so that the students can learn to use the system for the class and as an additional learning experience for their future in the business world.
9. Involve the students in the decision-making process. This is a good opportunity to use the FHA-HERO "Encounter" process. Many of these types of activities can aid in the student vocational organization becoming an integral part of the instructional process. Elect class FHA-HERO officers with titles and responsibilities similar to the ones used in businesses, i.e., Manager, Business Manager, Department Head, Supervisor.
10. Set up policies and rules for the class the same as or similar to the way it is done for businesses. These might include arrival times, break times, reporting system for absences, work time other than class period, compensatory rewards for extra duty, deadline dates, etc.
11. Plan profit-making activities that will provide all students the opportunities needed to achieve the objectives of the course. Each project should be a learning experience related to the objectives of the course, not an activity to make money.
12. Consider the possibility of developing a business-like atmosphere in at least a part of the department. Usually an area is needed for receiving projects and selling items produced, areas for serving meals to persons other than class members that takes on a mini-restaurant or some type of commercial atmosphere, a desk for record-keeping with a phone for receiving orders and conducting other business.
13. Seek the cooperation of other departments such as the Art, Industrial, Graphic Arts, or other departments to assist in making screens, partitions, divisions, logos, place mats, printed menus, price lists, wall murals, or whatever is needed to enhance the class.
14. Consider a plan to recognize the "employee" of the month or some way of giving recognition to the student(s) achieving more than the minimum requirements. Many businesses display a picture of the employee of the month with a description of their accomplishment, publish an article in the school paper, or something similar.

What Will Be Some of the Benefits for Participating Students?

Although the students do not receive any monetary benefits, becoming involved in learning experiences similar to the type they will encounter when they enter the world of work can result in such beneficial outcomes as increased opportunities to:

1. Gain an understanding of the realistic cost of products and services as related to the profit aspects of businesses.
2. Develop skill in record-keeping and an understanding of the necessity and benefits for careful, accurate records of time, money and supplies.
3. Participate in more laboratory experiences requiring high-cost supplies as a result of a revolving budget rather than a constantly diminishing budget for purchasing laboratory supplies.
4. Practice utilization of their time and materials in order to increase profits.
5. Develop skills in meeting and pleasing the public with products and services.
6. Develop techniques for controlling production costs, portion control, and material waste.
7. Develop pride in work which pleases others and provides needed services to meet the needs of people.
8. Gain knowledge and skills from using new equipment, viewing new visuals, partici-

pating in field trips, or other activities resulting from the use of profits resulting from their class activities.
9. Incorporate energy saving ideas related to labor, overhead, materials, and supplies.
10. Experience the practical, meaningful application of the knowledge and skills gained from individual and group classroom experiences in serving others as opposed to experiences for self-satisfaction or a grade.
11. Apply management principles in achieving objectives.
12. Understand the importance of each worker accomplishing his/her share of the work.
13. Experience increased community interest in participating in school activities, and increased learnings from participating more with community activities.
14. Develop individual concepts of self-worth from accomplishing work and achieving high standards that please others.

This method may be utilized to enhance the learning experiences of any vocational home economics education class and is especially helpful for occupational skill development classes at the eleventh and twelfth grade levels offered through in-school laboratory experiences. Often the orientation level classes can utilize the organization and operation of the advanced level classes as an outlet for some of their products or services. The foodservice classes, including meal production, catering, baking, and special functions; professional sewing, including custom garment making, alterations, tailoring, drapery-making, slip-covering, and sewing for the home; homemakers' assistants; services for the elderly; occupational homemaking; home furnishings merchandising; child care; and the related classes for students in skill development classes offered through the cooperative occupational education method are more relevant and realistic when operated as a non-profit business through the entrepreneur system.

Professional Sewing

Following are ideas that some have found helpful:

1. Arrange an area near the entrance of the Sewing Lab to simulate a business area. Portable screens can serve as dividers from the operational area. Equip this area with such items as a receiving counter, display case, storage, cash register, and telephone.
2. Arrange the room to include a fitting area large enough and private enough for the public to use when coming in for fittings.
3. Set up the lab so that each junior and senior level student has a job-simulated work station, including sewing machine and adequate pressing equipment conveniently located. It is important that the students develop good work habits and do not become accustomed to wasting time waiting for their turn to use equipment. One important objective for these students is to learn that "time is money," and the main objective of all commercial businesses is to make a profit.
4. Plan the objectives for the eleventh grade professional sewing classes to include a variety of projects related to area employment possibilities, such as:
   a. Constructing a garment for someone else. This will stimulate custom sewing and provide an opportunity to develop skills in fitting a variety of figure types and achieving a standard of construction to satisfy others.
   b. Making an article for the home. Projects can often be found in the community where a school, community center, senior-citizen center, or some non-profit organization is willing to furnish the material for the project. This will relieve the class members from the high cost of materials required for participating in the class. These projects could include curtains, draperies, bedspreads, slip-covers, pillows, or other home items. The skills of the class members as well as the availability of projects will need to be considered.
   c. Doing an alteration project. Students may bring in projects they wish to alter, contacts can be made at weight-reducing societies for people needing clothing altered to their current size, class members can advertise ways of altering garments to be in keeping with current styles to assist in locating projects, and the advisory committee can be of assistance in soliciting appropriate projects.
   d. Making costumes for a drama or theater production, recreation department, community non-profit theatrical groups, or whatever is available in a local situation.

These projects need to be selected and the class managed so that the projects meet the objectives of the class and the needs and level of ability of the students. They should provide a basis for the students to select one or more areas to develop high level skills to increase employability during their senior year.

Foodservice Production

Any or all of the Nutrition and Foods classes will be enhanced by participating in learning experiences related to the business operations. Utilize the advice of the advisory committee in determining the price to charge for food products and meals and to assist with suggestions for community-related activities. Following are some ideas for operating foodservice classes as non-profit businesses:

1. Work with the person in charge of class scheduling to have the nutrition and foods classes scheduled at times when this type of operation will be feasible, such as:
   a. The ninth grade class might be scheduled the latter part of the day to allow for learning experiences related to nutritious snacks that could be sold at the end of the school day, preparation and serving of food for entertaining, and delivery of special orders for food products.
   b. The typically tenth grade level classes, *Introduction to Nutrition and Foods*, could be scheduled for the first period in the morning, with the objectives for this class achieved through the serving of breakfasts and brunches to community groups.
   c. Junior-Senior skill development classes could be scheduled before and immediately following the lunch period(s) if the classes are planning to utilize the home economics laboratory which has commercial foodservice equipment adequate to prepare meals for groups. This will permit the classes to combine a lunch period with their class period on days when meals are served. Students can pay for their lunch on days when they eat a complete meal prepared in class rather than pay for their lunch in the cafeteria and eat again in class. Classes need to practice good nutrition habits with the students as well as teach nutrition knowledge. Other classes can be invited to lunch for special meals when the class has progressed to that level of skill. A good public relations program can make it a privilege to have the opportunity to purchase a ticket for a meal with the foodservice class. Special meals might be prepared around themes to appeal to various classes, such as an Italian meal for the Latin class, English boiled dinner for English classes, food prepared by metric measurements for math classes, French lunches for French classes, experimental foods for science classes, etc. Community groups may be invited to buy lunch tickets, such as advisory committees, parents, faculty, community business organizations, church groups, etc.
   d. The Commercial Foodservice junior-senior classes which plan to utilize the school cafeteria commercial equipment for laboratory experiences might be scheduled the last period of the day. In many schools the cafeteria is unused at that time of day and laboratory experiences can be planned for the foodservice classes to use the local equipment available for skill development on commercial type equipment. The cafeteria manager should have been on the advisory committee and involved in the planning of such a program to assure cooperation. Some schools have found it advantageous to hire the cafeteria manager as an assistant lab instructor. The food prepared or partially prepared can become part of the cafeteria food, either for the total student body, one cafeteria line, or for the faculty dining room. This makes the budget for this class minimal.
2. Catering food production skills can be developed by taking and filling for the faculty and community members orders for food being prepared to meet the objectives of the class.
   a. Advertise to the faculty or persons who can pick up orders so that each class member is responsible for filling one or more orders. Some schools have each class member recruit at least one order for the food product they are currently making to achieve the objectives for their class. The price of the product should be figured to allow for the cost of the ingredients, including a small portion for sampling and evaluating.
   b. Plan objectives to coincide with holiday foods. Solicit orders from the community for foods related to community projects and special events.
   c. Contact groups and/or agencies providing food for people with special dietary

needs to provide opportunities for this type of skill development.

d. Contact business and professional groups interested in having food catered for meetings.

3. Use the demonstration method by the teacher extensively to provide the students the opportunity to see techniques, high quality products, and correct use of equipment, before expecting them to produce a quality product which is salable to the public. Develop the class objectives to provide learning experiences of basic principles, not the preparation of specific products. The class members can then apply the basic principles to the preparation of products requested by customers.

Occupational Homemaking

Skill development of principles and practices of operating a home as a business will be enhanced by providing the students with practical learning experiences in homemaking. Following are some of the ideas that have proved to be successful and beneficial learning experiences:

1. Plan, purchase supplies, and prepare meals to meet the nutritional needs of an assigned groups within a specific budget. Serve the meal for which the meal was planned.
2. Plan a party for young children within limits set for time and budget. Cooperate with the child care class for carrying out the plans, or invite a group of community children in for a class period.
3. Plan and redecorate a living environment within the budget available so that the environment meets the needs of the occupants to a greater degree. Environments within the local attendance center might be available for class learning experiences, such as the teachers' lounge, principal's reception area, family living area, child care lab, or whatever are the local needs, or opportunities which are available.
4. Make a community survey of available living environments and have the students select the one they believe will best meet their needs. Use this decision as a basis for total budget planning. Invite community resource persons to discuss the plans with the students in light of reality.
5. Divide the class into teams to develop specific homemaking maintenance and activity skills. Solicit jobs in the community and send teams to homes in the community to provide requested services, such as general cleaning, window or carpet cleaning, child care services, shopping for the elderly, meal preparation, serving of meals for special functions, laundry, mending, alterations, pet care, or whatever is requested. Utilize the advisory committee to assist in finding needs, supervising, evaluating, and pricing.
6. Contact community agencies to determine whether there are opportunities for the homemaking students to participate in providing services to families needing assistance with problems. These might include budgeting, nutritional needs, use of new pieces of equipment, consumer assistance, interior decorating ideas, child care assistance, help with clothing construction, safety suggestions, energy saving suggestions, sanitation suggestions, or other identified needs.
7. Contact elementary schools for ideas of services with elementary students that will simulate homemaking activities.
8. Organize a parent group that will cooperate and assist in providing meaningful experiences for the students.
9. Develop a list of resource persons from the community who are willing to provide realistic experiences for the students in any of the areas of homemaking.
10. Integrate FHA-HERO into the curriculum and participate in State projects such as "Nutrition Education for Peers" or "Healthy Babies—Chance or Choice."
11. Contact nursing homes, day care centers for the elderly, or whatever is available locally, for possible learning experiences.

DEVELOPING AFFECTIVE RESPONSES THROUGH COOPERATIVE EDUCATION

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Part of the responsibility for preparing individuals for work rests with the school. Cooperative education programs have traditionally been one of the most successful methods of helping students in transition from school to work.

Most educational programs tend to place emphasis primarily on the cognitive and psychomotor development of students. However, if educators are to meet fully their responsibility to help prepare students for work, they must also focus on the affective development of students. Educators need to use deliberate strategies to teach such affective components as beliefs, values, attitudes, perceptions, and motivation toward work. Cooperative education programs represent one method currently available to foster student development of affective responses toward work.

Related Classrom Instruction

Most cooperative education programs in vocational and technical education are organized to include time allocations for related classroom instruction. However, in most cases, the instruction students receive during this time cannot be classified as being "related" to the work the student is performing at the job training station. Instead, related classroom instruction time is often utilized to teach further specific "technical" skills needed by students to perform particular tasks on the job. When used in this manner, the related class is merely an extension of the laboratory experience.

Cooperative education programs can offer students an opportunity to develop affective responses toward work by de-emphasizing the teaching of specific "technical" applied job skills during related classroom instruction time. Instead, more attention needs to be given to teaching skills, such as planning, adapting, and problem solving, that are applicable to broad organizational and individual concerns. Teacher/coordinators can broaden the curriculum to encourage the development of a wider spectrum of human abilities than those traditionally represented in standard programs. Teaching skills that are applicable to a wide range of occupations and careers may help students to develop positive affective responses toward work.

The accelerating changes in technology and the post-industrial shift to service economies are affecting skill requirements in unpredicted ways. Skills that are applicable to a wide range of occupations and careers appear to be needed by workers attempting to obtain and/or maintain satisfying jobs. In order to increase proficiency, students are often taught primarily one set of skills in vocational education programs. Students are encouraged to become specialists. Increasingly, the specialties for which many students have been trained are no longer needed. It appears as though students are going to have to learn skills that are applicable to a second or even third career for themselves. Even workers who remain with one occupation throughout their lives need skills that are applicable to changing occupational requirements. Students need to learn adaptive skills as well as specific occupational skills. Each student's individual training plan can reflect a deliberate attempt to offer an opportunity to develop positive affectives responses toward work.

Occupational Survival Skills

Focusing on the need to encourage the development of a wider spectrum of human abilities that are applicable to successful performance at most jobs, a project was undertaken to develop curriculum materials designed to offer students an opportunity to develop "human" skills, perceptions, attitudes, and motivations toward work. The curriculum materials, entitled *Methods and Materials for Teaching Occupational Survival Skills*,[1] contain contemporary and viable concepts and skills that are valuable to all workers.

[1]Robert E. Nelson, Project Director. The Occupational Survival Skills Project is sponsored by the Research and Development Section, Department of Adult, Vocational and Technical Education, Illinois Office of Education, and conducted by the Department of Vocational and Technical Education, the University of Illinois.

Occupational Survival Skills may be grouped into the following three major areas: 1) Human Relations Skills, 2) Organizational Skills, and 3) Coping Skills. The relevance of these three skill areas to occupational survival may be described as follows:

1. *Human Relations Skills:* These skills are basic to all human interactions, on and off the job. While technical skills are essential on the job, lack of interpersonal competence is one of the most frequent reasons for organizational conflict and job dissatisfaction. It is extremely important for workers to have knowledge of human behavior and how relations between people affect job productivity as well as personal well-being. Skills in developing effective interpersonal relations through an understanding of self and others and skills in communicative processes between people at work are important for workers at all levels within an organization.
2. *Organizational Skills:* Another area of skills closely related to occupational success pertains to the organization. Individuals should be oriented to the following concepts: a) an understanding of the reasons why people work, b) the characteristics of organizations, c) reasons for forming organizations, d) why people join organizations, and e) what happens in organizations. Individuals should also understand the factors which motivate people to do their best work. Skills relating to creativity, problem solving, and competence in reading, writing, and arithmetic are also extremely important for job success.
3. *Coping Skills:* In today's world, changes are rapidly taking place in technology, communication, organization, values and education. People should be aware of possible future trends which will affect their personal life as well as their work. More importantly, individuals should be prepared for future work situations where they will be required to identify, confront, and help solve problems resulting from changes within the organization as well as changes brought about by forces in the environment which affect the organization.

The curriculum content in most cooperative education programs does not reflect this major concern for teaching basic occupational survival skills. Because the occupational skills, perceptions, attitudes, and motivations are general in nature and not unique to a specific occupation or vocational education course, these skills have not been taught systematically. A systematic attempt can be made to develop a basic structure for the implementation of these skills into existing or new curricula.

