

UNIVERSITY OF
ILLINOIS LIBRARY
AT URBANA-CHAMPAIGN
HOME ILLINOIS
AGRICULTURE

1885

The person charging this material is responsible for its return to the library from which it was withdrawn on or before the **Latest Date** stamped below.

Theft, mutilation, and underlining of books are reasons for disciplinary action and may result in dismissal from the University.

To renew call Telephone Center, 333-8400

UNIVERSITY OF ILLINOIS LIBRARY AT URBANA-CHAMPAIGN

AUG 25 1987	NOV 18 REC'D	CALL TO RENEW 333-8400
SEP 25 REC'D	MAR 19 1989	
OCT 05 REC'D	MAR 18 REC'D	
OCT 25 REC'D	APR 14 REC'D	
NOV 02 REC'D	MAY 09 1989	
NOV 14 REC'D	MAY 19 REC'D	
FEB 15 REC'D	MAR 02 REC'D	
FEB 18 1988	MAR 05 1988	
FEB 23 1988	MAR 27 REC'D	
FEB 20 REC'D	JUN 27 REC'D	
MAR 18 1988	JUL 11 REC'D	
MAR 15 REC'D	JUL 18 REC'D	
JUN 28 REC'D	AUG 24 REC'D	
JUL 15 REC'D	NOV 19 1990	
SEP 18 1988	NOV 25 REC'D	
	JAN 25 REC'D	

Return or renew all Library Materials
The Stipulated Fine for each Lost Book is \$50.00



10.705
22

Hex
8-27-85

264-28

ILLINOIS TEACHER

DP-3

HERTZBERG — NEW METHOD, INC. EAST VANDALIA ROAD, JACKSONVILLE, ILL. 62650
LOT AND TICKET NO.

TITLE NO. ACCOUNT NO. 01200-264-1

43-11 ILLINOIS * TEACHER * OF * HOME * ECONOMICS

43-24 29-3041985-87*
42-28 2-10-705#11*

0.29-30*

HEX2
HEIGHT
11 1/8

CLOTH COLOR
0082


CHARGING INFORMATION		HEIGHT	PICA	WRAP	
STUBBING	FRONT COVER	11 1/8		1
HAND SEW	NO TRIM			2
THRU SEW	PAGES LAMINATED			6
THRU SEW ON TAPE	EXTRA THICKNESS			11
HAND ADHESIVE	MAP POCKET PAPER	SPECIAL WORK AND PREP.	19	
LENGTHWISE	MAP POCKET CLOTH		23	
FOREIGN TITLE	SPECIAL WORK		27	
LINES OF LETTERING			28	
			31	

..... of the Future: Teaching Personal Savings, *Deborah G. Wooldridge* 33

The Importance of Mathematical and Logical Skills to Clothing Construction,
Wanda Franz, Nora M. MacDonald, and Pat Grocott 35

A Quest for Quality: Consumer and Homemaking Education in the 80s,
The Home Economics Coalition Statement 39

A Rose by Any Other Name Would Not Be A Rose, *Hazel Taylor Spitze* 44



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

40.705
IL

Hex
8-27-85

264-28

Volume XXIX, No. 1
September/October 1985

ILLINOIS TEACHER

OF HOME ECONOMICS

Excellence In Education: The Home Economics Contribution Your Philosophy Is A Key

Foreword, <i>Hazel Taylor Spitze</i>	1
Promoting Excellence in Home Economics Education, <i>Linda B. Peterat</i>	2
Orienting to the Future, <i>Peggy H. Haney</i>	6
What Difference Does It Make and How Can We Do It?, <i>Home Economics Educators</i>	11
Anorexia Nervosa and Bulimia: A Research Review, <i>Mary K. Sweeten</i>	19
Mainstreaming: Attitudes, Adaptations, and Recommendations, <i>Janice A. Seitz</i>	23
Family Members as Teachers and Learners, <i>Hazel Taylor Spitze</i>	27
Now Showing in Home Economics 101, <i>Kim Burge</i>	28
6/6 Recruitment Plan, <i>Patsy Hallman</i>	31
Preparing for the Future: Teaching Personal Savings, <i>Deborah G. Wooldridge</i>	33
The Importance of Mathematical and Logical Skills to Clothing Construction, <i>Wanda Franz, Nora M. MacDonald, and Pat Grocott</i>	35
A Quest for Quality: Consumer and Homemaking Education in the 80s, <i>The Home Economics Coalition Statement</i>	39
A Rose by Any Other Name Would Not Be A Rose, <i>Hazel Taylor Spitze</i>	44

Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Hazel Taylor Spitze, Professor and Editor
Norma Huls, Office Manager
Annabelle Munkittrick, Graduate Assistant
Rosemarv Jones, Graduate Assistant
Marsna Willis, Graduate Assistant
Robin Dagenais, Graduate Assistant
Roberta Sabin, Graduate Assistant

Other Home Economics Education Division Staff

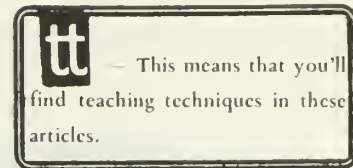
Mildred Barnes Griggs, Professor and Chairperson
Linda B. Peterat, Assistant Professor
Diana Cloyd, Graduate Assistant
Epifania Tabbada, Graduate Assistant

Volume XXIX, No. 1, September/October 1985. Published five times each academic year. Subscriptions \$13.00 per year. Foreign, including Canada, \$16.00 per year. Special \$10.00 per year (\$12.00 Foreign) for undergraduate and graduate students when ordered by teacher educator on forms available from *Illinois Teacher* office. Single copies \$3.00. Foreign \$4.00. All checks from outside the U.S. must be payable through a U.S. Bank.

Address: ILLINOIS TEACHER
University of Illinois
350 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217/333-2736

Foreword



What Is Excellence In Home Economics Education?

Is it some of these things?

- (1) Teachers know what they believe about home economics and about education and have a grounded basis for what they do. They know their past and they look to their future. (See articles by Peterat, Haney, and a group of leaders in this issue.)
- (2) Teachers have a strong base in their subject matter which they continuously update. (See Sweeten, Wooldridge.)
- (3) Teachers have respect for the worth and dignity of all people and try to help them all to have self respect. (See Seitz.)
- (4) Teachers know that "basics" are important and that the family is basic. They see Home Economics as a basic subject in its own right and as opportunity to apply other basics. (See Franz, MacDonald & Grocott.)
- (5) Teachers understand that some of their objectives are content-free and that they are met by the way they teach. (See Seitz, Wooldridge, Burge.)
- (6) Teachers realize the importance of working together, supporting their profession, belonging to their professional associations, and continuing to grow. (See Coalition Statement.)
- (7) Teachers understand the importance of language and communication with students, publics, and each other in the profession. (See the editor's thoughts on the name of our field!)
- (8) Teachers continually recruit new students for their classes and new colleagues for their profession. (See Hallman.)
- (9) Teachers have a good general knowledge of their society including the international scene.
- (10) Teachers have pride in their field, recognize its important place in the whole of education, and help others to understand it.
- (11) Teachers have respect for our planet and the need to conserve resources.
- (12) Teachers keep up with current resources and teaching aids and use appropriate technology, being a master of it rather than being mastered by it.
- (13) Teachers use effective techniques to meet objectives in cognitive, affective, and psychomotor domains.

Is this a good start? Look for relevant articles in future Illinois Teachers or in the back issues that are still for sale! (See below.)

The Editor

**DOES YOUR PROFESSIONAL LIBRARY
NEED A BARGAIN?**

Have you ever wished you had all the *Illinois Teachers* on your shelf so you could make use of the indexes and look up helps in teaching techniques, content, new developments in the field, a little history, or get inspired by someone's encouraging words when you are down?

SPECIAL OFFER

All of the issues of *Illinois Teacher* that are still available for sale up to the current volume (78 of them!). One copy each (for 1/3 the usual "back issue" price), postage included. In U.S. \$85, other countries \$100. Offer ends December 31, 1985.

Promoting Excellence in Home Economics Education



Linda B. Peterat
Assistant Professor
Home Economics Education
University of Illinois
at Urbana-Champaign

While the many recent reports on education in the United States have provoked little consensus about either the problems or solutions in securing a quality education, the idea of excellence has dominated much of the debate and writing in education circles ever since the National Commission on Excellence in Education was established in 1981. Like the idea of motherhood, we are drawn to the idea of excellence and unable to dispute the essential goodness the idea holds. At the same time, because the idea of excellence secures this surface consensus, its pursuit may, in fact, be leading us in educational directions that are not necessarily progressive, and obscuring and silencing the diverse and competing interests within public education. This paper explores various meanings of excellence and questions the implications of each for home economics education. It encourages home economics educators to clarify and advance in their everyday practice an idea of excellence supportive of the home economics mission.

The meaning of excellence

Excellence is an idea rich with meaning. An official definition states "the state or fact of excelling; the possession chiefly of good qualities in an eminent or unusual degree; an excellent feature or quality." A further checking of the definition of excel reveals: "To be superior to (others) in the possession of some quality, or in the performance of some action; to outdo, surpass; to be greater than, exceed. To be too hard or great for, overpower."¹

Within the recognized definition of excel are the warning signs which make the idea of excellence for home economics educators a particularly troublesome idea. The implicit competitiveness and assumed value stance are postulated -- "superior to," "greater than," "overpower." Excellence, it appears, is assumption loaded causing us to question: Superior to whom or what? Greater than whom or what? In education, whose values and interests will come to prevail behind this mask of excellence?

The history of education indicates that in the past, the pursuit of excellence has served to further the interests of education traditionalists and conservatives.² Excellence, in some past eras of our history and in the present, has been and is associated with a re-newed emphasis on the objective knowledge forms of the traditional disciplines of mathematics, science and language arts; and the narrowest goals of schooling. Excellence is quantified and measured in objective test scores.

Home economics, associated either with vocational education, practical arts, or the social sciences, has generally enjoyed neither a position of high status nor value in the education system.³ It is not considered a part of the traditional disciplines in education. Concerned with the everyday lives and problems of individuals in families, it highlights personal and social experience, not objective knowledge. Its learnings do not readily lend themselves to quantification. Valuing individual perspective, nurturing, and co-operation, it counters the competitive values of the official definition of excellence. Hence, the current pursuit of excellence in education is potentially problematic for home economics educators. To ground our vision of excellence in home economics on the previously cited definition is particularly hazardous. Further devaluation, exclusion, and distortion of purpose may be the result. In the following section of the paper, I undertake a further search of the meaning of excellence, which might be particularly appropriate for home economics education.

Excellence in education

The idea of excellence in education casts our consideration of excellence within a frame of the relationship between students and teacher. Excellence then refers to some quality of this social and personal relationship and assumes, we might expect, a different order from that to which we refer when we say that an object like a house or a car is excellent, or even a particular experience like a movie or a meal is excellent. When we speak of excellence in education, we unavoidably refer to some quality of the student and teacher relationship, and unavoidably some

²Ravitch, Diane. The troubled crusade. New York: Basic Books, 1983.

³Peterat, Linda. "Women, education, and home economics," Canadian Home Economics Journal, 1983, 33(2), 67-74.

¹Oxford English Dictionary, Compact edition, 1971, p. 915.

view of what constitutes a "good" education and the nature and characteristics of an educated person. I shall consider some specific displays of excellence, some ideals of the educated person, and some general observations of organizational excellence.

Diane Ravitch⁴ recovers the meaning of excellence in the Greek word "arete," which means excellence or virtue. She relates how, while travelling in Greece, a tourist guide pointed out a beautiful marble statue of a man on horseback that once stood on top of a building where only the top half of the statue was clearly visible. Now placed where it could be seen in its entirety, she noted that the sculptor had exquisitely handcrafted even the hooves of the horse although it was not expected that they would ever be seen. This pride in workmanship and artistry for its own sake, represented the spirit of arete which she believes must characterize the pursuit of excellence in our schools. In the humanities, Ravitch proposes that students be encouraged to participate imaginatively in the cultures of other peoples and times, in order to develop a sense of community and participation in the construction of our present and future cultures. In this view, excellence is both a quality within the experience of the individual (student) and a quality revealed in the work of that person.

Maxine Greene⁵ draws from Hanna Arendt the idea of excellence as a quality of responsiveness to the presented world, as well as the capacity to renew. She reminds us that education is not only the mastering of current knowledge, usually someone else's knowledge transmitted to us by a teacher in a subject area, but also the ability to enter that knowledge, to experience its meaning, and to possess the will and capacity to create.

Education is the point at which we decide whether we love the world enough to assume responsibility for it and by the same token save it from that ruin which, except for renewal, except for the coming of the new and young, would be inevitable.⁶

Greene emphasizes that excellence will be realized in the extent to which education calls upon and advances our own humanness. Like Ravitch, she states that a central task for education is the development of community among students and educators. This is not a buddy-buddy sense of community which we have too often in the past attempted, but a sense of community which retains authority and responsibility, within a subject-to-subject relationship⁷

and develops through engagement with immediate and authentic human issues.

At the risk of oversimplifying Jane Roland Martin's⁸ work, it is important to consider her ideal of an educated person for the implications of her ideas for home economics. She argues, as others have⁹, that knowledge which constitutes the traditional knowledge disciplines can be characterized as male knowledge. At least, she claims, the traditional disciplines represent knowledge concerned with the productive and public processes of the traditional male sphere of life and not the reproductive and private processes of traditional female concern. She states,

Just as an educated person should be one in whom head, hand and heart are integrated, he or she should be one who is at home carrying on the reproductive processes of society, as well as the productive processes.¹⁰

For Martin, the 'good' education which makes excellence possible is a wholistic education involving knowledge of personal and social reproductive processes, as home economics does, and knowledge of the productive processes, as the traditional disciplines do.

Marjorie Brown has explicitly addressed the question of the educated person in her consideration of home economics education. She states,

The educated person is one who exercises the capacity to adopt a non-instrumental attitude, who has knowledge and understanding based on reason and broad in scope, and who has a wholeness of perspective.

This wholeness of perspective is similar to the wholistic vision of Martin. Such a perspective enables the educated person to view a particular human problem from the various perspectives of individuals (family members, for example) who are concerned with the problems, and to bring to bear perspectives (of knowledge) from the human and natural sciences in the resolution of the problem. For both Brown and Roland Martin the possibility of excellence in education pre-supposes a broad, wholistic education which would value home economics as an essential knowledge form in general education. Excellence in this wholistic view would be characterized by the intellectual rigor demanded of the constant dialectical tension between certainty and doubt, self and other, mind and body.

Currently, excellence is a concern beyond educational circles. When Peters and Waterman¹² set out to research

⁴Ravitch, Diane. "Excellence in humanities teaching." *Educational Leadership*, 41, No. 2 (1983):14-15.

⁵Greene, Maxine. "Excellence and the educational researcher." *Educational Researcher*, 10, No. 8 (1981):4-31.

⁶Ibid, p. 196.

⁷Brown, Marjorie. *What is Home Economics Education?* (Minneapolis: University of Minnesota, 1980). Martin Buber, *The Knowledge of Man: A Philosophy of the Interhuman*. New York: Harper Touchbooks, 1966.

⁸Martin, Jane Roland. "The Ideal of the Educated Person." *Educational Theory*, 31, No. 2 (1981):97-109.

⁹Smith, Dorothy. "A peculiar eclipsing: Women's exclusion from man's culture." *Women's Studies International Quarterly*, No. 4 (1978):281-296. Dale Spender, *Invisible Women*, London: Writers' & Readers' Publishing Cooperative, 1982.

¹⁰Martin, Jane Roland, *op. cit.*, p. 106.

¹¹Brown, Marjorie, *op. cit.*, p. 97.

¹²Peters, Thomas and Waterman, Jr., Robert H. *In Search of Excellence*. New York: Harper & Row, 1982.

the idea of excellence in private sector business and industry, they expected to find certain management theories which worked in practice. Instead they found excellence in the private sector, which they generalize to public sector institutions such as schools, to be present with certain intangibles -- enthusiasm, pride, joy, listening, zest, respect. Again, excellence is revealed as a quality of experience of individuals, not quantifiable and measurable outputs of institutions.

Sergiovanni, in a study of schools states that the building of culture is associated with excellence -- shared values, symbols, beliefs, and meanings. He claims we know excellent schools when we experience them.

A sense of purpose rallies people to a common cause; work has meaning and life is significant; teachers and students work together and with spirit; and accomplishments are readily recognized. To say excellent schools have high morale or have students who achieve high test scores or are schools that send more students to college misses the point. Excellence is all of these and more.¹³

As I write, I am drawn to an article "Simply the Best" in a recent edition of Time which compares the lives and experiences of basketball player Larry Bird with hockey player Wayne Gretzky. Even people who are not devout sports fans can rarely dispute the excellence displayed by either of these two. Most fans would agree that on a 'good night' the display is a combination of ballet, calculation, magic and mystery. In the Time article, each speaks of his experience:

Larry Bird: I'll be tired, worn down from travel, or just sad and moody ... But then the ball will go up, and all of a sudden I'm up too. It's wild.

Wayne Gretzky: When the play isn't so great, my hands are cold and my feet are freezing. But when it's really good, I can't get enough cold, it's so hot. And then I don't hear anything except the sound of the puck and the stick.¹⁴

These accounts of their experience, of total involvement in the game, of a loss of self to the game, appear as a further display of Ravitch's 'arete' -- artistry for its own sake. They also capture the sense of excelling, not

just as competing against someone else, but of living and giving life to the game, re-newing and creating.

From these considered experiences and observations, excellence is glimpsed as a quality of experience and relationship revealed in our actions and work. This search of the meaning of excellence has moved much beyond the official definition. What is excellence in home economics and how does it appear?

Potential and action for excellence in home economics

Excellence as gleaned from these experiences and observations is a certain quality of both experience and expression. It was revealed as a moment of total absorption, of loss of self to an action or task. It was marked by pride, responsiveness, human connectedness, wholeness and creativeness. I am led to consider moments which, as teacher and academic, I would consider to be examples of excellence. I recall the times, after much struggle to express a thought or idea, when quickly the words come, vivid, clear, the pen moves across the page as though guided by the words. I think of class discussions. The times when magic sets in, the discussion is captured by the students, surpassing my objectives and intents, experienced more fully and in such a way that we all learned more than we could ever have planned.

I think of home economics teachers who have planned for and created excellence in their classes. I think of those who advance the experience of community among students, teachers who encourage students to study social and personal history through considering specific items of clothing, preparing food, studying specific household equipment, or tracing of family trees, and then cast these studies into parallel considerations of social and economic history. Students come to see themselves and their families as separate from, and yet a part of, a larger social whole. Relationships with family members are deepened.

I think of teachers who provide opportunity for students to interview or work with community members -- the elderly, the young, business people, the needy. Students confront authentic human problems and learn about themselves while connecting with other individuals in a sense of community and caring.

I recall excellence in the desire and imagination of the teacher who believed that rather than lessons on drug and alcohol education, her students needed to feel good about themselves, their cultural heritage, and their ability to direct their own futures. She planned to lead them in researching the history of their culture, developing language and interaction skills with each other and adult community leaders, and taking action to alter some condition of their daily life in their own school.

I recall excellence in classes that were structured to be open ended, when students were permitted to enter, to

¹³Sergiovanni, Thomas. "Leadership and excellence in schooling." Educational Leadership, 41, No. 5 (1984): 4-13.

¹⁴Callahan, Tom. "Masters of their own game." Time, 125, No. 11, (1985):52-60.

discover, and to pose their own questions. A student accomplishes more or something different from what s/he ever thought was possible. A question is asked or a comment made which breaks beyond the planned objectives. Discussion centers on real problems with multiple possibilities. The moment breaks open to new insight and meaning. A future moment comes clear.

Home economics teachers are fortunate to teach a subject area with so much potential for excellence. Home economics is concerned with authentic human problems, with human community and caring, and with wholistic knowledge. Teachers are in the potentially powerful position to counter the current pressures toward a narrow, single path to excellence, through displaying and creating excellence every day in their work with students. We shall do well to ponder carefully the magic moments in our own teaching experience, to recognize the constituents of those moments, and to turn our educational actions increasingly toward excellence which calls upon that which is most deeply human in all of us.

Nutrition Legislation News: A New twice-monthly report from capitol hill. Contains non-editorialized accounts of legislative initiatives in:

- nutrition education,
- nutrition research,
- nutrition monitoring,
- nutrition manpower training,
- nutrition services or food assistance,
- international nutrition, and
- food safety, quality and regulation.

In addition, Nutrition Legislation News identifies and makes available documents resulting from the legislative process with respect to nutrition. For additional information contact:

Nutrition Legislative Services
Post Office Box 75035
Washington, DC 20013
(202) 488-8879

CALL TO PARTICIPATE IN NATIONAL HOME ECONOMICS CURRICULUM TASK FORCE

The National Home Economics Curriculum Task Force has been charged with re-conceptualizing the home economics curriculum below the baccalaureate level. The document which is to result from the work of the Task Force is to replace *Concepts and Generalizations: Their Place in High School Home Economics Curriculum Departments* developed under the leadership of the (then) Home Economics Branch of the U.S. Office of Education and published by the American Home Economics Association in 1967. The new document is proposed because home economics educators need a set of materials that will reflect the current content of programs, the processes by which to transmit content, and general directions for program planning. The plan originated in the research committee of the Home Economics Division of the American Vocational Association but the work will be carried out by representatives of all three professional organizations for home economics educators: The American Home Economics Association, the Home Economics Education Association, and the American Vocational Association.

The Task Force met in Louisville, Kentucky, on March 17, 1985, and in Philadelphia on June 23, 24, 25, 1985. During the Louisville meeting the Task Force listened to reports on ways to approach curriculum development and on the need for a new document to replace *Concepts and Generalizations*. Between the two meetings, five focus groups were conducted in different geographical areas; the purpose of the focus groups was to suggest future directions for home economics programs. At the Philadelphia meeting, the Task Force summarized findings from the focus groups and selected three approaches for defining home economics below the baccalaureate level.

The three approaches and chairpersons of the subcommittees are:

1. Critical science approach
Francine Hultgren
University of Maryland
2210 J.M. Patterson Bldg.
College Park, MD 20742
(301) 454-4264
2. Concepts and generalizations approach
Janice Morgan
Dept. of Home Economics
University of Northern Iowa
Cedar Falls, IA 50615
(319) 273-2814
3. Competency-based approach
Joanna Smith and Betty Stout (co-chairs)
Please direct inquiries to Betty Stout at:
Texas Tech University
College of Home Economics
Home Economics Education Department
Box 4170
Lubbock, TX 79409-4170
(806) 742-3031

The subcommittees are to work between September 1 and November 15, 1985, to prepare a preliminary outline as to the nature of the document using a particular approach. Anyone interested in working on a particular approach is urged to contact the chairperson listed.

Reactions to the approaches also are desired between November 15, 1985 and December 1, 1985. If you would like to react to the proposed formats for the new document, please contact Alyce Fanslow, 219 MacKay Hall, Iowa State University, Ames, IA 50011; 515-294-3991 or 294 6444.

The next meeting of the National Home Economics Curriculum Task Force will be December 6, 1985 in conjunction with the American Vocational Association meeting. At the end of the December meeting, the Task Force expects to have identified the conceptual approach to be used in the document and to have a preliminary draft of the mission statement and unifying concepts.

Subsequent work on the document is to proceed as follows:

- | | |
|---------------------|---|
| March 1986 | Develop draft documents using approach as identified; distribution of assignments to be determined. Arrange for validation by subject matter experts. |
| June 1986 (AHEA) | Present draft document for discussion and revision. Seek input from a wide variety of interested persons. |
| September 1986 | Convene workshop to review and refine the document. |
| October 1986 | Edit document; print. |
| December 1986 (AVA) | Present completed document. |

The National Curriculum Task Force is composed of the following members.

- | | |
|---|--|
| Ruth P. Hughes, Chairperson
Iowa State University | Leola Adams
South Carolina State College |
| Rosalie Biven
Louisiana St. Dept. of Educ. | Norma Bobbitt
Michigan State University |
| Hazel Crain
University of Nebraska | Alyce Fanslow, Asst. Chairperson
Iowa State University |
| Peggy H. Haney
American Express Company | Francine Hultgren
University of Maryland |
| Bertha King
USOE, Dept. of Vo-Tech Educ. | Joanna Kister
Ohio Department of Education |
| Charles (Mike) Loyd, Recorder
The Ohio State University | Joan R. McFadden
Ex. Dir., AHEA |
| Sandra Miller
Chairperson, Teach. Ed. Sect., AHEA | Janice Morgan
Pres., HEEA |
| Eloise Murray
Pennsylvania State University | Sharon Redick, Vice Chairperson
The Ohio State University |
| Joanna Smith
HEEA rep. to Voc. Home EcoEdCoal. | Hazel Taylor Spitze
University of Illinois |
| Ann Stephens
St. Div. of Voc. Educ., Idaho | Mary Beth Stine
VP, Home Ec. Div. AVA |
| Ruth Thomas
University of Minnesota | Betty Stout
Texas Tech University |
| Joan S. Veazey
Chairperson, Ele., Sec., and Adult
Educ. Sect., AHEA | |

Orienting to the Future*



Peggy H. Haney
Director of Consumer Affairs
American Express Company

As I pondered my task of "orienting us to the future," it first occurred to me that as home economics leaders you each probably could list readily the important family-oriented issues of today's world; and, in fact, you probably include such information in your graduate seminars and speeches on a regular basis. There seemed to be no point in my trying to reiterate the issues and statistics on teenage pregnancy, dual-career families, drug abuse, aging, pornography, violence, poverty, discrimination, resource scarcity, etc.

My next approach was to consider the views of a few acknowledged leaders in the field to see what they were saying. This seemed to me to be a much more fruitful exercise. I'd like to share a few quotes which in my mind point the way to the future for us. First, of course, I returned to the mission statement as articulated by Brown and Paolucci:

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 maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them.

Paolucci and Ching, in a paper given at the Illinois Teacher of Home Economics Silver Jubilee Conference in 1982, describe "emancipatory action," a term we often use to describe the mission of home economics, in this way:

...persons must learn how to help themselves to discover their oppressions, identify their own myths and ideologies, study and analyze the situations in which they find themselves and take political action to bring about change. This educative process is non-formal in nature and requires that one critique social conditions in terms of identifying those conditions which can be changed in order to eliminate certain frustrations and sufferings which humans are experiencing.²

* Paper prepared for National Curriculum Task Force for Home Economics, Louisville, Kentucky, March 17, 1985

¹ Brown, M., & Paolucci, B. Home Economics: A Definition. Washington, D.C.: American Home Economics Association, 1979, p. 23.

² Paolucci, B., & Ching, D. "Myths and Realities of Work and Family: Implications for Home Economics Educators." Proceedings Illinois Teacher of Home Economics Silver Jubilee Conference, Urbana, IL., April 1982, p. 49.

In the very provocative paper distributed to members of this Task Force, Anne MacCleave-Frazier and Eloise Murray state that the purpose of home economics:

...is to assist families to define and strive to attain an optimal quality of life. If this purpose is to be fulfilled individuals and families must become informed; capable of assuming responsibility; and of thinking rationally, independently, creatively, and critically. Thus, the self-formation of individuals coupled with concern for others and enlightened social participation of families represent goals related to the overall valued end of attaining an optimal quality of life.³

Bailey, Firebaugh, Jorgenson and Lillestol in an unpublished paper prepared for an Advisory Board meeting of the U.S.D.A. sponsored project, "Strengthening Resident Instructional Programs in Home Economics" state:

Home economics is a future-oriented profession with a major focus on family well-being, the growth and development of its members, and its reciprocal relationships with its environment... We must support educational programs which prepare our youth for the complex family situation of today, and the changing family of tomorrow. ...Family life education programs can help to solve the problems of parenthood and child abuse, of functional illiteracy, adolescent pregnancy, alcoholism, the stresses of dual-earner marriages and problems of the aged. Their focus will contribute to the solution of these problems.⁴

In an article written by Hazel Taylor Spitze, published in a recent Journal of Home Economics, she states:

We need to understand that the purpose of schooling is not just preparation for more schooling but also, and especially, preparation for life - for ourselves and for our contributions to others and to society as a whole.⁵

Keeping in mind the immense problems facing families in our society today, as well as the wisdom of but a few of our home economics leaders, I'd like to offer my view of how we might orient our thinking about curriculum development in home economics to the future.

³ MacCleave-Frazier, A., & Murray, E. "A Framework for Reconceptualizing Home Economics." Canadian Home Economics Journal, 34(2), Spring, 1984, p. 73.

⁴ Bailey, L., Firebaugh, F., Jorgenson, R., & Lillestol, J. "Strengthening Home Economics Programs in Higher Education." Unpublished paper prepared for Advisory Board Committee on Strengthening Resident Instruction Programs in Home Economics Higher Education (convened at Ohio State University), September, 1984.

⁵ Spitze, H. T. "Yes, Our Nation is at Risk, but..." Journal of Home Economics, Vol. 76, No. 2, Summer 1984, p. 51.

I begin by mentioning a very disturbing and controversial article from a recent Wall Street Journal. The article⁶ describes the marital problems - which came to light in a recent divorce trial testimony - of a high federal government official. The resulting publicity about the man's repeated abuse of his wife - that is, physically beating and permanently injuring her - has been cited as the cause of the official's resignation. The fact that his employer was willing to overlook his behavior until the negative publicity forced the issue - a decision with which the majority of Editor's Page letter writers concurred - raises serious questions in my mind about our society's view of the family's role and function as a primary institution. The man's colleagues and others were quick to point out that his personal life in no way affected his professional performance, and, in fact, the publicity which caused the unfortunate situation for this valued public official was yet another example of irresponsible journalism. In my opinion, the Wall Street Journal is to be commended for seeing a possible connection between family life and suitability for high public office, and having the courage to publish a story that the other major New York and Washington newspapers felt inappropriate and irrelevant.

We are all well aware that the history of our society is filled with abusive behavior, especially toward women and children. Some special interest groups would have us believe that we are in an era of family protectionism. And it's the same era in which home economics programs are being dropped even as we meet here today.

We are all too familiar with the numerous reasons for this schizophrenic behavior in our society.

But, as I consider the various reasons for abusive and violent behavior, and our other serious social issues I always end up with a very simple conclusion that there is something missing in the value system, or some basic understandings lacking in the general culture of the U.S. The "missing" fundamental knowledge is one upon which we, as home economists, were all weaned: That is, in the development of each human being, certain basic needs must be met by a nurturing family environment (however family is defined) if a healthy, productive, supportive human being is to result.

This is a statement of a basic relationship of facts, but we continue to have government and institutional policies which do not reflect an understanding or acceptance of this relationship.

Of course, we know that home economists hold important keys to long-term solutions to so many of our society's ills. Many leaders in home economics advance the idea, and

indeed it is inherent in our mission statement, that we not only take stronger advocacy positions, but that we become activists on many family issues. Perhaps it's time we extended this thinking, as suggested by those I quoted earlier, into the development of our secondary school home economics curriculum in a way that there can be no mistaking the relevance of home economics for assisting, or better yet, for leading the attack on our social problems which stem from a non-recognition of, or an inability to nurture human development and family functioning.

I believe those of us gathered here today must make some hard choices about what our suggested curriculum emphasis should be. All the topics and skills traditionally included are not equal, yet we have given little guidance in choosing those concepts which are most important. And, further, where the scope of home economics programs are specialized in occupational or technical courses, we need to show how teachers can integrate the basic unifying home economics concepts into courses leading to food or health service jobs, or whatever occupation the course is designed to teach.

I believe we can identify a few basic generalizations. Some may be drawn from the specialized content areas, others may need to be developed anew. These are the basic concepts and generalizations which every home economics instructional program - from pre-school to the secondary occupational or adult continuing education classes - should be strongly encouraged to incorporate.

In identifying our core, however, we should also remember that the mission of home economics requires both content and process, that is; the process is at times also the content. For example, I think we would all agree that "emancipative action" whether at the individual level, as in the illustration of the wife finally divorcing the abusive public official; or as seen in a broader social context, requires knowledge and understanding. It also involves being able to put the processes of decision-making, valuing, nurturing and problem-solving into action. And, it requires something else, too.

Home Economics for the most part has always been a laboratory course. Moving, at least in part, out of the foods and clothing lab into the social agency, local community, and government agency "laboratory" may be a way to change our students and others' perceptions about the usefulness of home economics principles and practice in solving our family problems on a community level.

This aspect - personal and social responsibility - includes recognizing the individual's role in shaping his or her own life, as well as in influencing neighborhood, community, and societal policy and practice to allow individuals and families to function more effectively.

I was fascinated one night last week as I watched the rebroadcast of the 1976 award-winning TV documentary,

⁶Jackson, B. "John Fedders of SEC Is Pummeled by Legal and Personal Problems." Wall Street Journal, Vol. CCV, No. 38, February 24, 1985, page 1.

"Harlan County, Kentucky," which investigated the labor difficulties of the coal miners in Eastern Kentucky. For those of you who have seen the program, you will recall it was the women's group who understood the need and had the courage to organize to get the exploitive activities of local power company officials changed. It was one coal miner's wife in particular who had the courage, understanding and leadership skills to stand up to the company "gun thugs," and articulate the miner's position in a politically astute fashion. I would like to believe we can nurture this same sort of leadership and activism to attack the problem of families whether within the individual's family, the local community, or on a broader national or global scale.

In sum, my first two suggestions for orienting our thinking to the future as we revise Concepts and Generalizations are:

1. That we identify the core concepts of home economics, feature them prominently, explain why they need to be integrated into every home economics course, and offer suggestions on methodology to do so.
2. We need to identify and integrate the concepts and generalizations of family advocacy as a part of the core concepts, as well as include them as an integral part of the content specialties.

My third observation is one I think we can all agree on: that home economics is an interdisciplinary subject. As someone said this morning, "Home Economics begins to happen at the areas of interface."

Perhaps our future lies, then, in reconceptualizing the secondary school curriculum in a more interdisciplinary format. This, of course, is more easily said than done, but we could in this way point the way to the creation of more relevant home economics courses and communicate a bold direction both inside and outside the profession.

I am reminded of a comment made by Dr. Paolucci when she was describing her frustration with a large home economics department in a Michigan school system that was scheduled to be eliminated. The Department asked her to help them strategize how to fight this decision. She said that she and a few others asked first to see what the program consisted of and the Department's plans for the future. After reviewing this information and talking with the teachers, Dr. Paolucci said, she told them she could not help them save the program as they had defined home economics education. That, ethically, as conceived, the program was, in fact, a waste of taxpayer's money, and did not deserve to exist in this day and age.

I think that the way we organize this Concepts and Generalizations revision will send a clear message to teachers, the profession, and the public about what home economics offers today's families and society.

I know how difficult building an interdisciplinary model is and I am sure that if we choose this route, we will have great struggles in this regard in the months ahead. I believe MacCleave-Frazier and Murray eloquently showed us the intellectual challenge this task affords. However, I would like to offer the framework - as a talking point only - that we struggled within the New York State Home Economics Futuring Committee for two years. We had the considerable expertise and assistance of our home economics leadership both in the state and nationally. While I don't suggest it as "the solution," I think we came a long way in creating a workable format that integrates the content areas, addresses current broad social problems of society in the context of individual and family management, and yet maintains a context most teachers will recognize and be able to work with. Our committee was charged with redefining home economics in the New York schools within the context of all vocational and technical education programs. The committee included representatives of business and industry, labor, home economics supervisors, a principal, home economics teachers, a guidance counselor, a district superintendent, teacher educators, and a state Extension leader. The process included a group of regional facilitators who had input into the Committee deliberations and who communicated by mail and in periodic meetings with local teachers to be sure that the Committee had teacher input and reactions to our working documents as the process evolved. At one point as we struggled with developing a bold new interdisciplinary approach, we called upon the services of a futurist to help us look at ourselves through a new perspective. Dr. Peter Wagchull, Chairman of the Future Studies Department at the University of Massachusetts agreed to assist us.

Dr. Wagchull, a well known futurist, listened for two days to our heated discussions, read the Brown & Paolucci paper as well as other important home economics documents. He strongly agreed with us that home economics does offer many answers to today's problems, but that we need to extricate ourselves from some of our traditional approaches that may no longer be communicating our message, or be providing the kind of guidance needed for local curriculum development to meet today's needs.

MODEL

Dr. Wagchull suggested the six literacies listed on the left side of what eventually became a four dimensional model (see page 10). He also felt that since we "own" the perennial concerns of families and home economics teachers were familiar with this conceptual organization, that we retain this framework. The dotted lines reflect, however, our recognition that the boundaries between the areas are only arbitrarily drawn.

Within the perennial problems, curriculum might be developed by using the practical problem approach recommended by Brown and Paolucci.

A third dimension is an overlay of Personal and Family Management which contains the core concepts of home economics, and differentiates certain modules from topics that might more justifiably be taught by other content areas.

The fourth dimension includes the processes of decision-making, problem-solving, valuing, nurturing, and leadership or activism which were seen as both content and process throughout.

We felt this framework offered opportunities for curriculum development to meet any local program need. Curriculum could be built from the traditional subject matter, but be made current and interdisciplinary by the infusion of some or all of the literacies listed. Courses for the gifted, the average, the slow learner could easily be pulled from this model by selecting modules vertically, horizontally or otherwise to develop new types of courses appropriate to the local situation, while maintaining the integrity of the home economics core concepts.

I think it's clear why we didn't succeed in adopting this whole model in New York. It's a very radical departure; it would take a tremendous amount of concentrated time to conceptualize adequately and build such a model for curriculum; and in-service for teachers to implement it would take a large investment of time and money.

Personally, if I were a teacher today, this model alone would offer the framework I would need to develop a new approach to home economics, upgrade our image, and better meet the needs of the diversity of students. It would offer great rationale for team teaching, for class/community projects, etc.

But, again my objective here is not to "sell" this framework as such, but to suggest we develop a new interdisciplinary conceptual framework for our curriculum development that reflects today's world, communicates our mission and potential, challenges and supports our teachers in their professional growth, and will help us reach the diverse groups that we must if we are to make a difference.