The Occupational Survival Skills curriculum contains twelve modules that are considered extremely important to job survival for workers. Each module requires approximately fifty minutes to complete. The modules attempt to provide answers to the following questions relating to various aspects of working:

1. *Working in Organizations:* What is work? Where do people work? What are organizations and what are their common characteristics? How are organizations different from other types of groups? Why do people start organizations? Why do people join organizations?
2. *Motivation for Work:* Why do people work? What makes people try to do their best at work? How can jobs be made motivational? What are motivational needs and maintenance needs? Why are motivational needs important in work situations? How can workers achieve job satisfaction?
3. *Understanding Self:* What makes people behave the way they do in their jobs? Why is work important to people? What are motives? What are interests, values and attitudes and how do they affect work behavior? Why is it important to understand people in work situations? How can people be understood by their overt behavior at work?
4. *Interpersonal Relations:* What are good interpersonal relationships? Why is it important to have good relationships on the job? What is the role of feelings, values, attitudes, human needs, prejudice, self-concept and perception in interpersonal relations?
5. *Effective Communication:* What is involved in the communication process? Why is effective communication important on the job? What are some major barriers to communication? Why is it important to write, read and speak well on the job? What is the importance of feedback to effective job performance?
6. *Using Creativity on the Job:* What is creativity? Why is creativity important to job success? What are specific ways of being creative on the job? How can creative

workers be helpful to the organization?

7. *Problem Solving:* What are the steps in problem solving? How can problems at work be identified and solved? How can workers use the problem solving approach in their jobs?
8. *Authority and Responsibility:* What is authority? How is authority different from power and influence? Why do certain people in work situations have authority? Why do people accept authority at work? How can an individual influence people without having authority over them? What does job responsibility mean? What do employers expect of workers when they hire them? How can a person be a responsible worker?
9. *Leadership:* What are the types of leadership? How do different styles of leadership affect productivity? Can people develop a specific leadership style? What makes a supervisor a leader? How can leadership qualities be developed?
10. *Coping with Conflict:* What is conflict and how do conflicts arise at work? What are the basic sources of conflict? What are the conflicts arising out of worker roles? What conflicts arise out of organizational positions? What kinds of conflicts arise due to technology? How can conflicts be avoided or minimized? How can conflict be turned into competition?
11. *Coping with Change:* Why is change inevitable? Why do organizations have to change? What kinds of changes happen most frequently at work? How do changes in work affect the lifestyles of employees? How can some changes be anticipated? Are some workers able to accept changes more easily than others? How can workers cope with changes at work?
12. *Adapting and Planning for the Future:* What major changes are likely to happen in working patterns in the future? How can changes in work be anticipated? How will workers be affected by these changing patterns in work? How can workers plan their own lives in terms of possible changes?

Conclusion

Work is an important aspect of most peoples' lives and from all indications will continue to be so into the future. The work in which people are engaged determines to a great extent their psychological, social and economic security, and their satisfaction in life. Cooperative education programs, through their related classroom time allocations, should offer students an opportunity to develop positive affective responses toward work and to learn the "human" skills that are applicable to a wide range of occupations and careers. Teaching occupational survival skills can help meet the current occupational needs and future career aspirations of cooperative education students and will help to make related classroom instruction meaningful, relevant, and exciting.

HERO: WHAT IT IS AND HOW TO DO IT

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HERO* is a form of cooperative vocational education. Cooperative vocational education is "an instruction plan which combines learning experiences gained through scheduled, supervised employment in the community and vocationally oriented in-school instruction."[1] HERO programs can be vehicles to help students explore and reach their individual career objectives. Students can explore a variety of careers and increase their knowledge of self and the world of work which will enable them to make career choices that are satisfying. The students can acquire entry level skills, upgrade existing skills, learn first hand about job opportunities available on the ladder, and explore ways to attain more advanced positions in their chosen occupations. HERO programs provide teachers the opportunity to encourage students to develop their potential in school and the world of work. The employment experience in HERO can enable students to gain general and specific occupational skills, knowledge, and attitudes that may not be learned in school settings. This should make the transition from student to full-time employed adult easier because they can gain in self-confidence through supervised experiences in an occupational setting. Also, as wage earners, they can experience participation in the economic system and learn consumer skills as they manage their earnings.

HERO can provide the environment for students to acquire knowledge and skills necessary for coping in society. They can explore their values, make decisions and examine the results, explore interpersonal relations in a real life setting.

HERO can best help students to achieve these end results when the following key concepts are incorporated into the program:

1. The in-school and job site instruction is geared toward meeting the students' career objectives. Interest in a career can be a major motivating force for the student.
2. The student is a "learner" on the job. The goal is not to prepare the student for one job but to gain experience to make educational and career decisions.
3. The primary objective of the program is *instruction* and not simply a way for the student to leave school early and earn some money.
4. Students should enter cooperative programs only when they have some type of salable entry-level skill and knowledge from previous course work or experience.
5. Students who enroll in HERO should be the ones who "need the instruction, want it, and can profit from it."[2] Too often cooperative programs are used as a "dumping ground" for students who are hard to handle in the general classroom. Some programs emphasize instruction only to those who are considered to have special problems. By assuming these classes are only for students who have special needs, we discourage other students from enrolling even though they could benefit from the instruction and experience.

Extensive planning is required in order to provide the best possible experience for the students. First a needs assessment of the community, the school, and the students needs to be completed. Using this information the instruction can be planned to meet as many needs as possible. An Advisory Committee composed of parents, teachers, students, employers can be utilized to help determine needs. The advisory committee can:

1. conduct community surveys
2. provide input and review course content
3. assist in student placement in training sites
4. help with public relations for the program
5. advise about equipment selection
6. assist in program staffing
7. review and help evaluate programs
8. identify community resources

Selecting a desirable training station for on-the-job instruction is a critical factor. It is here that the student will develop the knowledge, entry level skills, and attitudes necessary for his/her career objective. The teacher's initial visits to a prospective employer set the tone for the student's experience. The teacher should communicate the goals of the cooperative program and describe how the employer's participation will benefit the community and the

*HERO is an acronym for Home Economics Related Occupations

[1] Marjorie Lanman, *Cooperative Vocational Education—A Rationale.* Mimeographed.

[2] Ralph Mason and Peter Haines, *Cooperative Occupational Education* (Danville, Ill.: Interstate Printers and Publishers, Inc., 1965), p. 20.

student. It is important that the employer understand that the training site is a source of learning experiences for the student. Because it is a learning situation, a responsible person needs to be assigned to supervise and instruct the student while on the job. This may be the employer or another employee. The student will also be supervised by a teacher from his/her school. When choosing a suitable training site the following questions can be considered:

1. Does the firm provide entry level positions that match the student's career goals?
2. What are the policies and practices of the firm?
3. What are the management's objectives and attitudes?
4. Who will be the student's on-the-job supervisor and how does s/he feel about the co-operative program?
5. What kinds of learning experiences are available to the student?
6. What are the working conditions?
7. Does the employment meet local, state and federal guidelines?

Prospective employers need to be made aware of student qualifications to avoid having them over- or underestimate the student's abilities. A formal agreement can be made between the student, the firm, and the school. It can include the following items:

1. Names of the student, employer, firm, school, training sponsor, teacher and parents.
2. The beginning and ending dates of the employment.
3. A statement of the student's career objective and a brief description of the knowledge, skills, and attitudes necessary for an employee in that occupation.
4. A list of the on-the-job activities that will contribute to the student's attaining the career goal.
5. A brief outline of the instruction that will be provided at the training site and in school.
6. The responsibilities of the student, the employer and the school.

Once desirable training sites are found, an individualized training plan needs to be developed to provide the framework for the learning activities.[3] The plan can state objectives and content that the student will be learning on the job and in the related classes and project the approximate amount of time that will be spent on each topic. From this outline, the lesson plan can be developed to sequence the in-school and on-the-job instruction.

HERO is not a new idea. It can be a successful vehicle for meeting many of your students' needs. It is one way home economics can help students to acquire employment skills and to develop life skills when an instructor is committed to the concept and willing to try to expand the scope of home economics education.

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[3]Task Analysis for 6 major Home Ec Occupational Clusters are available in *Identification of Tasks in Home Economic Related Occupations* (State of Iowa, Dept. of Public Instruction, Grimes Bldg., Des Moines Iowa). 1974. Specify content area desired.

UTILIZING OCCUPATIONAL INFORMATION SYSTEMS

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The Need for Occupational Information

I think there are at least three reasons why home economics teachers need to know about occupational information systems. Teachers need to be able to obtain occupational information pertinent to the needs of students. This includes information that helps students attain the job-seeking, job-getting, and job-holding skills needed in today's society.

Secondly, teachers need to know where and how to obtain occupational information to help substantiate needs for existing or new programs.

Thirdly, teachers need to know whether their current or proposed programs are in fact "realistic in light of actual or anticipated opportunities for gainful employment . . ." for their students as stated in the 1976 Vocational Education Amendments.

Adequate occupational information is also essential because the types of occupations being created by the new technologies require individuals with more skills and knowledge. We, as home economists, need to teach the most up-to-date skills and methods and be sure our content base is realistic for the future needs of students. The technology that has changed the home environment is evidence enough of the need for more skills and knowledge by each individual in the family. It is important that the relationship between education and the work we do become closer.

A working knowledge of the availability and organization of occupational information systems and the ability to use these data can enable one to update and improve the content of classes and new programs. Some insights into both labor force projections and job access are necessary to develop classroom curriculum materials and provide instruction to maintain current programs and to plan quality new programs which meet local needs.

The Suppliers of Occupational Information

The Department of Labor provides information on the country's population, its labor force, and employment-unemployment patterns. The national census is its main information gathering system. Locally, information can be gained from the census count of the town, or standard metropolitan statistical area, as to 1) age, sex, and race of the population, 2) industries and occupations of the area, 3) money earned by the population, and 4) amount of weeks worked annually. If one uses census data to support an idea, it is more accurate in the beginning portion of the decade than nearer the end. Census information is likely to be obtainable in the local school administrative office, the city hall, the county courthouse or the employment service office. This information can help verify the student population needs for a program. It can also show the need for specific training for occupations such as fast food service or child care, in fast growth areas or commuter areas. It can substantiate the income level of the students. And, it can show if there will be a trained labor need in a specific occupational area of an industry due to the older age of the current workers. These are but a few uses of the data from the Department of Labor; there are additional uses depending upon what one wishes to promote for program development.

The U.S. Employment Service provides the most occupational information in one central location. Their *Annual Directory of Publications* is available in city libraries and local employment service placement offices. It tells whether the employment service agency has occupational information on a specific occupational area or a specific occupation. The person named in the directory, usually titled the Local Labor Market Economist, can elaborate on the structure and economics of the area's labor force, i.e., those persons working full or part time as well as those actively seeking employment. The employment service gives information on the occupational structure of specific industries and their employment forecasts.

In the classroom this service can help a teacher in many ways. For example, one may find that a bank, perceived as having limited job openings in banking only, in fact, has work available in related areas such as providing food service or child care centers for its employees.

The unemployment rate in our country is likely to rise due to the government's action to curb inflation. This may mean it will be harder initially for a student to obtain work experience. We as teachers and parents know how important it is for the young person trying to establish his/her identity and self-worth to have some type of employment experience. Knowing the occupational structure of the industries in the community can enable one to give students more ideas on where to apply.

The local employment service office and/or the Local Labor Market Economist can also provide basic information on how to read and use the *Dictionary of Occupational Titles*, the *Occupational Outlook Handbook*, the *Quarterly Labor Market Review*, or the *Special Labor Force Reports* on youth, women and veterans. Employment service personnel are often available as classroom speakers or Career Day resource persons. Understanding printed resources can help one determine curriculum content emphases that will assist students in making rational decisions about work.

Comprehensive Employment and Training Act (CETA)

Local labor force information is becoming available through the manpower planning agencies which are often associated with CETA. Such agencies are especially concerned with the low-income population. Since these agencies also attempt to obtain statistical information on those never employed, their information varies extensively from area to area. However, they are fast becoming local data generators that can supply information to the home economist interested in the low-income family.

These agencies also deal directly with occupational information related to youth under two federal funding grants: 1) Youth Employment and Training Program (YETP) and 2) Youth Community Conservation Improvement Projects (YCCIP). These two grants are of particular interest to the home economist contemplating a program for economically disadvantaged youth.

The larger of the two grants is YETP. It often allocates funds to local groups to provide individualized training packages for youth. Low income youth who need remedial, bilingual, or GED assistance along with on-the-job training to help them attain entry level skills for employment are the target population of this grant. Since this program can be individualized, it can be quite flexible in nature. The home economist working with low-income youth or seeing needs of these youth that are not being met in the local school district may find this grant worth exploring. To investigate this grant one might first visit the school counselor assigned as the school contact person by the CETA prime sponsor. This person will know whether the funding is being used or whether additional support exists for another program proposal. As a home economist, you may have program ideas that might be explored through YETP.

The smaller grant, YCCIP, is targeted to school district dropouts and has no income level restrictions. As the title of the grant indicates, a program under this funding must produce a tangible community betterment project. However, with no income restrictions and dropout identification, a large number of youth qualify. Funding under this grant is a minimal amount, primarily exploratory in nature. YCCIP has job-creation as its goal. Thus, if a home economist has an idea for a community betterment project, wants to work with school age dropouts, and can create a number of jobs to complete the project, YCCIP may be worth exploring. How exciting to brainstorm some of those Future Homemaker of America projects that have been put on the shelf which could be used with school dropouts with a little different twist from the original objective(s)!

If one is interested in pursuing either of these two grants a rationale statement and additional information about yourself, the school, and the youth to be served will be needed as support data to the CETA administration.

Advisory Committees

Occupational information can also be made available at the local level through Home Economics Advisory Committees. If the committee members represent a cross-section of occupations, they can provide information, employment opportunities or help locate jobs and employers. Advisory committee members can extend the home economists' knowledge of the community work values and attitudes the young worker may face on the first job, and how these values can affect the home and family life of the young person.

Private Enterprise

Many local industries keep data on the occupational strata of their employees or the community in general. This can include a variety of information depending on the particular needs of the firm. Examples include age of employees to determine turnover due to retirement, length of employment in the industry, number of family members, or wage levels. Particularly noteworthy as a community and occupational information source are the service industries, such as the telephone, gas, light and power, and cable television. These service industries can provide data on the current economic condition of the community and the mobility rate. They may have printed multimedia resource materials, classroom speakers, and equipment for classroom use or on-the-job training sites for students. Service industries are often very diverse and may have home economics related opportunities for youth in areas least expected.

State Occupational Information Coordinating Committee (SOICC)

SOICC is a consortium of education, employment service, manpower planning, and vocational rehabilitation plus other small agencies. It was created in each state through legislative enactment in the 1976 Education Amendments. The role of this consortium is to assess the availability of current occupational information systems, to determine what the gaps and duplications of existing data and delivery methods are, and to coordinate effective delivery of useful information to local users.

The fifty SOICC's have a national coordinating office in Washington, D.C. The intent of this system is to coordinate occupational information so that local personnel needing information for a broader area can obtain it easily.

Each state has a SOICC office working to accomplish the coordination goal. In the future, each SOICC will be able to offer more than referral services, depending on how each state identifies the committee's goals.

ROLE OF THE TEACHER

Occupational information and knowledge of the systems that provide this information are essential to help effectively inform students about the availability of career options. As teachers, one goal should be enabling students to make informed career decisions. For this to happen teachers must:

- include pertinent occupational information in teaching units.
- update themselves on changes in home economics related occupations.
- acknowledge the "freedom of choice" value of our society as it relates to careers.

Many older workers in our society did not have choice of occupations and the emergence of a genuine choice of employment is indeed novel. Freedom of choice can and does create anxiety for individuals.

As home economists, we must take responsibility to help our students understand career options and help alleviate some of the anxiety youth experience. Informed planning is more likely to lead to success; lack of planning and inadequate information make the transition from education to work more difficult.

VOCATIONAL TEACHERS RETURN TO INDUSTRY

Carolyn Ball
Special School District #1
Minneapolis, Minnesota

During the 1977/78 school year, the Minneapolis secondary vocational teachers had the opportunity to update their occupational skills by working in a related business or industry for a period of five weeks. This opportunity was available through the Education to Industry Program (EIP) in the Vocational Education Department of Minneapolis Public Schools.

The objective of this program was for vocationally licensed instructors to update or upgrade their present occupational skills, to learn about the expanded occupational opportunities and become more aware of the technological advances related to their present teaching assignment. It helped teachers keep their curriculum relevant to our ever-changing world.

Twenty-five vocational teachers participated; therefore, 25 cooperating companies or job sites were needed. The participating companies donated valuable time and effort by providing job sites for the teachers and by developing the teacher's activities for the five-week internship. Each teacher participant had prior work experience in his/her occupational teaching area, so placement in industry was relatively easy since the teacher could be a productive employee during the internship. The participating industry had no financial obligation since teachers received their regular salary from the school system during the internship.

Many variables had to be considered when planning for the five-week employment situation. No specific formula was used when planning the internship activities; but the guidelines listed below were followed:

1. The teacher should be under direct supervision and directly responsible to one executive of the cooperating firm.
2. The one executive/supervisor should be responsible for briefing employees of the company who will be working with the teacher prior to the starting date.
3. To obtain comprehensive knowledge in a technical area, the teacher should experience working conditions on a variety of jobs from management level to entry-level positions.
4. There should be some freedom for the teacher to question and discuss work situations with employees.
5. The teacher should have the opportunity not only to update his/her occupational skills, but to experience:
   a. Financial problems in operating a business.
   b. Effects of government or union regulations in running a business.
   c. Personnel and human relations problems.
   d. Effects of competition in the business.
   e. Inter-departmental relationships.
   f. Company's requirements of employees in regard to work ethics.
6. If possible, the teacher should become aware of what new and emerging jobs the company expects in the future due to technological changes, patterns, trends, etc.
7. Upon completion of this internship, an evaluation of the program by the company supervisor and the participating teacher is requested.

Minneapolis Home Economics teachers have interned in retail clothing stores, fabric retailing stores and large food manufacturing corporations acquiring experience in a variety of areas, such as: food research and testing, nutrition, consumerism, fashion and design, advertising, public relations, related legislation and personnel training programs.

Involvement in EIP is one way of bridging the gap between education and industry. Instructors update curriculum in their occupational area which, in turn, will better prepare our young people for employment, expand teachers' contacts for student employment and increase classroom resources of both people and ideas. As a result, students benefit by having realistic learning experiences and training for new and emerging occupations in today's job market.

MEN TEACHING HOME ECONOMICS?

Jane O.
This is the pen name of the interviewer who did not wish to be identified.

In September, 1971, when Mr. Noe began his college career, many people said he could not reach his goal because: he was a man, he was 35 years old, and a MAN does not teach home economics foods classes.

Some Background

Mr. Noe comes from a working background in chain grocery store management. His career spanned twenty-one years with two companies, including a three-year stint in the U.S. Marine Corps. His experience has been working with people, serving people, and training both men and women for all phases of the food business. He has been associated with various restaurants since he re-entered the classroom, working evenings and summers to gain the necessary background experience. He is a certified executive chef.

Motivating Factors

Q. Mr. Noe, what made you decide to change careers so late in life?

A. The fact that the two companies I had worked for moved out of the Chicago area was, of course, the prime mover. I felt very limited in skills and realized a decision had to be made. There had to be something better. I had to find something that could use my knowledge and experience and interest about food. My wife, Jeannine, who completed her education later than most traditional students, urged me to consider going back to school. Our children, John, Jennifer, and Jeremy, looked at me a bit funny but agreed it would be a good idea to return to school and pursue a new career. We made a visit to Joliet Junior College, toured the Culinary Arts facility, and I enrolled in the program for the fall term of 1971.

Q. Was it an easy decision to almost start all over again? To return to the basics?

A. Not after everything was considered, and every alternative explored. All of the pluses were put on one side of the board, and the minuses on the other. I needed the educational training to do what I had to do. The decision was difficult, but it was made.

Earning Credentials

Q. Could you give some background of your formal education up to this point?

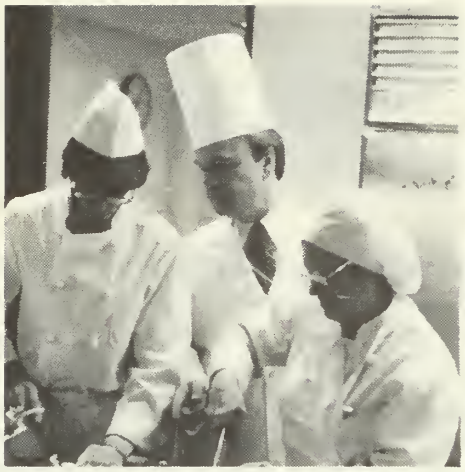
A. I dropped out of high school to go to work. When you are fifteen years old, with a year and a half of high school, and need the job, you work twice as hard and ask no questions.

Q. What was the most difficult part of re-entering the classroom? You were thirty-five years old?

A. Yes, I felt my age would be an inhibiting part of the re-adjustment, but it wasn't. The average age of the community college student at the time was twenty-six, with many older students in the classes. Everyone accepted me; and, because I was there to learn, the instructors were most helpful to me, as they are to all the students.

I would say the most difficult part was scheduling study time between classes and work. My family was most understanding about the limited time we could spend together.

When I completed the requirements for an associate degree in culinary arts, I needed a senior

college near enough to fit my needs. The College of St. Francis in Joliet had just developed a bachelor's degree in professional arts, and I was able to enroll in this program. I acquired the education hours during this time to qualify for a K-9 teaching certificate. I completed my program in three semesters, including a secondary methods course at Lewis University during the summer.

Teaching Experience

Q. How did your teaching career begin?

A. Fourteen weeks of student teaching were accomplished at Dirksen Junior High School in Joliet. Half the day was spent in language arts and the other half in home economics. I actually did a double student teaching requirement.

My college days at St. Francis were completed in December, 1974. I began "subbing" in District 365U Valley View, and was asked to short-term a contract for a teacher who had taken another job. After applying for a posted home economics position at Bolingbrook High School in the same district, I interviewed for and was appointed to the position of home economics instructor. Then the fun began.

The position consisted of teaching home economics to eighth graders, and Foods I and Foreign Foods to grades nine through twelve. The students were very accepting, though curious, of my position. Some of the wags referred to the new home ec. teacher as Miss- terNoe, and I referred to them as any number of things, in my mind. Don't we all!

Close Encounters—Three Kinds

Q. Will you relate some of the more interesting things you encountered as "the man who's teaching home ec."?

A. Teaching how to make a perfect muffin was not one of my goals. I followed the course outline but was able to get the students to respond to what I called a total approach to classroom and laboratory experiences. We were soon getting requests for recipes from parents and faculty/staff.

In the 8th grade clothing class, we had three boys. We each looked at one another curiously for a few days but soon responded to each other's ability making a stuffed animal, and our abilities were about equal. The more adept girls took us in hand, and we all managed to construct two patterns and two stuffed animals in the all too long three-week unit.

There was some measure of hostility from department members and faculty, but we soon worked that out. I had considered the possibility that I would present somewhat of a threat to both the men and women, and I was. People will extol the value of equal opportunity and condemn role stereotyping, but find it extremely uncomfortable to deal with up front. I used the "invisibility confrontation method." By this method, you let actions do the speaking and showing and use all your energy making your program work with the students, and they pass the word. I felt I earned the respect of my colleagues by building an effective popular program. I worked at becoming credible.

The newspaper publicity about "the man in home ec" became a point of irritation to some faculty members, and about the time the irritation was wearing off, another article would appear. I can only suggest that when you are marketing a new and different product, the media are all utilized.

Q. Was there any one thing that justified your efforts?

A. When I accepted a position at Joliet Junior College, the students and the home economics department and the administration wanted another man to replace me. They couldn't find one.

Higher Education Pursues—Pursued

You can go home again! One year ahead of my goal, I'm teaching culinary arts at Joliet Junior College.

Q. You're getting ahead of me. What are your other plans for higher education?

A. I answered the newspaper ad for a culinary arts instructor at my alma mater, was interviewed, and edged out two other people for the position. The epitome of food service instruction-working with four European-trained chefs d'cuisine! I'm the only one with an accent.

The position required a master's degree or equivalent. My management experience, food service experience, and education were accepted. However, my personal educational goals were not met, and I applied for and was accepted as a graduate student in home economics at Illinois State University. Is that commitment? The schedule calls for completion of my master's program in the spring of 1979.

Q. Do you feel as though you are a model for those men who will follow you into teaching home economics subjects?

A. One possible model, yes. The stresses on the American home and family dictate a sharing of the responsibility of home and family education. Men and women must be represented in all of these subject areas, effectively.

Q. You are so highly motivated, and pardon the expression, older than the traditional student. Do you suppose you are one of a kind?

A. I hope not. I believe home economics education is on the verge of a large expansion. I would say it's wide open for men.

Goals for the Future

Q. I know you have some ambitious goals for the future. Can we talk about some of them?

A. My primary goal as an educator is to help people acquire marketable skills. I am having some effect as a culinary arts instructor. My qualifier for this statement is the fact that our placement of graduates is consistently over 90%.

Plans for post-graduate work include: skills courses to maintain my effectiveness as an instructor, summer work experiences and seminars to keep abreast of changes in the food service profession, and the pursuit of a doctorate. I feel a commitment to help develop food service educators. I have a very definite commitment to vocational education.

THE BASICS IN CENTRAL AUSTRALIA
IS THERE A FUTURE?

Anna Lichtenberg
Graduate Assistant
Home Economics Education
University of Illinois
from Australia

In a remote, very distant outback land, in what is commonly considered to be the last frontier, in a town called Alice Springs, vocational home economics education is alive, and thriving. Vocational education developed spontaneously as a natural means of responding to an urgent local need, for suitably trained and competent Aborigines to help promote the health and education of their people.

Alice Springs is in Central Australia and is the location of a new concept of education for tribal Aborigines, a college to provide post-elementary education and opportunities for residents of the very remote, distant, outlying areas of Australia, especially the Aboriginal settlements. Most of the settlements/communities have dedicated teachers and school facilities at the elementary level, but it is only the larger, luckier few that also have facilities for educating beyond grade six. There was a challenge, as in every community there were a few students, ambitious, bright and interested, who wished to continue their studies at a more advanced level, yet not of sufficient numbers to warrant building and staffing secondary schools. The residential, centralized college seemed a practical compromise to meet the Aboriginal need and the economic situation of the education department. The one central college would utilize most efficiently the limited number of qualified staff, and school facilities as well as enable the added advantage of proximity to city and high school facilities.

The college serves two broad purposes: (1) it acts as a residential and transitional college through which interested and capable Aboriginal students can attend the local high school, and (2) it acts as a residential and post-elementary school for students wishing to continue their education but not necessarily at the high school level. Many of these students were unsure of their future goals but felt a need to continue in their education.

The vocational education program addresses the needs of the second group of students, who were by far the majority at the college.

After three years of general education to equip students with skills and knowledge to cope with their unique life situation (a combination of white and Aboriginal culture) the students chose to focus on occupational area of interest or return to their communities. During the three years of general education, intensive effort is made to encourage and expand the student's knowledge and understanding of the 'white society.' This included regular trips and excursions to different areas of the city to show a large variety of work settings, to increase awareness of both the white society and types of occupations possible. Weekly themes were often chosen and efforts were made to relate all learning to the particular theme. An example would be the hospital which would involve a visit to the hospital, talking to medical workers, seeing the type of work and function of the hospital, reading material focused on medical topics and arithmetic and spelling were related to the hospital. Counselors and teachers also met regularly with students to help identify areas of possible occupational interest.

Home economics was a major part of the curriculum the first three years and will enroll the students full time in the fourth and possibly fifth years. Students expressing an interest and desire returned in the fourth year to gain increased awareness and knowledge of skills required for the occupations. The major departments for vocational education at present are based upon the demands and needs of the students and home communities.

The goal of business studies is to develop competent clerks, typists and secretaries by teaching the knowledge and skills for competence in this field.

Industrial students are prepared in the skills and requirements for becoming competent trades workers or assistants in the fields of motor mechanics, builders (carpenters/bricklayers), craftspeople in metal and woodwork.

Home economics is involved with training in the fields of nursing and teaching assistants especially at the pre-school level.

The educational program involves a large amount of time 'on the job' actually observing, practicing and learning the various requirements of the occupation. The role of the college is to find a suitable, positive experience in the community, act as a liaison between student and supervisor, help identify strengths and weaknesses and spend the actual school time building

up practical skills and knowledge pertinent to the job. This increases both the self-confidence and capability of the student and aids in the student's taking on fully the expected tasks of the job.

The experience proves valuable, especially to the students as it also gives them an opportunity to decide whether the chosen occupation is really one of their interests.

After the completion of the fourth year a number of alternatives are open to the student: (1) they can return and gain added knowledge, practice and skill in the occupation, to increase both their self-confidence and ability; (2) they can switch to another career interest if they consider their original choice unrealistic or contrary to what they'd hoped for; (3) they can return home to their communities to a position (arranged between the college and community) which will utilize the training and skills they have gained; or (4) they can return to their home communities to live traditionally but with an added understanding of the 'white society' and hopefully some of the positive aspects of nutrition and child development knowledge.

The program at present is very small, select and at times appears discouraging, but some students appear to identify and find ways of personal and community enhancement in their newly acquired occupational role.

The need for Aborigines to be helping each other in their own communities is great. The role modeling and positive influence of Aborigines' contributing and working as nurses, teachers, and the many other necessary occupations are very urgent needs at present. It is a means for growth and development of self-sufficiency and independence of the Aborigines if they aim to live in the style of the 'white society,' or especially if they aim to relate the advantages of white culture to their own life styles.

Ultimately the program provides a practical way of improving the acceptance of the two cultures, through increasing interaction, understanding and valuing of what each has to offer.

Who would have thought that vocational education would be found at 'the last frontier' of all places. Home economics education really does address itself to the basics, in the field of work, in a positive and worthwhile manner.

RHODA ROAD RUNNER:
A FAST FOODS SIMULATION

From the Foods Lab of:
Kathryn A. McCormick
Tuscola High School (on leave)
Graduate Assistant
Home Economics Education
University of Illinois

A RECIPE FOR SUCCESS FOR A SMALL HIGH SCHOOL

Ingredients for Success

1. Design a simulation which includes a broad range of career development skills.
2. Include experiences that allow for flexibility of student responsibilities and encourage experiences at several levels of work, entry level to managerial.
3. Work with the students in a manner which will result in ultimate student directed learning.
4. Be creative within existing limits of time, cost and facilities.