Then, perhaps, the boys and girls who pass through our sphere of influence in the secondary school classroom, who, when they go on to be government officials, lawyers, farmers, homemakers, waiters, secretaries, childcare workers and stockbrokers - will have developed a reasoned value system; the content, the thinking processes, the convictions and the skills necessary to act in an individually as well as socially responsible way. We will play an active role in ensuring that families can function effectively on both a personal and societal level.

How different the abortion controversy might be today if more people recognized the role and function of families in shaping lives. Or, you may have seen a recent issue of Newsweek (March 18, 1985) which describes the new style pornography - a far more violent variety - against women than ever before. These are family issues, both local and national in scope, that as home economists, we need to take leadership in, but we could certainly expect our secondary school students to grow up to be activists as well and draw upon the content and process base they learned in home economics.

This is not to say that the content currently thought of as home economics, and so carefully spelled out in Concepts and Generalizations is not valid and important. But, I suggest that as we think futuristically, we ask ourselves: 1) whether there are basic or core principles of home economics, 2) if there are, what they are, and 3) how can teaching these basic, often elusive concepts be approached in a wide variety of home economics classroom settings?

And, finally as we orient to the future, let me offer one further thought:

I served as a member of the Advisory Board looking at strengthening resident instructional programs in home economics higher education chaired by Dr. Lena Bailey at Ohio State University over the last two years. One of the readings that greatly influenced our thinking was the recently released Report of the Study Group on the Condition of Excellence in American Higher Education. One recommendation with which we became enthralled stated:

Every institution of higher education should strive to create learning communities, organized around specific intellectual themes or tasks.

Among the reasons given for recommending "learning communities" was that they "encourage continuity and integration," and "they have a sense of purpose." We felt that we should encourage re-establishing small learning communities like the kind that used to exist when faculty and students had time to sit around and talk for hours over coffee or dinner. These informal learning communities offered an opportunity to tangle with complex social and philosophical issues, gain insights into ourselves, and our field, and develop a strong bond with our colleagues and the profession. It seemed to be a missing and critical component for both undergraduates and graduates today. We also felt that the reality of our schedules might make it necessary to build time for such learning communities into the curriculum itself, and that current events, research,

⁷"Involvement in Learning: Realizing the Potential of American Higher Education-Report of Study Group on Conditions of Excellence in American Higher Education." Chronicle of Higher Education, October, 1984.

proposal writing, etc. might be the appropriate discussion "stimulus" to help students in every specialty discover the meaning of home economics and develop the essential leadership abilities.

It occurs to me that we may want to encourage building this "learning community" concept into our home economics classes at the secondary school level as well. Many home economics classes do develop a feeling of community, it's true; but perhaps we can occasionally direct the focus to learning to discuss current national and local events, research, etc. in the context of personal and family management. This technique may help to foster personal conviction, a sense of human connectedness and social responsibility, as well.

To quote again from Brown, she says:

...home economics in the schools must be both more modest and more presumptuous. It must be more modest in not trying to "cover" everything or to be all things to all people; it must be more rationally selective. Home economics education must be more presumptuous in doing well what it does; it must educate people to develop increasingly mature views, modes of thinking, and commitments rather than merely train people to respond ahistorically⁸ to the situations in which they find themselves.

Maybe we need to retile our document "Concepts, Generalizations and Action for the 21st Century."

We must build in that "enabling" component if we are to pull home economics back from the brink of extinction.

Too few in the profession know what the mission requires of them; and our focus has been too diffuse.

The "heroic" effort we begin today - to revise an important document of the profession - can have a profound influence, or it can go unnoticed if we are too timid. I think we need to take some bold, even radical steps to move us out of the danger zone of extinction.

None of us, as leaders, would be here today if we were not capable of hard work, thinking futuristically, and acting with courage. If ever there were a time to stand united and act boldly, this is our moment. Otherwise, like the unfortunate dinosaurs, we can take our final bow in history. Let's try to nudge evolution along by leading the profession into a new era.

I think we can take the initial steps in that direction if we define for ourselves and for our teachers the most basic core or unifying themes that make home economics unique; if we develop the missing leadership, activist, social responsibility component; if we begin to create a new inter-disciplinary curriculum model; and if we lead the way in teaching teachers to implement home economics

instruction in many "enabling" ways, one of which may be the "learning community" approach.

Whatever we decide to do, let's do it with a loud, clear voice so that the profession, the opinion leaders, and the public take notice of who we are, why we exist, and how we are making a difference in the lives of individuals, families, our society and our global community.

		PERSONAL AND FAMILY MANAGEMENT				
		Perennial Problems of Families	Food & Nutrition	Human Development	Housing & Environment	Clothing & Textiles
LITERACIES	Personal/Social					
	Technological					
	Health & Well-Being					
	Legal					
	Political					
	Economic					

PROCESSES: PROBLEM SOLVING; DECISION MAKING; NURTURING; VALUING; LEADERSHIP, ETC.

Curriculum Model developed by New York State Home Economics Education Futuring Committee, 1983.



"Life is a celebration of each person's uniqueness."

Tom Sullivan

⁸Brown, M. "A Position on the Future Direction of Home Economics Education in the Schools." Paper prepared for Home Economics Future Committee, Albany, NY, November, 1981, page 15.

What Difference Does It Make and How Can We Do It?

Does it make a difference whether we have a clear philosophy of Home Economics? I mean each of us, individually. How can we, each of us, develop our own philosophy? Is this a part of excellence in Home Economics teaching?

I wrote a letter awhile back to some of our leaders in Home Economics Education and asked them if they would write "one or more paragraphs" to contribute to an answer to one or more of the above questions. Below you will find the contributions of those who responded. (Some called and explained why they couldn't right now.)

These statements are presented to help you think, to call to your attention that your philosophy affects what you do and how you explain to others what Home Economics is, to suggest to you that knowing what you believe is a part of excellence in your work.

Philosophy, in simple language, is a set of beliefs. What do you need to have beliefs about--as a home economist and as a teacher? Do you know what you believe? Can you articulate your beliefs to those who may ask or need to know? If we can clarify our beliefs, ground them with reason, and explain them to others, it can help the profession. And it can also make us feel better about ourselves.

The Editor



Thinking About A Philosophy of Home Economics
Shirley Slater
The Ohio State University

How can we achieve excellence in Home Economics teaching? A first step toward excellence is a clearly identified philosophy of home economics. We must know what it is we are about. What is home economics and why is home economics important? What do we value about our profession?

Most of the home economics educators who demonstrate the concept of excellence not only have a clearly defined philosophy but are willing to stand up for what they believe about home economics. These educators also demonstrate their beliefs through their personal and profes-

sional lives, and their teaching reflects their philosophy and their commitment to home economics.

Teachers can develop their own philosophy of home economics by completing some of the following activities:

1. Define home economics in one or two sentences.
2. Complete several sentences that begin with Home Economics is _____ and Home Economics is not _____.
3. Draw a diagram or sketch of your philosophy of home economics.
4. Write a "letter to the editor" explaining the value of home economics.
5. Decide what you value most about home economics. What would be the last thing you would give up or compromise on in relation to home economics?
6. Design an advertisement for the "ideal" home economist.
7. Write a letter to Ann Landers or "Dear Abby" responding to a letter s/he got (you can make it up if you don't have one) which described problems the writer was having and explain how a study of Home Economics could have prevented the problems or help solve them.
8. Write a paragraph about how your philosophy of home economics affects your commitment to the profession.
9. Develop a time line that shows how your philosophy of home economics has changed throughout your life. Include the events that influenced the development of your philosophy.
10. Outline a three-minute talk that presents your position on a changing philosophy of home economics.
11. Give three examples of how your philosophy of home economics is reflected in your classroom.



A Look at the Questions
Jan Wissman
Kansas State University

WHY should home economists in education have a clear philosophy?

Home economics will have merit as a profession five, ten, and fifteen years from now--on into the twentieth-first

century only if we as home economists, individually and collectively, commit ourselves to the development of a dynamic philosophy of both the broad field and specialty areas of home economics.

HOW can teachers develop their own philosophy?

A personally defined philosophy of home economics education is essential for those who desire the privilege of teaching home economics! While the development of a philosophy of home economics education can be enhanced through a sense of the past, teachers must never be satisfied with the status quo ante or the status quo. Future oriented dialogues (with those outside the profession as well as with fellow educators and home economists) regarding competencies that impact upon quality of individual and family life can contribute positively to the formation of a dynamic philosophy.

HOW is the development of a philosophy part of excellence in home economics teaching?

There is widespread agreement among those in education and business that the pursuit is more important than the achievement of excellence. We must be leaders in the pursuit of excellence in home economics teaching. We must lead others including administrators, parents, and students to raise their expectations of home economics. We can lead in this pursuit only if we have a dynamic, future-oriented philosophy of home economics education.



On The Importance of Having A Clear
Philosophy of Home Economics
Mildred Griggs
University of Illinois at Urbana-Champaign

A philosophy, to me, is a set of beliefs. One can be taught to think philosophically; however, I think a philosophy, one that has personal meaning, is acquired through personal examination of information and engaging in reflective discourse. One's philosophy is important because, to a large extent, what one does in one's professional role is determined by what one believes.

One's philosophy of Home Economics is, in part, influenced by how one perceives the field and its role in society and what one perceives as "ideal standards" or conditions relative to the development of individuals, family life, personal health, beauty, comfort, relationships, etc. As we acquire this system of beliefs, I think it is important to be open-minded and seek stimuli that will cause us to think critically about what we believe and why.

If we act according to our philosophy, then a sound philosophy will lead to sound educational practices. As teachers, perhaps we have spent too much time doing things without asking ourselves why we do them. Excellence in Home Economics teaching can best be achieved when we have a sound rationale for the educative process we employ, i.e., the selection of objectives, content, and techniques for teaching and evaluation.



The Why and the How
Alberta Dobry
North Dakota State University

A clear philosophy of home economics may serve several useful purposes for both practitioners and the field in general. A distinctly established philosophy may serve the purpose of facilitating communication about the meaning of home economics and, thereby, reducing the confusion and obscurity that tends to occur without a clear basis for meaning. It may also serve as a standard against which operations are checked for consistency between what is philosophically professed and what is actually practiced in the field. Most importantly, a clearly identified philosophy of home economics could contribute to further development of the field. With a sound philosophical basis, the structure of the field including the goals, limitations, and assumptions could be systematically examined. Relevant dimensions, functional relations, and alternative possibilities for home economics could emerge through a conscious exploration. That which is speculative theory could be verified, revised, or deleted through a process of analyzing, operationalizing, and testing home economics philosophy.

Philosophy may be either formulated to fit the present state of affairs or it may be created to revolutionize and lead events. In other words, philosophy may come from the perspective of following one's historical fate or creating one's destiny. Either way, for most professionals, philosophy is learned and then adopted or adapted. The professional preparation, interactions, and experiences contribute to the development of one's philosophy. To accept a ready-made philosophy violated the spirit of philosophy which is to undergo a disciplined and self-motivated search for clear and valid meaning. Thus, the exploration and development of a philosophy may be enhanced by quality communication between and among informed individuals. Reading, discussion, and intellectually reconstructing their own orientation of home economics may serve as ways for professionals to expand their consciousness about their

individual philosophies. Increased consciousness along with responsible exploration may contribute toward clarity in meaning and aid in assessment of competing views. Such assessment could lead to sorting out value conflicts and contradictions. If so, the result would yield increased excellence in professional decisions and actions. This would ultimately strengthen the contribution that home economics makes to education and society.



We Must . . .

Joanna Kister
Ohio Department of Education

As we practice the profession of home economics, it is imperative that we examine the assumptions upon which we base our daily activities. A careful reading of our history as well as the more recent "Home Economics: A Definition" paper reveals a comprehensive view of home economics. However, home economics curriculum which emphasizes "how to" skills or research based solely on experimental science exemplify only one mode of rationality--the technological mode. My concern is with the disjuncture between our philosophy and practice.

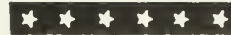
The technological orientation is powerful. Roszak suggests that this orientation fills the very air we breathe in a scientific culture and grips us subliminally in all we say, feel, and do. For example, educators often describe an excellent program as one in which goals and objectives are correctly worded in terms of observable behaviors and measurable outcomes. The philosophical basis for the goals and objectives or the ends are less questioned or less valued than the means or the statement of objectives.

To connect philosophy and practice, teachers need to be actively involved in thinking and reasoning about what should be. This requires a conception of educational practice expanded beyond that of technical interests to communicative interests and a critical science. Communicative interests recognize the human dimensions of experience and personal knowledge. In educational research, strategies of inquiry should consider human meanings, purposes, and values. A critical science approach raises questions about the dominant values of society and asks what knowledge, values, and skills are most worthwhile in home economics programs.

There must be a conscious effort to examine our philosophy as we practice home economics. Do our curriculum, research, and public relations efforts communicate more than a technological orientation? In our practice, do

we recognize the complexity, interrelationships, and significant dimensions of home and family life? As we become more specialized do we risk losing sight of our integrative mission to serve families? Do we really contribute to the mission of helping families to function in their own strengths? These are significant questions which our profession faces today.

¹Roszak, T. The Making of A Counter Culture. Garden City: Doubleday, 1969.



A Call for The "Doing" of Philosophy

Francine Hultgren
University of Maryland

When we talk about the importance of "having" a clear philosophy of home economics, I am reminded of the cautionary words of a critical educator, Neil Postman: "The danger of 'holding' a philosophy is that you may be caught with a bag full of right answers to the wrong era!" While there is no denying the importance of a philosophical base for home economics, a structure of knowledge if you will, that is historically grounded, we must go beyond the "having." I would like to suggest that one possible reason our philosophical thinking has not evolved is that we tend to view philosophy too much in the abstract and passive sense--as the "having" of a static body of knowledge and beliefs. We might, instead, focus our efforts on the "doing" of philosophy, which in a phenomenological view, is to become highly conscious of the phenomena and events in our lived experience of the world as they are presented to our consciousness. The active philosophical interest, then, is helping individuals (teachers) to a wide-awakeness of their world--a thinking about commitments and actions within their work (teaching) and lives. Conceived in this way, doing philosophy becomes a way of asking questions--a sense of wonderment and a concern about what is taken for granted, an examination of what is deemed to be of value, and an active sense making or constitution of meaning in one's existence. In this deliberate attempt to make things clear, interpretive and critical thinking is demanded.

As we reach out to question in this way, we need a variety of perspectives for looking at our world and our profession. We cannot limit ourselves to a technological view that has reduced the interest in philosophical reflection concerning means and ends in home economics and education. If philosophical reflection and action is to be revi-

talized, questions of technique, efficiency, and control must give way to ways of thinking that are based upon critique and understanding. We must recognize that multiple ways of seeing the world exist. We as teachers of teachers and the teachers themselves, can be helped to become visible to ourselves through the active "doing" of philosophy. Only then can we choose intelligently and authentically for ourselves, and in that choosing we can become liberated for understanding, reflecting, acting and being. We might, then, conceive of excellence as the "doing" of philosophy, so that as home economics teachers we help to create the conditions for others to be able to choose themselves. That is the ultimate sense of freedom.



Some Thoughts on Philosophy

Carole A. Vickers
Marshall University

The American Heritage Dictionary defines philosophy as

. . .the investigation of causes and laws underlying reality; inquiry into the nature of things based on logical reasoning rather than empirical methods; the critique and analysis of fundamental beliefs as they come to be conceptualized and formulated.¹

This definition both frees and obligates us to evolve a clear understanding of beliefs as a basis for action in home economics. The beauty of philosophy is that it evolves internally and that it is based on logical reasoning and reflects reality.

Why is it important that we have a clear philosophy? There is an old Appalachian saying, "He leans whichever way the wind blows." Without a logically reasoned set of beliefs about home economics (a philosophy), we can easily include in our practice an activity which reflects current trends and interests without regard to the effects on individuals and families. The inclusion of "trendy" program content can be harmful on two counts: first, giving time for the inconsequential activity elevates it to a position of importance; second, and more important, including concepts less critical to the person's development means omitting more important ones. Our practice is judged by its content.

It is easy, when the immediacy of our needs and the clamor of many voices surround us, to yield to the glamor and availability of user-ready materials. . .without examining how they contribute to finding solutions to the persistent problems individuals and families face. When we

have rationally decided what we believe, our activities are more likely to be consonant with them.

Sometimes I think we "turn off" the concept of philosophy as appropriate only to the erudite among us and do ourselves a real disservice. We do need and enjoy examining the causes and laws underlying reality, reasoning logically and analyzing our beliefs. Philosophy is critical to the development of our profession and our participation in it.

How do we develop a true philosophy? As an undergraduate student years ago, I had to write a paper titled "My Philosophy of Home Economics." It was the beginning of the development of a statement of beliefs, but frankly, much of what the professor hoped would happen as a result of the process was hindered by my lack of knowledge, experience, and maturity. I admire her for engaging us in reflective thought and wish I had kept the paper to compare that relatively unexamined set of beliefs with my current belief system.

As a young, beginning teacher in the mid-fifties I was very preoccupied with student needs and making classroom activities interesting and challenging to the girls enrolled (for the principal of the school said there wasn't enough space for boys who asked to take home economics). I didn't think a lot about philosophy. . .or why I was doing what I was doing. Fortunately, my belief system evolved in spite of my neglect.

In hindsight, I realize that philosophy evolved with participation in the development of a West Virginia curriculum guide for Senior High Vocational Home Economics students; the incurable desire to understand my students and help them find answers to their needs; and a group of teachers and FHA advisors who slept 8-10 to a room at workshops, FHA meetings, etc., and talked. . .and talked about "school". Participating in the development of state-wide standards for undergraduate college teacher preparation programs in my first college teaching experience also forced me to examine my beliefs about home economics.

All these early activities which just "happened" in my life enabled me to share my ideas and sharpen them in conversation, argument, and debate with other home economists. I am very fortunate to have had mentors at Marshall University and in the West Virginia Vocational Bureau long before the concept of "mentoring" became popular. I'm very fortunate to have associated with a group of dedicated, articulate, professional women. I learned much from those veteran, "seasoned" teachers. Without them, life in a one-teacher department could have been intellectually deadly.

We cannot afford to leave the growth of professionals to chance. At the pre-service level, we must enable stu-

dents to develop reasoning skills and use them! We must include young professionals in curriculum activity, on business policy committees, in standards-writing sessions.

Study groups are an excellent way of honing beliefs. The forthcoming AHEA Future Development Committee syllabus, Critical Issues, offers an excellent guide for examining beliefs.

I believe the most important thing in developing a clear philosophy is to find some persons you respect or some persons whose writing challenges you to think and set aside time for reflective thinking. If you're too busy in your job to examine the what/why of your profession, then the job is too big for you. Thinking is as necessary as "doing" some of the tasks that are part of your job. Professional activity is more fulfilling and satisfying when belief and activity are consonant or at least when you know why certain behaviors of others annoy you.

¹Morris, W. The American Heritage Dictionary of the English Language. Boston: Houghton-Mifflin Co., 1973.



Integration Is A Key

Nancy Belck
University of Tennessee at Knoxville

Integration of the subject matter of the specializations within home economics is central to the profession--a clear philosophy of how and why the content areas in home economics are inter-related is required to make our profession unique. Only with a holistic viewpoint can we in a useful way study, explore and understand the complexities of individuals and families. Most importantly, our challenge is to help these individuals and families change their behaviors to improve the quality of their lives.

Narrowly focused disciplines are not adequate for the individuals and families who want, use and need home economics information synthesized, all inclusive, and of practical value. Delivering information in this integrated way also means that, as a field with "customers out there," home economics must inevitably continue as primarily a professional field. If it focuses only on specialized careers with no concern for application, academic home economics stands to lose its current utility and identity. Granted, specialized information is an important tool, but application and integrative thinking are the means and process toward a critically important end.

The study of the interactions among various components of individual and family well-being may be as impor-

tant as the study of the components themselves. For example, chemists study protein and psychologists study child behavior, but it is within home economics that nutrient needs of the growing children are considered along with the factors that affect children's acceptance of different foods. Application of the basic subject matter is therefore enhanced by the complementary nature of the specializations brought together within home economics.

Helping our audience groups understand what we uniquely offer through our various specializations and integrative framework remains the challenge of home economics. It is the philosophy that our home economists individually and collectively must be able to articulate.



Home Economics in Vocational Education

Camille Bell
Texas Tech University

In my opinion, home economics educators must clarify their philosophies of vocational home economics education to meet our rapidly growing challenges. Since 1975, Congresspersons have been asking the field to clarify its philosophy. There are some educators who stress that one part of vocational home economics education (C&HE) prepare males and females for the occupation of homemaking which requires knowledge and skills necessary for optimum quality of life for individuals and families and are inter-related in all home economics areas. Other educators stress that C&HE focuses upon the family and strengthening family life through the interrelatedness of all home economics subject areas. Certainly, either emphasis is commendable and home economics educators realize that we combine the two definitions. However, if we want to continue to stay in vocational education, the occupation of homemaking needs to be stressed consistently. Such a philosophy would keep home economics vocational in nature and truly interdisciplinary. A consistent philosophy would enable the 50,000 plus vocational home economics teachers in the nation to have a much greater impact on legislation. It would also facilitate their establishing priorities and setting goals. In turn, this would increase their responsibility for accountability. For too many years, vocational home economics educators have tried to be all things to all people. A clarified philosophy could help narrow this concept at least partially.

A systematic approach will be necessary to clarify the philosophy of vocational home economics education. In other words, many different groups will need to be involved in the clarification process. Some of these groups

would include: Program Specialists for the U. S. Department of Education; State Supervisors of Vocational Home Economics Education; Local Supervisors of Vocational Home Economics Education; Vocational Home Economics Education secondary teachers; Vocational Home Economics teacher educators; American Vocational Association; American Home Economics Association; Home Economics Education Association; and The Coalition for Vocational Home Economics Education Professional Organizations.



Philosophy: Clarifying and Edifying Action
Linda Peterat
University of Illinois at Urbana-Champaign

I will state from the outset that all home economics educators have a philosophy of home economics. It cannot be otherwise because, daily, educators make judgments and take actions based on some set of beliefs and knowledge about home economics and education. The question is whether that philosophy is recognized and articulated. Educators can articulate their own philosophy by taking time to ask themselves about the beliefs which guide their actions. This can be facilitated by writing those beliefs, by discussing with colleagues what we are really trying to achieve as educators, and by deliberately reflecting and building upon the beliefs we hold. Philosophy derives from an active/reflective process of questioning the events and results of our teaching in relation to our beliefs. Philosophy also develops as we participate beyond our educational settings--with parents, students, business people, and as we study, travel, and are politically active.

I think of philosophy as both ground and blue sky, both anchor and ideal, solid but also open and yielding. It is the central belief system, reasoned and reflective, which guides our actions as educators. Because education is an arena of human action in which we strive to influence and aid others, we are engaged in a moral practice based on some vision of right and good. Articulating a philosophy serves to clarify and to make consistent our own beliefs and actions. When articulated, a philosophy can serve as a rationale in justifying our actions and beliefs to others. Perhaps more importantly in the present, an articulated philosophy based on a vision of human good and right can serve as an anchor to buffet the changing political rhetoric and educational pressures. Philosophy is also blue sky and ideal. It contains hope, doubt, and question. Always in the process of becoming, a philosophy is what returns us to the classroom another day, another year, to hope, to care, and to grow.

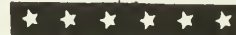
Beliefs Are All-Important
Karen Craig
Purdue Cooperative Extension Service

One of the eight attributes Peters and Waterman, in their book, *In Search of Excellence*, assigned to excellent companies is that of hands-on value driven. They state it in several ways, and I think it is really true for Home Economics, that the basic philosophy of an organization or person has far more to do with achievement than do technological or economic resources, or even the structure in which we work. They indicate that any great organization owes its resiliency to power of what we call "beliefs" and the appeal that these beliefs have for its people. I think the same thing translates into Home Economics education programming, whether it's in Extension or secondary education.

The critical factor in development and delivery of an excellent program is the home economist's philosophy and definition of what "excellence" is as it relates to Home Economics. It's my impression that, as we mature individually and as a profession, it is essential that we define for ourselves the critical values that we would assign to the profession. In my own case, the most critical value for any educational program is teaching people to think. In the case of Extension Home Economics, I hope that we teach the people not only how to think but also how to learn. In the adult setting, this is particularly important.

Furthermore, I think the quality of the educational program is improved by focusing on broad problems or issues areas. I use economic stability, physical well-being, and emotional well-being. Each person who uses these may interpret them differently, just as each student who is participating in programs may have a different interpretation. However, if we learn to evaluate the activities we're involved with in terms of one of the three, with the overlay of "how do they help people think and learn," I think we will naturally sort out the less desirable and less effective of the educational techniques and activities.

I would like to paraphrase another statement from Peters and Waterman. The value-shaping leader/teacher is concerned with visions that create excitement and enthusiasm. The clarification of the value system and the breathing of life into it are the greatest contributions a teacher can make. It is not an easy task; but before any educator can help others clarify values, they must have clarified their own.



The Importance of a Clear Philosophy
of Home Economics for Home Economics Teachers

Beverly Crabtree and Lynda Harriman
Oklahoma State University

A clear definition of Home Economics is essential for the profession and for all home economics professionals as we communicate with each other, as programs are proposed and implemented, and as the mission and focus of Home Economics are effectively interpreted to many different publics, e.g., the professionals in other disciplines, students in home economics programs, prospective students, present and potential employers, public policy makers and the general public.

A clear philosophy of Home Economics enhances teachers' abilities to focus on the development of the process skills so necessary in helping students develop the capacities to be active participants in the many social changes impacting on their lives. If the Home Economics profession is to assume a viable role in preparing individuals and families to live in our rapidly changing society, a common set of clear understandings of who we are and what we are about must be understood and practiced by Home Economists. This clear definition (personal philosophy) of Home Economics as developed by the Home Economics teacher is extremely critical at this time in our society. But even more important is the actual implementation of what philosophy by the Home Economics teacher in his/her professional practices as evidenced by the specific programs implemented, relationship of the Home Economics curriculum to present and projected societal concerns, professional involvement of the Home Economics professional, and the expectations for the students in the Home Economics program. Because the public often interprets Home Economics by what it observes at the local (grass roots) level, the Home Economics teacher plays a significant role in interpreting the philosophy of Home Economics through his/her professional practices.

Teachers who develop a clear philosophy of Home Economics through an understanding of the mission of the field, know that Home Economics is not an assortment of unrelated courses; rather home economics subject areas provide the basis for an integrated approach to the study of the perennial concerns of families for food, clothing, shelter, development of family members, and human relations. Thus, the integration of Home Economics knowledge and skills from various subject areas provides the vehicle for teaching important life skills. The Home Economics teacher has an awesome responsibility for interpreting the philosophy of Home Economics to present and future generations. Therefore, it behooves the Home Economics teacher to work diligently to develop a clear philosophy of Home Economics.

HOW CAN TEACHERS DEVELOP THEIR OWN PHILOSOPHY? The Home Economics profession has a unity in purpose (philosophy) which goes far beyond an accumulation of specializations. Specializations within the Home Economics profession have differing purposes but they still contribute to the overall unity or purpose of the profession. The unique perspective that Home Economics has is the integrative/holistic nature of our field of study that brings together the specific knowledge and information we have about families and the environments within which they live.

A variety of educational and professional experiences over time will doubtless result in a philosophy of some kind. However, the development of a Home Economics teacher's philosophy should not be left to chance and happenstance events. Teacher educators and other University Home Economics professors play a critical role in seeing that all Home Economics majors leave the institution with a common set of understandings about the integrative nature of the field and the mission of the profession which focuses on helping families function in their own strength. Colleges and universities play this crucial role in assisting Home Economics teachers to develop this integrative/holistic perspective through the educational experiences provided in their undergraduate and graduate programming and through their associations with the faculty who should be expected to reflect the unique Home Economics philosophy. In-service educational experiences should be provided for practicing Home Economics teachers. Such experiences should emphasize the integrative nature of the Home Economics profession and the focus on improving the quality of life for individuals and families.

Home Economics teachers should be expected to be scholars of their profession, to challenge and question, to "test" their programming against the Home Economics philosophy, to address how Home Economics builds upon but is uniquely different from the related and supporting disciplines, and to articulate effectively their philosophy of the Home Economics profession. Developing a philosophy of Home Economics and then selecting appropriate professional practices requires much thought and effort, but it is crucial to the future of our profession.

A CLEAR PHILOSOPHY OF HOME ECONOMICS IMPACTS ON EXCELLENCE IN HOME ECONOMIC TEACHING. A clear philosophy enables the Home Economics teacher to "test" his/her professional practices and the curriculum and educational experiences for students, and to determine the degree to which these are consistent with his/her philosophy of the Home Economics profession. Through this careful evaluation, the "essential" concepts and experiences will be identified for inclusion in the Home Economics curriculum which must address present and projected societal concerns. Likewise, this clear philosophy will

enable the Home Economics teacher to coordinate effectively his/her programming with the related and supporting disciplines and to interpret effectively to students, other teachers, school administrators, board members, and others the importance of Home Economics instruction to our youth and for the future of our society.

Enhanced programming, increased school and community support, and more adequate financial and human resources for the Home Economics program could be direct results of a Home Economics teacher who has a clear philosophy of Home Economics and who is able to interpret it effectively through his/her professional practices.

Excellence in the teaching of Home Economics is marked by a number of characteristics, all of which imply a clear philosophy and understanding of the mission of Home Economics. Characteristics of excellence in Home Economics include:

- An integrative approach to the study of the perennial concerns of families for food, clothing, shelter, human development and relationships.
- Teaching that is based on theory and research derived from research in Home Economics and in the root disciplines.
- Teaching that is process--rather than product--oriented.
- Teaching that focuses on the individual and family rather than upon subject matter.
- Teaching that promotes practice, rather than reactive involvement in change processes.

HOME AS A LEARNING CENTER: 5th YEARBOOK AVAILABLE

Home As A Learning Center, the 5th Annual Yearbook of the Teacher Education Section of the American Home Economics Association, has just been released. Edited by Nancy H. Miller of the University of Wisconsin-Madison, the volume

- Examines the historical role of the home in providing education.
- Refocuses attention on the home as a learning center and on the importance of the family/household group in the growth and development of members of society.
- Emphasizes that a multitude of learning opportunities take place in the home and should be addressed by home economics educators.
- Encourages home economics educators to expand their classroom beyond the traditional setting by taking advantage of emerging technological opportunities for delivery of educational information.

The book would be a valuable addition to any home economist's personal library or any school library. It can be ordered from Bennett & McKnight Publishing Company, Division of Glencoe Publishing Company, Front and Brown Streets, Riverside, NJ 08075; the cost is \$15.00. Previous yearbook editions, also available from the publisher at \$15.00 each, include the following:

1984 YEARBOOK: *Knowledge, Technology, and Family Change;*

1983 YEARBOOK: *Nontraditional Home Economics: Meeting Uncommon Needs With Innovative Plans;*

1982 YEARBOOK: *Seventy Significant Leaders;* and

1981 YEARBOOK: *Sixty Significant Years.*

HERSIG

MEMBERSHIP FORM

The Special Interest Group in Home Economics Research of the American Educational Research Association --HERSIG -- had its Organizational Meeting in Chicago on April 4, 1985, at which time it became "official."

HERSIG was formed to promote and facilitate exchange of ideas, innovative research, and theoretical work among individuals engaged in Home Economics education, research, curriculum development, and administration. At the 1986 AERA meeting in San Francisco, HERSIG will be allocated program time/space based on our paid membership as of August 1, 1985. The membership year will run from August 1, 1985 to July 31, 1986. Those who sent checks during the early part of 1985 will be credited for the first membership year.

DUES for AERA members are \$5.00 and for non-members \$10.00. It is not necessary for you to be an AERA member to join. Contributions for the SIG's "start up" costs may also be made with your dues.

FILL OUT the membership form below, even if you have already paid your dues. The information will form part of the first HERSIG DIRECTORY to be distributed at the 1986 meeting.

DETACH AND SEND TO: Dr. Maureen E. Kelly,
HERSIG Membership Chair
Home Economics Education,
School of Family and Consumer
Resources, The University of
Arizona, Tucson, AZ 85721

MAKE CHECKS PAY-
ABLE TO HERSIG

NAME _____
Last Middle/Init. First

TITLE _____

ADDRESS (WORK) _____
Zip Code _____

ADDRESS (HOME) _____
Zip Code _____

PHONE (work) () _____ (home) () _____

AERA MEMBER? Yes () No () DIVISION _____

OTHER AERA SIG MEMBERSHIPS _____

OTHER PROFESSIONAL MEMBERSHIPS:
AHEA Yes () No ()

DESCRIBE (Briefly) YOUR RESEARCH INTERESTS:

Anorexia Nervosa and Bulimia: A Research Review

Mary K. Sweeten*
Nutrition Specialist
Cooperative Extension Service
Texas A & M University

Probably no other nutritional problem has captured as much public awareness in recent years as anorexia nervosa and bulimia--two related eating disorders, caused in part by our cultural obsession with thinness.¹

Anorexia nervosa is a dangerous psychosomatic disorder afflicting mainly adolescent females (95%) from middle to upper income levels.^{2,3} Numerous research studies have been included to study this disease of self-inflicted starvation.⁴ Anorexics often adopt extraordinary eating habits in their relentless pursuit of a thin body. Anorexia nervosa is characterized by somewhat peculiar attitudes toward food and body image which ultimately result in refusal to eat and dramatic weight loss.⁵

Once the starvation goes past a certain point, the patient no longer has control of the situation and the condition becomes life-threatening. The mortality rate of anorexia has been reported as high as 21 percent.⁶ The term anorexia which indicates a loss of appetite is a misnomer since the patient with anorexia nervosa actually remains hungry, but still refuses to eat.⁷

Symptomatology

Characteristic symptoms of the disease are described by Feighner, Robins and Guze⁸ can include the following:

- age of onset less than 25 years of age;
- weight loss of 25% or more of original body weight;
- an unusual attitude toward eating, weight or food which is stronger than the hunger pangs, admonishments, reassurance and/or threats by parents and/or professionals;
- the patient denies that s/he is ill with failure to be aware of nutrient/body needs;
- an unusual enjoyment in weight loss, refusal to maintain body weight over a minimal weight for age and height, and food refusal;
- a desired body image of extreme emaciation; and claiming to feel fat, even when emaciated;
- no known medical or other psychiatric disorder such as depression or schizophrenia to account for weight loss;
- cessation of menstruation (amenorrhea) due to loss of body fat and/or stress;
- bradycardia resulting in a resting pulse of 60 or less;
- periods of overactivity.

Anorexics are usually described as having been achievement-oriented children to the point of being perfectionistic. They tend to follow extreme or crash diets.⁹ They are often overly critical of themselves and have a distorted body image and low self esteem.¹⁰

Etiology

Three major theories have been postulated to describe the cause of anorexia nervosa. The first theory can be called ego psychological which states that anorexia results from an impaired child-maternal environment in infancy.¹¹ According to Bruch¹², Asperger describes this abnormal family relationship as one in which the mother is unable to provide the necessary warmth and security. The mothers themselves display neurotic personalities and are unable to

*The author acknowledges Dr. Mahesh Dave, M.D., Psychiatrist, Bryan, Texas; Dr. Kerry Hope, Counseling Psychologist, Student Counseling Service, Texas A&M University; and Ms. Nancy Selvey, R.D., Nutritionist, American Medical Association, Chicago, Illinois, for their review of this manuscript.

¹Bruch, H. Eating Disorders: Obesity, Anorexia Nervosa, and the Person Within. New York: John Wiley and Sons, Inc., 1973.

²Swift, W.J. and Stern, S. The body is a transitional object in bulimia. International Journal of Eating Disorders, Summer, 1982, 1(4), 57-67.

³(DSM III) Diagnostic and Statistical Manual of Mental Disorders (Third Edition), 1980. American Psychiatric Association.

⁴Rowland, C.V. Diagnosis and treatment of anorexic states. Postgraduate Medical Journal, 1971, 51 (5), 159-162.

⁵Wolfish, M.G. Nutritional problems in the teenager. Journal of Canadian Dietetic Association, 1975, 36 (1), 20-27.

⁶(DSM III), op. cit.

⁷Rowland, op. cit.

⁸Feighner, J.P., Robins, E., and Guze, S.B. Diagnostic Criteria for use in psychiatric research. Archives of General Psychiatry, 1972, 26, 57.

⁹Wesley, M.M. and Ruddy, S.G. Anorexia nervosa - an obsession with thinness. Forecast for Home Economics, September, 1981, 119-122.

¹⁰Casper, R.C., Offer, D. and Ostrov, E. The self-image of adolescents with acute anorexia nervosa. Journal of Pediatrics, 1981, 98 (4), 656-661.

¹¹Charone, J.K. Eating disorders: Their genesis in the mother-infant relationship. International Journal of Eating Disorders, Summer, 1981, 1 (4), 15-42.

¹²Bruch, H. The child in his family: family background in eating disorders. New York: John Wiley and Sons, Inc., 1970.

function normally due to the anxiety. The child splits off the inner representation of the mother which remains un-integrated throughout the compliant childhood due to the unempathetic mothering.¹³ When the girl's body begins to mature and become rounded like the mother's and the anorexic girl can see these concrete changes, then the anorexic sees the return of her connection with the mother at the expense of herself. Anorexia is a last effort to regain self esteem and self worth.