Directions for the Preparation of the Finished Product:
A Successful Food Service Simulation

In a small school, the teacher is often frustrated by a wide range of teaching responsibilities both in and out of class. Other problems of limited teacher time, traditional lab facilities and reduced budgets, seem to indicate that success under such conditions calls for a special kind of creative effort by the teacher in the small school. Teachers need not feel limited because they lack access to professional laboratories to provide career related experiences. Basic on-the-job skills can be simulated through in-class experiences, observations during field trips to typical work sites, and interviews with food service workers invited into the classroom as resource people.

The purpose of this article is to describe teaching in simulation used for career exploration in food service occupations. I believe that knowledge of the world of work and interpersonal relation skills were the most significant types of learning acquired during the work simulation.

Rhoda Road Runner Cafe: A Fast Foods Simulation

We started with a study of various types of food service occupations in an advanced foods occupations class. This simulation was the culminating learning activity. The students conducted a feasibility study in the school to determine whether we would have customers for our business. Although the students were skeptical at first, the project turned out to be one of the most successful projects that I have done in occupations and it lasted a full eight weeks.

Suggestions for Teacher-Student Planning

An important objective of the simulation was to provide opportunity for self-directed learning. Other objectives were for the students to develop leadership skills and gain self-confidence. These objectives seem to be fostered in a self-directed setting. My role was that of a knowledgeable consultant, who was ready with suggestions when needed and ready with enthusiasm and support during the growth stages of the project.

The Planning

The first things we did were to decide on a menu and analyze our facilities. Equipment, kitchen size, employee (food service students) skills, and customer food preferences were guides in planning.

We did the following:

1. Identified our needs, assets and limitations in relation to facilities and human resources.
2. Conducted customer preference survey.
3. Conducted costs, time and skills analyses for each product on the menu.

4. Prepared job descriptions and analyses of tasks necessary to implement the simulation.
5. Developed evaluation devices that were consistent with objectives of the simulation.
6. Prepared limited menu consistent with customer preferences, storage equipment limitations, and student skills.
7. Developed a rotation system of student jobs to allow all students to experience each aspect of the simulation.
8. Encouraged work simplification principles to increase product production rate, student self-confidence, and employability skills.

We conducted three types of lab activities in this project.

Preparation labs during which time food products were weighed for quick use during business hours, inventories taken, food ordered, equipment cleaned and accounting tasks completed.

Business labs during which the simulation was in session. I suggest running the selling part for no longer than two-thirds of a class period to allow time for preparation at the beginning and cleanup.

Evaluation labs during which time students and teacher evaluate student performance, analyzed customer food preferences and buying habits, and identified needed changes in the operation.

Our weekly scheduling was as follows: Monday—Pre-preparation; Tuesday—Business; Wednesday—Business; Thursday—Business; Friday—Evaluation. The students were responsible for dividing weekly tasks and preparing the work schedule for each day.

Summary

In a simulation, the level of realism seems to be related to the level and value of the learning experience possible for the students involved. Although the students had anticipated tasks and needs for their simulation, there was a certain amount of uncertainty built into the fast foods activity. Customer orders varied, students rotated jobs, employees' emotional and energy levels varied, equipment and products failed at times. This contributed to the realism of the activity and seemed to promote personality growth. As the project progressed student growth was evident and less teacher intervention was needed. Students especially matured in their ability to solve problems. Another positive outgrowth of the project was the increased interest in the status of the occupational aspect of the home economics program. Students came to the home economics department and participated in the simulation as customers. This gave us a tremendous opportunity to post the goals and objectives of our courses and thus promote vocational home economics.

There was 100 percent increase in student enrollment in foods occupations the next year.

The simulation was a rewarding experience for both the teacher and the students. It was economically self-sustaining and allowed a wide range of learning opportunities that were both educational and fun.

TEACHING THE BASICS: A HERO CATERING COMPANY

Agnes Evans
Home Economics Teacher
Lyons Township High School
LaGrange, Illinois

Developing a meaningful two-year vocational food service program for juniors and seniors at the secondary level requires in-depth planning. As the teacher, I am now responsible for almost one-fourth of my student's high school credits since each student is also employed for 20 hours at a food service training station, thereby earning two full credits each year. The training stations vary in the type of training that the student can gain. Training plans are worked out with employers, but, with the economic bind of high wages even for entry level jobs, the students cannot be switched from one position to another in the restaurant as quickly as I would like. This means that I must search for ways of adding to their "real world" experiences with my own "real world" methods in the classroom.

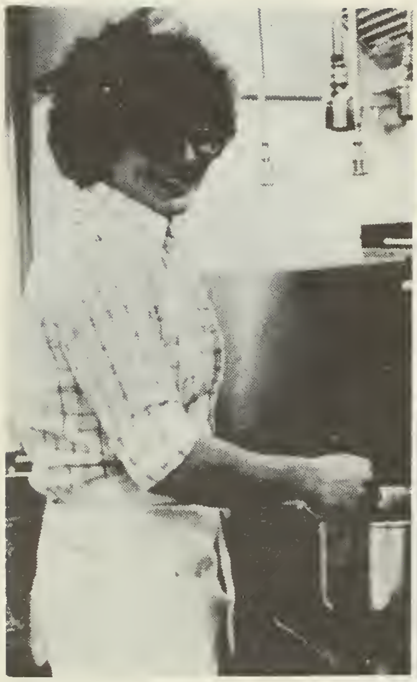
Fortunately, my former students have proven to the school administrators that this vocational program had merit. Hence the latter were willing to transform some underused facilities into a quantity foods kitchen and a dining room that can seat 120 guests. In our school situation it is not feasible to serve meals on a daily basis. I wanted my students to have a variety of experiences so we developed the HERO Catering Company (HCC), so called because each class member is also a dues paying member of FHA-HERO of Illinois. Each year we have the Home School Council Luncheon for 100 guests in early November, the day Madrigal Festival in December, a Senior Citizen Luncheon and Fashion Show, a Credit Union Dinner in February, Career Day Luncheon and the Employer-Parent Banquet in the spring. Other events vary from year to year, but may include such things as wedding receptions, a commercial food photography session, large quantity preparation using specific commercial food products for an overseas conference, and special school events.

My objectives encompass the teaching of food, quality, service and teamwork. Within this framework the students are taught the basic principles related to protein, starch, sugar, fat, and fruits and vegetable cookery.

During the first year of Food Service the students assist in several of the events. The class is divided into three groups, and each group plans, prepares, decorates, sells tickets to faculty members, serves and writes an evaluation report of their own project. Each group vies with the others to create a distinctive and exciting luncheon, often using an ethnic theme.

Second year students study the concept of management by identifying the objectives of the "Manager System" including organizational set up, personnel placement and training, as well as attracting and pleasing the guest with a well-planned and executed menu. *Each* Food Service II student must assume the duties of manager at some time during the year for a guest production; "Front of the House Managers" are responsible for the dining room setup, and service with strong emphasis on the training of the student waiters and waitresses. "Back of the House Managers" are responsible for food purchasing, preparation and getting the flavorful and attractive food on the plates. Both managers work together with me to plan a menu that can be accomplished within the limits of time, money, and abilities of their fellow students. There is no set pattern of menus because students need to have as many experiences as possible within the year.

The HCC Managers are not "role playing" within a classroom; they are a part of the "real world" in which they must make decisions, determine the timing of an entire meal and handle the personnel in such a way that all the work is completed and all bases are covered. Peer management is difficult, but very rewarding; particularly for those students who have never assumed this type of responsibility at any time in their school career. I always introduce the managers to the guests before the function is over so that they are given recognition for their efforts. The approbation of the guests is sometimes the first such experience they have had and comes as a delightful shock. Parents are sometimes among the guests. The pride in doing




something of this magnitude certainly improves a student's self image and often opens doors in his/her mind to several career choices.

The meals are not considered "experimental" or merely an exercise in quantity food production. Most events involve specific requests by groups, specific cost for each guest and a written commitment by HCC. The guests are paying for, and therefore expect to get a professional meal. The Managers become totally accountable for the planning, production, service and, of course, the clean up.

The big event managed by the HERO Catering Company students each year is the Madrigal Festival which was described in *Illinois Teacher*, Volume XXII, No. 4. This experience in management gives each Food Service II student the opportunity to "star" in a production, not just those who are willing to volunteer their services. In vocational education, I am primarily concerned with the developing of a student's self-confidence and ability to choose a satisfying career. By individualizing the managership, the students will have a realistic experience to help judge the appeal of this area of work. Students learn to handle their emotions and learn to direct the abilities of their peers. All students are rotated so that they can experience work roles in the "front and back of the house."

In thinking back I remember many situations involving "Managers." Tim was all dressed up to assume responsibility for a very fancy tea for a visiting dignitary. It was not until that afternoon during the event that he fully understood what he was supposed to do as the Host because he had never attended a tea in his life. He succeeded, however, and gained the confidence he so sorely needed. Rob was "back of the house manager" for a large luncheon. He learned the hard way the importance of portioning food when he had to stretch the rice for the last ten guests. As manager, Tracey had created a beautiful mushroom sauce, but, in her zeal to serve it "hot" let it scorch too much to serve. She served the entree without sauce rather than to put out an inferior product. Kim was very hesitant about being the Manager (putting it off until the very end of the year). She discovered that she could do an excellent job of managing and said, "I really am surprised—I like to tell them what to do and how to do it!"

My intention is to give each student the responsibility of organizing, initiating action of his/her peers by communicating instructions, producing food and services of a quality that is satisfying to a paying guest, evaluating the entire management process, and, finally, judging for him/herself the feasibility of pursuing a career in the Food Service and Hospitality Industry.

PRICE PATROL

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The Lincoln High School (Dallas) home economics students organized a "price patrol." This consumer group investigated different products, services and costs each month. Their reports were a feature of the LINCOLN HOMEMAKING HOTLINE. The *Homemaking Hotline* is a monthly publication which goes to all the teachers, all home economics students, administrators and other interested people.

Special findings of the Price Patrol were displayed in a converted athletic display case.

A recent article in the *Post-Tribune*, a Dallas newspaper, stated "Great things are going on in the Home Economics Department at Lincoln High School. In order to make students, faculty and the community more aware of areas other than cooking and sewing, the Lincoln classes formed the Lincoln Price Patrol." After explaining what the Price Patrol does, they concluded with "It is the hope of the Lincoln Home Economics Department that their students will be more informed and better prepared to face the world upon graduation."

The Price Patrol will be comparing the prices and quality of services at community grocery stores and fast food restaurants; prices and quality of fabrics, serving notions, student constructed and ready-made garments; comparing housing costs, costs of furnishing a home and caring for children. The following is the Price Patrol's report from a recent issue of the LINCOLN HOMEMAKING HOTLINE.

> During lunch one day a couple of us went to the grocery to compare prices of fruit and vegetables. We found that produce "in season" is much cheaper and of higher quality. If produce is not "in season" it is better to buy it in canned or frozen form. Some fruits and vegetables that are in season this month are brussel sprouts, cauliflower, cranberries, squash, and sweet potatoes. Cherries and peaches are examples of fruits that are at a lower price this month. In our search for lowest prices, we found that the store brands were usually cheaper than name brands.

While a teacher can give this information over and over in a classroom situation, students who actually investigate the situation and conclude the same results are more likely to remember the information. And, so will their friends who read in a student publication what their classmates have written.

RAISING FUNDS VIA A BOOKING SERVICE

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Most vocational youth organizations are involved in raising funds to support their activities. The HERO chapter of the Future Homemakers of America in the Hotel/Motel Services Cluster of Skyline High School (Dallas) set up a unique, course related, fund raising activity. These students are involved in the day-to-day study of the hotel-motel industry from the laundry room, to banquets, to housekeeping, and personnel. They see all phases of the industry as their classroom in a local Dallas hotel.

Through this inside contact with the industry people, the students were able to establish a convention meeting booking service. They approached hotels and motels in Dallas to obtain costs for rooms, meeting space and meal functions. They determine what commission they would make for booking a meeting into a particular hotel.

With this information, the students approach community groups, organizations, and associations offering their services to book that organization's meeting into the best facility for the group. On their first booking this year the group received a commission of over $300. "That's a lot better than selling candy bars," comments Jack Richardson, Hotel/Motel Management teacher. Their goal for the year is to raise enough money to send the students to the Hotel/Motel Short Course at the University of Houston in the spring.

WAGE AND HOUR PUBLICATIONS

The following publications explain some of the rights and responsibilities of workers that you may want to incorporate into your instructional program. They may be obtained free from the Wage and Hour Division office nearest you. These offices are listed in the telephone book under the U.S. Government, Department of Labor, Employment Standards Administration, Wage and Hour Division.

- EQUAL PAY UNDER THE FAIR LABOR STANDARDS ACT
- SERVICES TO THE PUBLIC
- "OUR TOWN"
- RETAIL AND SERVICE ENTERPRISES AND ESTABLISHMENTS
- EXECUTIVE, ADMINISTRATIVE, PROFESSIONAL AND OUTSIDE SALESMEN EXEMPTIONS
- HIGHLIGHTS ON COMPUTING OVERTIME PAY
- A QUICK LOOK AT HOURS WORKED
- HOW TO KEEP TIME AND PAY RECORDS
- A GUIDE TO CHILD-LABOR PROVISIONS (Child-Labor Bulletin No. 101)
- AGRICULTURE AND THE CHILD-LABOR REQUIREMENTS (Child-Labor Bulletin No. 102)
- A MESSAGE TO YOUNG WORKERS
- HANDY GUIDE TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT
- GUIDE TO THE McNAMARA-O'HARA SERVICE CONTRACT ACT OF 1965
- THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967
- THE FEDERAL WAGE GARNISHMENT LAW—BASIC INFORMATION
- SCHOOLS
- HOSPITALS AND NURSING HOMES
- HOTELS, MOTELS, RESTAURANTS AND FOOD SERVICE EMPLOYEES
- TECHNICAL PUBLICATIONS
- HANDY REFERENCE GUIDE TO THE FAIR LABOR STANDARDS ACT

Copies of acts, regulations, and interpretative bulletins are also available.

TESTING FOR PROFICIENCY IN CHILD DEVELOPMENT

EDITOR'S NOTE: The following pages comprise the Child Development Section of the project explained in Volume XXII, No. 1 when the Foods Section was presented.*

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SELECTED PRINCIPLES OF CHILD DEVELOPMENT

Emotional development is an increase in the ability to recognize and understand one's feelings and to deal with them in constructive ways.

Children's emotional patterns are affected by heredity, environment, level of intellectual abilities, and physical skills and age.

How one deals with one's emotions affects one's relationships with others and one's self-concept.

If a child's basic needs of love, recognition, belonging and achievement are fulfilled, s/he is more likely to be emotionally secure.

Patterns of emotional behavior established early in life tend to persist as the child grows older.

Social behavior is learned through experience with others.

Modeling is a particularly effective technique for learning roles, attitudes and values.

Social development of the child is affected by the way in which other persons, especially adults, relate to him/her.

Attitudes and values are learned first in the family but at certain developmental stages the peer group has more influence than adults.

Variety in experience helps the child to acquire the ability to draw conclusions, solve problems, develop moral integrity.

Young children learn by guided activity, experimentation and imitation.

If help is given too soon, the child does not have the opportunity to think for him/herself or apply what s/he has learned.

Environmental factors such as infant stimulation and play affect mental development.

Proper nutrition increases the chances of favorable mental development.

Effective guidance is that which promotes the development of the child toward maturity.

The effectiveness of guidance is enhanced through affection, respect for the child as an individual, appropriate help with difficult tasks, and approval for those things well done.

Clearly defined and consistently maintained limits on a child's behavior contribute to a sense of security and direction.

When a child experiences satisfaction from a particular behavior, s/he is more likely to behave that way again.

Play affords opportunities for the child to develop physically, emotionally, socially and mentally.

Freedom for a child to explore, to express, and to test, fosters creativity in play.

Suitability of play materials is related to the child's state of physical, mental, emotional and social development.

Awareness and understanding of the functions of child welfare agencies contribute to their use.

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*The project was undertaken to provide adult educators with a tool for measuring the proficiency, in several areas of home economics, of experienced homemakers of either sex who seek high school credit in home economics or diplomas by demonstrated competence in the APL (Adult Performance Level) program. Each section was developed by one member of the project staff and critiqued by all the others. Field testing has been limited but did include consultation with selected teachers and feedback from some students who took the tests. Further development will be needed after extensive use of the tests. At present, it is suggested that to be considered "proficient" or to receive high school credit (1 semester of credit for each of the five tests), a student should have a minimum of three years of homemaking experience and respond correctly to 80% or more of the items and satisfy requirements for the same proportion of the activities. If a student is allowed a "second try" the score should probably be near 90%. The Project staff included Hazel Taylor Spitze, Mary Jo Clapp, Wynette Barnard, and Roberta Minish. It was done under a contract between the University of Illinois and the Illinois Office of Education.

Families and communities share responsibility for offering children opportunities for education, for maintaining physical and mental well-being, for recreation, for protection from danger and for moral development.

Communities may vary in types and numbers of resources available such as parks, playgrounds and day care centers.

CHILD DEVELOPMENT TEST

DIRECTIONS: Choose the *one* best answer for each of the following questions.

1. Kathy is afraid of the shadows in her room at night. To help her get over this fear, her parents could:
   a. Make her stay in her room and she will see that nothing bad will happen to her.
   b. Show her how her older brothers and sisters are not afraid of shadows.
   c. Explain to her that shadows are nothing to be afraid of.
   x d. Play a game of making shadows with their hands so she understands what shadows are.
2. Which of the following is the best description of discipline?
   a. Punishing a child for doing something wrong.
   b. Spanking a child for doing something wrong.
   c. Praising a child for doing something right.
   x d. Helping a child develop self-control.
3. Which of the following is *NOT* true?
   a. At 12 months a baby can usually walk with help.
   b. At 10 months a baby can usually stand up.
   c. At 6 months a baby can usually sit up.
   x d. At 1 week a baby can usually roll over.
4. Which of the following is most likely to help an 18 months old child develop and experiment?
   x a. Put the things s/he can break or damage out of reach for awhile.
   b. Provide plenty of things for him/her to be curious about, but see that s/he doesn't touch them.
   c. Let the child do anything s/he wants.
   d. Explain to him/her what s/he must leave alone.
5. Robby is four and has started nursery school. After a week, he refuses to go. He says he needs to stay home and take care of his mother. To aid Robby in his ability to make friends and get along with people, his mother could
   a. Talk over the situation with a friend.
   b. Let him stay home for a week or two.
   x c. Attend school with her son for a few days.
   d. Take him out of nursery school until he is older.
6. Mr. and Mrs. B. want their children to know right from wrong. To help the children in their moral development, Mr. and Mrs. B. could
   a. Give them many books to read.
   x b. Set a good example and give the children a chance to make decisions.
   c. Spank the children each time they make a wrong decision or say something bad.
   d. Explain to them what sound moral values are.
7. Sue and Tony were just married. They would like information on family planning and contraceptives. Which of the following places would *NOT* have this information?
   x a. Department of Public Aid.
   b. Planned parenthood.
   c. A family doctor.
   d. The county free medical clinic.
8. Children like to play. It is good for children to play. Play can help children develop:
   a. friendships.
   b. their minds.
   c. their bodies.
   x d. all of the above.
9. Four-year-old Ann has been playing alone or with children quite a bit older. When she does play with others, she won't let them use her toys nor will she take turns. Of the following, which will probably help Ann most to learn to get along better with other children?
   x a. Find ways for Ann to be with children her own age.
   b. Make her share her toys when she is with other children.
   c. Take her toys away from her for a little while.
   d. Explain to her that people don't like little girls who do not share.

10. Jill is 3 years old. She has not learned to put her toys away. Jill's parents could help her learn by:
   a. Putting the toys away themselves.
 x b. Having Jill help them put the toys away.
   c. Offering Jill a reward for putting the toys away.
   d. Putting Jill in a room by herself for five minutes when she fails to put the toys away.

11. Which of the following is *least* important to a child in learning new tasks?
   a. The child's being ready for the task.
 x b. The child's future learning opportunities.
   c. The child's past learnings.
   d. The child's present learning opportunities.

12. Three-year-old Tammy has no brothers or sisters. When Tammy's friend Billy comes over to play, she follows him into the bathroom and watches him at the toilet. To further Tammy's development, her mother would:
   a. Spank her for going into the bathroom.
 x b. Answer any questions she asks.
   c. Tell her that boys and girls should not be in the bathroom together.
   d. Stop her before she goes in, and explain the differences between boys' and girls' bodies.

13. To help children develop both mentally and morally, they need to be given choices. In giving a child a choice, which of the following questions is *LEAST* important?
   a. Is this decision important to the child?
   b. Am I willing to let the child decide thise?
   c. What might happen if the child makes a poor decision?
 x d. Do I know how the child will decide?

14. Mrs. L. lives in Illinois. She has noticed that her 4-year-old neighbor has black and blue marks and burns all over her body. She suspects that the child is being beaten, maybe by her parents. To *ensure* that the situation would be investigated, Mrs. L. will contact:
 x a. Department of Children and Family Services.
   b. PTA.
   c. The local newspaper.
   d. Friendly neighbors.

15. Ann is going to take her 3-year-old daughter with her to visit an older couple. She is afraid her daughter will get tired and fussy. Which of the following procedures would probably be the most helpful to avoid this?
   a. Tell her, "Mommy does not like little girls when they are naughty."
   b. Promise her a new doll if she is good.
   c. Make her promise to be good while she is there, and say she will leave her at home if she won't.
 x d. Help her pick out some toys to take with her to play with.

16. Sue is a normal 13 year old. Her uncoordinated, jerky movements often cause accidents at home, school and when she is with her friends. This accident-causing behavior is probably due to:
   a. Meanness and rebelling against parents.
 x b. The fact that she hasn't learned to control her developing body.
   c. Her lack of home training.
   d. Her carelessness and lack of concern.

17. A child is most likely to be thoughtful of others if the parents:
 x a. Set an example of being thoughtful.
   b. Explain to the child why s/he should be thoughtful.
   c. Are consistent in punishing the child when s/he is not thoughtful.
   d. Yell at the child when s/he is not thoughtful.

18. Mary Ellen promised her little sister, Barby, that she would take her to see a movie on Saturday. On Friday, some of Mary Ellen's friends planned a theater party to see the same movie. When Mary Ellen told the girls she had planned to take Barby, a girlfriend asked, "Why should you ruin your afternoon for a little kid?" Mary Ellen checked with Barby and found out that this was the only afternoon she could go to the show. Which of the following statements seems most reasonable in this situation?
   a. Mary Ellen couldn't be expected to ruin her afternoon for Barby.
   b. Mary Ellen could try to bargain with Barby and get out of taking her.
 x c. Mary Ellen keeps her promise to Barby.
   d. Mary Ellen goes to the movie with friends and expects Barby will soon forget the promise.

19. Jerry and Ann are a young married couple who have two small children. They often disagree about the care and discipline of the children. They have decided they need to know more about child care. Of the following possible sources of help, which do you think is likely to be the most helpful to them?
   a. Ann's mother who has eight children of her own.
   b. A neighbor, who baby-sits most of the time.
   x c. An adult education course on Child Development.
   d. A retired college teacher who baby-sits for them sometimes.

20. Mr. T. has always been active in sports. He would like his two sons, Tim (age 4) and Bob (age 6) to be active in sports, too. Bob learned to hit a ball and climb by the time he was four years old. Tim prefers to listen to stories and play with his blocks. To help Tim in his development, Mr. T. could:
   a. Wait a year and try to interest Tim in sports, since Tim would play better if he were older.
   b. Promise Tim he can do something he likes after he plays ball since it is very important for boys to like sports.
   c. Make Tim play ball since most children learn to like sports after they play them for awhile.
   x d. Help Tim develop the interests he has since children have different interests.

21. Mark is 3 years old and a problem eater. His parents try to make and serve foods that are appealing to children but Mark still is a fussy eater. The best action for his parents to take to solve this problem is:
   a. Tell him he'll never grow up to be strong and healthy.
   x b. Realize that the situation will probably take care of itself if ignored for a time.
   c. Don't serve him breakfast so he will be hungrier at lunch.
   d. All of the above.

22. Mrs. G. is trying to learn more about toilet training her child. Which of the following would be best if she wants to help her child develop a sense of independence:
   a. Tell the child that going to the toilet should be private since it is bad to show any curiosity about the process.
   b. Start toilet training early and punish her for accidents.
   c. Praise the child for successes and punish her for failures.
   x d. Start toilet training when the child's muscles have developed enough to control bowel movements and praise her for successes.

23. A child's emotional development is affected by:
   a. heredity.
   b. environment.
   c. intellectual ability.
   x d. all of the above.

24. "Responsibility is not taught but caught." This saying means that children develop responsibility from:
   a. Being assigned home duties.
   b. Verbal instructions and lectures on the importance of assuming responsibilities.
   c. Strict discipline techniques.
   x d. Modeling responsible adults.

25. Mr. and Mrs. S. have a seven-year-old son. Because of the way he has been acting lately, they are concerned about his emotional health. The best person to contact to receive help is:
   a. A neighbor.
   b. An advice column such as Ann Landers or Dear Abby.
   x c. The school psychologist.
   d. All of the above.

26. Twelve-year-old Tony was playing softball with his friends. When he didn't get to be first baseman, he got very angry. He threw down his glove, yelled, and quit the game. Judging from the way Tony acts now, as a young child he probably:
   a. Was a quiet child and encouraged in this behavior.
   x b. Often had temper tantrums and got his way.
   c. Often had temper tantrums, but was usually ignored.
   d. Never got his own way.

27. From the situation described above, you could suppose that Tony:
   a. Has trouble making friends because he is not a good ball player.
   b. Is very popular because he is funny.
   x c. Has trouble making friends because of his behavior.
   d. Has many friends because they respect him for his behavior.

28. Which of the following is most helpful as parents set rules and discipline procedures for their children?
   a. Parents need to choose the right type of people for their children's playmates.
   b. Children need to have some of the meanness taken out of them.
   c. Children should be allowed to do as they wish.
   x d. Children need and want limits set for their behavior.

29. Jim is eager to see the baby begin to walk. Which of the following is true?
   x a. A baby who has an opportunity to walk will walk when s/he is ready.
   b. If Jim helps the baby practice walking every day, the baby will walk by six months.
   c. A baby who is slow in learning how to walk will always have poor motor coordination.
   d. All of the above.

30. Which of the following playthings is most suitable for a two-year-old child with normal physical and mental development?
   x a. A wooden pull toy on wheels.
   b. An erector set (metal parts to put together with screws).
   c. A coloring book with regular crayons.
   d. A game of checkers.

31. Mr. and Mrs. J. spend much time planning what foods they will buy and serve the family. They believe that proper nutrition is very important for themselves and their children. Which of the following would be affected by proper nutrition?
   a. Their minds.
   b. Their bodies.
   c. Their feelings.
   x d. All of the above.

32. Four-year-old Judy is an only child. Because there are no neighborhood children her age, Judy has not had the chance to play with other children. Judy's mother thinks she needs more help in making friends and understanding her feelings. She would like to have Judy attend some type of nursery school or day care center. Since Judy's father had been laid off from his job, they have little money to spend. Which of the following would probably be the best place to send Judy to meet both of their needs?
   a. A private nursery school.
   b. A private day care center.
   x c. A Head Start program.
   d. A baby sitter.

33. Mrs. P. and Mrs. T both have four-year-old sons. Both of the boys are interested in trains, so the two mothers bought each of the boys a take-apart train. Jim spends 20 minutes at a time taking his apart and putting it back together again. Joe pulls his apart, gets very frustrated when trying to put it together, and spends a few seconds working on it but gives up. Later his mother finds the parts all over the house. To foster Joe's development, his mother would
   x a. Put Joe's train away until he is older.
   b. Insist that Joe put the train together and show him how.
   c. Have Jim show Joe how to put the train together.
   d. None of the above.

34. Mr. and Mrs. Lowe believe that children should learn to obey their parents. Their only child, five-year-old Dean, does what he is told to do but it sometimes takes shouting or spanking to get him to obey. His parents have been worried recently about how Dean plays with other children. He yells at them, bosses them and gets very angry if they refuse to do what he tells them to do. Of the following statements, which is the best explanation of why Dean acts this way?
   a. He is probably a leader by nature.
   x b. He is imitating his parents.
   c. He may be spoiled.
   d. Being bossy is a stage most small children go through.

35. Young children learn beliefs and feelings from other people. Which of the following people would *MOST* affect this process of learning for one-year-old Tom?
   x a. His parents.
   b. Neighborhood children.
   c. Relatives who visit often.
   d. Baby sitters who come irregularly.

36. To help a child most in developing a sense of security and direction one could
   a. Give the child a piece of candy each time s/he remembers a rule.
   x b. Make the limits clear with reminders as needed.
   c. Spank the child each time s/he breaks a rule.
   d. Make decisions for him/her.

37. Five-year-old Steve tried to make his bed one morning. The blanket was lumpy and uneven but he was proud of himself. To encourage Steve to continue making his bed, his mother could:
   a. Show him how to do it more smoothly.
   x b. Tell him she's glad he made his bed.
   c. Say nothing since it isn't made right.
   d. Make the bed over after he goes out to play.

38. Of the following, which is the most likely due to heredity?
   a. Ability to learn to play the piano.
   b. Pleasant disposition.
   x c. Long fingers.
   d. Tuberculosis.

39. Ellen gets low grades in school. She often says that she is the "ugliest" and "dumbest" member of the family. Which of the following is *least* likely to cause Ellen to feel this way about herself?
   a. Environment.
   x b. Heredity.
   c. High expectations for herself.
   d. The way her parents and teachers act toward her.

40. Kevin's mother is a very busy woman. She has to get the work done so she can go to an office job early in the day. She finds it easier to dress Kevin, pick up his room, hang up his clothes, and put up his toys, than to have him do things for himself. The most likely result will be:
   a. Kevin will learn from watching his mother.
   x b. Kevin may become dependent on his mother.
   c. Kevin will learn faster when he is older.
   d. Kevin will respect his mother for what she has done for him.

41. To help four-year-old Billy develop his large muscle skills, his parents might take Billy on regular outings to:
   a. The zoo.
   x b. The neighborhood playground.
   c. An amusement park.
   d. The movie theater.

42. A storm woke little Sally who was so frightened she cried and refused to let go of Patsy, her babysitter. Which of the following would be good for Patsy to say to help Sally feel better?
   a. "I think I heard Debbie-doll crying, too. Maybe we'd better take her in to the big chair and comfort her."
   b. "I've heard that the boogie man gets little girls who cry and get out of bed during the night."
   c. "Mommy won't like for you to get out of bed, so lie down and go back to sleep before she comes home."
   x d. "That big clap of thunder made me jump too. I'll stay by your bed for awhile."

43. Four-year-old Johnny often has temper tantrums. To help Johnny stop having temper tamtrums, his parents might:
   a. Give him what he wants when he has one.
   x b. Pay as little attention to him as possible while he is having one.
   c. Hold him in their laps when he has one.
   d. Spank him when he has one.