There is continual confusion of the anorexic in feeling hungry and fearing loss of control which can be related to early experiences. The young or teenage anorexic may feel s/he is the property of his/her parents and not living his/her own life and thus feels helpless to the influence of internal urges and external demands. S/he feels that by being slim s/he will be more content and deserving of others. Therapists report that anorexics may be struggling for independence and control of their lives and trying to manipulate other family members as well.^{14,15,16} Bruch and Palazolli both believe that anorexia is the last desperate effort to gain perfect control over the body as a way of regaining self esteem.^{17,18}

The issue of control also is central in the second theory, i.e., the family system theory as a cause of anorexia nervosa. Family life will vary widely from recognizable disturbances or conflicts or expressed dissatisfactions to an apparently well-functioning, conventional family life.¹⁹ However, families in which anorexia or obesity occurs at onset of puberty function only to give the impression of being stable with only a few marriages ending in divorce.²⁰ Instead, they tend to emphasize happiness in the home. Underneath this facade of harmony, lies disharmony and deep disillusionment between spouses. The children are well cared for in most respects--physically, educationally and culturally--but not emotionally, with parents making all decisions. The child remains the subject of the parents' interest and control long after s/he should have been autonomous.²¹

The third theory is that the etiology is organic. It proposes that a primary endocrine defect or hypothalamic-pituitary dysfunction triggers or precipitates the anorexia or aversion to food. This immature pattern of hypothalamic functioning prevents the normal maturation at puberty. Some endocrine abnormalities resulting in low levels of plasma luteinizing hormone (LH) and follicle-stimulating hormone (FSH) are seen in the preanorexic.²² The decrease in these hormones as a response to starvation leads to alterations in body weight, body fat and menses. Other hormonal changes related to starvation are alterations in the thyroid hormones and neurotransmitters--dopamine and norepinephrine.²³

It has long been recognized that the disease is caused by a multiplicity of factors. That is the reason why it is thought to be a psychosomatic illness.²⁴

Treatment

The treatment program for anorexia, often difficult, must consider both the life-threatening aspects of starvation and the basic psychological problems. The program must be individualized and complete with psychotherapy focusing on the development of autonomy for the patient. Using the interdisciplinary approach to treatment can reduce mortality to 3 to 5 percent, and about half of all patients make a complete recovery.²⁵

Drug therapy is used for the very depressed patients with sleep disturbances, crying spells or those who are suicidal. Drugs such as anti-depressants or phenothiazines may be given for anorexics who are extremely hyperactive with thoughts of losing weight or who show psychosis.²⁶

Ideas on dietary treatment differ somewhat. Malnutrition is recognized as a symptom with psychotherapy being the primary treatment need. A return to normal weight leaves the patient basically the same.²⁷ However, when there is an improved physical state it is usually accompanied by an improved personality. Many physicians provide patients with balanced diet plans allowing them to select whatever they want to eat. Since the patient is already preoccupied with and extremely interested in food,

¹³Bram, S. and Halmi, K. A. Anorexia nervosa and personality type: A preliminary report. International Journal of Eating Disorders, 1981, 2 (1), 67-74.

¹⁴Casper, op. cit.

¹⁵Bram and Halmi, op. cit.

¹⁶Nutritional concerns during adolescence. Dairy Council Digest Newsletter, National Dairy Council, 1981, 52 (2), 7-11.

¹⁷Bram and Halmi, op. cit.

¹⁸Bruch, H. Anorexia nervosa. Nutrition Today, 1978, 13 (5), 14-18.

¹⁹Bruch, H. Psychosomatic aspects of malnutrition during adolescence. Postgraduate Medical Journal, 1970, 47 (5), 98-102.

²⁰Garrow, J. S. Dietary management of obesity and anorexia nervosa. Journal of Human Nutrition, 1980, 34 (2), 131-138.

²¹Minuchin, S. and Baker, L. Psychosomatic families, anorexia nervosa in context, Cambridge, Mass.: Harvard University Press, 1978.

²²Stevens, M. B. Malnutrition, underweight, and anorexia nervosa. Clinical Nutrition. New York: Harper and Row, 1979.

²³Therapaeia roundtable discussion: Anorexia nervosa - the misnamed eating disorder. Therapaeia, May, 1982.

²⁴Schwartz, D. M., Thompson, M. G. and Johnson, C. L. Anorexia nervosa and bulimia: The socio-cultural context. International Journal of Eating Disorders, Spring, 1982, 1 (3), 20-36.

²⁵Garfinkel, P. E. Anorexia, bulimia, cachexia, and food intake. Paper presented at the Western Hemisphere Nutritional Congress VII, Miami Beach, Florida, August, 1983.

²⁶Therapaeia roundtable discussion: Anorexia nervosa - the misnamed eating disorder. Therapaeia, May, 1981.

²⁷Steven, M.C. Anorexia nervosa, slimming, and the dietitian. Nutrition, Winter, 1971, 25 (4), 230-237.

diets, calories, and body weight,²⁸ if the therapist focuses on the diet, this tends to reinforce the preoccupation of the patient with food. The most important thing is for the patient, especially the severely malnourished anorexic, to gain weight by taking in as many calories as possible.^{29,30,31,32}

Behavior modification has also become important in treatment of eating disorders in recent years.^{33,34} In treatment of anorexia, the current evidence of success indicates that the genetic influences are less important than familial or learned ones. Thus far behavioral approaches have been confined mostly to treating the severely ill, hospitalized patients and not applied to the long-term treatment at home.³⁵

Anorexia is indeed a serious nutritional problem secondary to a psychiatric illness and cannot be treated by one method alone. The most successful approach is one focusing on family therapy and early intervention.³⁶

BULIMIA

Approximately 500,000 to a million³⁷ people suffer from bulimia.³⁸ Bulimic eating is a common neurotic response to emotional stress and is quite a popular practice among teenagers and college girls.³⁹ The term bulimia refers to episodic or binge overeating in a relatively short period of time³⁹ and self-induced vomiting or purging by

use of laxatives within two hours of the binge. Where the anorexic is driven by the desire to be thin, the bulimic is driven by the exaggerated fear of becoming fat.⁴¹

Symptomatology

The bulimic is aware of the disordered eating pattern, but is unable to stop the process once it starts.⁴² Guilt, depression and extreme panic commonly accompany this process with the person suffering a lost sense of control and an undesired prospect of gaining weight.

The bulimic, besides exhibiting the binge or compulsive eating syndrome⁴³ will exhibit at least three or more of the following symptoms:⁴⁴

- eating high calorie and easily or already prepared foods such as convenience or fast foods;
- eating in areas that are inconspicuous or private;
- termination of eating binge by abdominal pain, sleep, self-induced vomiting or social interruption;
- repeated attempts at weight loss by extreme methods;
- a weight fluctuation of at least ten pounds or more due to alternating binges and fasts.

Bulimics also suffer from their awareness of this compulsion to eat and are afraid that they cannot stop this abnormal process once it begins. These binges lead to depressed moods and self-deprecating thoughts afterwards. These bulimic episodes, like anorexia, are not due to any known physical cause.

In certain athletic pursuits such as gymnastics, wrestling or dancing, vomiting to keep thin can be an occupational hazard.⁴⁵ Excessive exercise in and of itself, can be used as a method of purging.

The most frequently reported medical complications with gorge-purge syndrome are electrolyte abnormalities, parotid gland enlargement, menstrual irregularities, bowel difficulties, and dental caries.^{46,47} Dental decay results from constant contact of teeth with stomach acid during episodic vomiting.

Etiology

Earlier psychoanalytic research concerning bulimia focused on the role of conflicts regarding sexuality, particularly pregnancy wishes.⁴⁸ More recent work focused on the possibility of faulty parent-child or faulty object

²⁸Beumont, P.J.V. and Abraham, S.F. The diet composition and nutritional knowledge of patients with anorexia nervosa. Human Nutrition, 1981, 35 (4), 265-273.

²⁹Garrow, J.S. Underfeeding and overfeeding and their clinical consequences. Proceedings of Nutrition Society, 1976, 35 (3), 363-368.

³⁰Fisher, T.A. and Suskind, R.M. Nutritional considerations in the development and treatment of anorexia nervosa. New York: Raven Press, 1981.

³¹Marshall, M.H. Anorexia nervosa: dietary treatment and re-establishment of body weight in 20 cases studied on a metabolic unit. Journal of Human Nutrition, 1978, 32, 349-357.

³²Walker, J. and Goldberg, S.C. Caloric requirements for weight gain in anorexia nervosa. American Journal of Clinical Nutrition, July 1979, 32 (7), 1396-1400.

³³Stunkard, A.J. and Mahoney, M.J. Behavioral treatment of the eating disorders. Handbook of behavior modification and behavior therapy. Englewood Cliffs, New Jersey: Prentice-Hall, 1976.

³⁴Leitenberg, H.D. Handbook of behavior modification and behavior therapy. Englewood Cliffs, New Jersey: Prentice-Hall, 1976.

³⁵Claggett, M.S. Anorexia nervosa: A behavioral approach. American Journal of Nursing, 1980, 80 (8), 1471-1472.

³⁶Vigerskey, R.A. National institute of child health and human anorexia nervosa. New York: Raven Press, 1977.

³⁷Mayer, A. The gorge-purge syndrome. Health, July, 1982.

³⁸Schwartz, R.G. Bulimia and family therapy: A case study. International Journal of Eating Disorders, 1981, 2 (1), 75-82.

³⁹Lacey, J.H. The bulimic syndrome at normal body weight: Reflections on pathogenesis and clinical features. International Journal of Eating Disorders, 1982, 2, 1104-1107.

⁴⁰Johnson, C.L., Studkey, M.K., Lewis, L.D., and Schwartz, D.M. Bulimia: A descriptive survey of 316 cases. International Journal of Eating Disorders, 1981, 2 (1), 3-16.

⁴¹Schwartz, Thompson and Johnson, op. cit.

⁴²Vigerskey, op. cit.

⁴³Rowland, op. cit.

⁴⁴(DSM III), op. cit.

⁴⁵Lucas, A.R. Bulimia and vomiting syndrome. Contemporary Nutrition, Minneapolis, General Mills, 1981, 6 (4), 1-2.

⁴⁶Russell, G.F.M. Bulimia Nervosa: An ominous variant of anorexia nervosa. Psychological Medicine, 1979, 9, 429-448.

⁴⁷Mitchell, J.E. and Pyle, R.L. The bulimic syndrome in normal weight and individuals: A review. International Journal of Eating Disorders, Winter, 1982, 1 (2), 61-73.

⁴⁸Mitchell and Pyle, op. cit.

relationship.⁴⁹ Parental, usually maternal, over-control and over-involvement leads the future bulimic to suppress her/his natural tendencies to grow and be independent.⁵⁰ Problems with aggression have been mentioned. Guiora⁵¹ describes bulimic behavior as an "all destroying rage, directly expressed" whereas Nogami and Yabana⁵² described it as self-mutilatory.

Bulimia has also been seen not as a rejection of femininity, but a disproportionate desire to achieve it.⁵³ Bulimics have an exaggerated need to please and a marked reliance on the opinions of others to validate their self worth.⁵⁴ Boskind-Lodahl holds that both parental and societal factors are involved in the development of the syndrome. The body and mind function together as an irresistible force whereby there is loss of control. This then leads to shame, guilt, and the necessity to purge through vomiting or laxative abuse. It is similar to addiction in the sense that if the bulimic succumbs to the first bite, he or she feels powerless to stop.⁵⁵

Treatment

Recommended treatment for bulimia is primarily through psychotherapy and behavior modification techniques.⁵⁶ The main purpose of the psychotherapy is to treat the underlying feelings of worthlessness, resentment, depression and anger. One of the theories is that binge eating and vomiting result from an inability to deal with anger and interpersonal conflicts. Drugs may be needed to treat depression. Behavior modification techniques are frequently advocated in order to give bulimics better coping skills to deal with the gorge-purge syndrome.

In relation to nutrition education, information concerning an appropriate weight control diet based on variety and moderation helps them have a feeling of control and assurance of adequate nutrition without fear of weight gain.

Regularity of mealtime diminishes the binge-purge desire. Careful meal management helps avoid mood extremes such as overactivity and boredom which both lead to eating disorders.^{21,57}

⁴⁹Bruch, *op. cit.* (1973).

⁵⁰Sugarman, A. and Kurash, C. The body is a transitional object in bulimia. *International Journal of Eating Disorders*, 1982, 2 (1), 17-35.

⁵¹Guiora, A. Dysorexia: A psychopathological study of anorexia nervosa and bulimia. *American Journal of Psychiatry*, 1967, 124, 391-393.

⁵²Nogami, Y. and Yabana, F.G. On Kibarshi-gui (binge eating). *Folia, Psychiatric Neurological Journal*, 1977, 31, 159-166.

⁵³Boskind-Lodahl, M. Cinderella's stepsisters: A feminist perspective on anorexia and bulimia. *Signs: Journal of Women in Culture and Society*, 1975, 2 (2), 342-356.

⁵⁴Mitchell and Pyle, *op. cit.*

⁵⁵Lucas, *op. cit.*

⁵⁶Bulimia - Another eating disorder out of the closet, *Environmental Nutrition Newsletter*, 1982, 5 (6), 1-2.

⁵⁷Schwartz, Thompson and Johnson, *op. cit.*

CONCLUSIONS

In an effort to prevent the development of anorexia and bulimia, extensive nutrition education is needed for the public, especially teenagers, about defining more realistic weight goals. Then teens could be informed on how to achieve them through selection of lower calorie food choices in a sensible diet plan, increasing exercise and changing eating habits.

It is of importance that the self image not be based on an unrealistic thinness but, instead, on adequate acceptance of other qualities. Teens should understand the changes in the body during puberty. Self esteem should be developed as well as social and vocational skills.⁵⁸ Teens should realize the joy resulting from growth and learning, meeting new people and developing skills and rejecting extreme pressures to conform to stereotypes that are unrealistic and unhealthy.

Extension home economists or teachers can educate these young teens about the hazards from these eating disorders as well as guide them in setting more realistic personal goals. Skills and learning can be achieved through involvement in the 4-H food and nutrition programs focusing on physical fitness, nutrition and health. Health education, family life and clothing teen projects would be appropriate to help teens achieve their goals.

Extension home economists or teachers will also be of assistance to families with a member suffering from anorexia or bulimia by directing them to certain danger signals such as refusal to eat or severely restricting food, excessive and compulsive exercise, withdrawal from family and friends, increased laxative use and vomiting, denial of feeling hungry and insistence that s/he is fat even though very thin.⁵⁹

Also the Extension home economist can direct anorexics or bulimics to medical and psychological help to overcome these eating disorders. The nature of their illness and the denial that they are ill prevent them from seeking help on their own volition.

Resources to direct them or family members to for additional help would be the following:

ANAD (National Association of Anorexia and Associated Disorders) (312) 831-3438
Box 231
Highland Park, Illinois 60035

The American Anorexia Nervosa Assn. (201) 836-1800
133 Cedar Lane
Teaneck, New Jersey 07666

Center for the Study of Anorexia (212) 595-3449
1 West 91st Street
New York, New York 10024

⁵⁸Anderson, A.E. Teens are especially vulnerable to danger diets. *What's New in Home Economics*, 1983, 16 (7), 1-2.

⁵⁹Wesley and Ruddy, *op. cit.*

Mainstreaming: Attitudes, Adaptations, and Recommendations



Janice A. Seitz
Special Education Teacher
Champaign (IL) Public Schools

Helen Keller once said: "Persons who are severely impaired never know their hidden sources of strength until they are treated like normal human beings and encouraged to shape their own lives."

The longer I am a special education teacher the more I believe in that statement. I believe without hesitation that every student, regardless of his/her handicap, can make progress!

The handicapped are people first, people who just happen to have a handicap. They have the same needs and desires as all other people, and they also have the same goals. (1) They want to learn, grow, and achieve. (2) They want to live happy, fulfilled lives. (3) And they want to be productive members of our society. We are more alike than we are different. Handicapped people often refer to us so-called normal people as TAB's - temporarily able bodied. How true! In a split second, by accident or by illness, any one of us could be a member of that minority. While we might then be physically challenged, we would still be the same persons, and wouldn't it be hard to accept if we were not treated as such?

THE PROGRAM FOR THE VISUALLY IMPAIRED

The majority of the students in our program for the visually impaired just find it hard to see. Our students run the gamut of levels as do all other groups; some students find school difficult, some are average, and others who are gifted, find it easy. If our students have a medical need, we do all we can to make sure that need is met. We also work hard helping our students adapt to their environments. Our major focus, however, is on their abilities; after all, they are really what matter in this world, not their disabilities.

Our program serves children ages 3 to 21 or high school graduation, whichever comes first, and we serve a fifty mile radius around Champaign-Urbana. Our students come into our program from several different categories. (1) Any child who is legally blind or legally partially-sighted. A person who is legally blind has a visual

acuity of 20/200 with the best possible correction, and a person who is legally partially-sighted has a visual acuity of 20/70 with the best possible correction. (If you have normal vision of 20/20, what you see at 200' is what a legally blind person sees at 20'). Some of our students are totally blind.

- (2) Any child recommended by an ophthalmologist for vision stimulation.
- (3) Any multi-handicapped child whose vision is either his/her major handicap or handicap enough that s/he needs the services of a vision teacher.

All of our students are mainstreamed into the regular classroom, and a teacher of the visually impaired follows them through pre-school, elementary school, middle school, and high school. We work in a room appropriately called the "resource room". It is a room filled with the latest technology to help our students adapt to their school environment. For example, one of the most used items is the Closed Circuit Television (CCTV) which consists of a camera and a television screen. Any print can be placed under the camera and it will be enlarged on the screen to whatever size print the child needs. The "resource room" is a little like a home away from home. When students have a problem, they know it is a place where they can come for help, a place free from ridicule or embarrassment. We give our students the specialized help they need and no more, i.e., some of our students come for 30 minutes a day while others need as much as three hours of assistance daily.

Early intervention is important in helping our students prepare for school. When we can start working with a child as early as three years of age, our work is much more effective.

When a child enters our program, we do a complete functional vision assessment. We then begin working with the child at whatever level we find him/her to be. If the need happens to be learning to crawl, potty training, or visual stimulation, that is where we begin. We, of course, spend a great deal of time working to develop the child's other senses. We so often hear the myth that if a child is born with a lack of vision, his/her other senses are somehow stronger than in other children. The fact is, however,

* Paper prepared for delivery at the 12th Annual Home Economics Education Alumnae(i) Conference, University of Illinois at Urbana-Champaign, March 2, 1985.

the other senses become stronger only because we spend so much time developing them. We stress tactual, auditory, and motor skills. If a child is going to be a braille user, s/he will be exposed to braille materials as early as three years of age. Daily living skills are essential. The things we take for granted in normal children can be very difficult for a child with a visual impairment. Body awareness is important; what are the parts of the body, how do they work, and when do we use them? This leads us into orientation and mobility training which is the process by which a visually-impaired child moves about in our environment.

VISUAL STIMULATION

During the first half of this century, programs for the visually impaired were called "Sight Saving Programs" with a philosophy of sight conservation. In the 1960's research began to show that the more a child used his/her residual vision, the more the visual efficiency would be increased and that 80% of the registered legally blind persons in the United States have residual vision.¹ The visual functioning of a child is primarily developmental; the more the child looks, especially at close range, the more s/he stimulates the visual cortex and pathways to the brain.² Vision stimulation programs consist of activities with discrimination, figure ground, visual closure, tracking of lights, objects, and symbols on the printed page, and working with fluorescent materials under black light. Most of our students have a visual acuity of 20/200 or less, but by doing such daily visual stimulation exercises, many of them can even use regular print. Each year we "graduate" students out of our program who have gained the adaptive skills and who use their vision so efficiently they no longer need the service of a vision teacher.

MAINSTREAMING

Our students are mainstreamed from kindergarten on, and their learning materials such as books, dittos, etc., are adapted to their needs, whether they be braille or large print. This is no small task as one page of print is approximately three to four pages of braille. In the past several months, I have brailled some 6,500 sheets and written the print above each word on these pages as well as on 46 volumes of braille texts. We get the majority of our students large print and braille texts from the State of Illinois Materials Center for the Visually Impaired. Additional large print materials is either done on a large print typewriter or done with a felt tip pen.

¹Barraga, N. (Ed.). "Diagnostic Assessment Procedure." Louisville, KY: American Printing House for the Blind, 1980.

²Moore, S. (Project Director). "Bright Sights: Learning To See." Louisville, KY: American Printing House for the Blind, 1984.

Our program is a success and I am very proud of that. It is not a success, however, just because I am there. We are successful because of the following:

- (1) The classroom teacher is the key in mainstreaming our students. If they didn't accept our students in the spirit and manner in which they do, our program simply wouldn't work. I have seen teacher after teacher go that extra mile to give our students an equal educational opportunity, and I am very proud to be their colleague in the educational process.
- (2) A good working relationship with our students' parents is a must for a successful program. Often our parents have as many needs as their children. When they are a real part of their child's educational programming, we have the best possible situation for them and the child. We communicate regularly with parents, and we make a special effort to relay the good news when their child has made progress. After calling a parent of a new student several times in order to work out a behavioral modification program, I made a good news call to tell the child's mother just how much improvement there had been. In that call, Mother asked me four times what was wrong; she just couldn't accept that I had called only to give her good news. When I finally convinced her that there was not another shoe ready to drop, she said, "I have had my two children in school for eight years and this is the first time anyone has ever said anything good about either of them." I shall never forget that statement. Why is it we are always so quick to criticize but so lax in complimenting?
- (3) The attitude of the entire student body toward children who happen to have handicaps is very important to successful mainstreaming. Each time one of our visually impaired students is placed in a regular classroom, the student and I put on a little program for the class called "When It's Hard To See." We talk about how we are all special and that while a visually impaired child has different needs and different ways of doing things, we are all more alike than we are different. We take the special materials that the child will use and give them accurate information regarding the child's visual impairment, when they need help and when they don't. For example, visually impaired children can rarely see facial expressions, so we ask the other members of the classroom to relay verbal messages when they are pleased or displeased with something the child has done, e.g., "John, I like it when you do ____." or "I don't like it when you do ____." This type of feedback helps the child who is visually impaired to learn acceptable social behaviors. We also talk about how we see without using

our eyes, e.g., "Did you know you had eyes in here?" (pointing to the ears) "Then tell me, if a fire engine went down the street two blocks from the school, how would you know that?" We talk about an example for each of the senses; "How do you know when you have a pebble in your shoe?", "How do you know there are cookies in the oven?", "How do you know when you have eaten something sour?", "How do you know when you have been bitten by a mosquito in the middle of your back?", "How do you make it to the bathroom when you get up in the middle of the night and the house is dark?" We then learn a little song about how we see with all parts of our body. Following the presentation, each child is given a pamphlet of information about the visually impaired which includes braille and visual stimulation messages to decode.

During the past few years, I have also developed and conducted a handicap awareness program for the third grades (regular classrooms) at our school. It was an eight week program in which I went into the classroom for an hour and half each week. The program encompassed five major areas: learning disabilities, hearing impaired, mentally retarded, orthopedically impaired, and the visually impaired. Students were given accurate information about each handicap and they took part in many activities that simulate the conditions under which these students must live and work in our environment. The program stressed how it feels to have a handicap, how to feel comfortable with a person who has a handicap, how to interact with the handicapped, how to see each person's ability and special gifts, and the need to recognize that every person is special and wants to be accepted "as is."³ I find that such a program helps to alleviate the anxieties of mainstreaming. (I have had classroom teachers put on their own handicap awareness program. Often there are several special education teachers in a school and most would be willing to come to talk to your class. If you can find teachers from several different areas, your students will gain understanding and will no longer fear or avoid people who happen to have a handicap.)

TWO SPECIAL PEOPLE

I have been privileged to work with many special students, and following are the case histories of two of them.

CASE HISTORY #1

When John (not his real name) came to me in the fall of 1976, I knew we were in for a long struggle. John was

³Cashdollar, P. & Martin, J. "Kids Come in Special Flavors: Understanding Handicaps." Dayton, Ohio: The Kids Come In Special Flavors Co., 1978.

three years old, still on baby food, could not swallow anything but liquids, not potty trained, wouldn't let anyone touch him. He had never said a word in his life, he only screamed, and I was told that he was deaf and blind. He had had twenty-two surgeries and was an abused child living with his grandparents who had adopted him.

I planned many things for John the summer before but after he was with me for ten minutes, I knew he was not ready for any of those plans. We began by making friends; I put him on a tire swing and sang to him, I let him crawl on me, and we crawled through tunnels on the playground. He was terrified of anyone at school and would only scream when anyone came near him. After the second day together, however, he no longer wanted to go home and would jump up on me when his cab came. The cab driver would have to pull him away from me. His fingernails went through my skin and at times he ripped my clothing.

It seemed I was advised by almost everyone that there was no hope and that this child should be placed in an institution. They felt that I was hitting my head against the wall and that success was not possible.

I cannot stand the thought of giving up on a human being, at least without giving that person a chance, so I wanted some time with John to see if we could make some progress. It was slow, but I could see sparks of encouragement. On September 27, he said his first two words. It was down hill from there. Our progress was interrupted often by John's constant surgeries on his eyes and ears. We certainly determined, however, that he was not deaf and by the end of the year he had developed quite a vocabulary. He loved school and was slowly learning some skills.

We felt John's education needed constant work so I worked with him through the summer of 1977. I spent hours in the school restroom and can report that he was potty-trained at the end of that summer. One day a week my children joined us for a field trip, and he became their instant friend. He would laugh and giggle for joy when sliding, swinging, and picnicking. We took him swimming for the first time in his life. His mother told us that he was terrified of water and he had never gone into the bathtub. Well--no longer. He followed my children into the pool and for three and a half hours kept me running. He screamed with joy at everything. We took him to the farm, to the library once a week, to department stores, and each day we went for ice cream so he could practice his eating skills. At the end of the summer, a year and a half later, he never stopped talking. He had memorized songs, was counting, identifying sounds, matching fabrics and shapes, playing musical instruments, and beginning pre-braille skills. We had also discovered that he had a small amount of residual vision out of his right eye and by

holding things in certain parts of his visual field, he could identify colors and shapes. Some may not consider this very worthwhile vision, but this discovery and the development of this vision, made a real difference in his travel and classroom skills.

Because of his grandfather's health needs, he and his family have moved to Arizona. As of last Christmas, John is getting all A's in school, is playing a musical instrument, and is becoming very skilled at horseback riding.

This has been a miracle before my very eyes. I'm so happy he came my way.

CASE HISTORY #2

A student like Sue (not her real name) comes along once in a lifetime. She is very bright, very articulate, and even though she is totally blind, she will try anything.

I worked with Sue from the sixth to the twelfth grade. It was quite an experience as Sue wanted to take every difficult subject the school program had to offer. She never asked for any breaks, but instead asked to be treated like everyone else. If she were late to class, because of picking up or depositing her braille equipment, she would insist on taking late detention like all other students. If Sue were told that a course would be very hard for a blind student, that would be exactly what she wanted to take. She kept me hopping! I had to figure out how to prepare tactile geometry lessons as well as learn to braille German. We cooked, did paper mache, learned to read with Optacon (a machine which allows a blind person to read print), and she also learned to be a very good babysitter with my own children as her lucky subjects.

She took home economics at the middle school level. Prior to the start of the semester, we spent time familiarizing her with the classroom, so by the time the class actually began, Sue knew the room very well. Since the class was always divided into activity groups, I assisted for one or two days each time there was a group change. Sue and I also inserviced the class on her particular handicap. The experience was very successful for Sue, and the teacher felt her class gained much more that semester than the expected knowledge.

By the time Sue graduated, she had won many awards and was named to the National Honor Society. She graduated with honors and enrolled at the University of Illinois in a pre-law program.

This student has a bright future - she received all A's and B's and completed one semester with a 5.0 GPA (all A's) at the University of Illinois. She is the only blind student even to take Russian at the University and last year was the subject of a full page article in the Daily Illini (college paper). This past month she was

accepted into the University of Illinois Law School. She is a great friend and we communicate regularly. I am so glad we studied and grew together.

TIPS FOR SUCCESSFUL MAINSTREAMING

When you find out that a student who happens to have a handicap is going to be placed into your classroom, you might want to do the following:

- (1) Obtain all the help possible from the child's special education teacher. Look to that teacher to provide all adapted materials as well as suggestions for classroom accommodations.
- (2) Request that the special teacher acquaint the student with your classroom prior to the time when the class formally begins.
- (3) If you have your class divided into activity groups, have the special teacher, her aide, or a trained volunteer be a part of that student's group the first few days. This gives the student a good start, it frees the instructor to help other students, and it provides a good example for the other students on the proper techniques of helping this particular student in the future.
- (4) Request that the special teacher (and the student, if possible) talk to the whole class about what it means to have this particular handicap and to give the class accurate information on how and when assistance is warranted. Students are much more understanding and accepting when they have been given honest and factual information.
- (5) Most of all relax and treat the student, as much as possible, as you would all other students. Most often you will find this student to be a pleasant, hard working member of your class. Most teachers have found the experience very rewarding and have commented that the semester they had a special student in their classroom, was the most memorable of their teaching career.

IN CONCLUSION

My work has never been just a job, but a commitment to students who happen to have a handicap. A commitment also of enlightening others that these students are people first, people who have desires and talents as all other people. It is a commitment requiring much hard work, but as indicated by my two special case histories, very worth the time. In the small confines of the resource room we are a family that lives, loves, laughs, and enriches our lives together and these students are a most important part of my life. Having the opportunity of being a part of their development has made me a very fortunate person.

Family Members as Teachers and Learners

Hazel Taylor Spitze

Schools can't do all the teaching! What we do at home, almost from the moment of birth, affects the child's ability to learn, the background of information s/he brings to school, the eagerness with which s/he approaches learning tasks, and the likelihood that s/he will learn from situations that are not labeled "learning tasks."

All family members can learn from each other. My son at age five taught me most of what I know about dinosaurs by selecting dinosaur books from the public library where we went together once a week and urging me to read them to him, over and over. Later he taught me to appreciate wild life and camping and was responsible for my experience with backpacking at age 50! I didn't know that I could hike seven miles uphill with 40 pounds on my back (at that age!) nor what the twin lakes would look like and feel like when I reached the top. Nor did I know how to choose the contents for the backpack so I would have something to sleep in, adequate food for two days, needed clothing, and the means to dry everything out if it rained overnight. He wasn't with us when my husband and I made that trek but he had taught us what to do and encouraged us to do it.

We had taught him a lot of things, too. We had encouraged his curiosity and answered his questions (even What kind of noise does a turtle make? which took me to the encyclopedia), and we had taken him with us on our travels.

We had helped him and our daughter to have a loving sibling relationship and to learn from each other. Father had been a teacher for all three of us, too, and a learner from each of us.

Kay M. Smith,¹ of Loyola University of Chicago, has developed a model for this kind of family interaction which begins with curiosity, proceeds through exploration and inquiry, to discovery, and then back to curiosity when the discovery raises new questions. Her article is well worth some of your reading time.

What are children and youth curious about? What are we as adults curious about? What kinds of exploration and inquiry are needed to lead us to the joyous experience of

discovery? Some of it can occur in the kitchen, some around the fireplace, some in the garden or in the car. Some happens when we're working together, some when we're planning together and some when we're playing together.

Learners of all ages in family living classes, in Home-maker Clubs or 4H or FHA, or other situations can benefit from discussions in this subject area. Such questions as the following can stimulate discussion and may lead to action in families which encourage cognitive growth, foster harmonious relationships, and develop new skills. (Adapt to age group involved.)

(1) Why do some children learn more quickly in school, or seem more eager to learn, even when their native ability to learn is the same?

(2) What have you learned from your children? Note not only information but attitudes, values, appreciations, feelings. Any skills?

(3) What have you learned from a brother or sister?

(4) How and what have you learned from an older relative lately?

(5) How has someone in your family helped you to grow through an experience of bereavement?

Assignments to follow up the discussions could be many and varied. Some examples are:

(1) Describe in detail an experience that you as an older sister or brother, or as a baby sitter, might provide for an infant of 12-18 months to teach new information, encourage curiosity and thinking, promote small motor skills. (See appropriate references describing the development of that age child. Visit one and talk with the parent if possible.) Be attentive to the child's safety.

(2) Interview a parent of a child between three and five and find out what s/he does to help the child learn in the family situation. Write a report and share orally with the class.

(3) Write a short story of a child's visit to his/her grandparents emphasizing what children can learn from older people. Specify the age of the child. Tell how you think the grandparents feel as "teachers" in such a situation.

(4) Write a few paragraphs describing what children learn from situations in which they are punished. Specify the age of the child (or children) and make clear what the punishment was and why it was administered.

(5) Interview an older relative comparing and contrasting the types of learning s/he gained from the family and what s/he sees people learning in families now.

¹Smith, Kay M. "The Home as Learning Center: The Family as Educator," in Contemporary Education, Vol. 55, No. 2, Winter 1984, p. 81-84.



Kim Burge
Home Economics Teacher
Keller, Texas

Are you ever short of time--finding every step forward is five steps backward? After giving a demonstration, do you find yourself angry because students who were absent that day missed one of the most important demonstrations of the year? Has your budget been cut and you don't know what you are going to eliminate from your lesson plans? Have you ever scheduled a guest speaker for your class only to find that s/he cancelled the day that s/he was to speak? If you have ever been in any of these dilemmas (and many more), there is an answer.

VIDEO!!!

Video cassette recorders (VCR's) became practical in the mid- to late 1970's with two formats, Beta and VHS (Home Video System). Unfortunately, VHS and Beta are not compatible with one another. Research indicates that 44% of all schools have video equipment with greater use in the senior high school.¹ Beta and 3/4 inch formats have about equal use but VHS is more popular than the other two combined.

Today, television and videotape equipment are becoming an integral part of the Home Economics classroom. There are many opportunities for a Home Economics teacher to use instructional television.² The video can be used to improve instruction, emphasize a lesson, reduce preparation time, free teachers to give attention to more students and establish interdisciplinary relationships.³ It can also serve to make learning attractive to students. It is easy to operate and allows "instant replay" to view and evaluate what was taped. Stored video also saves time and offers accessibility. It can condense instruction time by taking scenes at appropriate intervals and combining them into one presentation. The greatest value of video in the classroom is its flexibility and adaptability, its power to

reinforce concepts already taught and to stimulate interest in those yet to be encountered.⁴

There are disadvantages to the use of video, too. The demonstration preparation and performance requires a great deal of time and the television can limit personal interaction with individual students. Another disadvantage is that there is great opportunity to abuse the video by using it as a "sedative for the classroom",⁵ rather than as a teaching tool. However, the advantages usually can far outweigh the disadvantages.

If purchasing prepared video programs is too expensive or does not meet your needs, you can become a producer of your own. If you need help see your local college, your cable company or your librarian, media technician or education service center. Even though not of professional quality, your productions may serve a need for your students.⁶

Uses and advantages of the video in the classroom are unlimited. Demonstrations may be enlarged with video equipment and seen by all members of the class⁷ without crowding, and each student has a "front row seat." Other ways the teacher may employ the video are to: (1) allow a student who has been absent to view the class session s/he missed, (2) repeat tapes if a student needs it for review, (3) prepare one lesson that can be shown to all classes, and (4) reach beyond the classroom to demonstrations or resource persons in their own surroundings.

Listed below are some special activities that you may want to consider employing in your classroom.

CONSUMER EDUCATION

1. One of the most powerful uses of the video is to enable your students to become more conscious of television advertising. Evaluate each commercial on these points: the intended audience, theme, imagery, selling points, techniques, pace, scale and voice level.
2. In commercials, look for false and/or misleading advertising; subliminals.

¹"New uses of Video - Clips," *Instructional Innovator*, Volume 29, (April, 1984) p. 6.

²Fleck, Henrietta, *Toward Better Teaching of Home Economics*, (New York, MacMillan Publishing Company, 1974).

³Kaplan, Don, *Video in the Classroom: A Guide to Creative Television*, (New York, Knowledge Independent Publishing Inc., 1980).

⁴*Ibid.*

⁵Wheeler, Carol, "Enter the T.V. Debate," *Illinois Teacher*, March-April, 1982, p. 195-198.

⁶McAdam, J. Robert, *Portable Videotape Recorder: A Guide for Teachers*, (National Education Association, Division of Educational Technology, 1969).

⁷*Ibid.*

CHILD DEVELOPMENT

1. Children's Commercials: Show food commercials that are aired during prime time for children's programs. In the classroom, have students make a list of all foods advertised during that time period. Do they meet children's nutrient needs? How do the commercials play on the children's emotions? Do the commercials mention nutrition in any aspect?
2. Cartoons: Evaluate and discuss the emotional effects that may come about with children viewing these programs.
3. Analyze television programs to determine appropriateness for children at various age levels.⁸
4. Interview parents to determine how they imitate their own parents' discipline techniques.
5. Video children in various developmental stages to allow students to note the similarities and differences in the developmental processes in: (a) social skills, (b) language skills, (c) motor skills, etc.

CLOTHING AND TEXTILES

1. When demonstrating how to do an intricate activity such as handstitches, putting in a zipper, etc., video the action from over the shoulder so that the students may view the activity as they would perform it.

FAMILY LIVING

1. Evaluate "television" families vs. "real" families.⁹ Discuss what kinds of influences television families have upon real families. Are the programs realistic? How might they be misleading?
2. Evaluate women's roles on television programs.¹⁰ Men's roles.
3. Illustrate lifestyles and stages in the family life cycle with characters of popular television programs.¹¹

FOODS AND NUTRITION

1. Prepare a lesson on etiquette (serious or satirical).
2. Demonstrate preparing a meal.
3. Video the class during lab and constructively evaluate what happened during lab time.
4. Demonstrate measuring techniques.
5. Duplicate food commercials from recent television programs. Allow students to view commercials and evaluate the nutritional content of the ad. What impression did the commercial make on the student? What was the main message? How important are the pictures? Which commercials were directed toward nutritional information?

Which weren't? Which commercials focus on other aspects of eating?

6. As an introduction to vitamins and minerals, duplicate vitamin commercials. Have students compare the cost of certain vitamin pills with foods which are good sources of these vitamins. Do vitamin pills substitute for food? Can food render vitamin pills unnecessary? What effect do these commercials have on today's society? Why is it better to eat foods which contain essential nutrients rather than rely on a synthetic substitute?
7. Produce an informal interview with various students on breakfast eating habits. Give Home Economics students opportunity to view the production and evaluate nutritional value and caloric content of foods eaten by the interviewed students. Discuss the importance of a well-balanced diet in maintaining good health, vigor, appearance, fitness.

HOUSING

1. Demonstrate on video, ways to save fuel energy in the Home Economics laboratory or at home.

OTHER

1. Location interviews: You can interview people in all kinds of places: housing complexes, child care centers, etc. Seek out professional persons and interview them in their work environment (builders, florists, bankers).
2. Video guest speakers in your classroom with their permission, so future students can benefit without taking the speaker's time again.
3. Investigate future Home Economics careers.
4. Reproduce rare field trips.
5. Video your student-teacher to aid in evaluation.
6. Utilize video to prepare FHA students for proficiency events.
7. Communication techniques: Choose 6 students. Send four students out of the classroom and out of hearing range. Videotape student #1 telling student #2 a story while the rest of the class is listening. Call in student #3 and have student #2 repeat the story. Call in student #4 and have student #3 repeat the story, #4 to #5 and #5 to #6. Have student #6 tell the whole class the story as s/he understood it. Play back the videotape and have the class evaluate communication problems and techniques.
8. Teacher behavior: Utilize video to record segments of class periods to analyze specific direct and indirect teaching techniques. These recordings can provide evidence about the way in which you interact with students, use language and vocal patterns, ask questions, give directions and influence student behavior.

⁸Wheeler, *op. cit.*

⁹*Ibid.*

¹⁰*Ibid.*

¹¹*Ibid.*

PROMOTING YOUR HOME ECONOMICS PROGRAM

1. Do a visual panorama of "What's Going On In Home Economics" to inform others about your program. Use this video at advisory council meetings, adult education classes, school board meetings, open house, community affairs, or with school counselors and administrators.
2. Offer to provide PSAs (Public Service Announcements) for your local cable station to promote your Home Economics Program and to provide adult education outreach.
3. Study local cable station formats so you can design your own show to meet their needs and interests and make your own programs more visible. As Home Economists, we need to do a better job of publicizing our program and cable may be one of the best outlets to do so. If you have really done a polished job, you

might be able to place it "as is" with your cable station because it won't have to meet tight FCC specifications that broadcasters do when using the public airwaves.

As a teacher, you can use video as a timesaver and most importantly as an effective teaching tool. We can all be assured that the video can be an asset in any Home Economics classroom. We as teachers may also benefit from video by viewing ourselves and making adjustments in our teaching techniques. What a wonderful self-evaluation tool! Video should be an inspiration to learning. Once you begin using the video, you will discover the advantages and opportunities for creating unique learning experiences in the classroom as well as for yourself. Only your own imagination will set the limits to creative use of the video in your classroom.

"Banks" of Test Items . . .

. . . may save you time and suggest new ideas.

Illinois Teacher Vol. XXII, No. 1, has a **Foods** test

"Nutrition Knowledge Test for Consumers" is available as a separate leaflet

Illinois Teacher Vol. XXII, No. 3, has a **Housing** test and a **Home Management** test

Illinois Teacher Vol. XXII, No. 5, has a **Child Development** test and a **Consumer Education** test

Order Form

<i>Illinois Teacher</i> XXII, 1 (foods)	\$3.00	_____
Nutrition Knowledge Test for Consumers	\$3.00	_____
<i>Illinois Teacher</i> XXII, 3 (housing and home management)	\$3.00	_____
<i>Illinois Teacher</i> XXII, 5 (child development and consumer education)	\$3.00	_____
	Total	_____

Mail to: *Illinois Teacher*
 University of Illinois
 1310 South 6th Street
 Champaign, Illinois 61820

6/6 Recruitment Plan

Patsy Hallman
Professor, Teacher Education
Stephen F. Austin State University
Nacogdoches, TX



The author shares home economics information with potential students through conference, brochures, and texts.

1. COUNSELOR

1. Make friends with the counselor; friends are better supporters than mere co-workers.
2. Work with the counselor to teach a mini unit in a home economics class; perhaps "self-awareness" in a Family Living Unit.
3. Provide copies of the new home economics texts for the counselor. Give the counselor brochures from home economics programs.
4. Develop a one-page handout on each of your courses; provide the counselor with several copies.
5. Show the counselor what your program offers to gifted students: leadership opportunities, creativity, preparation for independent living, etc. Include FHA.
6. Take the counselor with you to an in-service meeting, such meetings are very impressive to an outsider.

2. PRINCIPAL

1. Be an integral part of the total school program.
2. Invite the principal to be a resource person in one of your classes - perhaps a panel on family finance.
3. Provide exhibits in hallways that show to the principal, as well as to others, the broad scope of your program.
4. Do extras for your school; be needed by your principal.

5. Continue to invite the principal for food events, but be careful to invite him/her for an equal number of non-food events.
6. Be a person the principal admires - in appearance and behavior.

3. PARENTS

1. Publish news articles in the local paper. Feature both male and female students. Emphasize activities directed toward nutrition, parenting, and consumer education.
2. Present programs for school and community groups.
3. Make personal contacts. Take advantage of informal as well as formal opportunities to speak with parents about what their children are studying in home economics.
4. Use the Advisory Council to broaden the reach of the program. Rotate influential people onto the council.
5. Invite both parents to participate in activities; fathers have much to offer.
6. Plan the Extended Learning Experience Program to include a well-written letter to explain the experience to parents.

4. STUDENTS

1. Analyze your lessons and classroom activities. Make an honest, objective assessment of whether or not they include topics and activities which students perceive as interesting and relevant.
2. Direct promotional activities to eighth graders. Consider a picnic instead of a tea. A fair, a letter to parents, a department tour -- all are possible ideas.
3. Try personal talks with influential students. Explain how home economics can meet their needs.
4. Talk with sponsors of special groups. Explain how their group might relate to home economics.
5. Sponsor schoolwide service projects; make FHA visible as a value to the total school.
6. Be a person students admire and respect.

5. OTHER TEACHERS

1. Develop the image of a professional educator.
2. Associate with other teachers in your building. Avoid lunching and taking breaks only in your department. Utilize the cafeteria and faculty lounge.
3. Volunteer to serve on committees with a variety of teachers.
4. Take opportunities during informal teacher talks to mention teaching topics in nutrition, parenting, and consumerism.
5. In casual conversation, mention "supervision periods" not "off" periods.
6. Let teachers know how you use physical, biological, and social science in your classes, how your students utilize math skills, how much writing you require.

I teach in a large comprehensive secondary school. I have my senior family living students arrange their tables in a circle to provide each student with a full view of the class. They fold a recipe card to make a name plate and write their first name with bold markers. These are used until everyone can easily use their classmates' names. At this point I pass out a list of their full names, addresses and telephone number - if there is no objection. In some classes they may never know anyone's name, in this class they are encouraged to consult each other outside of class.

Just before we were to begin a discussion about 'self-image' as opposed to 'the way others see us' I returned the name cards. I had each student write a short description of themselves. I told them that their description would be used as clues in a crossword puzzle made up from their first names.

I used Crossword Magic from L & S Computerware (408)446-1657.

At the next session it took the class about 20 minutes to complete the puzzle. Two things seemed to amaze the students: the variety of ways chosen to describe themselves (physical, emotional, social), and how different some self-images were from the other students' perception of their classmates.

We had a good lesson. The computer was a magic tool for me.

WHO AM I?

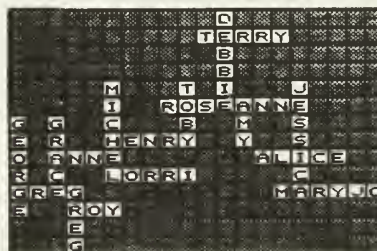
ACROSS CLUES:

2. quiet, easy going, blond, tall
6. emotional, crazy, short fuse
10. 5'6", impatient, friendly
11. independent, short, hide emotions
12. athletic, laughing, accident prone
13. shy-bold, understanding
14. hidden bad temper, shy
16. fairly quiet, like to laugh
17. ordinary, shy, middle height

DOWN CLUES:

1. kinda shy, tall, soccer and basketball
3. quiet, sensitive, affectionate
4. tiny, shy, quiet
5. can't talk a lot, loud at times, shy
7. quiet until you know her
8. nice, grade 9, brown hair, 5'2"
9. easy to embarrass, honest, shy, tall
15. rowdy, short, freckles

ANSWERS



Beverly Root-Rue
Home Economics Teacher
Howard S. Billings Secondary School
Chateauguay, Quebec, Canada

6. HOME ECONOMICS TEACHER

1. Develop the image of a professional home economist.
2. Be knowledgeable and well-organized.
3. Keep informed; be up-to-date in areas of concern to families.
4. Develop rapport with students. Be FAIR, CONCERNED, HELPFUL!
5. Become known as the person who can be called upon as a specialist in some area.
6. Be willing to go the extra mile in work with students and school.



No one can make you feel inferior without your consent.

Eleanor Roosevelt

Preparing for the Future: Teaching Personal Savings

Deborah G. Wooldridge
Graduate Teaching Assistant
Texas Woman's University
Denton, Texas

Today's family does not save at the same rate as the family of 12 years ago. Current personal savings rates range from 3.9% to 5%^{1,2} of disposable personal income, which is lower than the 1973 rate of 6.9%.³ This rate is frequently attributed to interest received from income, high unemployment, and less confidence in public institutions. Although personal savings rates are lower now than they were 12 years ago, saving for future needs is still an essential part of family financial management.

In a survey conducted by the American Council of Life Insurance,⁴ 56% of 2,000 adolescents surveyed reported that they saved regularly. In a study on teenagers' acquisition and allocation of money, Northcut⁵ found 59% of adolescents surveyed had some type of savings plan. Thirty-seven percent of them kept their savings at home. The Simmons Market Research Bureau⁶ found that 63% of teenagers between the ages of 12 and 19 had a savings account. Evidently the majority of American youths are saving some of their personal income. Learning experiences on personal savings options could help them derive the most benefit from their saving habits.

As we move into what Naisbitt⁷ has named a multiple option society, it will be even more important for people to use decision-making skills in choosing among financial management options. Students need basic money management skills for making the decision which will best meet their needs and lifestyle. Personal saving is a traditional money management concept that is still relevant in today's

high technological, fast changing society. Thus, consumer educators and home economics teachers are charged with the responsibility of expanding their instructional content on personal savings to include the wide variety of financial options available to students.

FINANCIAL MANAGEMENT AS A BASIC SKILL

Due to its continued importance, personal saving is a basic concept in a family financial management course. Consumer educators and home economics teachers are challenged to develop creative techniques which will motivate students to develop or strengthen their personal savings habits. When students consider a savings plan as part of their budget, several questions arise. Why should I save? How do I begin to save? Where can I save? These questions can be explored and then answered by using well developed experiential learning activities.

TEACHING ACTIVITIES

Reasons to Save. The first activity gives the students an opportunity to explore and to expand their awareness of the importance of savings. To answer the student's question, "Why should I save?" you could have students brainstorm reasons for saving. They will probably have some standard answers such as emergency needs, car purchase, college expenses, vacations, and retirement.

From this introduction, you can involve students in developing a bulletin board entitled, "MONEY MANAGEMENT. . . REACHING YOUR POT OF GOALS!" Draw a rainbow which extends into a pot at each end, one labeled savings and one labeled goals. Have students bring pictures representing their goals. Use pictures to depict personal goals and possible types of savings. Students will be reminded of the relationship between saving and goals and perhaps encouraged to save.

Getting started. The next step is to address the question, "How do I begin to save?" One effective teaching aid is a visual entitled, "AVOIDING SAVINGS TRAPS" which has a picture of a mouse in the center and mouse traps glued around it. Next, draw five cheese wedges on yellow colored poster board and cut them out. Write a way to begin to save on each "cheese wedge." Present ways to save by "snapping" the paper cheese wedges into the traps. This novel approach catches the attention of the class.

¹Wolf, C. (1984, September 28). Our problem isn't so much borrowing. *Wall Street Journal*, 1.

²Hefferan, C. (1984). Economic outlook for families--1984. *Family Economics Review*, 12-19.

³Wolf, C., *op. cit.*

⁴American Council of Life Insurance. (1978). *Youth 78*. Washington, D.C.: American Council of Life Insurance.

⁵Northcut, J.R. (1983). *Adolescent acquisition and allocation of money*. Unpublished master's thesis. Texas Woman's University, College of Nutrition, Textiles, and Human Development.

⁶Simmons Market Research Bureau. (1984). *Simmons teenage research study*. New York: Simmons Market Research Bureau.

⁷Naisbitt, J. (1984). *Megatrends: Ten new directions transforming our lives*. New York: Warner Books, Inc.

Learning About Saving Options. The next question is where to save. Field trips and guest speakers can help answer this one. The options are numerous.

A field trip to several different financial service institutions (banks, saving and loan companies, department stores which offer financial services) will allow students the opportunity to explore options and feel more self-confident about choosing the "right" financial service for their personal needs. Financial service professionals can provide up-to-date information on the newest savings options. "Exploring Saving Options Information Sheet" (see below) is an instrument that students can use in

determining the best place to deposit savings. It should be explained before the field trip.

STUDENT BENEFITS

When students complete the three activities suggested here, they will have learned (1) why they should save, (2) how to get started saving, and (3) what their choices are for selecting a savings institution. They will have gained experience in exploring saving options firsthand and should be able to apply the new knowledge to their own money management practices.

EXPLORING SAVING OPTIONS INFORMATION SHEET

The purpose of this sheet is to assist the consumer in determining the best place to deposit their savings.

Name of Institution: _____

Address: _____

Telephone Number: _____

Contact Person: _____

1. Is the institution insured? _____

2. What is the current interest rate? _____

3. Is the rate fixed or does it change with market rates? _____

4. How often is the interest compounded and credited? _____

5. What is the annual percentage rate (APR)? _____

6. What is the annual percentage yield (APY)? _____

7. What is the minimum balance required? _____

8. Are there any services charges? _____

9. Are there penalties for early withdrawal? _____

10. What are the penalties? _____

11. How often is a statement of deposits, withdrawals, and earnings on the account sent? _____

12. Does the institution allow grace days on the account? _____

13. How easy is it to open, maintain, and close the account? _____

14. Can personal account business be done by phone, correspondence, or bank machine? _____

15. Can one account meet all your needs? _____

The Importance of Mathematical and Logical Skills to Clothing Construction



Wanda Franz
Associate Professor, Child Development

Nora M. MacDonald
Associate Professor, Textiles and Clothing

Pat Grocott
M.S. Student, Home Economics Education

All of West Virginia University

Teacher experience has generated a great deal of anecdotal information about problems students have with mathematical and logical reasoning skills in college-level clothing construction courses. However, little effort has been made to evaluate students' skills or to use this information in planning and preparing course content.

Clothing construction and pattern alteration require an understanding of the use of a ruler, a knowledge of fractions, and the ability to do simple computations using fractions. In addition, the student needs to have the ability to use basic cognitive principles. Piaget describes these principles as Formal Operations which include such constructs as causality and logical relations (Piaget, 1972). For example, the student must be able to:

- 1) create an abstract image of the completed garment from a flat pattern,
- 2) determine the best change to make in the flat pattern in order to cause the proper effect in the completed garment, and
- 3) anticipate the effect of changes on the flat pattern to the completed garment.

The effective performance of a student in a construction course requires a relatively high level of cognitive ability, using fairly sophisticated formal reasoning.

According to Piaget, high school students generally perform at the Concrete Operations level but are in the process of acquiring Formal Reasoning. By the time students enter college, the majority should be Transitional with most at the Formal level. The skills required to succeed in a construction course appear to be Formal Operational. However, we have no data to indicate that there is a relationship between performance on Piagetian tasks and performance in clothing construction classes.

College students should be able to handle the cognitive requirements of the course. However, students may

enter college with poor preparation in basic mathematics. It is also possible that students know the basic skills but have poor abilities for generalizing the information and applying it to practical areas, such as apparel construction. Home economics teachers could consider these possible limitations by incorporating a review of mathematics into the teaching of construction and fitting concepts. This may serve as a review for students who have forgotten the material, or it may provide the necessary application experience so that students can learn the information in the practical setting of such courses.

Before making such recommendations, however, it is necessary to determine whether a mathematics review unit is actually helpful to clothing construction students. In our study, one student group was given a self-guided mathematics unit while the other group had no such assistance. We were interested in evaluating the ability of the students to perform basic mathematical skills and to see if their performance on mathematical tests is related to performance in a clothing construction course. Furthermore, we wanted to determine the relationship between performance on mathematical, cognitive, and course tests.

METHODS

Subjects. Twenty-three female students, enrolled in our Apparel Construction and Fitting course, at West Virginia University, were evaluated. The students were sophomores, juniors, or seniors who had entered the University with the proper ACT scores and high school coursework. All had taken at least one course in high school algebra.

Students were placed in two sections of the course, which made it possible to use these intact classrooms to try out special teaching strategies. One section, which contained 12 students, was used to introduce some mathematics units; the other section, which contained 11 students, did not include those units.

Experimental Design. The units included problems requiring the ability to add, subtract, multiply, and divide fractions, and to convert whole numbers to fractions. They were made available to the students in the Self-Learning Center, but no records were kept to the students' use of the material.

Tests. Three tests were given to the students during spring semester, 1982. The first was the regular 100-item

pre- and post-test on apparel construction techniques, pattern alteration, and fitting, prepared by the instructor as part of the regular course assessment.

The second test was a specially prepared mathematics exam given in conjunction with the construction and fitting pre- and post-test (See Figure 1). This test consisted of 56 items on the pre-test and 55 items on the post-test. Students were asked to:

- 1) divide a line into segments of a specific size,
- 2) determine the smallest common denominator for a group of fractions, and
- 3) perform simple addition, subtraction, multiplication, and division of fractions.

Figure 1
Sample Items from the Math Test

Divide this line into $1/8$ inches. _____

$5 \times 3/8 =$ _____ $1/4$ of 12 = _____ $63/8 \div 2 =$ _____

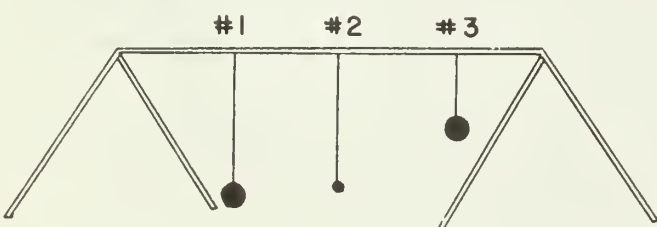
Express in lowest terms: $12/18$ _____ $36/84$ _____

Determine the lowest common denominator:
 $1/3, 1/4$ _____ $4/5, 3/10, 5/6$ _____

The third test was a group-administered, 13-item test of Piagetian tasks, designed and validated by Anton E. Lawson (1978) (See Figure 2 and Figure 3).

Figure 2
Sample Items from the Cognitive Test

The Pendulum Test



Here we have three strings and weights attached to the single support. This makes three pendulums. Pendulum #1 and #2 are the same length, while #3 is shorter. Pendulum #1 and #3 have the same weight, but Pendulum #2 has a lighter weight. If we swing the pendulums, we can count the number of swings per second. Suppose you wanted to do an experiment to find out if changing the length of a pendulum changed the amount of time it takes to swing back and forth. Which pendulum or pendulums would you use for the experiment?

#1 and #2 _____

#1 and #3 _____

#2 and #3 _____

#1, #2 and #3 _____

#3 only _____

Please explain your choice.

Using the same set of pendulums, suppose you wanted to do an experiment to find out if changing the weight on the ends of the string changed the amount of time the pendulum takes to swing back and forth. Which pendulum or pendulums would you use for the experiment?

#1 and #2 _____

#1 and #3 _____

#2 and #2 _____

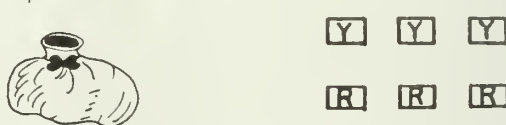
#1, #2, and #3 _____

#3 only _____

Please explain your choice.

Figure 3
Sample Item from the Cognitive Test

The Squares



We are going to pretend that we have a sack with wooden shapes in it. The shapes consist of 3 yellow and 3 red squares. These are indicated above. If the 3 yellow and 3 red squares are put into the sack and one is going to be pulled out of the sack, what are the chances of pulling out a red square on the first try?

1 out of 1 _____ 2 out of 6 _____

1 out of 2 _____ 4 out of 6 _____

1 out of 3 _____ 3 out of 3 _____

1 out of 6 _____ Other _____

Please explain your choice.

FINDINGS

Test Performance. We were interested in seeing whether the students could perform at acceptable college levels in the areas tested. If we assume that 70% constitutes a "passing score" on the math pre-test, we found that of the 23 students, only 12 (approximately half) scored above the passing level.

This is surprisingly low, considering that all of the students entered college with an appropriate math background. There are a number of possible explanations. One is that the students have forgotten the material since they covered it several years ago in junior high school. A second possibility is that they never learned the material properly in the beginning. Perhaps they did not understand it initially so they are unable to apply the skills involved.

On the Piagetian Test, only three students (17%) performed at an adult level, that is Formal Operational Reasoning. Thirty-nine percent of the students were at the Concrete Operational Reasoning level and 44% were Transitional between the two stages. One student actually performed below the Concrete Level, at the level of Pre-operational Thought, which is typical for preschool children. This is unfortunate since it is clear that certain Formal Operational abilities are very helpful for successful performance in apparel construction.

Group Differences. Both groups performed equally well on the mathematics and clothing construction pre-tests, i.e., there were no significant differences between them. This indicates that there were no differences between the groups going into the experience. However, we found that those students receiving the math instruction performed significantly better on both the math post-test ($p < .04$) and final course examination ($p < .01$).

It appears that it is beneficial for clothing construction students to receive mathematics instruction, even from a self-directed program, as reflected in their test scores. Students in the experimental group performed better in the course in addition to showing improvement in math skills. This is encouraging, as it suggests that math instruction can help students learn course concepts and techniques more effectively.

Correlations. Pearson Product Moment Correlations were run between performance on the cognitive test, the math tests, and the construction pre- and post-tests. We found that the cognition test correlated with the math pre-test ($r = .49$, $p < .01$), math post-test ($r = .43$, $p < .04$), and construction post-test ($r = .51$, $p < .01$). Thus, we have evidence that there is a relationship between cognitive functioning, math functioning, and performance in the course.

It is interesting that cognitive developmental abilities are not related to the pre-test in construction skills. Presumably, the construction test is measuring knowledge level and skills of the entering students and not their ability to learn the information. There is, however, a correlation with the post-test. This appears to be a reflection of the ability of the student to learn the material presented in class, regardless of entering competency.

A relationship was found between cognitive ability and math skills, at both the pre-test and post-test levels. This suggests that the ability to do math problems is associated with higher levels of cognitive processing.

These relationships raise some questions regarding the interaction between cognitive functioning and learning ability. According to Piagetian theory, the students' ability to acquire new knowledge is related to the level of cognitive functioning. The results from our study seem to support this position: cognitive functioning is related to learning ability. The educational problem is one of helping the student learn new knowledge, when in most instances, the teachers do not know the student's cognitive ability. Generally we teach under the assumption that the students are capable of learning the material. It is possible that some students do not have sufficiently high levels of cognitive skills to perform well in college-level courses.

Individual Differences. In investigating student test scores, students who obtained very low scores in all areas were identified. Two students received scores of 1 and 2 on the cognitive test, which indicates a functioning level of early grade school children. These students passed only the Concrete Operational tasks and they performed poorly on the mathematics pre-test (14 and 42, respectively). Both students also received low grades on the construction post-test (72 and 52, respectively).

Of the eight students functioning at the Concrete Operational level (grade school level), one received an F on the construction post-test, one received a D, four received C's, and two received B's. Only two of these students passed the mathematics pre-test.

Low levels of cognitive functioning may be predictive of poorer performances. Some students seem able to overcome cognitive deficits in order to do acceptable work. However, at least two students' overall level of functioning is so low that there is evidence of a true cognitive deficit. This appears to be hampering the ability of these students to perform the tasks required of college-level courses.

EDUCATIONAL IMPLICATIONS

Curriculum Design. This study shows that many students enter clothing construction and fitting courses poorly prepared in both mathematical and cognitive skills. In addition, a review of math skills as part of the course can be helpful to the students, improving both math performance and performance in the course.

We believe that secondary and college teachers should consider instituting mathematics instruction into the clothing construction curriculum. This would help students focus their attention on the important aspects of the course and at the same time help them learn more from the instruction on basic concepts.

The unit on mathematics need not be extensive nor onerous; thus, it should not take up an inordinate amount of time from the rest of the curriculum. We do not consider our intervention to be the optimal method for presenting this information, however, even on the college level. It may be difficult for high school students to use a self-study approach as they presumably need more guidance.

Student Evaluation. One goal of teaching is to be able to identify in advance those students who will succeed and those who will have difficulty in a given areas of study. There are many reasons why a student may have trouble succeeding in a course. It is possible that they are not interested in the course material and are not motivated. Others may be frightened by the prospect of a difficult course or a subject which has been difficult for them in the past. A student may perform poorly because of attitude rather than because of innate ability.

On the other hand, success is possible in spite of relatively low ability if the student is highly motivated to perform in a particular course, or if the student works extremely hard. For some students, it is possible to memorize material and pass a test, even though they may not understand the material. Such students tend to perform above their native ability. This may suggest that tests are inadequate.

We have seen that low levels of cognitive functioning are likely to result in lower performance. Perhaps the math pre-test might identify these students more effectively; however, two of those with the lowest scores received B's on the final exam. In addition, one would hope that the ability to learn the math concepts presented in the intervention program would also be an indication of the ability of the student to perform the coursework satisfactorily. The two students with the lowest math pretest scores, who happened to fall into the experimental group, both improved in mathematics ability just above the passing level. One of these students received an F on the final exam and one received a C.

Thus it is clear that there are a large number of factors that affect the ability of students to perform well on college-level courses in clothing construction. Two of these factors appear to be cognitive functioning and mathematics skill. However, neither of these abilities will predict for every student how they eventually will perform. At this time the most we can say is that they are factors and taken together, can be considered in advising students and in developing curricula.

Educational Benefits. The question of cognitive functioning is very important from another perspective. It is clear from evaluating the tasks involved in fitting and clothing construction that a number of important cognitive skills are essential which enable the student to create an

abstract image of the finished garment from the flat pattern. In our study, we did not attempt to analyze the various components of cognitive functioning necessary to perform successfully in this field. We simply gave a general test of cognitive functioning, which was surprisingly helpful in predicting student success. In the future, it would be helpful to delineate the exact nature of the cognitive skills necessary for effective performance, including spatial and mathematical skills. Perhaps if these were properly identified, it would be possible to make better predictions of those students who will have difficulty with the course.

Concepts learned in the area of pattern alteration and fitting may help students improve their skills in other areas, e.g.,

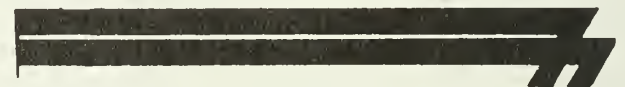
clothing construction courses may be beneficial to students beyond learning about sewing and pattern work. The concepts learned may help them coordinate cognitive skills, such as spatial and mathematical abilities, which could benefit them in other fields of study. It would be interesting to see whether such improvements are noted in students following a course in clothing construction. The answer to this question is beyond the scope of this study, but it would be very helpful to evaluate it in future research.

There is no question that the skills needed for sewing are much more complex than usually is acknowledged. This study helps to demonstrate the high level of skills that are required for successful functioning in this field.

Indeed, students who go into home economics to escape math and science are undoubtedly misinformed about the nature of the field.

REFERENCES

- Lawson, A. E. "The Development and Validation of a Classroom Test of Formal Reasoning," *Journal of Research in Science Teaching*, 15, no. 1 (1978): 11-24.
- Piaget, J. *Judgment and Reasoning in the Child*. (Towota, NJ: Littlefield Adams & Co., 1972).



Some home economists dream of things that never were and ask, "Why not?"

Adapted from G.B. Shaw

A Quest for Quality: Consumer and Homemaking Education in the 80s

Introduction

Literacy in the 80's goes far beyond the original interpretation of reading, writing, and basic computation. Functional literacy is now imperative to social-economic survival. Consumer and Homemaking Education, like other areas of Vocational Education, contributes a great deal to the mastery of basic skills. Learners begin at a concrete level--seeing, comprehending, and practicing principles in familiar day-to-day settings. Vocational Education applies principles and theories. It shows students how to use basic skills, guides them in mastering the application, and leads students to the selection and utilization of appropriate information in decision-making to solve the daily problems of work and living. Consumer and Homemaking Education supplements basic skill instruction as it facilitates the use of those skills in the daily life of students. It is no longer enough to know. It is no longer enough to do. Intelligent persons in an ever increasingly complex society must be able to understand, interpret, and apply basic skills in suitable ways.

Consumer and Homemaking Education teachers do not purport to teach singly all basic skills! The Consumer and Homemaking Education programs do serve as a vital segment of the whole educational system in bringing basic skills, principles, and theories to life for students in their quest for independence.

Consumer and Homemaking Education is based on the premise that one must develop the necessary understandings and skills to achieve quality in one's life. In work and living, persons communicate with others, utilize available

materials and tools, and determine ways to manage resources. Too often our behavior is contrary to what we know is best. We must develop attitudes to choose to live intelligently, to contribute to the social-economic setting, to break barriers to individual well-being in both home and work.

Many have voiced concern regarding the home and family background of today's students. Currence (1984) quoted former Secretary of Education, Terrel Bell, as having said the following:

We need to place at least some of the credit or blame for student achievement on the home and family situation...When marriages and home life are disturbed and unstable, our youth come to school with frustration, bitterness, and resentment...Broken homes, poverty, and unsuitable living conditions are not conducive to successful schools. A child must be teachable before he or she can be taught...

Families, marriage, and the home...have gone through great change over the past few years... The forces that split families apart are still there and the economic pressures that demand two incomes will remain for years to come. (p. 13)

Consumer and Homemaking Education programs also provide to adults, currently caught up in such problems, the abilities needed to break the cycles of disadvantage and move toward self-sufficiency and fulfillment. As there is an increase in numbers of youth and adults with such problems, the need for Consumer and Homemaking Education programs is greater than ever.

Bell stressed the necessity for more effective parenting and a better quality of home life if education is to be improved. Consumer and Homemaking Education programs provide the opportunity for adolescents to gain knowledge and skills essential to become effective parents and to achieve a quality of home life.

The American Home Economics Association's Priority Issues Committee on Support for Secondary and Higher Education (1984) developed a response to A Nation at Risk. Their response urged consideration of all life's roles as one of the basic foundations for effective citizenship, for individual development, and for maximum contribution to the nation. In addition, this committee supported A Nation at Risk with their statement

that education in English and communication skills, in mathematics, sciences, social studies

*Reprinted with permission from the published statement by the Home Economics Education Association.
Coalition Members

Representing AHEA:

Alberta M. Dobry, Professor, Home Economics Education, North Dakota State University, Fargo, ND
Jewell Deene Ellis, Director, Program Supporting Services, Bureau of Vocational Education, Frankfort, KY

Representing AVA:

Camille G. Bell, Professor, Home Economics Education, Texas Tech University, Lubbock, TX
Hazel Crain, Professor, Vocational & Technical Education, University of Nebraska, Lincoln, NE

Representing HEEA:

Enid A. Carter, Home Economics Teachers, Oneonta, NY
LaDonna Elhardt, Home Economics Teacher, Minot, ND

and computer science is a basic foundation for all citizens so they can make professional-occupational, scientific, technological and citizenship contributions to society. It must be recognized, however, that students function at varying levels of achievement, have a wide variety of motives and goals, and must fill a broad spectrum of societal roles, not all of which will require advanced education in the sciences and mathematics. (p. 5)

Further, as future citizens, all students will need to function in such roles as consumers, family members, parents, and employees or employers.

In today's complex world, one of our basic institutions--the family--is faced with monumental problems which puts our nation at risk. Spitze (1984) highlighted the following points:

1. Families are failing to live in harmony
2. Productivity is low
3. Pride in work is lacking
4. Lifestyles such as indulging in smoking, drinking, overeating, and failing to exercise are creating health problems.

The problems that individuals and families face can be lessened. Consumer and Homemaking Education is the unique component of education which strengthens and improves the quality of life for individuals and families. This is achieved by helping youth and adults gain a better understanding of self and others, especially for a sense of personal worth, so the individual may develop realistic goals and make responsible decisions.

Contributions of Consumer & Homemaking Education to the Basics

Basic Skills

Basic communication skills are defined as the ability to--

- o communicate orally in work, home, and social situations.
- o read and understand information and directive materials.
- o write clear and concise communications to others.
- o understand communication as the basic tool which people use in human interactions.

Competence in communication is fundamental to competence in human relationships and to all kinds of group activities. Consumer and Homemaking Education contributes to the development of each of those skills.

Verbal skills. Communicating orally transpires daily in Consumer and Homemaking Education classes. For example, verbal communication is strengthened in classes

dealing with consumer issues, family relations, and child development. Role playing, listening, and discussing ideas help develop basic competencies in interpersonal skills needed for home and work.

Reading skills. Reading is emphasized through comparison analysis and interpretation in nutrition, child growth and development as well as physical, emotional, and economic concerns of families. Reading is stressed in Consumer and Homemaking Education classes through textbook assignments, product labels and directions, magazine articles, and newspapers. Also, library research and vocabulary development are appropriate in such areas as family relations, nutrition education, consumer education, parenting, and child development. Areas such as these have immediate, personal relevance for learners.

Writing skills. Writing is practiced frequently in Consumer and Homemaking Education classes as students prepare various assignments. Written reports and evaluations of classroom and laboratory projects, invitations and thank you notes to resource persons, and term papers are examples of ways students apply grammar, spelling, and thought organization.

The need to communicate in written form effectively is emphasized in two ways. Students are required not only to communicate in writing but also to utilize written forms such as directions, text, and various data presentations which must be interpreted and applied to the learning situation.

Mathematical skills. Application of mathematical skills is made in Consumer and Homemaking Education in such areas as consumer education, food and nutrition, clothing and textiles, and housing and home furnishings. Consumer education provides many opportunities for using mathematical skills. Among them are calculating interest on savings and loans, determining the cost of credit, figuring the cost of an automobile, balancing a bank statement, developing a personal budget, and itemizing total income and expenditures.

Mathematical skills are critical in the food and nutrition area as students increase and decrease standardized recipes, measure quantities of dry and liquid ingredients, comprehend and use measurement devices such as clocks and dials, and compute the cost of foods and recipes. These skills are also used for interpreting dietary plans and calculating nutrient distributions and calories.

In the clothing and textiles area, mathematical skills are crucial as students plan a wardrobe for a specific amount of money, compare the cost of wardrobe purchases, and compare costs of products for care and upkeep of garments. Other applications of mathematics include identification of the correct pattern size based upon body

measurements, determination of yardage needed for the correct pattern size, and cost calculation of the fabric.

As students study housing alternatives, mathematical skills are used in calculating the cost of each type available. Mathematical skills are required in computing the cost of furnishings, furniture, household appliances, and other goods and services related to housing. Additional applications are made in calculating energy ratings of various appliances and energy costs related to monthly billings.

Students in Future Homemakers of America and Home Economics Related Occupations (FHA/HERO) youth organizations utilize mathematical skills throughout the year from the time the budget is planned at the beginning of the year to the time that funds are expended by the end of the year. Work on financial and auditing committees and the planning of special events within specified sums of money also provide opportunities for utilizing mathematical skills.

Scientific skills. Consumer and Homemaking Education programs include scientific principles which can provide personal meaning to learning through experiences in areas such as food and nutrition, clothing and textiles, and housing and home furnishings. As an applied field, Consumer and Homemaking Education draws heavily upon biology, chemistry, and physics for science principles related to food and nutrition. Personal meaning is given to biology through applications in digestion, the stimulation of color and odor of foods related to the flow of gastric juices, the nature and action of digestive enzymes, and enzyme sources. Other examples are food preservation applications including the action of bacteria and mold on foods, sterilization, chilling and freezing to inhibit growth of microorganisms, pasteurization, sugar, salt, and other means of food preservation. Students use basic science in learning about the care and handling of food to prevent infection and disease. They gain an understanding of how nutrients function to maintain health and physical fitness.

Meaning and understanding of aspects of chemistry are acquired through principles underlying food preparation and use of food in the body. A few chemistry-related examples include the following: the caloric value of foods; calories as a measurement of energy or heat; the function of metabolism and the dietary regulation of metabolic processes; chemical composition and analysis of foods; food allergies; the function of leavening agents in food cookery; principles related to sugar, starch, vegetable, and protein cookery; and the nature and use of emulsions and colloidal suspensions.

Science comes alive for students in clothing and textiles as they learn how petroleum is used to produce today's modern textiles. Additional applications are ex-

plored through the use of textiles on earth and in space. Scientific principles are also used in the area of clothing and textiles as a basis for problem-solving. Examples include determining the effectiveness of various stain removers classified as solvents, absorbents, or bleaches for various stains and fabrics; the effect of advancing and receding colors on size, or the illusion of line when selecting fabrics and garments; the nature of convex and concave lines to determine whether there is a need for cutting wedges or clipping to make curved seams lie flat; and making machine pressure adjustments when sewing different weight fabrics.

Practical meaning may be given to physics through Consumer and Homemaking Education classes in a variety of ways. Insights to the principles of volume and density are gained in relation to food preparation and digestion. The physics principles of conduction and convection may be reinforced and applied to size and shape of cooking utensils and materials from which they are made. Other examples of related learnings include air pressure related to cooking, use of many kinds of temperature controls, cooking with microwaves and electronics, and cooking and freezing with gas and electricity.

In the area of housing and home furnishings, application of science principles is readily implemented through the problem-solving approach. Several examples include principles related to the diffusion of light when selecting lighting fixtures, lamps and lamp shades, or window treatments; choosing soaps or detergents based upon their effectiveness in hard and/or soft water; the understanding of friction in use of motor driven appliances; and protecting household items from rust or corrosion.

Through experiences focused on the practical application of science principles, new meaning is established for learners. Personal meaning not only facilitates learning, it nurtures adoption and practice of the principles learned.

Analytical skills. Analytical skills are founded in logical and scientific thinking. Although the areas of mathematics and sciences provide a basis for the analytical process, use of such skills is not limited to these areas. Analytical thinking is readily integrated into any field. In Consumer and Homemaking Education classes, analytical skills are developed through present-day and future-oriented situations. In this context, students have the opportunity to focus on the process of developing an ability to judge the validity of ideas, the viability of alternatives or the merits of solutions to problems which have realistic meaning for them. Frequently, mathematical and scientific skills are used in the analytical process as a resource toward the solution or conclusion of a problem or dilemma. In so doing, a dual purpose is served. Learners

are motivated to use their basic skills, thus, reinforcing that learning. Further, they experience the development of higher order thinking skills such as inference, analysis, and synthesis in solving problems faced by individuals and families.