44. Little Terry walked at 13 months; Joe at 12 months; Emily at 11 months; and Billy at 14 months. From this information we can be fairly sure that:
   a. Emily is definitely the smartest of the children.
   b. Billy is likely to be retarded.
   x c. All these children are quite normal in learning to walk.
   d. None of the above.

45. Mr. and Mrs. M. have a 2-month-old baby named Johnny. They have learned that a newborn is already developing his/her mind. To help Johnny's mental development at this early age, Mr. and Mrs. M. should
   a. Leave Johnny alone in his crib as much as possible.
   b. Empty his room of everything but essentials so he isn't distracted.
   x c. Hold him, play with him and talk to him often.
   d. None of the above.

46. Mr. and Mrs. M. have learned that the food 2-month-old Johnny eats can affect his mental development too. To increase the chances of favorable mental development, they should feed Johnny:
   a. Anything he can swallow.
   b. Only milk until he has teeth.
   c. The same food as the family is eating.
   x d. None of the above.

47. Annie, age 3, is very jealous of the new baby that mother brought home and put in her crib. Now Annie has to sleep in a bigger bed. The main cause for her jealousy is likely to be:
   a. Annie inherited a very jealous disposition.
   b. Annie has been a spoiled only child.
   c. Mother doesn't love Annie as much as she did.
   x d. Annie was not prepared to have a new baby in the family.

48. Lois and her friends are talking about their children. Which mother is likely to promote her child's development by the behavior mentioned?
   a. Mrs. Brown says, "I never let my child out of sight. I don't want to take any chances of his getting hurt."
   b. Mrs. Clark says, "I try to give my child any toys or gifts that she wants. I want her to have a happier childhood than I had."
   c. Mrs. Jones says, "I let my son do anything he wants to do."
   x d. None of the above.

49. Which of the following is true about pregnancy?
   a. Other women are the best sources of information about childbirth.
   b. Childbirth is a natural, normal function, so no particular care is needed.
   c. Childbirth is very dangerous to the mother and the baby.
   x d. Regular medical care during pregnancy assures greatest safety for mother and baby.

50. Three-year-old Billy still wets his bed at night. His older sister Jill was completely toilet trained by age two. A three-year-old child who wets his/her bed at night
   x a. Is normal.
   b. Needs to see a doctor.
   c. Has an emotional problem.
   d. Is mentally retarded.

51. Joan is pregnant. She is concerned about the food she eats. When planning what to eat, which of the following nutrients could she leave out?
   a. Vitamins.
   b. Protein.
   c. Carbohydrates.
   x d. None of the above.

52. Two-year-old Betsy dropped a spoonful of mashed potatoes on the floor while she was eating her lunch. She looked surprised at the potatoes on the floor. She listened thoughtfully and said, "No noise." In addition to cleaning the floor, what could her mother do to help Betsy learn through experimentation?
   a. Give her smaller portions of potatoes.
   b. Take her food away from her.
   c. Spank her hands and tell her not to do it again.
   x d. Give her something else—a spoon or hot pad—to drop.

CHILD DEVELOPMENT TEST ACTIVITIES

1. Visit or telephone two places or persons who care for children. Some of the places you might contact are: a head start program, private day care center, church-sponsored nursery school or an individual who cares for children in his/her home.

   Find out the following information:
   1. How many hours per week can the child attend?
   2. What is the cost per week?

3. Is this center licensed?
4. What is the staff trying to accomplish with the children? (Protect from harm, teach the child to read, help children learn to get along with other people, etc.)
5. How many children are there per adult?
6. Is there food served? If so, how do they decide what to serve?
7. What provisions are made for safety and emergencies?
8. What are the qualifications of the teachers?

After finding out the answers to these questions, set up a time when you can observe the children and teachers. When you observe, look for things like:

- the equipment available
- if the teachers seem warm and friendly
- how discipline is handled
- if the children seem to be happy and having fun
- whether the place is clean and safe

After completing the two activities, write down the answers to the questions and your impressions from observing. Meet with the teacher. Discuss how the two places were alike and how they were different. Decide which of the two places you would send your child to. Discuss your reasons with the teacher.

2. Choose a toy for a two-year-old child. Visit several toy departments of stores to look at the toys available. Choose one toy which you think would be good for a two-year-old child. Consider the following questions when choosing the toy:
   1. What can the child *do* with the toy?
   2. Will the child still enjoy this toy when s/he is older than two?
   3. Will a normal two-year-old child enjoy this toy?
   4. Will the toy help a child develop his/her mind and body?
   5. Is the toy safe?
   6. How much does the toy cost? Is it worth this amount of money?

   Meet with the teacher. Describe the toy you have chosen or bring a picture of the toy from a catalogue. Discuss with the teacher why this toy is appropriate for a two-year-old child.

3. Visit the local library and select a book for a four-year-old child (or one of your own children).
   a. If you are unfamiliar with the children's book sections, ask the librarian for help.
   b. Look through the books and select one which would be appropriate for a four-year-old child.
   c. When you are choosing a book, consider the following questions:
      Does the book look exciting, so the child would want to look at it?
      Is the story appropriate for a four-year-old child?
      Are the words suitable for a four-year-old child?
      Are there pictures that the child will enjoy?
      Would the story frighten a four year old?
      Will the child learn anything from the story?
   d. Check out the book from the library. If you do not have a library card, ask the librarian how to get one.
   e. Read the book to a four-year-old child. See if s/he enjoys it.
   f. Meet with the teacher. Discuss your reasons for choosing this book.

4. Observe a child watching TV. Fill out the attached observation sheet while you are observing the child. You will need a clock or a watch to do this activity.

   After completing the observation, meet with the teacher. Discuss:
   1. How the child acted during the program.
   2. Whether or not the TV program was appropriate for a child to watch.
   3. Did the child show any feelings during the program?
   4. Did the child say anything about the program after it was over?
   5. Did the child have any effects from the program which were evident later? (Such as nightmares, or showing you something s/he learned from the program.)
   6. Did the child recognize the difference between the program and the commercials?
   7. Did the child ask to buy things advertised?
   8. Did the child behave differently during commercials than during the program?

OBSERVATION SHEET

Use to observe a child watching TV.

Directions: Make sure the TV is on. Explain to the child that the reason you are there is to watch TV with him/her. During the program, watch the child and write down information that is asked for below. You will need a watch or clock to time each observation.

General Information

Name of child____________________ Age of child________

Date____________________ Time________

Program ____________________

1st observation

Observe for 10 minutes. Describe the setting. Include information such as the number of people in the room, what room of the house the TV is located, and any other information which would help describe the setting.

____

____

____

2nd observation

Observe the child for five minutes. Write down what the child is doing during each minute. For example, sitting with legs crossed, sucking thumb, playing with a truck, etc.

Minute

1 ____________________

2 ____________________

3 ____________________

4 ____________________

5 ____________________

3rd observation

Observe the child for 5 minutes. For each 15 second interval write down what the child is looking at (the TV, toys, you, sister, etc.).

Minutes	0	15	30	45	60 seconds
1					
2					
3					
4					
5					

4th observation

Observe the child for 5 minutes. Write down what the child is doing during each minute.

1 ______________________________

2 ______________________________

3 ______________________________

4 ______________________________

5 ______________________________

After the program is over, answer these questions.

Did the child react to the program? If so, in what way? (Said so, acted happy, acted sad, etc.)

Do you think this program was appropriate for this child to watch? What was good about it? What was bad about it? What was the purpose of the program? (to entertain, to teach, etc.)

SUMMARY

1) Child watched: ______very attentively ______somewhat attentively ______not very attentively

2) Who chose the program: (Check as many as apply)
______child
______sibling
______parent or other adult
______observer
______friend
______other

3) Setting during program: ______noisy ______quiet ______both noisy and quiet at times

4) Interaction of child during program: (Check as many as apply)
______parents or other adults made demands on child or interrupted his viewing
______sibling interacted with child
______friends interacted with child
______child played with toys or other materials
______child verbally responded to the TV program

5) Emotional responses during programs: (Check as many as apply)
______no emotional response
______laughter
______surprise
______sadness
______fear
______bewilderment
______boredom
______other (describe)

NOTES TO THE TEACHER

1. The main purposes of this exercise are to increase awareness of what type of day care facilities are available, to provide an experience in talking with personnel involved and to observe children in day care facilities. To fulfill the requirements, the student should:
   1. have talked directly with personnel (not a friend who thought s/he knew the answer).
   2. have information on each question or a reason why such information is missing.
   3. have information written out for comparison purposes.
   4. have observed children in a day care setting.
   5. have evaluated this information according to personal priorities.

   The student should discuss with the assessor the similarities and differences between the two centers, if impressions gained during the observation agreed with information received, and why s/he would choose one over the other. The assessor should stress the importance of licensing and visiting a center before sending a child.

2. The purposes of this exercise are to increase awareness of what toys are available in the market place; to evaluate and analyze a toy, considering such factors as how the toy can contribute to favorable physical, mental and social development, safety, and the child's enjoyment.

To fulfill the requirements, the student should:
1. have visited several toy departments of stores.
2. have chosen 1 toy appropriate for a two-year-old child.
3. meet with the teacher and present an evaluation of the toy including a description of typical characteristics of a 2-year-old and how this toy would satisfy a 2-year-old's needs.

Common characteristics of 2-year-old children:

Motor development

Puts on simple articles of clothing
Can turn one page of a book at a time
Holds glass with hand
Can draw circles
Builds block towers of 5 or 6 blocks
Wide stance—runs well
Walks up and down stairs one step at a time
Kicks large ball
Propels self with riding toys on casters
Hurls ball

Characteristics of preschool thinking

Thought is relatively unsocialized (child does not see a need to justify conclusions or explain how s/he arrived at conclusions)
Thought is governed by perception rather than reason (child is greatly influenced by what s/he sees, hears and experiences)
Reasoning is from the particular to the particular
Thought is centered on his/her own perspective (egocentric and does not understand situations from any point of view except his own)

Social development

generally solitary in play but is influenced by older children to the extent that s/he imitates their behavior both in play activity and conduct.

Hazards to be avoided in toys:

Sharp wires, prongs, pins and edges; materials that shatter into sharp slivers when dropped; excessive heat production; objects that are small enough to put in ear, nose or mouth of small children; toxic paint; highly flammable items; electrical and mechanical hazards.

3. The purposes of this exercise are to visit a library and become aware of children's books; select and evaluate an appropriate book for a four-year-old child; and to experience reading a story to a child.

To fulfill this requirement, the student should:
1. have visited the library.
2. selected and checked out a book.
3. have read the book to a four-year-old child.
4. meet with the teacher and present an evaluation of why this book is appropriate for a four year old and a summary of the reactions of the child to which the book was read.

Guidelines for selection of the book—The book should:
1. Be about young children and familiar people, animals and activities.
2. Contain about one sentence per page for three year olds and up to three sentences for five year olds.
3. Have a vocabulary the child can be expected to understand or to learn.
4. Be illustrated with clear, whole pictures that depict the action taking place.
5. Be selected both "for fun" and for information.
6. If "for fun," be fantasies that do not harm children.
7. If for information, be accurate information about the real world.

4. The purposes of this exercise are to observe a child's reactions to TV programs and initiate thinking about evaluating the appropriateness of TV programs that children are viewing.

To fulfill the requirements, the student should:
1. have observed a child watching TV.
2. have filled out the observation sheet.
3. meet with the teacher to discuss responses of the child while watching the program and advantages and disadvantages of TV viewing by children.

TESTING FOR PROFICIENCY IN CONSUMER EDUCATION

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This section is explained on page 315 of this issue.

SELECTED CONSUMER EDUCATION PRINCIPLES

1. Planning the use of human and non-human resources helps individuals and families meet needs, satisfy wants, and achieve goals.
2. Consumers have available various sources of information to use in making decisions about the purchase and use of goods and services.
3. Credit as a resource allows the consumer to make decisions in the use of future income to satisfy present needs, wants, and goals.
4. Savings and insurance plans which are based on individual and family needs provide for present and future financial security.
5. Consumer action can affect services, legislation, and sources of information available to assist and protect the consumer.

AREAS COVERED ON TEST ITEMS

I. Consumer Planning and Decision Making
   A. Personal and family needs and wants
   B. Values and goals
   C. Resources
   D. Making choices and plans

II. Consumer in the Marketplace
   A. Advertising
   B. Principles
   C. Consumer information
   D. Use and maintenance of purchases

III. Consumer Credit
   A. Kinds of credit
   B. Cost of credit
   C. Responsible use of credit
   D. Legal aspects of credit
   E. Credit rating

IV. Family Financial Protection
   A. Savings and investments
   B. Insurance (life, social, health, auto, home)

V. Consumer Assistance and Protection
   A. Consumer rights and responsibilities
   B. Private, business, and government protection agencies and programs
   C. Consumer laws and regulations

CONSUMER EDUCATION TEST

Directions: Select the one best response for each of the following items.

1. Mary says the following are very important to her family: love, health, religion, happiness, and family life. These are known as:
   x a. values.
   b. attitudes.
   c. standards.
   d. resources.

2. Three families have recently purchased different priced houses. The Smiths bought a larger house near their church, the Webbs bought a house in a new subdivision close to the elementary school, and the Peterson family bought a house on a few acres in the country. Although the families had different needs, they all had the same
   a. values.
   b. resources.
   x c. goal.
   d. standard.

3. Shirley is painting all the bedrooms in their farm home. Her painting ability can be considered a
   a. time saver.
   x b. resource.
   c. value.
   d. possession.

4. The Miller family values the development of each family member's ability and potential. Husband Bob wants to attend night school at a local community college, but they don't have the money. Which of the following is a substitution of one resource for another?
   a. charge the tution on a bank credit card
   b. borrow the money for tuition from the bank on a 90-day loan
   x c. paint the exterior of their house themselves and use the money saved for tuition
   d. none of the above

5. The Moore and Hawkins families are the same size, live in the same neighborhood, and have the same salary, but they have different financial plans. Which of the following is NOT a reason for the difference in financial plans?
   a. The Hawkins are able to do home repairs, while the Moores must hire the work done.
   b. The Moore family is saving for their children's education, while the Hawkins family is saving for a new home.
   c. The Moore family receives some interest money each month from a bank savings account and a $100 bonus at the end of the year.
   x d. The Moore family keeps a weekly record of spending and the Hawkins family keeps a monthly record.

6. Few people who want to save whatever money is left at the end of the month have any left to save. Which of the following suggestions may help?
   a. borrow enough to pay all debts
   x b. plan the use of the income
   c. apply for a bank credit card
   d. save 25% of the income each month

7. All of the following statements about making decisions are true EXCEPT which one?
   a. Decision making is concerned with the use of money, time, energy, and other resources.
   b. Decisions help one reach his/her goals by analyzing the possible choices.
   c. The steps in decision making are much the same regardless of whether the decision involves a small or large expenditure.
   x d. Quick decisions are usually wrong.

8. The Outpost Restaurant advertised at the noon news broadcast on the local radio station that on Friday the special would be "all the shrimp you can eat for $1.98." When the Walters ordered their shrimp dinner on Friday night they were told the truck didn't come in and clams were on special instead. What would be the most fair action for the Walters to take in this situation?
   a. Report this false advertising to the Better Business Bureau.
   b. Write a letter of complaint to the radio station about their advertising policies.
   c. Never rely on Outpost Restaurant ads again.
   x d. Ask for a "rain check" on the advertised special.

9. Which of the following statements printed in an advertising display in the men's clothing store is a warranty?
   a. These are the best shoes on the market.
   b. You won't find a better suit for the money.
   x c. This shirt is colorfast and preshrunk.
   d. The item is moving so fast you had better buy it now.

10. Which of the following ads would be most useful to the consumer?

a.	b.	c.	x d.
Furniture Sale	3 Rooms of	Gigantic Rug Sale	"Indoor-Outdoor" Carpeting
3 pieces	Furniture by	all sizes	Acrylic Fiber
$129.95	"Furniture Craft"	$39.95 to 69.95	Hemp Back
"Modern Style"	$475	"lasts longer"	$8.95 sq. yard

11. Which of the following statements about sales is true?
    a. A clearance sale means that merchandise will be marked up again after the sale.
    b. Special purchase sales are to clear out left-over items in the store.
    c. Clearance sale items are marked down one time and changed to special purchase sale items on the second mark-down.
    x d. Special purchase items come directly from the manufacturer for the sale.

12. The Allens recently purchased a lawnmower. They are unhappy with the purchase because they have already spent $50 in repairs the first month. What may explain the reason for their dissatisfaction?
    a. They bought the same brand they had before.
    b. They paid cash to receive a discount on the purchase price.
    x c. They did not read the guarantee carefully.
    d. They purchased the mower at a pre-season sale.

13. Tom decides to replace the battery in the family car. Which of the following buying procedures is likely to give the best results?
    a. Read the Sunday paper ads for the store with the lowest price and buy that battery on Monday morning.
    b. Ask his neighbor what kind of battery he would recommend and purchase that brand.
    x c. Check the Yellow Pages for businesses selling batteries and call several to obtain price, brand, warranty, and installment information.
    d. Stop at the local gas station and have them replace the battery with a medium priced one.

14. Phil has just purchased a C.B. unit at a local radio store. At work he is telling about the unit and the price he paid for it. Another worker tells Phil that he could have saved $35 on the same unit by shopping at a large shopping mall ten miles from his home. What may explain this difference in price?
    a. C.B. prices are not controlled by the F.T.C.
    b. Many C.B. ads use false advertising and pricing techniques.
    x c. The shopping mall store received a special price on a volume order.
    d. The fellow worker always knows where to get the best price.

15. The Wrights bought their son Jim a puppy for his birthday. Since the Wrights are working all day they decided to purchase a dog house and a small pen for the dog. The lowest price was in a mail-order catalog. When the mail-order store called to let the Wrights know the house and pen were in, Mr. Wright said he wanted it delivered and set up. When the bill came a few weeks later it was for $50 more than the price listed in the catalog. Mr. Wright was very upset and called the mail-order store and refused to pay. Which of the following is *least* likely to be the cause of this situation?
    a. The Wrights did not read the fine print in the catalog description.
    b. The Wrights did not pay cash.
    x c. Mail-order prices always end up being higher than expected because of credit costs.
    d. Mr. Wright did not ask if there were any delivery and installation charges.

16. The Brown family has saved some money for a portable T.V. set. Mrs. Brown wants to purchase the more expensive brand name set because she feels this is an indication of quality. Mr. Brown says that a store name set may be as good as a brand name and cost less. Which of the following statements would substantiate his argument?
    a. Studies show that medium priced items have consistently the highest quality.
    b. Price comparisons are helpful among brand name items, but not between store name items.
    c. A nationally advertised item is usually superior in quality because of its guarantee.
    x d. Store name appliances are made by the same companies as brand name appliances.

17. Sally needed to purchase some T-shirts for her 5-year-old son. After work she dashed into the Discount Department Store on her way home. She grabbed a package of three multicolor striped shirts on a sale table. When she washed the shirts the blue stripes faded. What may have been the reason for this problem?
    a. She used too much detergent in washing the T-shirts.
    b. She did not purchase brand name items.
    x c. The shirts were not labeled color-fast.
    d. The sale items were seconds and full of flaws.

18. Today Mrs. Gray had a door-to-door salesman stop with an introductory offer. He would put aluminum siding on the Gray house for half the regular price if they would get three of their neighbors to have their homes re-sided for the regular price. Which of the following shows the most responsible action on the part of the group?
   a. Sign the contract before one of the neighbors gets the money-saving offer.
   x b. Take some time to check on the prices and reputation of the company.
   c. Sign the contract to get rid of the salesman.
   d. Call the police about such a ridiculous offer.

19. Anne did her grocery shopping this week at a new store that advertised several specials on items that Anne had on her list. As she was putting the groceries away at home she noticed that she paid more than usual for some items that were not on sale. Which of the following would help Anne get the most for her food money?
   a. Buy at the new store if it has enough desired features to offset the higher prices.
   b. Continue buying at the new store because all prices will come down after they have been in operation awhile.
   c. Buy at her regular store until the new store has been open at least 6 months.
   x d. Shop in both stores and take advantage of all specials.

20. Which of the following certifies that the appliance is electrically sound and safe?
   x a. UL seal of approval
   b. AIC seal of approval
   c. CU warranty
   d. ESS warranty

21. Which of the following sources of consumer information would you find most reliable?
   a. magazine ad endorsement
   b. rating by a product testing organization
   c. TV endorsement by a well-known person
   x d. trade association seal

22. Mrs. Ryon purchased an automatic coffeemaker for her daughter and family for Christmas. Because they were unable to be together for the holidays, she sent the package by United Parcel Service. The day after Christmas Mrs. Ryon's daughter noticed a crack in the base of the coffeemaker, but she used it anyway. When she called to thank her mother and tell her it makes terrific coffee she mentioned the crack. What could Mrs. Ryon do to help her get it replaced?
   x a. Call UPS to inquire about damage policies.
   b. Call the post office to ask them what to do about the damage.
   c. Return the coffeemaker to the store where it was purchased.
   d. Write the company who manufactured the coffeemaker and request a refund.

23. If you are unable to keep up the payments on a TV set you have bought on the installment plan, the seller will most likely
   a. have you arrested for failing to meet the terms of the contract you signed.
   x b. pick up the set and keep the payments you have made.
   c. pick up the set and return to you the payments you have made.
   d. pick up the set and give you a cheaper model which costs no more than the payments you have made.

24. A friend suggested that Ann borrow from a bank to buy her TV set instead of buying it on installment from the dealer. This suggestion is
   a. ridiculous because banks don't lend for such purchases.
   b. poor advice because bank rates are usually higher.
   x c. worth considering because bank rates are sometimes lower.
   d. unreasonable because so much "red tape" is involved.

25. If you buy a $400 refrigerator on time with a stated 1½% a month interest charge, you are actually paying an annual interest rate of
   a. 6%
   b. about 9%
   c. about 12%
   x d. 18%

26. If you buy a used car for $2,650, $150 down, and pay off the rest at $80 per month for thirty-six months, how much interest will you pay?
   a. $150
   x b. $380
   c. $3030
   d. $2880

27. If an automobile dealer requires or pressures you to finance your purchase at a particular place, it could be an indication that
    a. he has arrangements with a finance company that will save you money.
    b. he is a black marketer whom you had better stay away from.
    c. he has a friend in the finance business.
    x d. he gets a rebate on the finance charges which will probably be higher accordingly.

28. If you finance a purchase through a loan company instead of an installment retail dealer, your finance charges will probably be
    x a. more.
    b. slightly less.
    c. much less.
    d. about the same.

29. The least expensive credit a consumer can use is usually
    a. installment purchase from dealers.
    b. bank loans.
    c. a loan from a finance or loan company.
    x d. a loan on his insurance policy from the insurance company.

30. Re-scheduling the payments on a loan so as to pay the loan off in a longer period of time than originally agreed on is
    a. resuming credit.
    x b. refinancing.
    c. reducing the balance.
    d. consolidating a loan.

31. In order to save as much interest as possible, the credit user could
    a. extend payments as long as possible.
    x b. make the largest down payment possible.
    c. make the smallest monthly installment allowed.
    d. use the credit extended by the retail agency.

32. When buying a car on time, it is to the consumer's advantage to
    a. use the dealer's financing arrangements.
    x b. check other financing possibilities.
    c. make the smallest monthly payment possible.
    d. pay for the car over the longest period possible.

33. Which of the following is the best way to build and maintain a good credit rating?
    a. Pay cash for all purchases.
    x b. Buy some goods on credit and make payments when due.
    c. Open as many charge accounts as possible, but use them only if forced to do so.
    d. Use money orders to purchase items over $50.

34. The Truth-in-Lending Law requires that the
    a. borrower must tell the truth in stating what he wants the money for.
    b. borrower must make an accurate assessment of his financial assets.
    x c. lender must provide in writing the finance charge in dollars and cents and in percentage.
    d. lender may not charge more than 12% finance charge or 12 cents on the dollar.

35. If you borrow $100 and the credit charge of $12 is discounted, this means that
    a. you will receive $112.
    x b. you will receive $88.
    c. you will receive $100.
    d. you will pay back $112.

36. Which of the following payment plans has the lowest actual total cost on a $350 purchase of an engagement ring?
    a. $29 down and $29 a month for 12 months
    x b. $35 down and $30 a month for 11 months
    c. $50 down and $18 a month for 22 months
    d. $45 down and $11 a month for 32 months

37. Suppose that your family must have a new range. Buying on time costs money, but some payment plans cost more than others. You have shopped around and found the following information. Which would be the least expensive way to finance the range?
    a. Store X - $20.40 per 18 months
    b. Store Y - $13.10 per 28 months
    x c. Bank - $26.85 per 12 months
    d. Small loan company - $17.93 per 24 months

38. When a car is purchased on credit, the buyer can
   a. get a better car because payments are less.
 x b. expect to pay more for the car.
   c. expect a better trade-in because dealers trust him.
   d. get better warranty service.

39. For evaluating credit applications most stores use information from
   a. finance companies.
   b. the Federal Trade Commission.
 x c. credit bureaus.
   d. the Better Business Bureau.

40. What term refers to payments made for an insurance policy?
   a. price
   b. periodic
   c. principle
 x d. premium

41. Term life insurance usually offers
   a. lifetime protection.
   b. large cash value built up over time.
 x c. protection for a limited time.
   d. protection at a high cost.

42. Liability insurance protects the car owner from
   a. cost of damage to the car by another car.
 x b. paying for injury or damage to another person or car.
   c. loss from fire and theft.
   d. cost of bodily injury to him/herself.

43. A health insurance contract that provides for loss of income is one in which
   a. room and board in the hospital are paid for a given number of days.
   b. the cost of the surgeon at specified rates is paid.
   c. a lump sum is paid to replace income in case of accident.
 x d. monthly payments of a given percent of the income are paid during disability.

44. Which of the following would have the highest premium per $1,000 of protection for a 25-year-old person?
   a. straight life
   b. life paid up at age 65
   c. five year term
 x d. 20 year endowment

45. Which of the following is *not* true for funds deposited in a commercial saving bank account?
 x a. Taxes are less on it.
   b. It is available for emergencies.
   c. Interest is deposited automatically.
   d. It is a means of accumulating savings.

46. An endowment policy is different from a straight life insurance policy because it places emphasis on
   a. a readjustment income for the family
   b. money for funeral expenses
 x c. enforced savings within a given number of years
   d. increasing cash value for emergencies

47. A term life policy is unlike the other types of insurance policies because it does NOT provide for
   a. protection for the family for a given length of time.
 x b. an accumulation of savings.
   c. supplementary protection for temporary needs.
   d. emergency short term protection.

48. Individuals who invest in bonds are *not*
 x a. becoming a part owner of the company
   b. lending money to a corporation or government
   c. receiving a guaranteed rate of interest
   d. making a safer investment than if they bought stock in the company

49. Which one of the following statements about insurance is TRUE?
 x a. A term insurance policy has no savings feature.
   b. An endowment policy provides protection only.
   c. A term insurance policy protects until the insured dies.
   d. A straight life policy provides no cash value.

50. All of the following statements about insurance premium rates are true EXCEPT which one?
   a. Premium rates for ordinary life policies are the lowest of any cash value policies.
   b. A limited-payment life policy has higher premium rates than a comparable ordinary life policy.
 x c. An endowment policy has the lowest premium rates of any term policy because of the savings feature.
   d. Group life insurance is a form of term insurance usually with low rates.

51. Mark has been laid off work and his life insurance premium is due. He does not see how he can possibly make the payment. Which of the following is most likely to enable Mark to pay later without losing his protection?
   a. Ignore the premium notice because he is automatically covered by Workman's Compensation.
   b. Ignore the premium notice because coverage continues for 6 months even if the premium is not paid.
 x c. Contact his insurance agent to make special arrangements.
   d. Send the premium notice back to the company stating that he is not working.

52. Which of the following types of auto insurance coverage is most often required by law?
 x a. liability
   b. collision
   c. fire
   d. theft

53. All of the following statements about Social Security are true EXCEPT which one?
   a. Social Security contributions are deducted from a worker's pay each month.
   b. The maximum amount of social security contributions in any income year are set by law.
 x c. Medicare and social security payments are made together.
   d. Medicare is now a part of the Social Security Act.

54. Sally has been successful in saving $300 in 6 months for a new family room rug. Her neighbor asked her, "What is your secret for saving?" Which response can best explain Sally's "secret"?
   a. "I pay all bills and then save what's left at the end of the month."
   b. "I borrowed money to consolidate all my bills."
 x c. "I deposit some money in savings as soon as I receive my paycheck."
   d. "I buy clothing and cosmetics only when they are on sale."

55. What is meant by inflation?
 x a. decrease in purchasing power of dollar
   b. increase in purchasing power of dollar
   c. decrease in dollar income of workers
   d. decrease in earnings on savings

56. The Jones family lives in a large city and recently had some home repairs done. The repair company did not do a satisfactory job and has failed to respond to inquiries about it. Which of the following is the best course of action for the Jones family?
   a. call another repair company
   b. continue to try to contact the original repair company
 x c. report the case to the Better Business Bureau
   d. report the case to the local government

57. Consumer protection by law covers all of the following EXCEPT
   a. deception in advertising
   b. safety and health hazards
   c. illegal business practices
 x d. consumer errors in selection

58. In which of the following situations does the consumer have a justified complaint?
   a. Washing machine goes out of balance when a large throw rug is washed.
   b. Clothes dryer repair person is not available for 3 days.
   c. 2% interest is charged each month on the unpaid balance on the washing machine.
 x d. Clothes dryer belt breaks during the first week of operation. The order for a new belt takes more than 2 months.

59. Which of the following would be likely to help you with a consumer problem?
   a. Better Business Bureau
   b. Office of Consumer Affairs
   c. U.S. Postal Service
 x d. all of the above, depending on the kind of problem

60. Hazardous household chemicals such as insect sprays must have labeling about safe and proper use. Which of the following agencies is responsible for this consumer protection program?
   x a. Food and Drug Administration
   b. Federal Trade Commission
   c. Department of Agriculture
   d. National Bureau of Standards

CONSUMER EDUCATION TEST ACTIVITIES

1. What is one decision you have made recently in each of the following areas?
   a. buying food
   b. buying clothes or caring for clothes
   c. purchasing a household item
   d. spending money related to transportation
   e. buying a personal care item

   What are some alternatives that you considered in making each decision?

   Which alternative did you choose for each decision?

   Why did you NOT choose the other alternatives?

   How would you evaluate the decision you made?

Area	Decision	Alternatives	Choice	Reasons
Buying food				
Buying clothes				
Household item				
Transportation				
Personal care item				

2. Suppose that you want to purchase a blow hair dryer or other small appliance. Locate three (3) different brands to compare the special features, cost, and guarantee. List this information on the chart.

   Which brand would you prefer?
   What are your reasons for this preference?