The analytical process provides a framework and directiveness to thinking. In Consumer and Homemaking Education classes, the analytical process establishes a basis for rational thinking, thereby enhancing communication and understanding among and between individuals in the home and work place.

Life management skills. An increase in the complexity of living from technical, social, and economic changes has been paralleled by the growing need for individuals and families to acquire life management skills. Examples of life management skills included in the various areas of Consumer and Homemaking Education programs are making decisions, establishing personal priorities, assessing and allocating resources, setting personal goals and standards, budgeting, consuming wisely, using goods and services, communicating effectively, resolving conflict, managing crises, and planning careers. The quality of human life and self-perceptions of success hinge on such skills.

Through Consumer and Homemaking Education programs, students are provided with the context for applying life management skills. That context includes an examination of role patterns of family members, variations in family structure, unique needs during each stage of the family life cycle, and family interdependence with other systems as a basis for interpreting managerial approaches.

Within Consumer and Homemaking Education classes, students gain experience in identifying alternatives, recognizing assets and liabilities, and processing information to reduce uncertainty in decision-making. In all areas of Consumer and Homemaking Education, students investigate consumer issues through a variety of learning activities. They develop skills in financial planning and the use of money in addition to exploring insurance, investment, and banking services. Crisis management skills may be learned through distinguishing between constructive and destructive responses to a loss of earnings. Conflict resolution techniques may be learned in the context of resolving control, allocation, and spending of family finances or use of resources.

Attention is given to the quality and scarcity of resources in assessing their use, especially natural and nonrenewable resources. Such considerations are applied to household energy consumption, selection of appliances and furnishings, and the related care and maintenance inherently required to meet or maintain personal standards.

The learning of goal setting strategies is carried out in conjunction with establishing personal priorities through

activities ranging from enhancing self-esteem to career planning. Students are also exposed to the interrelationship between the work and home environment and are provided opportunities to learn skills which enhance both arenas. Such skills as group planning, management, and cooperation related to family living and future careers or work situations are incorporated in learning activities in a variety of ways. This is evidenced by FHA/HERO members planning and implementing their programs of work both within the classroom and out in the community. Such activities not only enable them to practice their communication and management skills, but also to develop their leadership potential.

Summary

Consumer and Homemaking Education is an applied field of study. Like other applied fields, it draws from the basic sciences, arts, and humanities those theories and principles which are necessary to its conceptual structure. The validity of Consumer and Homemaking Education rests in the validity of those basic disciplines. Its uniqueness lies in the perspective in which those basic notions are utilized: "human needs are studied from the perspective of the individual and the family" (Barkley, 1983, p. 18-19). The Consumer and Homemaking Education perspective is an essential characteristic of the program. It provides a context of individual and family living which enables students to be actively involved in self-development in ways that give purpose and motivation to learning. The meaning and usefulness of sciences, arts, and humanities are perceived by the students in the context in which each is experienced. Thus, one gains both greater understanding and utilization of the basic disciplines when they are applied within one's own life. (Moxley, 1984)

The development of a positive self-image is enhanced through Consumer and Homemaking Education programs. By learning how to care for their bodies, to improve their appearance, to develop social skills, and to apply basic skills, students gain more self-confidence. These skills enable them to make decisions which will affect their success as homemakers and wage-earners. It further develops a sense of family and provides abilities essential to function effectively.

The family is the primary nurturing group and the single most important source of informal learning for the majority of persons. It provides the environment in which essential skills such as language, ability to form concepts and solve problems, habits of study, perseverance and control of emotions are first learned. Values, moral behavior, motivation to work and succeed, a sense of achievement and self-worth are all established in the family. Good health and nutrition are also dependent upon the family environment and resources. All of these are essential for successful learning. (Paolucci, Bubolz, & Rainey, 1976)

Current ideas of bigger is better, upward mobility is easy, and the "me first" syndrome are no longer feasible in today's society. As there is an increase in the awareness and knowledge of the limitations of natural resources, effects of economic fluctuations, and needs of the future, it is necessary for individuals to carefully explore and examine realistic ideas for successful living. It is toward these aims that Consumer and Homemaking Education is directed.

References

- Currence, D. (1984, March 14). Bell urges more attention to role of home in schools' success. Education Week, p. 13.
- Barkley, M. (1983). The meaning of maintaining a quality of life for diverse populations. In B. Border (Ed.), Nontraditional home economics: Meeting uncommon needs with innovative plans (pp. 3-27). Bloomington, IL: McKnight.
- Moxley, V.M. (1984). Home economics at risk. Illinois Teacher of Home Economics, 28, 46-48.
- Paolucci, B., Bubolz, M., & Rainey, J. (1976). Women, Families and Non-formal Learning Programs. E. Lansing, MI: Institute for International Studies in Education.
- Priority Issues Committee. (1984). Response to: A Nation at Risk: The Imperative of Educational Reform. Washington, DC: American Home Economics Association.
- Spitze, H. T. (1984). Yes, our nation is at risk, but.... Journal of Home Economics, 76(2), 50-52.



One more Teacher of the Year responded after I had written about the many state winners in Vol. XXVIII, No. 5.* She is Edna J. O'Neal of Nevada, who is married, has two children, 13 years teaching experience, is interested in problems of the aging.

She finds teaching especially satisfying because of the "double-benefit of the intergenerational aspects."

Her "one sentence of advice to beginning teachers" is: Believe in yourself and the benefits of your subject area.

* * * *

* Correction to the previous TOY article: The Louisiana Teacher of the Year is Laura Browning Crochet. I misspelled her last name in the article. Sorry!

The Editor

A Rose by Any Other Name Would Not Be a Rose

Hazel Taylor Spitze

What would be your reaction if you visited a faculty meeting in engineering and heard this discussion?

"We must attract more female students to keep our place among the professions, and in order to do that we must change our name. Females just won't enroll in a College of Engineering. It sounds too masculine. We don't want to be a single sex profession."

"I think you're right. What shall we call ourselves?"

"How about the College of Engionics? Or Building Ecology? Or Natural Resources and Building Studies? Or Highway, Bridge, and Building Sciences?"

* * *

Then you visited a chemistry faculty meeting and heard the following:

"We can't go on calling ourselves the same thing as the high school courses in our field. It hurts our image. They don't teach in high school what we teach and people are confused. They think we are too simple."

"I agree. Let's change our name to the Department of Chemistics."

"I'd prefer Elemental Ecology. We deal with elements, don't we?"

"Yes, we're absolutely basic. Let's rename ourselves the Department of Elemental Resources and Molecular Studies."

"I'd rather have something with Science in the name. How about Chemiological Sciences?"

* * *

Your next visit was with a faculty of physical education.

"We've got to improve our image. People just don't respect us as they should. They don't realize how important our profession is to society. We must change our name to gain more respect."

"I agree that we deserve more respect, but did the University of Wisconsin gain more when they changed their name several years ago to health sciences? People got confused and thought it was part of the medical school, and when they found out what it really was, they laughed."

"Yes, and when Pannell changed to the College of Applied Life Studies, confusion reigned again and the laughter got louder."

"No, it hasn't really helped to have lots of names. We must stick together and have the same name. The way to improve our image is to do a better job of serving society and let everyone know about it."

* * *

Then you awoke and realized you were reliving in your dreams all those meetings of home economics faculties. And you realized how absolutely silly it was to think that a 75 year old profession should change its name to attract

males. If males don't want to be home economists, then let them be engineers, or lawyers, or dentists. They will want to be home economists if those now in the profession serve the society as they are prepared to serve, and then we will admit them and give them equal treatment.

As you continue to muse, you realize that it is equally foolish to think that high school chemistry makes a mockery of the discipline of chemistry unless it is badly taught and is represented as pouring lemon juice over soda and watching it fizz. If it is thus badly taught, then the solution is to improve the teaching, not to change the name of the discipline and try to dissociate from the high school courses.

Likewise with home economics.

But in this last faculty meeting in your dream, there was a good point. All departments, schools, colleges, or other units of a given field of study or profession should use the same name.

Now how does one decide what that should be when some units, even in the prestigious institutions, have experimented with new names?

A study of the results of these name changes might be in order. It might be found that the units are still being laughed at after 10 years, or that people are still confused, or that enrollments are down. It might be that some of them are wishing they had never changed. It might be that some have hired so many non-home economists as faculty that they aren't really Colleges of Home Economics any more. It might be that their enrollment is up in the business areas and they are beginning to eliminate the programs that are at the heart of the profession, the family.

A study of all units that have historically been home economics would reveal that about 80% of them still are and that the other 20% use 37 different names. So the logical solution would be to invite all who have experimented with other names to return to home economics. If some refuse, then perhaps the portion of them that is strong in home economics could "secede" and develop anew. The strength that would lie in all units throughout the country working together would enable them to do so and the others who had remained home economics could also continue to grow.

Our profession and field of study--which draws upon knowledge from the physical sciences such as chemistry, the biological sciences such as physiology, the social sciences such as economics, and the behavioral sciences such as psychology, as well as the arts and the humanities, in order to help solve the practical problems of the most basic unit of society, the family, where individuals receive their nurturance and develop to their potential, and in order to help families to function as directors of the future of our society--would then grow to its full strength and be recognized as one of the most needed and most valued professions.

As Ellen Richards* said so long ago, as long as the human mind is best nurtured in the home, so long will that word stand first in our title.

* Lake Placid Conference on Home Economics, Proceedings of the Tenth Annual Conference. (1908). p. 24.

Non-Profit Org.
U.S. Postage
PAID
Urbana, IL 61801
Permit No. 75

ILLINOIS TEACHER
350 Education Building
1310 S. 6th Street
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FOREWARDING AND RETURN POSTAGE GUARANTEED

HOME EC LIBRARY-FAX
UNIV OF ILLINOIS
314 BEVIER HALL
CAMPUS

10.705
IL

Hex
10-28-85

ILLINOIS TEACHER

OF HOME ECONOMICS

Excellence in Education: The Home Economics Contribution
Present Patterns and Future Directions

Foreword, Present Patterns and Future Directions, <i>Katherine Brophy</i>	45
Home Economics is Basic . . . The Best Foundation!, <i>Gail E. Seymour</i>	46
On Your Own—Decisions for Teens, <i>Laura R. Boutilier</i>	47
How Infants in High School Keep Their Parents in School, <i>Patricia C. Cobb</i>	50
Merging Home Economics and Special Education, <i>Joan L. Klein and Lee-Ann Piche</i>	53
A Different Approach to Special Needs, <i>Evelyn S. Kennedy</i>	55
The Magical uniCOREinn: An Experience for Mainstreamed Students, <i>Virginia Lee</i>	58
Ingredients for Success . . . A Food Service Program that Works!, <i>Elizabeth Nicholls</i>	61
Easy to Read Recipes and Ready, Set, GO!, <i>Helen T. Yulo</i>	64
4 H-ers Star on Prime Time, <i>Carole S. Fromer</i>	67
Connecticut Consumer Home Economics Mini-Grants	70
Lights, Camera, Action! Middle School Students Act on Consumerism, <i>Dayl M. Graves</i>	71
Focus on Consumer Issues, <i>Annette T. Holden and Rosemarie J. Syme</i>	72
Adolescent Sexuality: When Ignorance Isn't Bliss, <i>Karen V. Kuchta</i>	75
Parent Education in the Workplace, <i>Catherine M. Zilliox</i>	77
CAREER SWITCH From Teaching to Business: Three Examples, <i>Fran Gallogly, Evelyn Siefert Kennedy, and Nancy R. Johnson</i>	78
International Home Economics: A World Wide Network, <i>Alice K. Clark</i>	80
Connecticut and British Teachers Exchange and Compare Home Economics in the U.K. and U.S.A., <i>Joan Buckels and Mary Deming</i>	83

Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Hazel Taylor Spitze, Professor and Editor
Norma Huls, Office Manager
Annabelle Munkittrick, Graduate Assistant
Rosemary Jones, Graduate Assistant
Marsha Willis, Graduate Assistant
Robyn Dagenais, Graduate Assistant
Robyn Sabin, Graduate Assistant

Other Home Economics Education Division Staff

Mildred Barnes Griggs, Professor and Chairperson
Linda B. Peterat, Assistant Professor
Diana Cloyd, Graduate Assistant
Epifania Tabbada, Graduate Assistant
Marilyn Mastny, Graduate Assisstant
Karen Paulsen, Graduate Assistant

Volume XXIX, No. 2, November/December 1985. Published five times each academic year. Subscriptions \$13.00 per year. Foreign, including Canada, \$16.00 per year. Special \$10.00 per year (\$12.00 Foreign) for undergraduate and graduate students when ordered by teacher educator on forms available from *Illinois Teacher* office. Single copies \$3.00. Foreign \$4.00. All checks from outside the U.S. must be payable through a U.S. Bank.

Address: ILLINOIS TEACHER
University of Illinois
350 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217/333-2736

© 1985

Foreword

Present Patterns and Future Directions

As we began thinking about a "Connecticut issue" of Illinois Teacher, we looked at the contribution home economics plays throughout Connecticut--in business, cooperative extension, schools, and higher education. Representatives from each of these groups met and decided on a cooperative venture to highlight "Connecticut's Present Patterns and Future Directions."

Contributions from each facet of home economics were a part of developing this issue. Through our "present patterns" with continual review, evaluation, and change--the pressure created by the various reports along with decisions of policy makers--home economists are shaping and will continue to shape "future directions"! Hopefully, this issue will highlight the Connecticut home economics contribution to educational excellence.

Home economics is a vital field for our national and international well-being! What happens in homes and schools of today affects the future--the economy and the labor market and work force, as well as our own and the world community.

Home economics promotes educational excellence and exemplifies life-long learning through business, extension, and teaching. Our selection of articles barely touches the many exceptional programs being initiated and implemented by Connecticut home economists.

In a small state with 165 school districts, there are many schools that have been working with computers in the home economics class for several years. Several communities have strong elementary home economics programs and we are seeing an increase in cooperation and cross teaching with science departments. Programs addressing future health care needs and the increasing elderly population of the nation are beginning in schools with "outreach" and cooperative programs of "Homemaker, Home-Health Aides" between Allied Health and Home Economics.

So our desires to share Connecticut's "Present Patterns and Future Directions" are within this issue. We hope you find our efforts useful and informative.

Katherine Brophy, Coordinating Editor
Education Consultant for Consumer Home
Economics/Consumer Education
Division of Vocational, Technical
and Adult Education
Connecticut Department of Education

Special thanks to those who assisted with the major pulling together and editing of this issue.



Guest Editor Committee
K. Brophy, Chairperson

From left to right:

Betty DiFranco, Educator and Free-lance
Home Economist
Gail Seymour, Newtown, Connecticut
Home Economics Teacher
Katherine Brophy
Carole Fromer, Cooperative Extension
Service
Barbara L. Osborn, Professor, Home
Economics Education, University of
Connecticut

Home Economics *is* Basic . . .

The Best Foundation

Gail E. Seymour
Home Economics Teacher
Newtown (CT) Middle School

"Back to Basics" is the catch phrase with educators and parents today. With ammunition in the form of the 1983 reports including A Nation At Risk: An Imperative for Educational Reform, school superintendents and boards of education are emphasizing the three R's in the curriculum and overlooking an area that is as basic as any of the so-called academic subjects: Home Economics. Home Economics is, and has always been, a "basic" course in a dual sense. It repeats and reinforces learning skills taught in the academic curriculum, and provides additional content to help students improve the quality of their lives.

The home economics teacher realizes the scope of his/her influence. The present Home Economics curriculum runs the gamut from learning about children to learning about the elderly, from studying relationships to learning about one's self. In addition to foods and clothing it includes human relations, consumer education, textiles, child development, housing, and resource management. Many of these subjects incorporate work/study programs.

Today's Home Economists are innovative teachers with an eye on the future. They are working to develop computer programs in Home Economics, to solve world health problems, and to improve the quality of life. Both men and women Home Economists are dedicated professionals involved in many facets of education, striving to stay abreast of all current information within their field. Home Economics offers its professionals the chance to pursue individual interests within the varied field.

Home Economics classes, however, have always stressed basic techniques of living. The finished edible product in a food and nutrition class is a powerful motivator for a student to read and understand the technical terminology of the recipe and to use fractions to adjust a recipe. The goal of a custom-made garment in clothing construction prods a student into accuracy in measurement, comprehension of directions, and logical steps in putting a garment together. Most home economics classes motivate students to read, compute, spell, etc. for an end other than reading, computation, or spelling. When emphasis is on the "basics" in education, the Home Economics contribution to education should not be ignored.

Of all but the most career-oriented courses, Home Economics curriculum is the most pertinent to any individual's future use as an adult in society. Home Economics subjects are those with which everyone will deal, sooner or later. Therefore, giving students a basis in nutrition, child care or balancing a checkbook is as worthwhile to making a well rounded person as teaching them calculus or English literature. In fact, knowledge of nutrition, child care or consumer education may be retained far longer because of frequent use.

Finally, Home Economics contributes greatly to the development of decision-making skills. Entry level courses such as clothing construction or food and nutrition stress the necessity for logic in accomplishment of tasks as well as their many other values. Both these classes, demand a step-by-step procedure for success. This logical sequence is reinforced in later home economics courses where the student's reasoning ability is challenged. Work/study programs provide the student with both information and the opportunity for its use. Gaining the information is the motivation for using the basic educational skills; putting the information into practice involves logical sequencing of the information, establishing priorities for use, and, finally, making the decision. The good habits of decision-making which home economics can engender are readily transferable.

Too often, education is divided into "academics" and "specials". Home Economics, Art, Industrial Arts, and Music are all special indeed. They provide a vital and necessary link in the educational process, offering students, who are not motivated by learning alone, to come to learning through an alternate door -- to learn because it is a means to an end. Within these areas, it is important to recognize the value of the frequent application of the "basics" that they provide. Every time a Home Economics teacher insists on the correct spelling of "protein", spelling and vocabulary are emphasized. Each time a clothing instructor demands a 5/8" seam, the student puts math skills to work. Each time the child care supervisor allows the student-worker to interact with a toddler at a play-school, the young person's decision-making is enforced. Home Economics is a link in education to be reckoned with. The "back to basics" movement should look back on the contribution of Home Economics in the past and look forward to keeping Home Economics as a "basic" in the future.

On Your Own — Decisions for Teens

Laura R. Boutilier
Home Economics Teacher
Illing Junior High School
Manchester, CT

The complexity of life today requires that students have some formal education in life skills if they are to cope with the decisions and challenges that await them as young adults. "On Your Own--Decisions for Teens" is an innovative home economics course which contains such vital subject matter as self-image, communication, decision making, legal rights and responsibilities, banking functions, and job seeking skills. These and other such topics are taught in the atmosphere of open sharing and trust that a home economics classroom can easily provide.

"On Your Own" was designed to meet a very specific need that I perceived when many students leaving seventh and eighth grades lacked necessary life skills. After male and female 7th grade students at Illing Junior High School enroll in a 9 week exploratory course, I felt that they were "turned on" to home economics and yet were given few choices for electives in 8th and 9th grade. This was true particularly for the male population who tended to elect the foods course and to shy away from the other more traditional sewing, child development, and crafts classes. I also felt that the relaxed, informal atmosphere provided by a home economics classroom could be an excellent vehicle for dealing with the social-psychological needs of the junior high age student.

"On Your Own" meets 45 minutes daily for an 18 week semester. It is presently offered on an elective basis to 9th grade students. In some instances, 8th graders are suggested for the course if a need is perceived by the guidance counselor or principal. Originally I thought that the course would appeal to the non-college bound students who might be on their own in the near future. Instead, I found that a cross-section of the student body elected this course. The positive reputation of the course caused an increase in enrollment from 1 section of 16 students three years ago to the present 8 sections per year of 22 students each.

The class usually meets in a carpeted "pillow room" with students and teacher sitting together on the floor. I strive for a feeling of openness and honesty in this relaxed setting. After an initial period of divisiveness due to the

differences in ability and social groupings, the class develops unanimity and closeness due to the mutual exploration of feelings and values among class members. This is part of the growth process that occurs during the course. In the words of one student, "We're a family!"

At the start of the course, I assess students' interests and needs using the survey sheet on page 49. For the most part, the specific units covered with each class are chosen by the students. Approximately four weeks into the semester, students again provide input for the future direction of the course. By this time, they are more fully aware of the unique nature of the course and realize that open dialogue is encouraged. The students' feedback is essential for meeting their social and psychological needs.

A core group of topics that are considered to be prerequisites for other units are always included. Three of these essential units are communication, decision making, and self-image. These are key conceptual areas that are woven throughout many of the subsequent topics.

Thoughtfully planned field trips, an integral part of "On Your Own", coupled with extensive preliminary discussion and relevant follow-up, reinforces and enhances ongoing classroom activities. We have included a tour of a police station, a full-day observation in a courtroom, a tour of a bank, and a behind-the-scenes look at a grocery store operation in conjunction with consumerism.

More extensive field trips to New York City, Boston and Washington, D.C., have been included as part of the course. Working with our school human relations specialist, I developed a unit of basic economics which culminated in a tour of the World Trade Center and New York Stock Exchange. The school guidance counselor utilized his knowledge of the stock market as he led students on this tour. As a result of his valuable input, the students gained much more than a basic understanding of economics from this trip. Their eyes were opened and horizons widened by observing life in New York City.

The involvement of outside resource people and the active student participation are two keys to the success of this course. As part of a self-protection unit, an expert from a local karate school demonstrates his skill and solicits involvement from the students, some of whom are enrolled in martial arts classes. Physical education classes and other interested students are invited. An additional aspect of self-protection has been addressed by a counselor from the rape crisis center in Manchester.

Experts are invited to present information on the legal rights and responsibilities of teens. A positive relationship between students and the local police department is encouraged through the involvement of their public relations officer, who conducts a tour of the police station, answers questions, and returns to the classroom for a follow-up discussion on shoplifting, students' legal rights, and drug abuse.

This unit on legal rights and responsibilities concludes with a trip to the Hartford Superior Court where students are given the opportunity to speak with the clerk of the court and the lawyers involved in the case observed. The judge who is hearing the case usually meets with the students before court convenes to explain the intricacies of the court system and again following the recess to respond to the students' questions. This meaningful visit was expanded last year when, unexpectedly, a reporter for the local newspaper requested an interview with the students following their day in court. On the steps of the courthouse the reporter posed thought-provoking questions for over an hour. Through this interchange the students had an excellent opportunity for immediate reinforcement of their learning experience.

The school principal has personally supported the "On Your Own" course by providing expertise in the area of school law. In addition, his presence and involvement in the class exposes the students to an expanded view of their administrator while allowing him to observe the relevancy of home economics courses for today's teens.

A group of parents who became class participants rather than just presentors, had the greatest impact on the students enrolled in "On Your Own". As a final activity in a unit on parent/teen communication, a panel of parents of teenagers (not students in the class) interacted with the class. Students had previously formulated questions dealing with areas of their concern, e.g., "What would you do if your daughter came home drunk?" or "Why don't you trust us?" The parents reacted and interacted with the students in a very open dialogue. At the conclusion of the class, both groups felt that it was worthwhile and enlightening. The students had had a chance to air some of their concerns in a non-threatening and non-explosive atmosphere and the parents were exposed to the views of other teens. In the future, this activity will be expanded both in time and number of parents involved.

In addition to the extensive use of guest speakers and the inclusion of numerous field trips, I employ a variety of teaching techniques in this class. Usually we spend one class per week reviewing a traditional study sheet or otherwise covering the necessary factual content of the unit at hand. This provides a basis for testing and further study. Activities designed for review and rein-

forcement of content include games patterned after television shows such as "Jeopardy" and "Hollywood Squares", simulations of real-life money management situations, skits dealing with juvenile court cases or shoplifting scenes, and role play situations concerned with conflicts in the lives of teens. The students have enjoyed and gained from these experiences.

Student evaluation in a class of this nature is sometimes difficult. In addition to a written test on the completion of each unit, I use many other measures of evaluation recognizing that the exchange of feelings and thoughts on how to deal with real or potential life problems is stressed. The level and quality of class participation is an important part of the students' performance. However, the individuality of each student is considered as some students are much more verbal and confident in front of their peers than others.

"On Your Own" is certainly meeting a previously ignored student need. An improved image of home economics in the school and community has been a major impact of this course. Co-workers in other content areas have increased their respect and understanding of the home economics field. Collaboration with other staff members has strengthened this course and increased their understanding of home economics. I hope later to join with the industrial arts staff on a home repairs unit, work with the school nurse in the areas of first aid and the effects of drugs, and collaborate with the math department on consumer-related content concerning money management.

When asked why a particular unit is part of a home economics course, I answer proudly that home economics is a dynamic field that is changing along with society and that the major emphasis is on the growth of the individual and family and the development of behavior patterns and skills that will enable students to function more effectively in their world. One student commented that this course provides ". . . all the things that you need to know to live out there . . ."

I have spent many hours of personal time in developing and revamping this course. Traditional home economics teacher education has not included the majority of the subject matter involved in "On Your Own." This course has opened many new avenues to me as a professional as I have learned along with my students. I feel very strongly that for home economics education to survive we must put in the extra efforts in terms of time and creativity.

But more importantly, the influence and impact I have had on my students' lives both now and in the future when they are truly "on their own" brings me much personal satisfaction. As Henry Adams once said, "A teacher affects eternity. He (or she) can never tell where his (or her) influence stops."

The following are possible topics for discussion in "ON YOUR OWN." Rank them according to your interests. Add any other topics not included which you would like to learn about.

- ___ how to communicate better with others
- ___ how to solve problems and make decisions
- ___ self-image
- ___ emotions
- ___ roles you play
- ___ getting along with parents
- ___ getting along with peers
- ___ human sexuality
- ___ drugs and alcohol
- ___ smoking cigarettes
- ___ how to eat better without gaining weight
- ___ how to lose weight without losing health
- ___ ecology
- ___ first aid, CPR, etc.
- ___ self protection
- ___ how to deal with changes in your family - divorce, moving, etc.
- ___ teens and the law - vandalism, shoplifting, runaways
- ___ advertising
- ___ how to make your money go farther
- ___ shopping savvy/consumerism
- ___ how to make better use of your time
- ___ money management
- ___ how to make good use of your talents
- ___ getting a job
- ___ decorating a living area
- ___ planning your wardrobe
- ___ planning meals
- ___ basic food preparation
- ___ health - diseases, cancer, bulimia, anorexia nervosa, heart attacks, etc.
- ___ abortion
- ___ venereal disease
- ___ eating for health
- ___ coping with stress
- ___ death and dying
- ___ suicide
- ___ runaway
- ___ working with the elderly
- ___ working with the handicapped
- ___ others:
- ___

Course Description for the Curriculum Guide

ON YOUR OWN: DECISIONS FOR TEENS

On Your Own is an elective offering at the ninth grade level. Eighth grade students approved by the administration or guidance counselors may elect the course if space permits.

Major overall goals of this course are:

1. To promote the development of a positive self concept in the individual.
2. To develop the tools needed for effective decision making.
3. To aid the student in developing the skills needed for the formation of positive interpersonal relationships.
4. To equip the students with the knowledge for efficient management of natural and personal resources.
5. To help the student understand the rights and corresponding responsibilities of teenagers.
6. To provide opportunities for exploration of life skills.
7. To make the students aware of various community resources that would be of help to teens.

On Your Own will be offered on a semester basis, meeting five times per week for approximately 40 minutes.

The following areas are suggested subject matter for this course. Asterisks (*) indicate required topics. The outline has purposely been left general in nature to allow the teacher to use professional discretion in choosing the subject matter most appropriate for each class.

COURSE OUTLINE - "ON YOUR OWN"

- I. Communication (approximately 2 weeks)
 - *A. Verbal
 - *B. Nonverbal
 - *C. Effectiveness
 - *D. Problem Solving, Conflict Resolution
- II. Personality Development (approximately 3 weeks)
 - *A. Self Image
 - B. Emotions
 - C. Role choices
 - D. Peer relationships
 - E. Human sexuality
- III. Environmental Influences on the Individual
 - A. Drugs and alcohol
 - B. Tobacco
 - C. Personal nutrition
 - D. Ecology
- IV. Handling Crises
 - A. Health
 1. Accident prevention
 2. First aid
 3. Self-protection
 - B. Change in the family unit
 - C. Environmental changes
- V. Teenage Responsibilities
 - A. Fundamentals of the legal system
 - B. Rationale for rules and regulations
 - C. Teens and the law
 1. Shoplifting
 2. Vandalism
 3. Runaways
 - D. Role as a consumer
 1. Evaluation of media
 2. Contracts and credit
 3. Communicating to the marketplace
 4. Consumer protection agencies
- VI. Management of Resources
 - A. Use of time
 - B. Use of money
 1. Sources of income
 2. Personal budgeting
 - C. Use of other resources
 1. Abilities and talents
 2. Energy
 3. Community services
 4. Material goods
- VII. Employment
 - A. Career Options
 - B. Job Search
 - C. Employer/employee rights and responsibilities
- VI. Home Management
 - A. Household repairs
 - B. Decorating a living area
 - C. Mending and repair of clothing
 - D. Wardrobe planning
 - E. Meal planning
 - F. Basic food preparation
- IX. Leisure Time Activities
 - A. Variety of choices
 - B. Skills needed
- X. Social Etiquette
 - A. Table etiquette
 - B. Manners

How Infants in High School Keep Their Parents in School

Patricia C. Cobb
Parent-Child Education Center
Weaver High School, Hartford, CT

Teenage parenting has reached epidemic proportions in the United States. Hartford shares in this problem. It is the leader among cities in Connecticut in incidences of teenage pregnancy involving girls between the ages of twelve and seventeen.

Weaver High School, a large urban school in Hartford, has an enrollment of 1800 students, of which 90% are Black, 9% Hispanic, and 1% are designated as Other. The majority of the students come from low or moderate income homes. From 1978 to 1984, Weaver transferred about one hundred fifty students to the Hartford Teenage Parents Program (TAPP), an alternate school for pregnant girls. Of the three city high schools, Weaver has had the majority of students enrolled in the TAPP school since its inception in 1971. All transfers to this alternate school are done at the request of the student and her family.

Finding day care for infants is difficult in Hartford. The city-sponsored day care programs accept infants from the age of six months but have spaces for only twenty infants; hence, there is a long waiting list. Many young parents have expressed dissatisfaction with the family day care alternative because they find one caregiver looking after too many children. For some teen parents the solution is to drop out of school until the child is old enough for day care placement, and once a student leaves school, it is difficult to return.

History of the Program

In the summer of 1977, at the invitation of the principal of Weaver and with the assistance of the home economics coordinator for the Hartford Board of Education, we wrote a proposal and submitted it to the Connecticut Board of Education, Home Economics Unit, to offer a course titled "Parenting" as part of the home economics curriculum and include infant day care as a laboratory component of the course. The goal was to decrease the drop-out rate of teen parents by providing a quality day care in the high school for their infants. With this facility, the student would see her baby during her class period in the Center, she would probably spend lunch in the Center, and could look in during other times in the day. Her

concerns about the child would be satisfied and she could concentrate on school.

The proposal was accepted by the State Home Economics Unit and a "mini-grant" was awarded providing funds for the teacher's salary and some equipment and supplies for the Center. Additional monies were received from the private sector and from local foundations totaling \$20,000. A paraprofessional was hired and large equipment was obtained. In-kind services were provided by the school in the form of a room (a former clothing construction lab) and medical personnel.

State approval for day care was not sought as it is not required in a school setting. Further, we did not want to discourage anyone from applying because of the cost involved or require them to apply for welfare in order to participate. The Center was to provide more than "just day care"; it was to be an educational experience. Our standards for admission or rejection were based on our students' needs, not on financial needs.

The Parent Child Center opened for the second semester in February, 1978, with seven student parents and their babies. Seventeen other students elected the course, "Parenting". This course replaced the Marriage and Family course in the curriculum since we had the family already without the marriage.

Procedure

The Parent Child Center is located in the home economics department at Weaver High. It is multi purpose room with space for sleep, play, feeding, and changing stations. One part of the room is reserved for classroom instruction. There is adequate storage with tote tray wall cabinets assigned for infant supplies. There are nine cribs and places for fifteen high school students.

Students arrive with their infants about fifteen minutes before homeroom and have time to "settle" them before going to class. If the infant needs to be fed, the parent will do so if time allows; otherwise, one of the helpers will assume the responsibility since the parent cannot use the infant as an excuse for being tardy to class. Students pick up the infant after the last class in the afternoon. If they have to stay after school, they must arrange to either take the infant with them or have a proxy (usually a student) take the infant home.

A physical history of all students is on file with the school nurse; inoculation and health records of the

infants are on file in their clinics. Infants must be under medical supervision to be admitted to the Center.

All infant supplies are provided by the parent including enough diapers for two days and at least two changes of clothes. The parent supplies all formula and food which can be heated in the microwave oven or on the stove. Each baby is assigned an individual tray in the refrigerator to avoid mixups with food. Students are encouraged to make their own baby food and to use leftovers rather than incur additional expenses by purchasing commercial baby food.

All Parenting classes are held in this room. The first semester concentrates more on theory since the infants are smaller and sleep for longer periods insuring a quieter classroom and less distractions. Students have little or no experience in caregiving and must learn about infants before they are allowed to care for them. By the second semester, all students have the opportunity to assist in caring for the infants. They observe, assist, and report their experiences during assigned weeks in the Center. Each student averages about three weeks as student aides during the school year.

Participant Selection

Student parents who enroll their infants in the Center are required to take the parenting course; all other students elect it. Parents are recommended by their counselors and are interviewed at the Center before infants are accepted. The Director makes the final decision on admission of the infant to the Center.

Infants can be as young as one month and up to about one year, but there are no provisions for toddlers in the Center. The maximum number of infants enrolled at any one time is nine. There is no charge for this service.

Student parents are accepted on a priority basis, with seniors and graduating juniors given preference. All other students including freshmen are accepted on a space available basis. Males are encouraged to elect the course and about ten percent of the students are male, with a few admitting parenthood.

Goals

The goals of the program are:

- to support the returning student throughout the school year with encouragement and help to sustain her motivation for continued education,
- to help the student parent establish her identity as the primary caregiver of the infant,
- to provide the opportunity for the student parent to develop into a confident person, able to handle her dual responsibilities,
- to master parenting skills through practical experiences in the Infant Center,
- to provide the infant with a stimulating environment for maximum growth and development.

Objectives

In formulating objectives to attain these goals, the curriculum provides opportunities for the student to:

- develop a positive self-concept as student and parent,
- develop communication techniques to improve parent-child relationships and peer interactions,
- practice making decisions and understand the techniques involved in decision making, learning to choose carefully and thoughtfully,
- make personal decisions around sexual and substance abuse issues,
- study human development, from conception to birth, from newborn to five years,
- take charge of a sick child, learn the signs of illness, and take responsibility for the health of the child,
- understand the importance of good nutrition for young children, for teenagers, especially during pregnancy,
- investigate and evaluate the concepts of discipline,
- practice techniques for disciplining children,
- understand how an adult's behavior influences a child.

Other Program Features

A certified home economics teacher is the director/teacher. The Center employs one paraprofessional who directs student aides in providing care to the infants. The Center utilizes the services of a "Foster Grandmother" who works four hours each day and is paid by another agency. Generally, the ratio of caregiving to infant is 1:2.

Weaver has two full-time nurse practitioners and one nurse's aide on duty each day. Additionally, a pediatrician is in the school one day a week and is on call at other times.

An advisory board, which meets each year to review the year and make suggestions for the next year, consists of a day care specialist, a college professor of early childhood development, a physician, a vice-principal, a person from the community, a student parent, and the director of the Center.

Attendance at the Center is closely monitored. Student parents who establish a pattern of non-attendance are counseled to change their behavior by the attendance officer from the school and the social worker. Some parents would like to use their babies as an excuse for staying home; these parents usually drop out. Often, the infant is ill and the parent must stay at home or in the hospital with the child. If the parent misses a significant number of days, it is almost impossible to make up lost time and pass the course. This causes them to get dis-

couraged and drop out because they know they are failing.

However, many student parents, realizing the importance of a high school diploma in getting employment, make every attempt to get to school. Often they bring in a sick infant when they should have stayed home. They do not want to lose any school time. If a parent does drop out of school, we contact the next student on the waiting list and keep the Center operating at capacity.

Student parents may have their infants removed from the Center if we find they are not attending class or if they leave school without permission. They are not allowed to send the infant to school if they are not in attendance.

Weaver High School has a drop out rate of about 25%. The Center's rate is about the same as the school. A comparison of the attendance of student parents with all other students in home economics classes was made to determine the effect of an additional responsibility (parenting) on the student.

Over a seven year period, student parents attended school at the same rate as the general student population in Home Economics classes.

Discussion and Summary

Student parents, by exhibiting the same attendance pattern as nonstudent parents, seem to have been assimilated into the school community, the natural environment for their age. This is significant since many students lose at least one semester because of their pregnancy and some miss an entire year. In the Parent Child Center, they form their own peer group with other parents. In this support group, they listen to each other's problems, offer suggestions, exchange ideas, clothes, and resources. They establish their own identities, and they satisfy their need to belong through this peer group. They do not feel isolated and are happy to be together; many form lasting friendships because of this group. Their attitudes towards themselves and others improve, their grades improve, they are happy with themselves and their infants. Their infants benefit because having a happy 'mom' decreases the chance of abuse at home.

Our student parents graduated at a 24% higher rate than the national average for students 17 years old and younger with children. According to the Alan Guttmacher Institute statistics for 1981, only 49.9% of these students graduated from high school,¹ and our figures show 73% completing school.

The Parenting class enables the student to gain knowledge and insights into human behavior, child care, communication, and the responsibilities of being a parent.

¹The Alan Guttmacher Institute, Factbook on Teenage Pregnancy, New York, 1981.

Community and human resource personnel are invited to speak to the classes and often combine demonstrations, films, and other visuals with their presentations to make the information more meaningful to the student.