Item	Brand 1	Brand 2	Brand 3
Store			
Cost (cash price)			
Special features			
Guarantee: a. how long b. what covered c. address for repairs d. other			

3. Read the automobile insurance policies and answer the following questions:
   What coverage is provided?
   What dollar amount of liability is provided for each type of coverage?
   Are any "discounts" given?
   How are claims filed?
   Which policy would better fit your purposes? Why?

	Policy A	Policy B
Company		
Coverage Liability Medical Property Damage Collision Uninsured Motorist Comprehensive		
Discounts		
Filing Claims		

4. Suppose that you have purchased a Brand X vacuum cleaner from the Downtown Department and Appliance Store. Within the first month three belts break so you take the cleaner to the store repair shop and leave it to be checked. You bring it home, start using it, and the belt breaks again!

   Write a letter of complaint about this problem situation. Include the following items in your letter:
   a. an explanation of the problem
   b. a description of the vacuum cleaner purchased
   c. date and place of purchase
   d. what you have done so far about the problem
   e. tell what you expect them to do

   *Remember when you do this keep a copy of your letter of complaint and if you write a second letter, be sure to include a copy of the first letter.

5. Suppose that you want to make a $100 purchase. Compare the interest rate and the total cost ($100 plus interest charge) when you:
   (1) borrow $100 from a bank and pay back the amount in 6 equal monthly installments.
   (2) charge the entire purchase on a credit card and pay back the amount in 6 equal monthly installments.
   (3) borrow $100 from a small loan company and pay back the entire amount in 6 equal monthly installments.

$100	Interest Rate	Interest Cost	Total Cost
Bank			
Credit Card			
Small Loan Company			

NOTES TO THE TEACHER

1. The five decisions are given as suggestions. You may change these to suit the individual situation.
   Two alternatives for each decision are required although the individual may have more than two and these should be added.
   In deciding why they did NOT choose an alternative the individual should be responding in terms of why the alternative was not suitable for them.
   You may want to ask questions about when the particular alternative would be the choice they would make.

2. The purchase of a blow hair dryer is given as a suggestion of an appliance of minimal cost that the individual may purchase. Discuss with the student some purchases s/he may be considering, and substitute one of these choices in place of the hair dryer to make the performance question suitable for the individual situation.

   The three brands may be in the same store or they may be in different stores. Most persons should be able to do this on their own. You may want to have one borrowed item in the classroom to use for directions or after the performance question has been completed for evaluation.

3. The individual taking the test may need help from you in stages on this question. You may want him/her to write a rough draft to which you can react and then continue the process with revisions.

   Or if this has been covered in the coursework a finished letter can be required.

4. It may be necessary to get two automobile insurance policies to bring to the classroom for the student to use in completing this question. Or perhaps s/he can bring in his/her own policy and you can provide one for him/her to compare.

   After you go over specific policies you may have other questions to add to the list of those to be answered.

5. Again the three situations are suggestions. You may change them to meet the needs of the individual taking the test.
   They are to determine the interest rate in percent, the interest cost in dollars and cents, and the total cost of $100 plus the interest cost.
   For example: 12% interest rate $6.00 interest cost for 6 months $106.00 total cost for 6 months

Addendum

We inadvertently omitted the author of "Testing for Proficiency in Housing" in Volume XXII, No. 3, pp. 174-185 and "Testing for Proficiency in Home Management," pp. 194-205. The author of both was Mary Jo Clapp, retired Home Economics teacher, Sidell, Illinois.

SUBJECT INDEX FOR ILLINOIS TEACHER
Volume XXII, 1978/79

Prepared by Sandra Eells
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FAMILY LIFE EDUCATION

Bean, N.M., "Evaluating Family Relations Experiences in the Classroom" (2), 62-64.
Craig, K.E., "Helping Families Attain a Desirable Quality of Life" (3), 140-144.
Morley, R., "Techniques for Teaching ... Divorce—The Paradox of Family Life Education" (2), 79-81.
Skinner, B.D., "Integrating Family Law Into Family Life or Child Development Curriculum" (2), 65-68.
Skinner, D., "Death Education for the 'Deathless Generation'" (2), 69-71.
Stoner, D.G. and T.E. Staaland, "Creating a Family Focused Curriculum" (2), 107-111.
Williams, J.M., "The View From the Teenage Window—Shifts in Adolescent Time Perspectives and Their Importance for Family Life and Vocational Education" (2), 85-89.
Wingert, J., "The Father Role: How Your Students View Their Fathers" (2), 76-78.
Zeutschel, J.S., "A New Approach: Active Fathering in Contemporary America" (2), 72-75.

FHA/HERO

Boyer, E.L. and M. Berry, "Policy of the United States Office of Education for Vocational Education Student Organizations" (4), 217-218.
Bradley, D.A., "Future Homemakers of America as a Way of Teaching" (4), 235-237.
Brown, J., "FHA/HERO Is For Me—A Skit to Present Its Meaning and Purposes" (4), 254-257.
Carr, C., "FHA/HERO Discussion-a-Round" (4), 258-260.
Carr, C. and H. Lindstrom, "Planning Chapter Activities to be an Integral Part of the Curriculum" (4), 233-235.
Evans, A., "Teaching the Basics: A HERO Catering Company" (5), 311-312.
Evans, A., "Madrigal Festival" (4), 252-253.
Fassett, D., L.J. Riggs and G. Bredemeier, "Images Via PSA's for FHA and Home Economics" (4), 221-222.
Galloway, H.C., "Dreams Become Realities—FHA/HERO Provides Structure for the Development of Ideas" (4), 247-249.
Hass, B., "Meaningful Classroom-Related Chapter Activities Result in Membership Growth" (4), 250.
Helt, B., "Integrating FHA/HERO Into Home Economics Classes" (4), 240-241.
Lindstrom, H. and Contributors, "Integrating FHA/HERO Into the Classroom" (4), 262-266.
Moriarty, R., "Guys—FHA/HERO" (4), 223-225.
Morrett, V.L., "Giving FHA/HERO a 'Go of It' in Middle School" (4), 226-228.
Osborn, M.M., "As Ideas Become Realities ... Impact" (4), 243-245.
Parker, B., "The Future Homemakers of America ... Only the Beginning" (4), 219-220.
Phillips, B., "FHA Sweet Shop" (4), 251.
"Publications Related to FHA/HERO" (4), 267-268.
Reel, M., "Future Homemakers of America: A Lead Into the Future" (4), 210-216.
Schoen, P., "One to Grow On—FHA/HERO Encounter" (4), 242-243.
Strane, B., "How One School Got Started" (4), 246-247.
Trodahl, D.W., "FHA in Desoto County" (4), 261.
Ware, B.A., "Future Homemakers of America in Urban Schools: The Dallas Example" (4), 229-233.

FOOD AND NUTRITION EDUCATION

Anderson, J.H., "Cooking Appliances for the Home" (1), 32-37.
Barnard, W.S., "Testing for Proficiency in Foods" (1), 21-31.
Brown, E.L., "Some Relationships Between Food and Energy" (1), 38-41.
Jane O. (pen name for John Noe), "Men Teaching Home Economics?" (5), 304-306.
McCormick, K.A., "Rhoda Road Runner: A Fast Foods Simulation" (5), 309-310.
Spitze, H.T., "Basic Human Needs and the Teaching of Foods" (1), 6-7.
Spitze, H.T., "Basic Resource Use and the Teaching of Foods" (1), 8-12.
Spitze, H.T., "Matching Foods and Nutrient Values: A Teaching Technique" (1), 13-20.

FUTURE ORIENTATION OF HOME ECONOMICS

Dobry, A.M., "Building on the Basics" (3), 129-133.
Reel, M., "Future Homemakers of America: A Lead Into the Future" (4), 210-216.

GAMING AND SIMULATION

Brown, J., "FHA/HERO Is For Me—A Skit to Present Its Meaning and Purposes" (4), 254-257.
Carr, C., "FHA/HERO Discussion-a-Round" (4), 258-260.
Evans, A., "Teaching the Basics: A HERO Catering Company" (5), 311-312.
Evans, A., "Madrigal Festival" (4), 252-253.
McCormick, K.A., "Rhoda Road Runner: A Fast Foods Simulation" (5), 309-310.
Morgan, V., "Vocational Home Economics Education Classes as Non-Profit Businesses" (5),290-294.
Phillips, B., "FHA Sweet Shop" (4), 251.
Spitze, H.T., "Teaching Techniques on What is Basic" (3), 123-124.
Ware, B.A., "Price Patrol" (5), 313.

HISTORY AND PHILSOPHY OF HOME ECONOMICS

Green, K.B., "Home Economics: The Knowledge Most Worth Having" (3), 124-129.
"'The Basics': Thoughts From Some of the Leaders" (3), 117-122.

HOUSING AND INTERIOR DESIGN

Abbott, L.A., "Teaching Simple Home Repairs" (3), 165-167.
Bazzell, B., "Don't Be Surprised at Closing Costs!" (3), 168-170.
Bazzell, B., "Is K-D the Way-To-Go?" (3), 171.
Brandt, J.A. and A.J. Jaffe, "Consumer Decision Rules and Residential Finance" (3), 155-162.
Clapp, M.J., "Testing for Proficiency in Housing" (3),174-185.
Graf, C.K. and D.L. Cowan, "Resource Management: Having Fun with the Sun" (3), 152-154.
Luckhardt, M., "Environmental Concerns and Housing" (3), 163-164.
Murray, E., "What is the Role of Home Economics in Teaching Family Housing?" (3), 148-151.

HUMAN RELATIONS

Bean, N.M., "Evaluating Family Relations Experiences in the Classroom" (2), 62-64.
Kleber, J.E., "Students From One-Parent Families: Making the Most of Them" (2), 82-85.
Morley, R., "Techniques for Teaching ... Divorce—The Paradox of Family Life Education" (2), 79-81.
Piechowski, M.M., "Levels of Emotional Development" (3), 134-139.
Wingert, J., "The Father Role: How Your Students View Their Fathers" (2), 76-78.

HUMAN ROLES

Fassett, D., L.J. Riggs and G. Bredemeier, "Images Via PSA's for FHA and Home Economics" (4), 221-222.

Moriarty, R., "Guys—FHA/HERO" (4), 223-225.

Piechowski, M.M., "Levels of Emotional Development" (3), 134-139.

Wingert, J., "The Father Role: How Your Students View Their Fathers" (2), 76-78.

Zeutschel, J.S., "A New Approach: Active Fathering in Contemporary America" (2), 72-75.

Zimmerman, K., "Teaching Techniques for the Dual Role" (2), 102-104.

INDIVIDUALIZED INSTRUCTION

Barkley, M.V., "Strategies of Teaching and Evaluating for Individualized Programs" (3), 206-208.

RESOURCE MANAGEMENT

Anderson, J.H., "Cooking Appliances for the Home" (1), 32-37.

Brown, E.L., "Some Relationships Between Food and Energy" (1), 38-41.

Clapp, M.J., "Testing for Proficiency in Home Management" (3), 194-205.

Graf, C.K. and D.L. Cowan, "Resource Management: Having Fun With the Sun" (3), 152-154.

Luckhardt, M., "Environmental Concerns and Housing" (3), 163-164.

Mead, M., "Just Jeans or More" (3), 186-188.

Minnichsoffer, E. and K. Zimmerman, "43 Ways for Home Economists to Save Time" (2), 105-106.

Sohn, M., "Saving Energy and Developing Creativity in Recycling Clothing" (3), 189-192.

Spitze, H.T., "Basic Resource Use and the Teaching of Foods" (1), 8-12.

Turner, J. and S.A. Wallace, "Management as a Survival Skill for employed Women" (1), 42-49.

TEACHING AIDS AND TECHNIQUES

Barkley, M.V., "Strategies of Teaching and Evaluating for Individualized Programs" (3), 206-208.

Barnard, W.S., "Testing for Proficiency in Child Development" (5), 315-325.

Barnard, W.S., "Testing for Proficiency in Foods" (1), 21-31.

Brown, J., "FHA/HERO Is For Me—A Skit to Present Its Meaning and Purposes" (4), 254-257.

Carr, C., "FHA/HERO Discussion-a-Round" (4), 258-260.

Clapp, M.J., "Testing for Proficiency in Home Management" (3), 194-205.

Clapp, M.J., "Testing for Proficiency in Housing" (3), 174-185.

Crawford, J., "Ideas That Worked" (1), 37.

Darrah, C.D., "Teaching Clothing Construction . . . Putting the Parents to Work" (3), 193.

Evans, A., "Teaching the Basics: A HERO Catering Company" (5), 311-312.

Evans, A., "Madrigal Festival" (4), 252-253.

Ley, C.J., "Reading: Its Place in the Home Economics Classroom" (1), 48-50.

Lindstrom, H. and Contributors, "Integrating FHA/HERO Into the Classroom" (4), 262-266.

McCormick, K.A., "Rhoda Road Runner: A Fast Foods Simulation," (5), 309-310.

Minish, R., "Testing for Proficiency in Consumer Education" (5), 326-335.

Morgan, V., "Vocational Home Economics Education Classes as Non-Profit Businesses" (5), 290-294.

Morley, R., "Techniques for Teaching . . . Divorce—The Paradox of Family Life Education" (2), 79-81.

Osborn, M.M., "As Ideas Become Realities . . . Impact" (4), 243-245.

Phillips, B., "FHA Sweet Shop" (4), 251.

"Publications Related to FHA/HERO" (4), 267-268.

Spitze, H.T., "Matching Foods and Nutrient Values: A Teaching Technique" (1), 13-20.

Spitze, H.T., "Teaching Techniques on What is Basic" (3), 123-124.

Ware, B.A., "Price Patrol" (5), 313.

Ware, B.A., "Raising Funds Via a Booking Service" (5), 314.

Zimmerman, K., "Teaching Techniques for the Dual Role" (2), 102-104.

TEACHING AS A PROFESSION: ISSUES AND CONCERNS

Coalition Statement Prepared by Representatives of AHEA, AVA and HEEA, "Vocational Home Economics Education," (5), 270-275.

Copeland, E.J., "Career Development and Guidance: The Teacher's Role" (5), 286-289.

Elliott, M., "What Is Home Economics?" (1), 20.

Jane O. (pen name for John Noe), "Men Teaching Home Economics?" (5), 304-306.

Lund, L.A., "The Role of the Secondary Home Economics Teacher in Defining Basic Education" (3), 145-147.

Noe, J. (see Jane O.)

Riggers, M.L. and B.L. Trout, "The Role of the Teacher Educator" (in FHA/HERO) (4), 238-239.

Spitze, H.T., "A New Look at the Basics: Leadership Through Home Economics" (1), 2-5.

Spitze, H.T., "The 1978 'Teacher of the Year' Awardees" (3), 114-116.

Staaland, T.E. and I.M. Fauske, "What is Basic? A Rationale for Curriculum Decision Making" (5), 283-285.

Piechowski, M.M., "Levels of Emotional Development" (3), 134-139.

"'The Basics': Thoughts From Some of the Leaders" (3), 117-122.

TEXTILES AND CLOTHING

Darrah, C.D., "Teaching Clothing Construction: Putting the Parents to Work" (3), 193.

Mead, M., "Just Jeans or More" (3), 186-188.

Sohn, M., "Saving Energy and Developing Creativity in Recycling Clothing" (3), 189-192.

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______ No. 1 Perspectives on Our Habitat (h,j)
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______ No. 1 Current Concerns of the Secondary Teacher (g,h,k,l,m)
______ No. 2 Expanding Our Scope of Service (c,e,g,k)
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