The Center networks with the University of Connecticut Medical School and clinics in the local hospitals. Parents have given us permission to seek advice about medical problems or to inquire about specific conditions which we see in either the parent or the child. The Director of the Center sits on committees within the clinics, especially those dealing with adolescent problems. Medical students and residents rotate through the Center during their community medicine segment. These young physicians give presentations on birth control methods, labor and delivery, care for a well and sick baby, and emergency procedures.

Registered nurses who are in the degree program at the University of Hartford, spend part of their practicum teaching students to do self examinations of breasts, demonstrate breathing techniques used in childbirth classes, and conduct stress workshops for students.

Besides health care personnel, community resource people from child and family service organizations give workshops on child abuse and suggest day care placement for those infants who "graduate" from the Center.

Frequently, the services of the Hartford Health Department, especially the Family Planning Project are invited to speak to the classes. Emphasis is placed on responsible decision-making around sexuality and the importance of saying "no".

Parenting students, advised by a graduate student from the University of Hartford, have set up and run a nursery program in conjunction with the Child Development classes. The nursery school has run successfully for the past three years and has given student parents a chance to observe the older child, to help them learn the developmental stages and skills of these children, and to compare and contrast these with the younger ones.

Senior Parenting students planned and presented an assembly program on Teenage Pregnancy to the sophomore class. They were concerned about the rate of pregnancy in their younger sisters and brothers. They presented a panel discussion with a teenage father, a social worker, a school counselor, and two seniors.

Through listening to problems encountered by student parents, other students become aware of the complexities of parenting. The effect on students has been a change in attitude and desire on the part of those students who were considering becoming parents and an increase on preventative measures available.

Students in the classes learn by actually caring for children. They learn to communicate, share ideas, and

(Continued on bottom of page 53.)

Merging Home Economics and Special Education



Joan L. Klein
Insurance Adjuster
Stamford, CT

Lee-Ann Piche
Connecticut Dept. of Mental Retardation
Mansfield State Training School

Home Economics and Special Education have always seemed to exist harmoniously. Because home economics is a common area for mainstreaming, home economics teachers may be unusually aware of the needs of special education students. At Valley Regional High School in Deep River, Connecticut, students were enrolled in regular home economics courses along with a special elective course created specifically for Educable Mentally Retarded (EMR) students.

The term EMR is frequently used interchangeably with "mildly retarded." Two criteria determine retardation: intelligence and adaptive behavior. Although classification should never be based solely on IQ, a general IQ range of 50-75 is frequently used as a guideline.

High school EMR students generally have the basic skills of the third and fourth grade level. The objectives of a home economics/EMR program may include developing:

- skills and aptitudes for personal, social and vocational competence;
- consumer skills;
- emotional security and ability to function independently;
- habits that promote personal health and physical fitness;
- skills necessary in family living;
- skills for recreation and leisure time.

(Continued from page 52.)

make decisions. They share a common interest with the student-parent and the infant.

The Parent-Child Education Center gives student parents the courage to continue in school. It challenges them to keep their commitment by doing well as both parent and student. They are proud and confident of themselves, and the Center personnel is proud to have had a hand in facilitating a positive change in these young people.

Contemporary Living is a program developed to incorporate the teaching of life skills in using an environment outside of the special education classroom. Working with the EMR teacher the first year of the program, the home economics teacher planned a course ranging in topics from consumerism to substance abuse. Seeking an effective motivational tool became imperative. A semester-end field trip was devised to build on concepts covered in the classroom.

For many of the EMR students, a trip would be their first experience in staying away from home and perhaps traveling out of the state. Understandably, some students reacted with apprehension while others showed enthusiasm. To give the necessary long-range planning of the trip an everyday focus, a check list was used to monitor each student's attitudes and efforts in the classroom. Earning the required number of checks would guarantee a place on the field trip.

LIST

Seated When Bell Rang	_____
Prepared	_____
Great Effort on Classwork	_____
Positive Comments Only	_____
Non-Offensive Language	_____
Hands Kept to Self	_____
DAY'S TOTAL	_____

To prevent the students from losing their motivation for a trip months away, a weekly reward was also given to those who earned their daily checks. These rewards included games and short field trips.

Classroom topics to prepare for the trip included:

- map reading,
- meal planning: comparison shopping and preparation (each student was in charge of one meal during the weekend),
- entertainment/leisure activities,
- bank and checking procedures,
- rent and leases,
- advertisement reading,
- transportation (options and costs).

To finance the trip a fundraising activity was required. The EMR students decided to sell Christmas lollipops in the school two days before the winter semester break. The students could order a lollipop and send it along with a message to anyone in the school building. This fundraiser provided the EMR students with expanded

opportunities to converse with many students, take and write messages, create posters, and meet deadlines.

As the weekend of the trip drew near, the Contemporary Living class members began to feel the excitement of the teachers and the other students. As the EMR students brought in their gear, students would stop and ask about the trip.

Once on the trip, the informal atmosphere encouraged by the chaperones relaxed any worried students. During the weekend, students and teachers began to know each other better through interactions not possible in a classroom. Practical jokes were played on one another, ghost stories were brought to life, and snowball fights abounded.

To conclude the course, students paid any outstanding debts and wrote thank-you notes. A photography display was put up in the school to increase the awareness of the Contemporary Living class activities for students and faculty. This exhibit gave the EMR students recognition. The trip also received media coverage in the school and local paper.

Career opportunities using home economics education skills within the human services field are numerous. Home Economics programs provide a broad-based exposure to everyday living skills focusing on an improved quality of life. With some additional course work and/or practical experience, the home economist's expertise is easily adaptable to the field of special education, mental retardation, and other human service agencies.

A variety of career alternatives for home economists can provide an expanded knowledge of services available in your community. These agencies may provide an exciting and rewarding career for you:

- Private or public schools providing educational services to the developmentally disabled population.
- Sheltered workshop and functional education programs providing pre-vocational and skill development services to adult developmentally disabled citizens. (Most of these programs are sponsored by local associations for retarded citizens or Goodwill Industries.)
- Rehabilitation centers providing education and habilitative services to physically disabled citizens. Two major agencies that provide services are Easter Seal and Cerebral Palsy Associations.
- Social Service agencies providing home-bound services to citizens that are living within the community but require some assistance. Home Health Agencies are the best known of this nature.
- Residential settings providing rehabilitative services to several populations. Types of alternatives include supervised apartment programs,

community based group homes, larger developmental or regional centers, and nursing homes. Both private and governmental agencies administer these programs.

The positions available range in nature. Classrooms in these locations focus on everyday living skills like food preparation, household skills, laundry and leisure time skills. Additional knowledge of a special population will complete qualifications needed for this type of position.

Several agencies employ caseworkers who provide a helping hand to citizens living "independently" within the community. Assistance with food shopping and money management are a major focus.

Residential settings provide the widest range of job opportunities. Positions vary from instruction to supervision to administrative duties. Some experience in a residential setting is helpful.

Most communities have some resources for additional educational experience. Practical experience can be obtained by volunteer experience or entry level positions. Promotions are reasonably available in the field.



Special students engaged in activities during 'independence weekend.'

A Different Approach to Special Needs



Evelyn S. Kennedy
Executive Director
P.R.I.D.E. Foundation
1159 Poquonock Road
Groton, CT 06340

Today Melissa was not daydreaming, but nevertheless, she was far removed from the Spanish assignment on the chalk board. Melissa was fingering the colorful floral bow attached to the front of her denim coveralls. Melissa was quite preoccupied today and seemed much happier and tranquil than usual. Melissa exhibited greater self-confidence and seemed to radiate happiness.

As the teacher scanned the 8th grade students engrossed in the daily quiz, she paused to take a closer look at Melissa. What happened? What was the cause? That's it ... the coveralls ... why did they look different from a morning not long ago when she saw Melissa struggling down the hallway, one crutch carefully placed in front of the other, then shifting her awkward right leg to meet the swing of the easy-moving left leg. What was different? She scrutinized Melissa once more and was still uncertain and confused.

As the bell rang, students filed past the teacher's desk dropping off their quizzes; Melissa shuffled forward. The teacher said, "Melissa, that is a very pretty bow. Have I seen it before?" Melissa grinned rather timidly and responded, "No, today is the first day I've worn it, and I put it on after lunch." "What do you mean, after lunch?" "Well," explained Melissa, "you see, I had my 'olympic' front on this morning, but it got real messy from drooling and spilled chocolate milk. I took the bow from my book bag and changed to this." And Melissa slowly but rhythmically moved on -- crutch, foot, swing, crutch, foot, swing -- out of the classroom.

Team Approach to Problem Solving

When school ended that day, the teacher saw the Guidance Counselor tidying up her desk, and decided to inquire about Melissa. She learned that the school counselor had consulted Melissa's counselor at the Easter Seal Physical Restoration Center and learned that Melissa had been very unhappy and concerned about moving on to high school. She was fearful of the change for she thought that fellow students would make fun and tease her because she needed to have a teacher's aide assist her in

toileting. Straddling crutches while pulling pants and underpants up and down is no easy task to perform several times a day. She had worn dresses and skirts but felt they made her look "different" from everyone else. Melissa believed she wore the style of "older ladies" because they were cut fuller to allow for swinging her legs and movement with the crutches. She desperately wanted to wear coveralls, jeans, or pants and look like other students.

Inter-Agency Linkage to Internship

Fortunately, the counselor attended an in-service workshop sponsored by Easter Seal for teachers, school administrators, health aides, and other interested educators to learn about physical restoration and vocational rehabilitation services provided as inter-agency linkage. There she heard about an internship between a local university and a locally based non-profit agency concerned with clothing and fashion as a rehabilitation force to promote independence for the disabled and elderly. The primary mission of the agency was to encourage independence in dressing for the temporarily or permanently handicapped.¹ The counselor followed through on the lead and met a young woman from the university who was highly motivated and keenly interested in working with students with the expressed purpose of designing special garments that would develop and encourage independent dressing.

Later, at school the counselor introduced Melissa to Barbara, the university student, and Barbara went to Melissa's home to meet the rest of the family.² As the story unfolded, she learned that Melissa was born with spina bifida and cerebral palsy and developed quite slowly physically. However, at a very early age, Melissa showed signs of creative thinking and tests showed that she was very bright. Although the cerebral palsy caused slurred speech, Melissa's mental processes were not affected. Academically, she kept up with her age group, but physically she was set apart due to her multiple handicaps. The spina bifida prevented normal spinal growth and the

¹P.R.I.D.E. Foundation (Promote Real Independence for the Disabled and Elderly), 1159 Poquonock Road, Groton, CT 06340. IRS tax exempt, non-profit agency incorporated in 1978.

²Salyers, Donna, "Clothing Modified to Suit Special Needs," The Cincinnati Enquirer, Sunday, January 1, 1984, page E-6.

ability to walk without support.³

The intern focused on Melissa's most immediate need, which was to "look like everyone else" and she wanted to wear a pair of coveralls with the bib front and toggle grips on the straps. Barbara took measurements, drafted a pattern and a muslin prototype, adjusted the pattern for fit, and made Melissa some attractive denim jeans-type coveralls. To accommodate drooling, the coveralls featured interchangeable front coverups.⁴ One was a bright orange terry rectangle designed with a "racing stripe" numeral 7 on center front. The flip side was quilted fabric in beige and tiny blue flowers. The second, a cardinal red apron button-on front, was an overall floral print trimmed in contrasting bright yellow binding. Its reverse side was solid terry with an "M" monogram in center front. And for a "dressier" look, she made the beige and blue print bow, fastened to the coveralls with large dark blue buttons. The convertible cover-ups neatly handled Melissa's drooling problems and, at the same time, were easy to carry.

Toileting was a different situation altogether. Melissa could not stand alone without support of crutches and even if she used the grab bars in the stall, she could not balance herself to pull down her slacks and underpants. She always had to have assistance and resented asking the teacher's aide to help her. The intern designed the coveralls to include 10" zippered side openings to incorporate a drop seat. The coverall contained elastic from side to side across waist back to hold the upper section close against the body as the back seat flap dropped down. This enabled Melissa to go to the bathroom alone.

Later in the week, the teacher detained Melissa after Spanish class to talk about her new garment and learned that the intern gave the pattern to Melissa when the first coverall was completed and Melissa's mother made two more pairs so Melissa had a new wardrobe which looked like everyone else's.

Student Involvement

The home economics teacher became involved by including a section on "Clothing and Self-Image" in the consumer education class and clothing courses. There was an interesting chain reaction as some of the students carried the idea farther by researching adaptive equipment to help a disabled person with dressing, grooming, or bathing. Several students got ideas from health care product catalogues and reproduced devices such as the long handled hair brush, extended handle tooth brush, and similar simple tools which they fashioned in the

industrial arts class.⁵ Meanwhile, two senior students contemplating college with a view to careers in occupational therapy, embarked upon a program to encourage "accessibility in clothing." The emphasis was on modifying or adapting clothes purchased off the rack. They were given suggestions and assistance by the intern working with the agency stressing independence in dressing.

A home economics teacher has the natural environment to increase awareness of the importance of clothing and its relationship to self-esteem and self-confidence. At any given time, particularly during the football season, there are one or more students temporarily disabled. A lively discussion can center around disabilities and the lack of mobility, limited range of motion, and body stress to put on and take off clothing. An informal discussion should include comfort, good fit, and importance of fashionable current styles that enable the student to have a sense of "looking the same" as others. A classroom experience broadens the horizon for many and encourages problem solving for practical and economical solutions to clothing problems.

For an independent study unit of work, the home economics teacher could recommend that students visit a local convalescent home or senior citizen center with the expressed purpose of assisting someone with a special clothing need.⁶ This is an effective way to improve someone else's quality of life and simultaneously encourage inter-generational activity between the young and the old. It is an easy method to employ in the classroom with minimal planning and organization. Further, it brings the problems of aging into the classroom for open discussion about situations which may occur within the family life of many students.

Changes to Ready-to-Wear Clothes for Special Needs

Some suggestions for clothing modification and adaptation which are easily handled on ready-to-wear garments are:⁷

- A zipper in the inseam of a pant leg can accommodate a leg cast.
- A shirt, dress, or top may require the addition of underarm gussets when crutches are used.
- Zippers from the armhole to the neckline of a shirt or blouse can provide a larger opening to put on and take off the garment.
- A longer zipper at center front of pants can provide a larger opening for a brace.
- An arm sling made of an exciting geometric or floral print can add attractiveness.

³Hoffman, Adeline, CLOTHING FOR THE HANDICAPPED, THE AGED, AND OTHER PEOPLE WITH SPECIAL NEEDS, Charles C. Thomas, Springfield, IL 1979, pages 9-11.

⁴Kennedy, Evelyn, DRESSING WITH PRIDE, Thames Printing, New London, CT, 1981, pages 51-54.

⁵Braden, Susan, "Students Help Handicapped," The Compass, November 30, 1983, page 15.

⁶Kennedy, Evelyn, CLOTHING ACCESSIBILITY: A LESSON PLAN, Thames Printing, New London, CT, 1984, page 30.

⁷Kennedy, Evelyn, DRESSING WITH PRIDE, pages 55-60.

- To accommodate an arm cast, one can open the sleeve inseam and insert a zipper.
- Opening the waistband front of men's boxer shorts and adding Velcro or snap closure makes greater toileting ease.
- Front opening brassieres are easier to manage if one has physical limitations.

Wearers feel more comfortable when clothing alterations are planned to retain a fashionable silhouette and stylish features. Fit and comfort to the wearer and increased independence in dressing are the primary keys.

After several garments are altered and/or modified to resolve a specialized clothing problem, the clothes can be shown to groups in other classes or outside agencies as a "hanger show" to spread the word about clothing comfort and good style for the temporarily and permanently disabled person.



Community Outreach - Informational Resource

The home economics teacher can include discussion regarding care labels, fiber identification, clothing maintenance relative to laundry and dry cleaning procedures in consumer education courses. A physically disabled person, perhaps a wheelchair user, could be invited to meet the class and discuss personal experiences in handling laundry, shopping, etc. Additionally, a field trip, as an actual shopping excursion for the students and their respective clients from the senior center, might be planned. A mall shopping tour can be exciting and rewarding for students, the aged, and/or the handicapped.

A member of the professional health care team might visit the classroom to discuss disease, accident, illness, and surgery in relation to the requirements for special clothing. This professional could touch on the topic of "depression" and its relationship to clothing and appearance which can enhance self-image. Looking right and feeling right help people accept themselves and not consider themselves different from others. This is crucial when a person is disabled in any manner and must resume classroom activity or a work schedule while recuperating.

Fashion and Dressing Independence

Great strides have been taken in recent years in regard to accessibility in transportation, buildings, housing, and work sites. Fashion has been left on the "back burner" primarily because it has not been considered a critical factor in a person's life. Although some specialists have stressed clothing creativity and independence in dressing, it is not a common topic in the classroom.

A temporary handicap can make the simple act of dressing oneself almost impossible, and solutions to this problem are not commonly undertaken. The time when special clothing is needed may range from the temporary inconvenience of a few weeks on crutches to the more serious life long immobility. A teacher can address the needs of students, adults, and children, and at the same time promote clothing awareness and its significance in shaping self-image.

Resources

For further examination of special needs clothing, consider this abbreviated listing of current resources.

Catalogs

FashionAble, Rocky Hill, NJ 08553. (Home management and dressing devices are featured.)

Sears Home Health Care Catalog, Sears, Roebuck & Co., Sears Tower, Chicago, IL 60684. (Clothing featuring convenience fasteners, front openings, etc.)

Booklets, Pamphlets, and Brochures

Accessible Fashions, Thompson and Voorhees, National Access Center, 1419 27th St. N.W., Washington, D.C. 20007.

The Independence Factory, P.O. Box 597, Middletown, OH 45042. (Several booklets are available which provide instructions for making assistive devices for disabled or elderly.)

Velcro Sewing Manual, Velcro USA Inc., P.O. Box 5218, Manchester, NH 03108.

Books

Anderson, Hoyt, THE DISABLED HOMEMAKER, Charles C. Thomas, Chicago, IL, 1981.

Cruzic, Kathleen, DISABLED? YES. DEFEATED? NO, Prentice Hall, Englewood Cliffs, NJ 07632.

Goldsworthy, Maureen, CLOTHING FOR DISABLED PEOPLE, B.T. Batsford, Ltd., London, England.

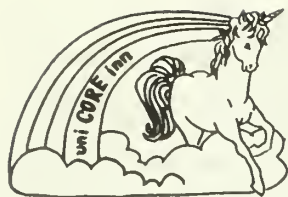
Hotte, Eleanor Bottke, SELF-HELP CLOTHING FOR CHILDREN WHO HAVE PHYSICAL DISABILITIES, National Easter Seal Society, 2023 W. Ogden Ave., Chicago, IL 60612.

Kernalaguen, Anne, CLOTHING DESIGNS FOR THE HANDICAPPED, University of Alberta Press, Edmonton, Alberta, Canada, 1978.

Klinger, Judith Lannefeld, SELF-HELP MANUAL FOR THE ARTHRITIS PATIENT, Arthritis Foundation, 3400 Peachtree Road N.E., Atlanta, GA 30326, 1978.

Redick, Sharon Smith, A GUIDE FOR TEACHING GROOMING AND CLOTHING, Iowa State University, Ames, IA 50011.

⁸ P.R.I.D.E. Foundation, RESOURCES AND CLOTHING FOR SPECIAL NEEDS: A BIBLIOGRAPHY, a comprehensive reference list for administrators, educators, and health care professionals.



The Magical uniCOREinn: An Experience for Mainstreamed Students

Virginia Lee
Home Economics Teacher
Vernon (CT) Center Middle School
(Formerly at Rockville High School)

The uniCOREinn is a simulated snack shop and restaurant in a home economics classroom and foods lab, at Rockville High School, in Vernon, Connecticut. It is operated in conjunction with the Nearly New Shop, a second-hand store. The magic is the way this unique sheltered-workshop project for special needs students operates, through the combined efforts of interdepartmental team-teachers, aides, advisors, regular foods students, the adult school population, and members of the business community. The uniCOREinn has earned favorable recognition for the school system, and provided more employable applicants for jobs with local business. The uniCOREinn has proven popular with teachers as a pleasant place to eat, and a motivational tool for students in several subject areas.

The CORE

Individualized instruction, and maximum opportunity for vocational, academic, and social achievement for mainstreamed special needs students were the bases of the CORE Program developed at Rockville High School. Small classes, interdepartmental curriculum, emphasis on experience, and non-traditional teaching methods were advocated to meet the needs of students who did not benefit from direct mainstreaming into regular classes. Students are enrolled in CORE classes according to their needs, with individual objectives, by the Rockville Planning and Placement Team. The logo, the "uniCOREinn", reflects the uniting of the CORE Foods and CORE Math students with much of the high school population. The common project of the uniCOREinn provides experiences in food services, related areas, retailing, and opportunities for social interaction with regular students and adults.

The uniCOREinn

The uniCOREinn had humble beginnings in a multi-purpose home economics classroom. Using a desk, portable science cabinet, toaster, home coffeemaker, microwave oven on a cart, and a sign painted by CORE Art students, three CORE Foods students served morning beverages and snacks to teachers. The CORE Math teacher requested

use of the home economics lab to teach measuring and math problems of the home. The CORE Math Class was invited to join the project, and the uniCOREinn team began to take shape! The CORE Math teacher introduced the Nearly New Shop, a corner of the room where clean, quality, re-cycled clothing and household items were displayed for sale. Both projects complemented each other, and attracted appreciative customers.

In the following two years, as enrollment increased and classes doubled, a second foods teacher and three aides joined the team. Offerings were expanded, and customers became more numerous, demanding, and supportive. An advisory committee was formed, composed of interested and able persons, including the manager of the high school cafeteria. This expansion will continue, if staff is available, as more potential students are identified from the school population, and additional students are mainstreamed from other institutions in the area.

The uniCOREinn itself has grown with the program and personnel. The classroom was cleared and set up as a dining room for the exclusive use of the uniCOREinn and Nearly New Shop. The adjoining lab used for food preparation, with four home-type kitchens, was reorganized to simulate work stations in a commercial kitchen. Local and government grants, as well as generous donations from a local insurance agency, provided tablecloths, uniforms, a large custom-made portable serving station, a commercial mixer, a convection oven, and two cash registers. A coffee service provides a large commercial beverage maker.

Future needs include the renovation of the kitchen to accommodate the convection oven, the acquisition of a deep sink for washing large cooking pots and mixing bowls, a commercial refrigerator-freezer, and a commercial dishwasher. Rewiring of an obsolete electrical system is also a top priority.

Typical activities of the uniCOREinn, directed by the CORE Foods teacher, are as follows:

- Plan, prepare, and serve meals for groups such as senior citizens, and school board;
- Cater meetings at the superintendent's office;
- Prepare, package, promote, sell breads, Thanksgiving pies, and Christmas cookies;
- Prepare assembly-line sandwiches for Red Cross Blood Bank held at the high school;
- Take orders for breakfasts, perform short-order cooking, operate beverage machine;

- Use math procedures in recipes, measuring, inventory;
- Communicate with customers, ring up sales on cash register, make change;
- Cater special school receptions, plays, dances;
- Set tables, make seasonal decorations and center-pieces;
- Practice use, care, and cleaning of the commercial mixer;
- Tour school cafeteria kitchen, large chain restaurant, small gourmet restaurant.

Typical activities of the Nearly New Shop, directed by the CORE Math teacher, that affect the operation of the uniCOREinn, are as follows:

- Plan and carry out promotional activities for both shops;
- Take responsibility for cleanliness and organization of both shops;
- Prepare time cards for workers of both shops;
- Inventory, order, receive beverages and paper supplies for the uniCOREinn;
- Apply math to practical or esthetic problems for both shops;
- Correspond with vendors and write thank you letters to donors.

The Magic

The magic of the uniCOREinn is the motivating of the special needs students. The team teachers and customers make it possible, using standard, but intensified techniques. Teachers consciously set examples of desired behavior and performance. The atmosphere, business-like but friendly, is designed to make students feel like valued members of the team. Lessons are simplified, demonstrated, and repeated until mastered at each student's level of ability. Jobs become possible when broken down into small steps that take several days to accomplish. Some jobs are altered to compensate for an individual's handicap. One who cannot count out change may have a partner to help when assigned to the cash register. Even those students who are slow to read or write can use the check list order blanks to wait on customers. Special needs students require time and patience, but some, like glaciers, will eventually make surprising progress.

Questions are welcomed, not ridiculed, and students are helped to accept criticism gracefully by inviting "turn-about" (students delight in pointing out teacher-errors!). Deliberately done, teacher-errors are a "fun way" to test students' knowledge.

Role-playing and peer-teaching build communication and social skills. These are exercised daily in contacts with regular students and customers of the uniCOREinn, and at work-study sites. Students see concepts demon-

strated, and hear them repeated by professional food workers as guest speakers, in kitchens visited during field trips, including the high school cafeteria. They are encouraged to apply the concepts as they work in the inn, and they are made aware of their progress through informal evaluations by other students, teachers, customers, and employers.

Numerous rewards encourage attendance and performance. These include unicorn stickers and jewelry earned through accumulated hours on time cards, "Outstanding Worker of the Week Award", all-expense paid field trips, and a spaghetti dinner prepared by the assistant principal. Just as valued is the interest and concern of teachers and customers, shown through daily conversations, and lavish praise for a job well done.

The Pot of Gold

Parents and educators in Vernon are concerned that those students who lack academic motivation or ability will not be prepared for the world of work when they leave high school. Many will not get further education or training. These students usually have difficulty with abstract ideas. The uniCOREinn and its subsidiary, the Nearly New Shop, provide real-life situations requiring students to apply skills from many subject areas. They can immediately see the need for home economics, math, business, English, art, and science.

According to the Vernon Chamber of Commerce and the Hartford Area Private Industry Council, workers are needed in local hospitals, nursing homes, and restaurants. The food service industry is expanding to meet increasing consumer demands, and high turnover rates increase job opportunities for qualified persons.

Special needs students want jobs, and food services and related vocational skills make them more employable. The uniCOREinn offers the only specialized training for these students in this region. In addition to basic food preparation, job applicants from the uniCOREinn have practiced safety and sanitation, grooming, desirable work habits, social skills, and other personal qualities, to the advantage of the prospective employer, as well as the employee.

Three quarters of the present CORE Foods students have obtained employment in part-time food service or related jobs. These include school cafeteria workers, bakery assistant, grocery cashier, and short-order cook.

A former CORE Foods student, as part of her work-study program, now works a full day each week in the kitchen of a local convalescent home. She says, "I use all the things you taught me--about being clean, how to dress, how to use the big mixer" She stops in to visit between classes, and discusses the "highs" and "lows" of her job.

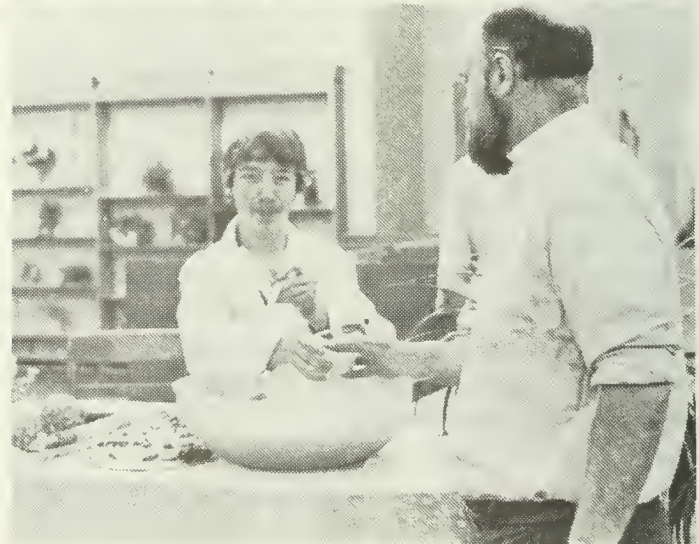
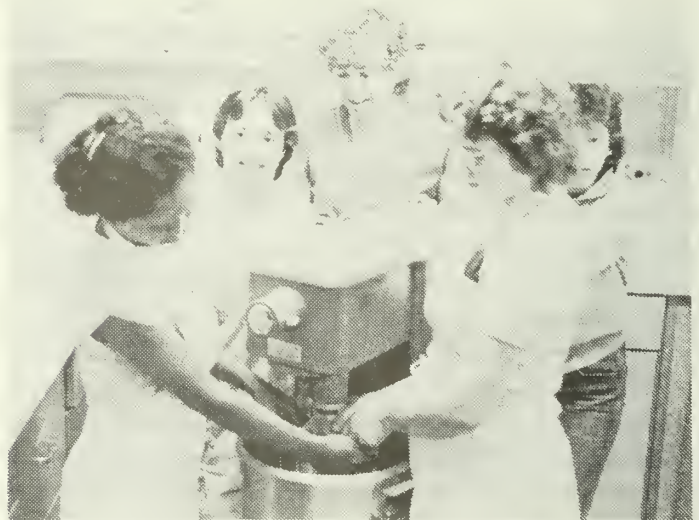
Observing the social development and acceptance of these students is very rewarding. As camaraderie develops in the small groups, students can be led to discuss socially acceptable behaviors and attitudes. They help each other progress toward self-control and/or assertiveness, better personal relationships, and the building of positive self-images. Students from regular classes, cooperating with them on class or community projects or teaching a skill such as operating the cash register, respond with patience, understanding, and growing respect. Customers, becoming acquainted with special needs students for the first time, are favorably impressed with their enthusiasm and achievements, and become friends as well as staunch supporters of the uniCOREinn and Nearly New Shop.

An outstanding example of progress is Helen, a shy, withdrawn student who spoke softly in monosyllables, and was extremely difficult to understand. She was docile and cooperative, but unemotional, and appeared to have little ability. The first year in the uniCOREinn, Helen's answers were slowly and painfully drawn from her in discussions. In such a small group she could be called on frequently, and the group was non-threatening and sympathetic. She was forced to talk when waiting on customers in the inn. At the same time, Helen began work-study in the school cafeteria, where the motherly director took her under her wing. She carried on steady conversations with Helen, included her in the morning coffee break discussions and birthday parties, and took her to food service meetings and demonstrations at night. Helen began to share these experiences with the rest of the class, talking about it and bringing samples of recipes and foods they had prepared. Helen helped give the rest of the class a guided tour of the school cafeteria kitchen. The second year with the class, Helen helped break in first-year students. We realized how much she had grown in self-confidence when to our surprise and pleasure she began to voice opinions, balk at disliked assignments, crack jokes, and laugh!

Programs that can generate some of their own income are more likely to remain active and relevant. Sales and service profits from the uniCOREinn have helped pay for two field trips a year, some equipment, and groceries for extra labs. Also, gifts from local businesses, local and government grants have been awarded to the uniCOREinn as a vocational and special needs students' project. Vernon, with its well-earned reputation for educational excellence, encourages the development of progressive programs to meet the needs of the students. The required space and staff are scheduled to implement programs, but declining school enrollment, per pupil cost cuts, and rising prices add budgetary constraints.

Follow the Rainbow

The uniCOREinn followed the rainbow to find the pot of gold. It turned out to be the progress of special needs students toward socialization and independence, and the teachers' reward, being able to share in the excitement!



Ingredients for Success . . .

A Food Service Program That Works!*

Elizabeth Nicholls
Food Service Teacher
Enfield (CT) Public Schools

Experience, opportunity, hard work, spirit and teamwork continue to be the ingredients for the success of the Enfield food service program.

Enfield, Connecticut, is a suburban community located eighteen miles north of Hartford and nine miles south of Springfield, Massachusetts. Enfield has two high schools, Enfield High and Enrico Fermi High. In 1973, the Food Service and Restaurant Management Program was introduced as collaborative program at Enrico Fermi High School for students of both high schools in Enfield. The program has fostered a sense of pride in the entire community.

FUNDING OF PROGRAM

The program was started with a grant from the Federal Vocational Education Act with some equipment obtained through state funds in 1975. Additional funds have expanded equipment and facilities. All other operating expenditures are budgeted through the local school funds. Additional equipment and supplies have been donated to the program by local restaurants and hotel chains. The Student's Program of Studies Booklet describes the following: The food service and management program is for students who are interested in the preparation of food and who plan a career in restaurants or institutions. Students learn the skill and techniques of preparing food, menu planning, sanitation, food control and service, and management using equipment similar to restaurants and large feeding institutions. Students are expected to participate in the after school and evening program to become exposed to actual restaurant work.

Upon completion, students are qualified for job entry as cook, manager trainee, salad specialist or other occupations associated with restaurants and institutions.

The food service program is a two-year program for students in grades 11 and 12, consisting of some 600 class hours plus additional responsibilities. It serves students

of all academic levels including handicapped and disadvantaged. Each of the three classes meets everyday for a double period (90 minutes) for the entire year. Upon successful completion of the two year program, the students receive four credits toward graduation.

Participation in the evening activities is required of students from both levels of the class. They include operating Cafe Rendezvous for one night per week for 8 to 10 weeks. Cafe Rendezvous is located in the school cafeteria. Each week the students transform the cafeteria into an attractive restaurant for the public. After closing, students must totally clean and prepare the cafeteria for the serving of students the following day.

STUDENT ENROLLMENT

With close to 60 students enrolled, the program is comprised of 80% males and 20% females. Further analysis shows 5% are considered minority and 18% are handicapped. Only 5% have dropped out or transferred during the life of the program.

It is stimulating to see college bound students working side by side with the mentally retarded and the physically strong person working with the handicapped.

This is possible because of the diversity of the program, where everyone has an opportunity to succeed in some aspect, but even the strongest fail in some of the specialized areas. Not everyone has the artistic ability to do 'garde manager' work or ice carvings and talent to make an outstanding sauce or dessert. Sex bias and sex stereotyping have been eliminated as is evident by watching the boys ironing the tablecloths or the girls using the electric chain saw, with written parent permission, on the ice carvings.

The course caters to students with various academic abilities. Students enjoy peer teaching and tutoring. More than one-half are enrolled in certification courses provided by the American Hotel/Motel Association for a nominal fee. This is especially valuable to the low income group as they can take the necessary courses at a fraction of the cost of a college education and still have an advantage for employment opportunities.

WORK EXPERIENCE

The students receive "hands on" experience in the student-operated Cafe Rendezvous Restaurant. The students completely organize and manage the restaurant including costing the menu, selecting and converting recipes,

*"Ingredients for Success" was recognized by the United States Office of Education as the 'Outstanding Vocational Program in New England and Region I' in the Fall of 1984. Also the program has been filmed and is included in films by the Future Homemakers of America.

assigning station, and sidework, and even handling the money which has been greater than \$2000.00 on some Wednesday nights. Although the restaurant is only open eight Wednesday nights in the spring, it serves over 200 persons with a twenty item a la carte menu. Students purchase over \$30,000 worth of food annually.

Part of the students' experience comes from transforming the school cafeteria where the Cafe Rendezvous is located into an elegant restaurant with a unique ambiance.

This is accomplished by plants in macrame hangers, red tablecloths and napkins, walls covered with murals and silhouettes of couples, and a forty item skirted salad table complete with a large ice carving. Every year the students work on projects to make the restaurant more charming. The projects are goals of the Home Economics Related Occupations (HERO) Chapter.

In addition to the full scale restaurant, students operate a daily luncheonette which serves breakfast to approximately sixty students from study halls and lunch to the teachers.

These activities are complemented with numerous banquets catered for service groups, youth organizations and other community affairs, giving the students the best possible "hands on" experience. Prospective employers are impressed with this experience and not only patronize the restaurant but constantly recruit the students. In return for their support, the students give their employers a special banquet including a presentation of their program at an annual "Employers' Appreciation Night" financed from their own resources.

THE MENUS

CAFE RENDEZVOUS

Prime ribs of beef, baked stuffed shrimp, baked scrod, baked stuffed sole, fisherman's platter, shrimp scampi, lazy man's lobster, chicken items, combination plates, and several steaks including steak Diane prepared at table side.

MUNCHEONETTE (Breakfast and luncheon program)

Breakfast: pancakes, eggs, homefries, bacon, sausage, ham, omelettes, French toast, and homemade muffins.

Teacher lunches: Reubens, pattymelts, club sandwiches, regular sandwiches, fried clams, fried shrimp, salisbury steak.

PROGRAM OBJECTIVES are as follows:

1. Understand and explain the career opportunities in the food service industry.
2. Develop personal skills such as good grooming, etiquette, health and skin care.
3. Understand and apply the rules and regulations of the local, state, and federal boards of health.
4. Practice safety measures and demonstrate good work habits.

5. Identify, use, care, and maintain equipment.
6. Understand the importance of food cost and portion control.
7. Understand menus with appetite appeal, nutritional adequacy and uniformity in quality and quantity.
8. Solve basic math problems in relationship to food cost, labor cost, menu pricing, and record-keeping.
9. Identify and apply basic principles of food purchasing, storage and inventory.
10. Demonstrate accuracy in recipe use, measuring, weighing, and food preparation techniques.
11. Develop and demonstrate front of the house skills such as service and tableside cooking.
12. Obtain a job in the food service occupations or continue education in the food service field.

THE FACILITIES

One of the disadvantages of running a full scale restaurant, complete with linens and decorations is the need for storage and work areas. The food service program has a large classroom equipped like a home economics kitchen lab, which is very functional for baking purposes during the cafe season, but very impractical when the students have class lecture and bookwork. There are two storage areas -- one for decorations, side-stands, cashiers stand, tray jacks, etc., and the other for food, paper, linen, and cleaning supplies. The main cooking area has all commercial equipment which includes a fryolater, microwave oven, slicer, buffalo chopper, two grills, char-broiler, vertical mixer, broiler oven, trunion kettles, pressure steam compartment, large refrigeration and freezer areas, and stainless steel work tables. The school's regular dishroom and china, complemented by special items such as casseroles, sizzle platters, and bread boards purchased by the program, are used during the restaurant operation.

FHA/HERO AFFILIATION

Every youth in the program is also a member of the student organization H.E.R.O. (Home Economics Related Occupations) the occupational part of Future Homemakers of America (F.H.A.). Students have developed leadership skills and learned how to cope and become involved. H.E.R.O. is more of a way to get students involved and is an important part of the curriculum. Using the "impact process," they students decide what they want as a goal and the way they intend to accomplish it. After the project has been completed, they evaluate their efforts and discuss how they could have made it even more successful.

During the seven year association with this organization, the program has produced two national officers and several state presidents. Students have also served on

the Connecticut Coordinating Council for all student organizations. They have become active and vocal at state legislators' meetings concerned with future funding and the general direction of all vocational programs. This is far from the apathy found in many of today's youth.

In competition they have won numerous first place awards on the state level and some gold medals on the National level.



Before the customers arrive, Kim Landry, student hostess, discusses station location with waiter, Robert Holms. In the background is the salad bar, complete with sneeze guards as required by the board of health.

PUBLICITY

Many feature stories about the program have been published in local newspapers and three national educational magazines, the "Teen Times" published by the Future Homemakers Association, "The Source" distributed by the Armed Forces, and "Syngresis", a magazine for school administrators.

Local television stations have given the program good coverage which is so important at a time when education is a target for the governing powers. The program has become a prototype and is visited by interested persons from all over the state. In one year over seventeen superintendents visited the restaurant with their vocational advisory committees.

TEAM SPIRIT AND PRIDE -- THE MAIN INGREDIENT FOR SUCCESS

It is a known fact that a chain is only as strong as its weakest link. The chain the students form is enforced with team spirit, cooperation, good communication and success. As the years go by, the chain becomes stronger reinforced by added equipment and the passed-on skills of the former students. Being a part of a winning team that has been publicized in the community has made this program so popular that students work hard to be accepted.

Problems or discipline-related issues are peer controlled. If a problem should occur, the students decide on the punishment, often washing pots and pans or ironing, not a favorite job.

The students are motivated by their success, similar to the players on a winning football team. Their proud spirit is evident even in their dress, as they have purchased matching jackets bearing the crest of the Cafe

Rendezvous Restaurant and the logo of the H.E.R.O. Chapter. They are proud to be recognized and pleased when people stop them on the street for more information about their program.

Even some alumni of the program have purchased these jackets as they are still honored to have been part of this great team.



Fermi High student Michele Lescault, dining room manager for the night, stops to chat at a table occupied by two of the program alumni, Bert Trowbridge and Stephanie Wheeler.

Many students have commented that they would have quit school before graduating, if they had not enjoyed participating in this program and being a part of a winning team. For most of them, it is probably the only time in their lives when they have received favorable recognition for their efforts. Receiving this positive reaction makes them work better, feel better about themselves, and consequently become better prepared adults.

EMPLOYMENT OPPORTUNITIES -- THE FINAL EVALUATION

Unfortunately, we cannot fulfill all the requests that we receive for employees. However, the program does stay in contact with alumni and they, in turn, contact the program when they are in search of a new job. But most importantly, some of the alumni have now been out in the world of work for over ten years, and not only do they still promote the program, but have also become our best employers and sources of job placements. So the chain continues.



Jim Ludwick prepares a filet mignon using the broiler oven. He is a senior at Fermi High School.



Tony Demonte, a senior from Enfield High School, prepares an order of Prime Ribs and Baked Scrod. Crock pots are used to keep the many sauces warm.

Easy to Read Recipes and Ready, Set, GO!

Helen T. Yulo
Home Economics Teacher
Orchard Hill (CT) Jr. High School



Foods lab day--a day full of confusion, rushing, excitement and many students having trouble following directions! A day requiring patience. There must be something that can be done to make the day less hectic! An idea flashed through my head: I'll see if the Reading Consultant can suggest something.

The idea paid off. I explained to the Reading Consultant that many of my students seemed to have great difficulty following recipe directions. She asked to see some of my tests, study guides and recipes which were used by students in the baking course. After reviewing these typed sheets and identifying students' reading comprehension scores, she made these recommendations:

1. Retype all typewritten, duplicated sheets, using a large and bold type.
2. Set the variable line spacer on the typewriter for one-and-a-half or double spacing.
3. Change the format for recipes that students use.

Written directions for recipes have very little, if any, contextual clues for students, so every word has to be typed clearly so they can easily read the whole sentence. The configuration of the larger and bolder type helps students identify words more quickly.

Wider spacing of the lines of type makes reading easier and avoids wavering and blurring lines. Initially I thought this would take up too much space on the page, but experience has proven that an additional page is seldom needed.

Developing a new format for written recipes was a greater challenge. It was important to find a style which would make it easier for all students to read and follow directions, especially those with visual problems, for these students frequently feel defeated before they begin their baking projects.

After experimenting with a few recipes and trying them out in a lab situation, I found this format the most effective.

1. CAPITALIZE the name of the recipe, and on the same line, state the YIELD of the recipe. Drop down 1½ spaces under the yield and state the TEMPERATURE and the COOKING TIME. Drop down 1½ spaces again and state SIZE and TYPE OF PAN, GREASED OR UNGREASED.

2. On the left side of the paper, list the ingredients that are to be mixed together. Directly across to the right (about 2/3 of the page), state how these ingredients are to be mixed together.

Triple or quadruple the space between each grouping of ingredients. Continue grouping, with the directions across from each grouping, until you have completed the listing of ingredients.

3. If there are any steps that should be taken after the food is removed from the oven, e.g., how to remove food from the pan or how to serve, then list these steps after writing the main portion of the recipe, numbering them 1, 2, 3, etc. (Be sure to quadruple the spacing between lines of type before listing these steps.)

4. Now, go back and box-in the ingredients that are to be mixed together. Then, box-in the directions that go with these ingredients. Draw an arrow or connecting line to show that these two boxes go together.

I found that free-form boxing, rather than geometric boxes, were easier for students and helped them to identify steps in the directions more quickly.

5. Either footnote the source of the recipe, or if possible reproduce the original recipe on the back of the recipe prepared in the above format. This will make for easy reference, or be available for more advanced and capable students to use.

6. When possible, on the back of the recipe adhere a colored picture of the product (when using a recipe from a magazine). Laminate the sheet for protection from grease, fingerprints, etc.

You will find that students look at a picture and figure out how to garnish it or place it on a serving dish without asking you for directions,

and they'll be delighted with their own accomplishments.

Following the guidelines above has made Foods Lab more exciting and successful for students because they feel they have read and followed the recipe with less confusion. In many instances they can visualize what their completed food should look like and try very hard to make it as "pretty as the picture."

Using recipes in the above format, in more easily read type, has made Foods Lab less hectic for the teacher, too! As students are able to be more self-directed, they feel better about themselves, enjoy more success, and leave the teacher less frazzled! I'm no longer dashing from student to student, clarifying directions. By using my head (getting assistance from the reading consultant and following her advice), the students are now able to use their heads instead of mine!

WHOOPIE PIES - Yield 8-10
350 F., 10-12 minutes
Greased Cookie Sheet

1/4 CUP BUTTER
6 TABLESPOONS SUGAR
1/2 EGG
1/2 TEASPOON VANILLA

CREAM TOGETHER WITH WOODEN SPOON IN LARGE BOWL.

1/4 CUP COCOA
1 CUP FLOUR
3/4 TEASPOON BAKING SODA
1/4 TEASPOON BAKING POWDER
1/4 TEASPOON SALT

SIFT TOGETHER INTO A SMALL BOWL.
ADD ALTERNATELY WITH MILK TO BUTTER MIXTURE.
MIX WELL BUT DO NOT OVER MIX.

1/2 CUP MILK → MIX ALTERNATELY WITH THE DRY INGREDIENTS AS STATED ABOVE.

WHOOPIE PIES



1. DROP BY HEAPING TABLESPOONS ON GREASED COOKIE SHEET.
2. SPACE 1 INCH APART.
3. BAKE 350 F., 10 -12 MINUTES.

DEVIL DOGS:



1. SPREAD ON LIGHTLY GREASED COOKIE SHEET IN A LONG NARROW SHAPE.
2. SPACE 1 INCH APART.
3. BAKE 350 F., 10-12 MINUTES.

FILLING:

4 TABLESPOONS OF BUTTER CREAMED UNTIL SOFT
1/2 CUP MARSHMALLOW FLUFF
3/4 CUP CONFECTIONERS SUGAR
1/4 TEASPOON VANILLA

IN SMALL BOWL, BEAT TOGETHER UNTIL SMOOTH.
USE MILK TO THIN IF NECESSARY.
SLICE AND FILL COOKIES.

Center School Cookbook, Ellington, Conn., pg. 44 & 50

How often does Home Economics make the front page of the Business Section of the Sunday New York Times? The headline on August 4, 1985 read:

"Child Care Finds a Champion in the Corporation."

What part will home economists play in this newly emerging enterprise? Do the corporations know that we are the profession to turn to for help? What part can high school teachers play in preparing staff for such concerns? These are teaching functions and teachers are needed, along with teacher assistants, teacher aides, and support personnel who understand the importance of their work with young children. The experiences children have, the food they eat, and the interactions with others in these "child care centers" make large differences in their development -- physically, mentally, socially, and emotionally.

The New York Times article by Wm. Meyers examines the increasing need for corporations to provide day care options and benefits for their employees. More companies are now offering benefits that are considered advantageous to the company's recruitment system in hiring and keeping valuable employees and in lowering absenteeism.

Due to the Reagan Administration's cut back in child-care funding, federal and state legislators have also begun seeking help from the private sector. "Since 1981, 32 states have been forced to slash their federally funded budgets for child care according to a recent report by the House Select Committee on Children, Youth and Families." Legislators are offering bills in Congress and state houses throughout the country to publicize and alert the corporations of the need to become involved in their employees' family affairs.

Meyers describes various programs that corporations have become involved with in trying to meet the needs of their employees. More companies are offering paternity leaves, and guaranteed leaves of absence to mothers. They are becoming more flexible as to when the mother returns to work on a full-time or part-time basis. Other benefits include a voucher program to help subsidize child care tuition discounts for employees negotiated with local day care facilities, child care as a flexible benefit option, or a spending account which employees can use to pay for costs not included in their regular benefits package.

Meyers says that providing "generous child-care benefits" may not help working parents if the day care centers are not affordable or do not meet the parent's expectations for quality. For this reason, many companies have also established referral and information services for their employees.



Have you noticed . . .

that the journal of the American Education Association has a new name? In August 1985 it became the Vocational Education Journal. This issue is the "6th Annual Teaching Issue."

In an editorial on page 6, Gladys B. Santo gives us a great analogy to think about:

Indeed, the satisfactions of teaching roll in sometimes like breakers--a gathering swell, that cresting moment when everything comes together and drives the learning home, the advancing tide of understanding--and then the long pull back to prepare for another cycle. In the best of all possible classrooms, the high moments are felt by student and teacher alike, and both look forward to the ones ahead.

The issue also contains a fine article by AVA's Teacher of the Year titled, "My Life as a Teacher." Shelby Garrison's fourth paragraph also caused me to think. She was describing a "problem student" whom she confronted and demanded performance after some months of scolding about his reading comic books in class and writing satanic messages on the blackboard. Privately, she told him, "Listen, you have a lot of potential. But right now you're wasting my time and your time. So I'm giving you two choices. You can stay, learn and develop your talents, or you can get out. If you decide to stay, I'll do everything I can to help you."

Ken stayed and learned. She described his accomplishments in the youth club, in class, and in his job at a hobby shop.

The question that remains with me is: How can we know when a student needs confronting and how can we say it with firmness and fairness, so the student knows s/he has a friend if s/he chooses to do his/her part?

4H-ers Star on Prime Time



Carole S. Fromer
State Visual Media Coordinator
Cooperative Extension Service
University of Connecticut

Start with a sassy yellow puppet wearing lavender overalls who wants to grow croutons in her garden; add a teenager building a home incubator to hatch baby chicks; combine with four young girls talking about preventing drunk driving accidents; and add some freshly made summer milk drinks.

Blend in a congenial host, a video game and two cartoons. Let cook for 30 minutes and serve, garnished with fun, to 65,000 people. And, there you have the "J.J., TX and Friends" television show featuring puppets and lively information for and about youth.

How it all began

In October, 1983, the 4-H staff in Connecticut was making plans to announce the national 75th birthday of 4-H to the residents of the "Nutmeg State." They contacted J.J. Conlon, Producer/host of the "J.J., TX and Friends" program, a "live" young people's show on WTXX-TV in Waterburg, CT, an independent commercial television station with signal reaching most of Connecticut.

An appearance was arranged for Nancy Weiss, Cooperative Extension Assistant Director for 4-H and Youth, and three teen members of this youth development program. The interview with J.J. provided an opportunity for the teens to discuss the many aspects of their 4-H experiences while Nancy mentioned the changes made in the 4-H program over the years to maintain its relevancy and appeal to youth ages 9-19. The sassy yellow puppet even sang "Happy Birthday" to the 4-H program.

This initial television appearance was so successful that in a planning meeting held a few weeks later, monthly appearances by 4-H'ers were scheduled for the "J.J., TX and Friends" show.

The County 4-H agent contacts potential guests, and content, format and presentation techniques are worked out with the state visual media coordinator before the program aired in the studio. The 4-H focus on leadership and personal development of youth is demonstrated as the pre-teens and teens appearing on this program plan and deliver their content in a knowledgeable and confident

manner. While the 4-H club leader or county 4-H agent is included in the TV presentation, the focus of the interview is on the young people as they discuss their topic with J.J. and the puppets and demonstrate their subject for the television audience.

When working in commercial television, studio time is always limited due to the costs involved in operating the facility. Before entering the studio, ideas on presenting the topic are offered and initial discussions held between the program host, the 4-H guests and the Extension visual media coordinator. Interview questions previously developed may be modified at this time. However, once in the studio only a brief time is allotted to implement these plans. At times the final presentation arrangements decided upon have differed from those originally discussed with the 4-H'ers, due to lighting and/or space limitations.

Many things are happening in the studio which are new and distracting to the 4-H members. Cartoons and commercials are being aired and shown on a studio monitor, the studio audience is being primed for response and entertained by the host and puppets until the cameras are aimed at them, and the technical crew is moving lights and sets, discussing camera angles and putting microphones on the guests. Since the program is usually aired "live", there is no opportunity to stop and start again. This results in a situation which requires a great deal of composure, confidence and ability in the young guests, but they have risen to the occasion and the presentations have been natural, informative and well done.

It should be noted at this time that while the "J.J., TX and Friends" program is designed to reach young people from four to 14, WTXX-TV is confident that many faithful viewers are much older and include students at Yale University and senior citizens. Also the program is on prime time - 4:30-5:00 p.m. weekdays during the academic year and 8:00-8:30 a.m. during July and August.

Steps to Stardom

In December 1983, 4-H made four appearances on the "J.J., TX and Friends" show. In the first segment a 4-H agent and two leaders talked about the annual 4-H sponsored city-wide holiday window painting contest. As many as 150 elementary and high school students submit drawings to a panel of home economics and art teachers

and 4-H volunteers. The accepted designs are painted by a 4-H'er on a plate glass window in a commercial establishment or a convalescent home within an eight-hour time period using special rendering techniques and remain in place for a month for others to enjoy.

Using a small window placed on an easel, a teenager painted his original design during the second 4-H appearance on the TV show and also discussed the artistic training he had received through the 4-H program. The desire of the young people to become involved in their community was mentioned.

In another program, four pre-teens were J.J.'s guests discussing their reasons for writing and producing a video public service announcement (PSA) asking adults not to drive while drinking, particularly during the holiday season. Their original idea received the support of the local police department, and a professional video production company cooperated to produce a 30-second PSA. The spot was aired in 4-H's fourth appearance on the Waterbury-based TV show, as well as on other network television stations in Connecticut. Interest in the PSA was shown by "Good Morning America" and the "Phil Donohue" show. The 4-H'ers had grown and sold gourds to fund the project, and the \$43.20 they had earned was accepted as sufficient payment by the video production company. The youngsters felt they had provided a valuable service to their state and to the health and safety of its residents.

In January, 1984, two teams of Double Dutch rope jumpers were the 4-H guests who appeared on the WTXX-TV program. The youngsters told J.J. about the training and practice involved in perfecting their routines for the state competition in the spring which included dietary and fitness regimens. One of these teams was a state champion and had placed third nationally in 1983. One of the jumpers is listed in the Guinness Book of Records as the fastest Double Dutch jumper.

The value of helping others was the theme of the February appearance on the show. Two young boys talked about the 4-H Foster Puppy Program. After a year of care, the puppy receives special training to become a guide dog for a sightless person. Nutrition and fitness for the animal is part of their project. Included on this TV program was a demonstration of dog obedience given by a 4-H girl and her chocolate-colored dachshund, "Cadbury". Her ability to put the dog through its paces in the limited studio space was an example of her achievement in working with her animal.

"Beth", the Talking Bicycle, was a 4-H guest for March on "J.J., TX and Friends". Through remote controls and a microphone used by a 4-H'ers behind the scenes, the bicycle "talked" about the safe operation and maintenance of bicycles with J.J. and another 4-H guest.

With the Easter season and the usual interest in baby chicks and rabbits that occurs at that time, embryology was the topic chosen for the April TV appearance. The development of baby chicks hatched a day or two before the show was discussed. A 4-H teen described how to construct an incubator so viewers could have the experience of hatching eggs themselves.

In the summer, three boys and a girl made refreshing drinks with dry milk and juice as an alternative to beverages high in sugar and calories and served the TV studio audience. As members of a marketing club, the 4-H'ers described how they were learning about business techniques through their club activities.

In August the intricacies of leather craft were demonstrated to the viewers of "J.J., TX and Friends." One of the 4-H'ers describing the process, who has assumed the role of a junior leader, talked about how she is utilizing the abilities developed during her 4-H experience to guide the potential leaders of tomorrow.

The blending and processing of apple cider at the 4-H Farm Resource Center was 4-H's last topic in the first year of association with WTXX-TV. Working with J.J. and the puppets in a three-way discussion, the production of cider was described and demonstrated by 4-H teens on a large antique press. These young adults were learning business management techniques through their involvement with a 75-acre 4-H educational facility located five minutes from Hartford. While the confusion of the TV studio and the problems of a "live" production were not involved in this taped segment, the need to adapt lighting, settings and presentation techniques to accommodate portable video requirements, made this show a special experience for the 4-H'ers.

Summary

The 4-H members have benefitted from the opportunity to make presentations on a commercial television program. They were able to expand their understanding of video production, they learned how to adapt their presentation of a topic to accommodate the special requirements of the television medium, and they know that they can perform at their best before thousands of people. In addition, they presented a positive view of youth to Connecticut viewers both young and old, while simultaneously expanding awareness of the scope and relevancy of 4-H and home economics programs for today's young people.

The Connecticut Cooperative Extension Service has enjoyed its first year of association with WTXX-TV and looks forward to a long and positive interaction in the future.

NOW IS THE TIME

BACK ISSUES OF ILLINOIS TEACHER. — YOU MAY HAVE MISSED

These selected back issues are available at \$3.00 each (\$4.00 Foreign). Please indicate in the blanks the number of issues desired. Letters in parentheses refer to subjects contained in each issue. Letters underlined refer to major topic in the issue.

KEY:

- | | |
|--|---------------------------------------|
| (a) nutrition education | (i) individualizing instruction |
| (b) consumer education | (j) energy and resource management |
| (c) teaching special needs learners, slow learners | (k) changing human roles |
| (d) FHA/HERO | (l) metrics |
| (e) occupational home economics | (m) home economics in other countries |
| (f) textiles and clothing | (n) indexes |
| (g) human development & relationships | (o) teaching aids and techniques |
| (h) housing and home management | (p) curriculum development |
| | (q) home economics and the economy |

Volume XXVIII, 1984/85, Home Economics In A Nation At Risk

- ___ No. 1 Can Home Economics Help Reduce the Risks? (s,b,d,f,p.)
- ___ No. 2 Encountering The Challenges (a,b,f,j,m,o,p)
- ___ No. 3 Families At Risk. What Help Do They Need (b,c,d,j,k,m,p)
- ___ No. 4 At Risk: Let Us Count The Ways (a,b,d,f,h,j,k,p)
- ___ No. 5 Some philosophy and Human Relationships (a,f,d,m,o,p)

Volume XXVII, 1983/84, The Process of Education

- ___ No. 1 Curriculum Reform and Home Economics. What Do We Do Now? (g,j,k,n,p)
- ___ No. 2 Focus on Family Resources--Educating for the Good Life (c,g,h,o)
- ___ No. 3 Nutrition Education for 1984 and Other Important Matters (a,g,h,o)
- ___ No. 4 With Emphasis on Family Relationships (g, k, o)
- ___ No. 5 With Emphasis on Clothing and Textiles (e,f,g,j,m,n,o)

Volume XXVI, 1982/83, The Role of Home Economics in Revitalizing Our Economy

- ___ No. 1 Families and the Economy (g,e,o,g,k,m)
- ___ No. 2 Home Economics--The Responsive Profession (p,k,g,e)
- ___ No. 3 Unemployment, Entrepreneurship and Human Relations (e,o,b,p,t,m)
- ___ No. 4 Revitalizing Ourselves and the Curriculum (a,g,f,o,b)
- ___ No. 5 Home Economics--The Responsive Profession (p,b,k,g)

Volume XXV, 1981/82, A Look Back to Plan Ahead

- ___ No. 1 Nutrition Education in the '80s (a,e,j,o)
- ___ No. 2 Home Economics Teachers and Extension Home Economists Work Together (a,b,e,f,g,h,j,o)
- ___ No. 3 Pre-School, Middle School, High School, Adult Education, and Teacher Education (b,d,e,g,j,o)
- ___ No. 4 What Do the 80s Require? (e,g,b,m,o)
- ___ No. 5 Curriculum Planning (g,j,n,o,p)

Volume XXIV, 1980/81, Visions and Decisions for the '80s

- ___ No. 1 Consumer Education for the Decade Ahead (b,h,o)
- ___ No. 2 The Education and Rehabilitation of Handicapped Persons (a,c,e,f,h,p)
- ___ No. 3 Human Relations in the Next Decade (g,j,o)
- ___ No. 4 Broadening Our Horizons in Home Economics (a,b,c,e,f,g,o)
- ___ No. 5 Information for Congressional Decisions in '82 (b,c,e,g,m,o)

Volume XXIII, 1979/80, Redefinitions and Revaluations

- ___ No. 1 Redefining Basics and Social Problems (c,e,g,h,j,k,o)
- ___ No. 2 Redefining Challenges and Revaluating Actions (h,c,g,j,p)
- ___ No. 3 Redefining Home Economics and Revaluating Nutrition Education (a,b,f,i,j,p,o)
- ___ No. 4 Signs of the Future (a,b,c,d,e,g,i)
- ___ No. 5 Redefining Human Relationships (b,d,e,g,h,k,n)

Volume XXII, 1978/79, A New Look at the Basics: Leadership Through Home Economics

- ___ No. 1 A New Look at the Teaching of Foods (a,c,i,k,o)
- ___ No. 2 Human Development and Relationships as Basics (g,k,o,p)
- ___ No. 3 Basics: Philosophy, Housing, Clothing (f,g,h,j,o)
- ___ No. 4 Some Basics Via Future Homemakers of America and HERO Chapters (d)
- ___ No. 5 Work as one of the Basics (b,d,e,g,m,n,o)

These older special issues are available at a discount price of \$1.00 each, (\$2.00 Foreign) as long as supply lasts. Please indicate in the blanks the number of issues desired.

Volume XXI, 1977/78, Current Concerns in Home Economics Education

- ___ No. 1 Current Concerns of the Secondary Teacher (g,h,k,l,m)
- ___ No. 2 Expanding Our Scope of Service (h,c,e,g,k)
- ___ No. 3 Resource Conservation in Home Economics (c,f,h,j,l)
- ___ No. 4 Current Concerns in Human Relationships (a,c,g,h,o)
- ___ No. 5 Current Concerns in Consumer Education (b,n,p)

Volume XX, 1976/77, Futurism and Home Economics

- ___ No. 1 Perspectives on our Habitat (h,j)
- ___ No. 2 Foundations for the Future (e,g,h,f)
- ___ No. 3 Futurism and Nutrition Education (a,l,o)
- ___ No. 4 Sex Roles and Home Economics (e,k,m)
- ___ No. 5 Towards Home Economics for All (g,j,k,n)

Volume XIX, 1975/76, The Quality of Life and Home Economics

- ___ No. 1 Quality of Life and Home Economics: Implications for Curriculum (h,j,l,p)
- ___ No. 2 Quality of Life for Home Economics Teachers (b,c,j,k,l)
- ___ No. 3 The Teaching of Family Relationships and the Quality of Life (g,j,m,n)
- ___ No. 4 Nutrition Lifestyles and Quality of Life (a,j,m,o)
- ___ No. 5 Consumer Education and the Quality of Life (a,b,j,n)

Volume XVIII, 1974/75, New Faces and Places for Home Economics

- ___ No. 1 United Arts Programs Including Home Economics (b,e,g)
- ___ No. 2 Thoughts on Our Theme: Leaders in Home Economics (b,g,l)
- ___ No. 3 Serving All Ages (a,g,t,l)
- ___ No. 4 Vocational and Career Education (e,g,l)
- ___ No. 5 Human Roles: Examining Choices Through Education (b,g,l)

Volume XVII, 1973/74, Reaching All Minorities Through Home Economics

- ___ No. 1 Capitalizing on Interest in Children (c,f,g,i)
- ___ No. 2 Exploring Careers in the Junior High School (e,i)
- ___ No. 3 Better Health Through Better Nutrition (a,b,i,o)
- ___ No. 4 Housing--Designing for People's Needs (h,e,c,b)
- ___ No. 5 Better Management and Improved Consumer Education for all Ages (b,b)

Volume XVI, 1972/73, Humaneness and Home Economics in the Secondary School

- ___ No. 1 Nutrition Education for Increased Humaneness (a, i)
- ___ No. 2 Consumer Education and the Quality of Life, Drug Education, Legal Aid; Ecology; Nutrition (b,f)
- ___ No. 3 The Family in Today's Society; Occupational Program in Child Development; Drug Abuse Prevention; Urban Communes; Toys for Consumers (b,e,g,h)
- ___ No. 4 The Liberated Family; Woman's Rights Movement and VOTEC Education (g)
- ___ No. 5 Career Selection as a Humanizing Experience (e)

Send this order to:

Illinois Teacher
350 Education Building, University of Illinois
1310 S. Sixth Street
Champaign, IL 61820

Name _____

Mailing Address _____

City _____ State _____ Zip Code _____

CONNECTICUT CONSUMER HOME ECONOMICS MINI-GRANTS

One purpose of the mini-grants described below was to expand home economics programs to address outreach populations identified by federal legislation. Another goal was to utilize school facilities more effectively by inviting community members into the schools and involving students in community activities.

Over 70 Connecticut towns and schools have received funding through competitive Home Economics Mini-Grants. The programs have reached over 5000 Connecticut residents in participating schools and communities.

The scope of home economics programs in Connecticut has expanded. Preparation for future life skills has changed as our "consumer" economy has evolved. Concepts taught students in grades 7 to 12 include consumer education, child development, decision-making, family living and parenting, nutrition, safety, and home and personal management.

MINI-ELEMENTARY

A Mini-Grant helped Catherine Azzone to offer a Saturday morning program in Home Economics for interested elementary students in Pomfret, Connecticut. The principal/superintendent and Ms. Azzone realized the need to involve a cross section of the community -- parents, administrators, businesses, etc. -- to achieve goals. The program gathered community and administrative support for fifth, sixth, and seventh graders in an effort to expand students' interests.

Planned as an introduction to the wide range of Home Economics topics, the Saturday class was faster paced and more informal than a schooltime session. Topics were chosen for maximum student interest and involvement. Work on consumer skills and nutrition was accomplished on a computer. Parents of participants attested to the success of the program citing more confidence on the part of their children to care for children, cook, mend, and use their money. Enjoying good public relations within the community, this program demonstrated a valuable non-athletic weekend use for the expensive school building. It also started a year-long Home Economics program where fifth, sixth and seventh graders could work independently on Home Economics mini-units.

MINI-PROJECT C.H.I.L.D. COMBINES COMPUTERS AND CHILD DEVELOPMENT

At Manchester (CT) High School, child development students learned from computers instead of textbooks. With the help of a Home Economics Mini-Grant, teacher Barbara Quinby and Computer Science Department Head John Cheyer collaborated on Project C.H.I.L.D. (Computers Help In Learning Development).

Mr. Cheyer taught Ms. Quinby and students in the Child Development class to use the computers, then students pilot-tested software that Ms. Quinby and Mr. Cheyer had previously written. Project C.H.I.L.D.'s expectations were surpassed before the first year of the Mini-Grant ended. Not only were students more at ease with the computers, but they were also successful with their goal of enhancing learning of child development concepts. Most students showed significantly greater understanding of child development concepts and wrote higher quality "research" papers. In addition, with the novelty of this approach to child development, students appeared more enthusiastic and motivated to learn.

Publicity that the two teachers created for the course was enough to have it included in the Curriculum Showcase

at the 1984 AHEA Convention. Ms. Quinby and Mr. Cheyer also presented informational talks to a variety of educational honors organizations and they plan to develop a slide presentation.

MINI-TODDLERS ENTER HIGH SCHOOL

Toddlers enter the Newtown (CT) 'Nurtury' twice a week to learn with high school child development students. The Nurtury was the brainchild of Home Economics teacher Mary Thomas who wanted her students to have some practical experiences with children as part of the child development course. With limitations of time, space, and money, the Nurtury was made possible with a Mini-Grant for 1983-84.

The Newtown Nurtury offered students the opportunity to explore a career in child care as well as practice what they were taught in class. Toddlers had the opportunity to socialize with other children while participating in activities designed to increase their self-esteem and encourage self-expression. Two students received jobs based on their participation in this program--one employed by a local day care center, the other hired as a nanny.

The program operated after school hours, but Ms. Thomas had no trouble getting students to stay after school to assist with the preschoolers in 'The Nurtury'.

MINI-HOME ECONOMICS SPEAKS ANOTHER LANGUAGE

In Danbury, Connecticut, Home Economics teacher Charlotte Tauches reaches out to English-as-a-Second-Language (ESL) students to help them learn English and to teach them about American food and customs through Home Economics. Prompted by a large non-English speaking population, ESL Home Economics requested input from community leaders of all nationalities and ESL teachers. Designed with the dual goal of acclimatization and cultural sharing among class members, the ESL Home Economics course had an impact on both self-esteem and socialization of Haitian, Asian, and Spanish students.

In addition to the home economics lessons taught, students became less shy and learned acceptable American high school behavior. There was also some career exploration.

Home Economics helped meet a community need and gained in positive public image. Most of all, however, students in this class made Home Economics their "safe haven" from which they gained the confidence to venture forth into other classes and subjects.

MINI-STUDENTS "LINK" GENERATIONS

In order to LINK their high school students and the local senior citizen population, Canton, Connecticut, Home Economics teachers applied for Mini-Grant funding. Junior and senior high school students and members of the gerontology class, code-named LINK, performed many routine housekeeping jobs for their elderly friends. Involvement was not all work, for the students often joined in impromptu games at the senior center, planned special projects, (such as Thanksgiving dinner) or just visited.

In the classroom, senior citizens were encouraged to share life experiences with students including commenting on retirement, savings, inflation and Social Security. LINK helped dispel misconceptions students had about the elderly as well as provide career exploration in a fast-growing field of health and elder-care. When funding ended for this program, students took the responsibility for raising funds for its continuation.

Lights, Camera, Action!

Middle School Students Act on Consumerism

Dayl M. Graves
Home Economics Teacher & Theater Director
Illing Jr. High School
Manchester, CT

Creating a real life media production destined for public services spots on local TV stations is one way to make consumerism relevant at the junior high school level. While role playing has always been an effective classroom tool, this activity takes role playing a step further and involves a variety of students throughout the school.

A Consumer Protection Department needs-assessment survey of community leaders and consumer educators in our county indicated a need for consumer-related audio visuals, resource materials and inservice education to overcome the initial fear of teaching consumer law. Funded by a grant from the Connecticut Department of Education, the local Cooperative Extension Service staff provided a basic, 15-minute television script for this project entitled "RETURN, REFUND, EXCHANGE". (see article p. 75) An alternative might be to have the students write their own dialogue.

The TV script depicted three situations regarding the return, refund and exchange of merchandise. Following each scene, consumer redress was explained utilizing the Better Business Bureau, The Department of Consumer Protection and the retail store. Illing Junior High School was contacted to supply "actors" through the Gifted Home Economics Program. Once the script was tailored to the age group, a cast was selected. Careful selection assured racial/minority balance and community participation by involving parents, Extension Volunteers and contact with a student population that may not have elected a home economics course initially. The Better Business Bureau, the State Commissioner of Consumer Protection and local merchants also were included in the cast at no expense.

The cast reacted to and revised the initial script making sure they understood all the terms, laws and concepts. The objectives encouraged the students to become familiar with:

1. businesses and government agencies that resolve problems regarding refunds and exchanges;
2. variations allowed in individual store policies;
3. functions of the Consumer Protection complaint process; and

4. responsibilities of the consumer at the point of purchase and/or return of merchandise.

The more control the cast had over their script, the more they internalized.

A guest speaker from a local TV station discussed dressing for a TV appearance and advised the cast to select clothing that:

1. is not distracting to the theme;
2. has appropriate colors for the actor and the media format;
3. avoids white and "shimmering" patterns;
4. is appropriate for the age level of the actor; and
5. is not specific to an area of the country, a minority group or a current fad.

The teacher/director visited the taping sites and interviewed pertinent store personnel and business people, so the rehearsals could be situations as close to the real thing as possible. The cast was rehearsed extensively so that any "curves" thrown to them during the actual taping would not cause a problem. A video tape recorder was used during rehearsals to help analyze the action and speech patterns. Emphasis was on realistic action and naturalness. Details were constantly checked and rechecked.

On the taping days, the cast was kept as rehearsed, organized, professional and relaxed as possible. The taping required two days at six locations.

When the editing was completed and the video tape was "in the can", participants and their families were treated to a Gala Premiere party, surrounded with an aura of formality and stardom.

The Cooperative Extension Service sponsored an inservice workshop on Update of Consumer Laws: Rights, Responsibilities, and Redress. Over fifty community leaders and the consumer educators having direct contacts with over 5,000 consumers attended the program. The "RETURN, REFUND, EXCHANGE" TV program and its teacher's guide were featured. The student cast members answered questions from their consumer perspective. The continuous involvement of the students in inservice workshops where the videotape was used has allowed their enthusiasm to encourage learning for workshop participants, whatever the age group.

(Continued on bottom of Page 72.)

Focus on Consumer Issues

Annette T. Holden and Rosemarie J. Syme
Ext. Home Economist Ext. 4-H Agent
Univ. of CT Cooperative Extension Service
Hartford County Office

"Return, Refund, Exchange" was the topic of a videotape/film and stimulating classroom activity focusing on consumer rights and responsibilities that has been used successfully to involve students in consumer education. This is an example of a consumer issue addressed in educational materials developed by the Cooperative Extension Service for use with Connecticut educators.

Curriculum Needs

The need for consumer education grows as economic, social, and technological changes affect our lives. A report by the US Office of Consumer Education concluded that an educated consumer needs to master decision-making skills that bring order and selection to the consuming process.¹ "Consumer satisfaction and efficient functioning of the marketplace and overall economy will be enhanced by a well-educated, well-informed consumer" wrote Rogers in 1983.²

¹Suzanne Dale Wilcox and Lee Richardson. "The Educated Consumer: An Analysis of Curriculum Needs in Consumer Education," (Washington: Office of Consumers' Education, October 1979) p. 36.

²Jean Rogers. "Well-Educated Consumers Are Assets in Today's Economy," Illinois Teacher, January/February 1983, p. 96.

(Continued from Page 71.)

This program has also been used in schools via the educational TV network, in 4-H programs and with the general public as a public service bulletin over the Hartford Cable TV system, reaching an estimated audience of 40,000 people in Hartford County. When the tape was aired, the telecast schedule was announced within the school and area newspapers. The local residents enjoyed seeing their young people as TV "stars" and had a positive reaction to this information which came from a nearby junior high school.

Everyone learned by seeing, doing, and understanding what they were seeing and doing!

Consumer education is a continuous, integral part of daily living. Preparation of students for this influential role in the marketplace benefits both the consumer and the economy. A recent mandate for consumer education in Connecticut public schools addressed the expressed need for developing consumer competencies at all levels, kindergarten through adult.³

Essential concepts for developing a model consumer education program were identified in A Guide to Curriculum Development in Consumer Education.⁴ A survey to assess the present scope and content of consumer education in Connecticut revealed that both educators and community leaders felt a need for in-service education and resource materials to teach consumer issues.⁵ To address this need, a committee of Cooperative Extension Home Economists and 4-H Agents received a grant from the Connecticut Department of Education (PL94-482, Subpart V) to develop resource materials to aid teachers and 4-H leaders in this endeavor.

Resource Materials Developed

FOCUS ON CONSUMER ISSUES is a 30-lesson packet with a variety of activities for use in a classroom or informal learning situation. It features lesson plans in the following four areas:

Buying Goods and Services focuses on decision-making as it applies to personal choices in the marketplace. The seven lessons include product labeling, comparison shopping, selecting a service and understanding warranties.

Consumer Rights and Responsibilities addresses consumer rights as they relate to the law. Nine lessons cover consumer laws, return policies, consumer rights, vandalism, and shoplifting.

Money Management, use of available resources to satisfy personal needs, is featured in eight lessons.

³The Comprehensive Plan for Elementary and Secondary Education, Hartford, Connecticut: State Board of Education, 1981.

⁴A Guide to Curriculum Development in Consumer Education, Hartford, Connecticut. State Board of Education, 1981, p. 13.

⁵Mary L. Carsky and Annette T. Holden. "In-service Training for Consumer Education: A Pilot Project Final Report." Hartford, Connecticut. July 1982, p. 5.

Budgeting, bank services, and credit are the major topics.

Economics, Marketing, and Advertising relates to the economic impact of the consumer and producer on the free market system. The seven lessons include advertising, supply and demand, and retail marketing.

The materials can be used as a teaching unit or selected lessons may be incorporated into an existing curriculum. The single sheet format of each lesson features behavioral objectives, subject matter content, and suggested activities. A reproducible activity is on the back of each lesson. A variety of alternative activities are suggested for further development of the concept. Included among the suggested activities are films, slides, roleplaying, quizzes, games, field trips, and guest lectures. Additional resources and evaluation suggestions are included in the packet.

Strategies for Implementation

FOCUS ON CONSUMER ISSUES materials have proven versatile for a variety of Extension activities and classroom uses. Promotional efforts have included sessions for 4-H agents, teachers, and administrators. It has been successfully distributed statewide through the 4-H school programs, 4-H club programs, and by educators including home economics teachers and social service agencies.

"Sharpen Your Shopping Skills" was the focus of a comparison shopping activity at a factory outlet store for participants on Connecticut 4-H Home Economics Day. Evaluations of this activity indicated that both youth and adults learned new consumer skills. Participants visited three stores to compare merchandise, services, store policies, and consumer information. Consumer reporters shared their findings in a "60-minutes" format. This activity can also be successfully implemented in the classroom as a consumer investigation by students or as a group discussion activity.

Among the more popular lessons in the Buying Goods & Services unit was "Shopping for a Pair of Jeans." This activity compared fabric, workmanship, fit, label, and price for designer brands, store brands, and national brands of jeans. 4-H club leaders indicated that this activity was "very successful in evaluating quality and other factors which influence buying," and that it was "an eye opener resulting in more conscientious shoppers."

Consumer rights and responsibilities was the theme of National Consumer week activities at a Connecticut middle school coordinated by the Home Economics Department. Three activities from the packet were used to explore consumer rights and responsibilities regarding store policies, consumer laws, and redress mechanisms. Following a video tape on "Refunds, Return, Exchange," (see article p. 72)

a shoplifting activity sheet was used to illustrate the economic and legal ramifications of shoplifting. Student evaluations revealed that a majority would confront their peers or authorities about shoplifting activities while 25% indicated they would not get involved. Comments from the students indicated they learned:

- their rights and responsibilities as consumers,
- how to return a product,
- that if you shoplift, consumers pay the price.

Money Management was the topic of a presentation to social service clients through workfare, job corps, and neighborhood center for youth and adults. Budgeting and writing checks were among the activities used with this audience to improve money management skills. According to the agencies, the information presented was of interest to the learners and presented an overview of new knowledge that will be useful to the youth in their future employment.

"Advertising Commands Attention," "Marketing . . . What Goods Would You Produce," and "New Products" are the activity sheets most frequently used from the Economics, Marketing and Advertising unit. The objective of one lesson on advertising is to help students discriminate between informational and motivational advertising when purchasing goods. In a classroom situation, or as 4-H consumer activity, students could study advertisements in local newspapers and magazines to determine the information commonly found in the printed ads and then select a product and develop an informational or motivational advertisement.

Success Indicators

The FOCUS ON CONSUMER ISSUES packet received favorable comments from educators for its content, format and suggested activities. The material was cited by teachers and 4-H leaders as being concise and easy to use. Teachers reported that students enjoyed the reproducible activities and that they were helpful in stimulating interest in Consumer Education.

The versatility of the packet has been demonstrated by teachers that have used the entire packet as a teaching unit while others have selected appropriate activities to incorporate into existing curriculum. Other educators have used the packet as resource material or as individual student assignments.

Copies of FOCUS ON CONSUMER ISSUES may be ordered for \$8.00 from the University of Connecticut Cooperative Extension Service: 1800 Asylum Avenue, West Hartford, CT 06117. An example follows on the next page.

WHERE DO YOU STAND?

I. DIRECTIONS Read each statement and circle the answer that best indicates what you would do in the situation.

- Your friend calls and asks you to go shopping with her. Your mom says she needs to go the same direction and that you may ride to the shopping center with her. As you leave the store, your friend shows you some jewelry she has hidden in her purse.
Forget it! Ask friend to return it. Tell parent or clerk
- A good friend of yours comes over often. One night you go to the local music store to buy a new hit record. Your friend switches the price tags on a record album before taking it to the check out.
Big Deal! Tell friend, "That's cheating." Report him
- Your friend narrowly escapes a shoplifting charge by outrunning the store security. You are asked to lie and say the friend was with you at your house all evening.
Wouldn't Hurt! Can't Help Never.
- Your sister was shopping with you for new school clothes. She tried on a sweater that fit perfectly but cost more money than she could afford. She put on her jacket and walked out of the store without paying for the sweater.
No one knew! Tell her to pay for it. Report it.
- A neighbor has been caught shoplifting and is on probation. You went downtown with him and he asks you to watch out for the guard at the jewelry store while he rips off a watch just for kicks!
Sure thing! Discourage him from shoplifting No way
- You purchased a shirt at a local department store but decided to return it because you didn't like the style. The shirt still had the store tags, but you couldn't find the receipt. When you returned it, you didn't find anything you liked so you dashed out of the store with the package. Store security stopped you and accused you of shoplifting.
Run! Explain about the receipt. Call parents

II. EVALUATION

Please complete the following statements as a self-evaluation. All responses are strictly confidential.

Today I learned _____

My feelings about shoplifting are _____

In my role as a consumer I would _____

The position I usually take is _____

The Economics of Cooperative Extension Service programs and policies are consistent with pertinent Federal and State laws and regulations in effect at the time of publication. Under National origin regulations set up by HUD/DOJ. Request by Committee of Cooperative Extension Service, House of Representatives in furtherance of the Act of Congress of May 8 and June 14, 1914. The University of Connecticut, Storrs, CT 06269.

FOCUS ON CONSUMER ISSUES



SHOPLIFTING — WHERE DO YOU STAND?

OBJECTIVE: Participants will gain knowledge of the economic impact of shoplifting and the legal ramifications.

CONTENT: Shoplifting is a crime and increases the cost of consumer goods in the marketplace.

- Stolen merchandise results in a 10% increase in cost of products and services to consumers
- Over 50% of shoplifting is done by teenage girls
- Shoplifting carries criminal penalties including fines, jail sentences, and a police record
- Consumers should report shoplifting to store personnel or security guard
- Consumers should obtain receipts as proof of purchase

ACTIVITIES:

- Distribute Activity Sheet - "Where Do You Stand?"**
This activity can be used to stimulate discussion about the impact of shoplifting, both legal and economic. Upon completion of the activity sheet, read each situation and ask volunteers to express reasons for their position. Follow-up by discussing what influenced their decisions. Review facts about shoplifting, emphasizing consumer responsibility and legal ramifications. Conclude by having participants complete self evaluation.

2. Discussion Group Activity - "Shoplifting Situations"

Divide the class into small groups and assign each group a shoplifting situation (Use those listed on the back or ones you made up). After reading the situation, ask the group to respond to the following:

- What are the reasons for shoplifting?
- What is the consumer's responsibility when they see someone shoplifting?
- What are stores doing to prevent shoplifting?
- How is the consumer being hurt by shoplifters?
- What happens if you are caught shoplifting?
- Should youth and adult shoplifters be treated the same?
- What would be an appropriate punishment for shoplifting?

Following discussion have each group report on their shoplifting situation. Compare and contrast the similarities and differences.

3. Guest Speaker on Shoplifting

Invite a speaker from the local youth services department, store security personnel, police, or probation officer to discuss shoplifting. Specific topics or questions to be addressed include:

- Dollar cost and effect of shoplifting on consumer prices
- Store and consumer responsibilities regarding shoplifting
- Discuss privacy act and other legal statutes
- Legal ramifications and penalties for shoplifting
- What can be done to reduce the incidences of shoplifting

4. Show film

The following movies are available free upon request:

Movie
"Shoplifting — It's A Steal"
General Mills Film
9200 Wayzata Blvd
P.O. Box 1113
Minneapolis, Minnesota 55440

Movie
"Caught"
Hartford Police Department
Phone: 627-6300

... the power of the voting public is only as great as the information upon which the public can base its votes.

Richard Paul



Adolescent Sexuality: When Ignorance Isn't Bliss

Karen V. Kuchta
Extension Home Economist
Windham County Connecticut
University of Connecticut
Cooperative Extension Service

Annually in the United States, almost 11,000 girls under the age of 15 give birth and more than 15,000 others have abortions. The rise in adolescent sexual activity has been well documented over the past several years, as has the upsurge in teenage pregnancies and the incidence of sexually transmitted disease, according to the Guttmacher Institute.¹

An increasing awareness of the problem of teenage pregnancy nationally and in Connecticut is likely comparable to a rising interest and concern in your own community. Teachers, extension agents, and teacher educators are key adults in the lives of students and, therefore, are likely experiencing the effects of these issues related to sexuality.

Rural Connecticut is no less affected by the modern day problem of teenage sexuality than more populated areas in the state. In Northeastern Connecticut, a multi-agency effort (a Federal and State grant program) is working in both a direct services program for pregnant and parenting adolescents and with a prevention and education component for the communities. The Windham County Extension Service has responsibility for the prevention and educational programs in the Rural Adolescent Pregnancy Program (RAPP) grant.

Role of the School

Those in the prevention program feel that the schools have a role to play in the educational process regarding sexuality. Though parents are recognized as the primary educators of their children in the area of sexuality, there are often voids left which the schools can effectively fill. Schools can be important resources in the provision of information which will lead to informed decision-making based on knowledge and high self-esteem.

RAPP Program

The RAPP program has three primary audiences to whom efforts are directed: parents, youth, and significant adults.

The parent education has two major emphases. A parent-child communication series is offered and bi-monthly newsletter is published for parents.

Communication Series

The Communication series touches on subjects that are valuable for a positive experience for both parents and their children, such as:

- Self-esteem and Behavior
- Growth and Change
- Emotional Development
- Peer Group Relations
- Communication Skills
- Sexual Identity
- Tips on How to Communicate About Sex.

Participants explore the effects that a child's physical development and desire for independence have on their relationships in the family, school, community, and with peers. Adult development, as it relates to parenting the middle year child, is also addressed.

"Growing Pains"

For those who would like more information or who have a difficult time finding the hours to take part in a parent series, there is a newsletter for parents of 5th and 6th graders called GROWING PAINS. The focus of the newsletter is on the sexual, social, and emotional development of the adolescent. It discusses ways adults can help youth grow into happy, healthy, and responsible adults. The newsletter helps parents understand the pressures, demands, and expectations that surround the adolescent. It also helps them to understand the physical and hormonal changes that are taking place in their lives.

Youth

Programs directed at the younger audience are three-fold. These are the Theater Group, the Peer Outreach Program, and the RAPPING newsletter for adolescents.

Theater Group

- Teens in the community are involved in a theater group which performs vignettes dealing with a variety of adolescent issues. These are performed before youth groups, adults, and mixed audiences. The theater group serves as a forum for information to be disseminated as well as opening the door, both at the presentations and after, for discussion between the parents and children.

¹Alan Guttmacher Institute. Teenage Pregnancy: The Problem That Hasn't Gone Away. New York, 1981.

Peer Outreach

Peer Outreach Counselors are trained in the participating high schools. Students selected undergo a 20 week educational series to prepare them for their role in the school.

This program is established with the direct cooperation of the administration of the school and the strong support of teachers. The students enhance their own personal skills, as well as helping others by participating in this program.

Among the subjects covered in the educational preparation are:

- Anatomy and Physiology
- Birth Control and Related Care
- Child Abuse
- Drug and Alcohol
- Legal Services for Adolescents
- Peer Outreach Worker Skills
- Peer Pressure and Suicide
- Rape Crisis
- Runaways and Community Resources
- Self Esteem
- Sexually Transmitted Diseases
- Teen Pregnancy

"Rapping"

The bi-monthly RAPPING newsletter for adolescents covers a wide range of subjects identified as those about which teens want and need information. Many of the articles are written by students themselves.

Significant Adults

Teachers perform an important function in this process of adolescent development. However, teachers may feel overwhelmed by the responsibility that this places on them, particularly in a subject area on which there has not been consensus in the school system.

Though Family Life Education has not been mandated in Connecticut, the state has an excellent curriculum guide available for all schools. Extension has also been working with schools to help them develop and implement family life curricula, including sexuality, into their school systems. There are two major elements to this project.

- 1) Help the community to recognize that this is an important function of the school and develop a curriculum for use in the school.
- 2) Provide educational in-service education for those interested in and/or responsible for teaching the curriculum.

Community Advisory Teams

To integrate a family life education program into the curriculum successfully, the schools need the support of the parents and the community. The program has to reflect the needs of a community in order to work and be accepted. There is no magic formula that will work successfully in every community. There are differences

that distinguish one rural community from another. These have to be recognized before a curriculum can be developed.

One method that has met with some degree of success has been the Community Advisory Team (C.A.T.). The team consists of parents, teachers, students, administrators, and other key figures in the community. The function of the C.A.T. include:²

- Members learning about the goals, philosophy, and rationale of Family Life Education.
- Examination of members' attitudes on sexuality and how they may interfere with committee work.
- Discussion and practice of the strategies for building community support.
- Services as a community liaison to educate the community on the need for such a program and to act as advocates for the curriculum.
- Assisting in gathering information about local needs and resources.
- Development of a statement of philosophy.
- Development of an outline for a family life program.

After these functions have been accomplished, the outline for the curriculum is presented to members of the community and voted on by the school board. Teacher in-service education is the next important step in the plan.

In-Service Education

Teachers have to be knowledgeable of the subject, have effective communication skills, and feel comfortable teaching the subject of human sexuality. The major goals of the in-service program are to help:

- improve participants' knowledge of adolescent development and sexuality;
- develop participants' communication skills in teaching sexuality issues; and
- identify persons possessing those qualities considered most effective for teaching sexuality issues.

Success Suits Every Community

In one local community in Eastern Connecticut, the C.A.T. has completed the development of an 8th grade curriculum. The curriculum has been accepted by the school board and is currently being implemented in the school curriculum. The topics include:

- self-esteem
- pregnancy and birth
- growth and development
- sex roles

²Adapted from, "Family Life/Human Sexuality Education. A Program Planning Guide for School District Administrators," University of the State of New York/State Education Department Bureau of School Health Education and Services, Albany, 1981.

(Continued on Page 78.)

Parent Education in the Workplace

Catherine M. Zilliox
Extension Home Economist
University of Connecticut
Cooperative Extension Service

Parent Educators are always interested in finding new audiences for their programs. With the increase in the numbers of mothers and fathers working outside of the home, worksites are a natural environment for programming. Most often workers will be a willing audience especially if you program during the lunch break. And, an additional convenience for parents is that they do not have to leave their children again in the evening if they wish to participate in a parent education series.

PLANNING

The first step is developing a proposal for the best way that an agency can meet the needs of working parents and then plan for a systematic way to meet those needs. A corporate person responsible for planning programs for employees will usually want to have a variety of programs to offer to parents of various aged children. One way to handle this is to do a series of programs for parents of preschoolers, school aged children and adolescents, planning the format realistically. In many cases, programs could be one hour long and held during a brown bag lunch session.

STRATEGIES FOR SUCCESS

Business and industry are becoming more responsive to programs which will personally benefit their employees. An exploration of the local pool of work sites will reveal which companies may be most receptive. You will need to know the name of the person who is responsible for employee benefits or programs such as the Employee Assistance Director or the Community Relations Specialist. Each company has its own name for this department. The name of that person can be obtained by calling the company switchboard. Then, organizing a file of names, titles, addresses and phone numbers plus other pertinent information will be helpful.

As you develop a professional brochure describing the program including course length, content, format, affiliation and exactly what you expect parents to gain from

participating, it is best to assume that the person reading it is not knowledgeable about parent education. Your proposal will be received with more favor if you state how the program will help employees better to integrate work and family life and improve productivity on the job.

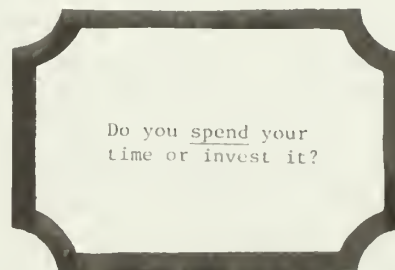
We found that following these steps in scheduling a parent education program in the workplace was helpful.

1. Develop a brochure describing the program.
2. Write a cover letter to company contact explaining proposal.
3. Send a letter and brochure to company contact.
4. Make follow up phone calls to schedule meetings.
5. Hold meetings with company contacts.
6. Give one month lead time for company to publicize and recruit participants.
7. Begin program.
8. Continue communication with company contact.
9. Evaluate program series.
10. Write and submit report to company contact about the series.

EVALUATION/FOLLOW-UP

Once you have begun programming, staying in touch with your company contact person can be helpful. S/he should be aware of the program progress, successes and participants' reactions. A program evaluation should be a part of your program package and it is a good idea to give your contact person the opportunity for input. Once the series is completed and the evaluations handed in, a report summarizing the data can be submitted to your company contact, and, perhaps, the next series scheduled.

When you are ready to expand the program to other places of business, you can use participants' reactions and comments to gain access to other work sites.



CAREER SWITCH From Teaching to Business: Three Examples

When as a former teacher I decided to switch careers and enter the communications field, I started by freelancing and I strongly advise anyone considering such a move to get some business experience first. I found advertisers, public relations agencies, and corporate clients generally will not hire freelancers without this background. My career switch took five years and my husband's financial support. Without this support, it would not have been possible in that length of time.

To establish a portfolio of published work, I started writing on a speculative basis for local newspapers. Income from these ventures ranged from nothing to a pittance. Concurrently, I wrote a booklet on career reentry for home economists. This led to an assignment for Connecticut HEIBs (Home Economists in Business) on updating a script for career slides.

Eventually, my articles for local newspapers and news media expanded, but well-paid assignments (corporate and agency features, press kits and scripts) were difficult to obtain.

A major portion of one's time as a beginning freelancer is spent seeking new business. Expenses connected with this include: stationery, telephone calls,

business cards, photocopy services, professional membership dues and meeting expenses, postage and, possibly, word processing and photography equipment. Since photos may help sell a story, I took several courses in photography and darkroom techniques and always took my equipment on assignment.

Discouragement is not in the vocabulary of an aspiring freelancer. It sometimes required more than a year before locating an editor interested in publishing a story. Expenses such as travel, photography and long distance phone calls may rapidly eclipse any remuneration gained from an article. Realistically, if freelancing is to be a permanent employment, fees derived from assignments must also cover insurance, a health plan, IRA, pension and other benefits.

Meeting people in the industry is a must. Involvement in professional associations furnishes leads to new assignments or to locating support talent such as designers, photographers, graphic artists, and printers. It was, in fact, through a professional organization that I learned of my current position, editor for a high tech company's quarterly magazine.

Accepting a full-time position in industry has included travel and handling many administrative functions. I find that my teaching and freelance backgrounds have prepared me to be flexible and to anticipate and relish new ventures and challenges.

Fran Gallogly
Advertising Mgr.
Howmet Turbine Components
Corp.
Greenwich, CT

Fifteen years ago, I founded an all-service sewing center, SEWTIQUE, in a small town with a population of less than 40,000 along the Connecticut shoreline. At that time there were very limited sources of information on entrepreneurship, so I had to rely upon my firm belief that my idea would work. A primary force was the recognition that formal sewing instruction was limited to adult evening classes which did not meet the need in our local area. My personal experience as a teacher of multi-faceted clothing construction courses and many, many requests for sewing classes indicated a genuine interest in the sewing craft.

A home economics background in decision making and problem solving enabled me to plan a program to establish

{Continued from Page 76.}

- communication skills
- values identification and clarification
- birth control
- teen pregnancy and parenting
- adoption
- venereal disease
- abortion
- decision-making skills.

Resources

The Windham County Extension Service office of the University of Connecticut Cooperative Extension Service has many resources available to administrators, teachers, members of Community Advisory Teams, and other interested persons for review and use. These include curriculum guides for various grade levels, films, filmstrips, handouts, and copies of the newsletters. More information is available by calling or writing to:

Windham County Extension Service
Extension Center, Wolf Den Road
Brooklyn, Connecticut 06234-0327
Telephone (203) 774-9600

a center offering sewing instruction, sewing machine service and repair. Refinancing the house mortgage provided the necessary \$12,000 start-up funds. Success was the realization of gross profits of \$100,000 within three years-- a real joy in life!

You can be a business owner, too, if you take the first step through the public library doors to examine the vast array of publications on small business, select a few practical guides for thoughtful reading, and then visit town hall to obtain a set of local regulations regarding business, zoning rules and other pertinent data. A telephone call to the Chamber of Commerce usually will produce a Business Directory providing complete information about the place you plan to set up business. This publication includes demographics, manufacturers and service providers, schools, churches, community agencies, and similar valuable data. When these resources are read and re-read, including the fine print, you are ready for the next serious step.

You may also wish to contact the nearest Small Business Administration Office and inquire about workshops or seminars for Starting a Small Business or visit the SBA office to peruse the list of free and low cost literature available. Many SBA publications are targeted for specific businesses such as crafts, needle trades, food service, child care services, apparel retail, advertising, etc.

Following the SBA contact you can embark upon your plan of work, writing down the purpose of doing business, the target market, the marketing plan, and the time frame for setting up a business. As you proceed with this difficult task, you will find loop-holes in your program which may require further study. Perseverance pays, however, for this is the GIANT STEP to business. Crossing this threshold sends you on your way!

As your model or business sketch is being developed, you will want to meet with an accountant, a lawyer, and an insurance and real estate agent. (Advice: Determine the fee, if any, beforehand and use your skills as a comparison shopper at this point.) It is likely that you will refine your business plan, hone it carefully, and prepare to meet the bank loan officer.

The brief suggestions given herein are not overly simple but are realistic for a well-thought-out business plan to open the doors to financing and entrepreneurship. Small business is the backbone of America and shared by persons of all ages. Race and sex are not barriers. In fact, for women with ethnic backgrounds, these characteristics are plus factors.

Fifteen years ago, I donned the entrepreneurship hat, was willing to take a risk, and have enjoyed operating an exciting business. There are lean, tough times, but the

good days far outweigh the bad ones. Owning your own business is a JOY OF LIFE.

Evelyn Siefert Kennedy
Owner, Evelyn of Sewtique
Groton, CT

As a former home economics teacher who went from teaching to a utility company, I see many connections between the utility business and home economics education.

My position as a residential energy consultant encompasses many areas including working with educational organizations and educators. Officially though, in this company as in many others, there are no "utility home economists" per se.

During a board meeting of the Connecticut Home Economics Association, I had heard a need expressed for business people to present information directly to home economics classrooms. When my company requested ideas for new program development, this CHEA meeting came to mind. From that point I developed a program consisting of a slide show and classroom activities presented by a utility representative for 7th and 8th grade students on energy and home appliances.

The original idea for the energy and home appliance program germinated with home economics educators and a utility representative working together for the benefit of both. The program was critiqued by educators and designed to help them directly in the classroom. The utility considers it good company policy to work with educators in developing new programs to further our mutual goal of having more knowledgeable future customers.

Nancy R. Johnson
Residential Energy Consultant
Northeast Utilities
Berlin, CT

References

- American Home Sewing Association (AHSA), 1270 Broadway, Suite 1006, NY 10001 (for information about grass roots organizations for home sewers).
- American Women's Economic Development Corporation (AWED), 1270 Avenue of the Americas, New York, NY 10020 (for publications on starting a business).
- Cottage Communications, Inc., PO Box 584, Lake Forest, IL 60045 (for consumer's guide).
- Home Economists in Business, 301 Tower Suite 505, 301 Maple Avenue West, Vienna, VA 22180 (for information on careers and business opportunities).
- Internal Revenue Service, listed in telephone directory under U.S. Government (for "Tax Guide for Small Business," IRS #334).
- Local offices of Chamber of Commerce, Cooperative Extension Service, and SCORE (the Service Corps of Retired Executives).
- Resources for Women, Inc., 104 Walnut Avenue, Suite 212, Santa Cruz, CA 95060 (for literature to establish your own business and entrepreneurship).
- Small Business Administration, listed in the telephone directory under U.S. Government, or write SBA Publications, PO Box 15434, Fort Worth, TX 76119 (for catalog of free publications, SBA order #115A and/or for sale books #115B).
- Women Working at Home, WWH Press, PO Box 237, Norwood, NJ 07648 (for the Homebased Business Guide and Directory).

International Home Economics: A World Wide Network

Alice K. Clark
Recently Retired Home Economics Teacher
Hamden, CT

. . . In the face of today's changed conditions and exigencies, we must all join in the search for new structures and new institutions enabling the world's people and nations, however diverse, to find mutual coherence, so that they may steer a safe course together.¹

Today we have colleagues, professional home economists, in at least 93 countries. And, every four years there is an opportunity to meet together and share ideas and concerns.

This all began in 1908, with the first conference organized by Mr. Georges Python, Conseiller d'Etat, in Fribourg, Switzerland. He must have been a man of great vision!

This First International Congress, which led to the founding of FIEF (Federation Internationale pour l'Economie Familiale), or IFHE, the International Federation for Home Economics, was held in Fribourg, Switzerland, September 29 - October 1, 1908. The purpose of this meeting was to give a forum to as many teachers of home economics as possible to discuss problems and exchange ideas on a national and international level. Approximately 750 people attended this first Congress, representing 19 countries including Germany, Austria-Hungary, Belgium, Denmark, Finland, France, Great Britain, Holland, Italy, Japan, Luxemburg, Norway, Rumania, Sweden, and Switzerland.

In the final report of this First Congress, Mr. Python wrote:

We did not discuss the necessity to teach home economics. It was accepted as an intangible dogma by all those who took part in the Congress . . . Home economics touches on many sciences, but it has a character all its own. It has practical value for one and all, and no one can fail to be influenced by it. Why then, should such an important branch of human knowledge be kept away from the school and

entrusted solely to the care of a more or less efficient mother?²

From this enthusiastic beginning in 1908, the interest in international exchange among home economists has continued through the years.

In 1913, the Second International Congress was held in Ghent, Belgium, with approximately 600 participants from 27 countries attending. In Bulletin Number 1, 1914, in a report of the Ghent Congress, Berta Truessel wrote:

. . . When people who work with the same objective in mind meet from time to time, they go back home with all sorts of new ideas which will bear fruit and benefit their country . . .³

All work was interrupted during the First World War. It was not until the end of World War I that contracts with various governments and associations could again transpire. At this time, a training college in Paris organized the International Congress, which was held in Paris April 18-22, 1922. In attendance at this Congress were 2000 delegates from 35 different countries. Since then, this organization has continued to function, and Congresses have met every five, and later every four years, except for another break during World War II.

In 1955, headquarters moved from Fribourg to Paris, where it is located today. In 1962, a glossary was developed, which undertook to define in English, French, German, and Spanish, the most frequently used terms in home economics education. Today, the IFHE Bulletin is published in French, English, and German, and all Congresses are conducted in these three languages with instant translations.

By the time the XIth Congress was held in Bristol, England, in 1968, there were 52 countries represented. It was at this time that the recognition and work of the Federation increased with a UNESCO contract for a world wide survey on the position of Home Economics within formal education. At the XIIth Congress in Helsinki, Finland, in July 1972, it was reported that this survey had been completed, with 77 countries participating.

¹Aurelio Peccei, "An Appeal to All Men and Women," IFHE Bulletin, June 1979, p. 20.

²Georges Python, organizer of the First International Congress in History of the International Federation for Home Economics, Quarterly Review, June-September 1972, p. 10.

³Berta Truessel, ibid., p. 14.

In 1976, the XIIIth Congress met in Ottawa, Canada. It was my first Congress, and one I shall always remember. It was truly the most stimulating and exciting meeting I had ever attended. The theme of this meeting was: Life, not just Survival. Sessions were divided into three areas: Consumption, Conservation, and Change. Thanks to the ear phones and the instant translations, I returned home feeling the impact of communicating with many people from different cultures and climates, and wondering how we can continue to have wars in this world when we share so many of the very same needs and aspirations. I became involved in planning IFHE Congresses after the 1976 meeting. The Council meets every two years at the quadrennial Congress and once in between.

In 1978, at the Council meeting in Sligo, Ireland, this definition of Home Economics was drafted:

Home Economics is concerned with using, developing and managing human and material resources for the benefit of individuals, families, institutions and the community--now and in the future.⁴

In 1980 the XIVth Congress met in Manila, Philippine Islands. This was the first meeting ever held in Asia, and the first meeting in a developing country. It was a thought-provoking session with the theme "Home Economics, A Responsible Partner in Development." The meetings focused on major issues of the 1980's that will affect urban and rural family living, and the implication of development issues for Home Economics. Participants from 54 countries attended this Congress.

In 1982 the IFHE Council met in Strasbourg, France, at The Council of Europe. Plans were formulated for the XVth Congress to be held in Oslo, Norway, in July 1984. It was agreed to support and encourage the celebration of World Food Day on October 16. On September 17, 1982, a briefing at the United Nations was arranged by Ruth Norman, IFHE Representative to the U.N. It was also proposed, and a committee formed, to develop plans for the first World Home Economics Day to be held in March 1983.

The XVth IFHE Congress in Oslo July 22-27, 1984, had as its theme "Technology and Its Effect on Living Conditions."⁵ Six program committees were formed:

1. Links with United Nations System
2. Foods & Nutrition
3. Family Resource Management

⁴Maria Thiele-Wittig, "Definition of Home Economics," Minutes of the Council Meeting. Sligo, Ireland. Federation Internationale pour l'Economie Familiale. July, 1978. p. 21.

⁵Hazel Taylor Spitze, "International Federation of Home Economics," Illinois Teacher, January/February 1985, p. 112-113.

4. Women & Families in Development
5. Home Economics Education & Training
6. Research

The next Council meeting will be held in Austria July 20-27, 1986. Plans are already underway for the next Congress to be held in Minneapolis, MN, in July 1988. Mary Ellen McFarland, former AHEA president is in charge of arrangements.

IFHE now has 93 countries with correspondent members. The International Federation for Home Economics is divided into five regions: Africa, Asia, The Americas (North and South America, including the Caribbean), Europe, and Oceania. Programs and projects are underway in all areas. IFHE is trying to increase awareness and solidarity world wide.

WORLD FOOD DAY

On October 16, 1981, World Food Day was first observed. This day was chosen because it is the anniversary of the founding of the Food and Agriculture Organization (FAO) of the United Nations in 1945 in Quebec City, Canada. The purpose of this day is to raise awareness of the gravity of the world food situation, and to stimulate greater national and international efforts to overcome hunger. Yearly participation is important if you believe:

- ° that food for every child's growth and for lifelong health is a basic human right;
- ° that the well-being of farms and farm families is vital to national and world progress;
- ° that careful stewardship of the land and water resources on which food production depends is a global human responsibility;
- ° that all nations should work together to build a fail-proof system for world food security that eliminates the scourge of hunger . . .⁶

Each of us can organize and participate in World Food Day on October 16 each year, and build commitment to anti-hunger in our own community. While World Food Day is promoted by the U.S. Department of Agriculture and Agriculture Canada, it is sponsored by private, voluntary organizations, schools, colleges, churches, and civic organizations. We can show our concern about hunger and poverty by joining in this statement of human solidarity.

WORLD HOME ECONOMICS DAY

During the IFHE Council meeting at Strasbourg, France, in 1982, plans were started for U.S. participation in World Home Economics Day to be held in March 1983.

⁶"World Food Day. 16 October 1982." FAO Liaison Office for North America, 1776 F St., N.W., Washington, D.C. 20437.

The purpose behind this effort was to increase the visibility of home economics in the United States, and at the same time to raise funds to help in the development of regional activities for IFHE.

It was suggested that participants choose any appropriate day during March and plan activities on the local level that would draw public, government, and corporate attention to the contribution to the community of home economics.

Since then, a variety of activities has been suggested and implemented. IFHE has prepared a set of slides,⁷ which may be borrowed or purchased. Several states have secured proclamations by the Governor. Activities such as news releases, international dinners, bazaars, fashion shows and auctions have been held, each with an international theme.

This is another opportunity for you and for me to help increase global awareness, beginning at the local level. Today IFHE needs our help. You are invited to involve your students and join your colleagues as a World Home Economist.

INTERNATIONAL SECTION OF AHEA

If you have not already done so, you may wish to become a member of the International Section of AHEA.⁸ Through their newsletter, International Update, published three times a year, you will keep informed on international research, grants, resources, tours, workshops, and other news of international interest.

IFHE MEMBERSHIP

To join IFHE and to receive its quarterly Bulletin, send your name and address with a check (made to AHEA) for:

- \$180.00 Organizational Membership
- \$ 17.50 Individual Membership
- \$ 7.00 Student Membership

and send to IFHE, American Home Economics Association, 2010 Massachusetts Ave., NW, Washington, D.C. 20036-1028.

⁷Set of IFHE slides (48 slides, with script) begins with the Council meeting in Strasbourg (France) in 1982, includes the Executive Committee meeting in Paris, January 1983, reports on projects in West Africa and Latin America, and information on the 1984 Congress. Purchase price: \$20. It may be borrowed for a short time by paying return postage. Contact: Helen Strow, Coordinator International Programs, AHEA, 2010 Massachusetts Avenue, NW, Washington, D.C. 20036-1028.

⁸Either designate International Section as your subject matter section on your AHEA membership, or, enclose a check for an additional \$7.50 for membership in the International Section for members who are members of a subject matter section, and wish to join the AHEA International Section.



"PUTTING ON THE RITZ" . . . IN OMAHA

Gloria McGrath
City Supervisor, Home Economics

"Putting on the Ritz" has become an annual event in Omaha, Nebraska. Each spring some 200 to 300 students put their best foot forward in the Home Economics All-City Fashion Show.

The fashion show evolved as staff looked at ways to combine communication and instruction while recognizing student achievement. A Steering Committee is formed consisting of eight to twelve teachers along with the supervisor. Each member of the steering committee is responsible for chairing a sub-committee, e.g., production, publicity, awards and recognition, rehearsal, and transportation.

On a Sunday afternoon in spring, the home economics students and staff are all involved in "Putting on the Ritz." The shopping mall awaits the show; there is excitement in the air. The show concludes, the public has glimpsed some very positive aspects of the students, the program, and the school system. Students feel good about themselves and their accomplishments.

The internal publics, staff, students, and administration have combined efforts to communicate and instruct and, in turn, the external publics, parents and others, benefit from the effort.

We call it "Putting on the Ritz" in public relations in Omaha.



"The fate of humanity depends entirely upon its moral development."

Albert Einstein, 1933

Connecticut and British Teachers Exchange and Compare Home Economics in the U.K. and U.S.A.

Joan Buckels

Mary Deming

In 1983/84 Joan Buckels and Mary Deming exchanged teaching roles. Ms. Buckels was the British "exchange teacher" to Danbury, Connecticut, and Ms. Deming taught in Merseyside, England. We have asked each of them to share some of their impressions and reactions of that experience. Ms. Buckels speaks first.

In England, I am department head of a co-educational state-run school of 1000 students, aged 11-18. Prescot School is in Merseyside, a suburb of Liverpool, a city of ½ million people in the northwest of England. The area has one of the highest rates of unemployment in Britain.

In Danbury, CT, my exchange school was a Junior High School of 1100 students, comprised of 7th to 9th graders. I taught mostly 8th grade and one group of 9th grade students. The 8th grade work was a combination of clothing and textiles, consumerism and home management. I taught one group of 9th graders child care for the first semester and foods the second semester.

In Britain, to cope with the unemployment of the area of Prescot, many vocational courses have developed recently for the 14-16 age group. A catering course was started for low achieving students. This is a City and Guilds foundation course, "Food Industries", which involves a large team of teachers across the curriculum. The course involves work experience in the immediate community and much hands-on experience.

Besides the catering course, Home Economics in Prescot involves food and nutrition, needlecraft, childcare, consumerism and management. A mandatory national system operates for 6th and 7th graders. One-third of the year is spent in foods and needlecraft, one-third in art and pottery and one-third in metals and wood. This system is very similar to the Unified Arts Program in Danbury.

In my educational district, students at age 13 are encouraged to take at least one practical subject regardless of ability range. From age 14-16, public examination courses, standardized for the region, are taken by the majority of students. Advanced Home Economics is offered to students aged 16-18 as a pre-university course which involves food chemistry, as well as history, sociology and management.

In Britain, the rigidly standardized examination system is a complicated one but versatile enough to meet the needs of different ability and interest range. Although clothing and food courses are basically practical by nature, over half the total marks are allocated to written work, either as a written examination or to theory work covered throughout the course. The percentage of technical and scientific content of the courses has lent Home Economics respectability in the academic field. More and more universities are accepting Home Economics subjects as entrance qualifications. I felt the low credit comparability of Danbury's Home Economics subjects with other elective courses gave cause for concern!

I found the American pace of teaching hectic and for the first time in my twelve years of teaching, I developed high blood pressure. Could it be said that teaching in America can damage your health?!

It has commonly been the trend in British schools that students supply foods and materials for Home Economics Practicals (labs), or pay for them as needed at school. A student usually makes a dish for two to four people, and takes it home for the family. Very few education authorities supply items free of charge, except in the case of needy students.

In Britain, the accent in food practical examinations is for the individual student to complete dishes independently. The longer periods for practical sessions facilitate this trend. My groups in Danbury worked in teams and ate the finished foods in school.

Differences between American and my English students:

Amidst all the 'culture shock', I noted some differences in the behavior patterns of the students. The appearance of my American students and their maturation level were far advanced. In Prescot I taught students who followed a dress code, not as rigid as a uniform, but conforming to certain colors. Sneakers, jewelry and outrageous use of make-up are discouraged. My English students are very fashion-conscious, but fashion clothes are discouraged from the classroom in an attempt to minimize the differences between needy and wealthy students.

I was very impressed by the confidence of my U.S. students in discussions of any type. They were extremely persuasive and articulate. However, I found their written work disappointing, especially with regard to presentation.

I was, on several occasions stunned by my U.S. students' impressions of British life. They asked such questions as: Is there running water? Do you have electricity and tomatoes? Perhaps the mass media are responsible. I, myself, felt quite cut-off from Britain; international news coverage was sparse.

As a member of the Home Economics Department in Danbury, I was evaluated by the department head and the principal. The last such time I had been evaluated was 12 years previously as a student on Teaching Practice. I feel this is a valuable practice, which could be lent to the British system if carried out methodically and objectively.

The education budget in Danbury is a generous one in comparison. The economic pressures in Britain have reduced the public spending on education horrifically. In Britain with a larger department by $\frac{1}{2}$ teacher, and one extra room, I had only one-tenth of the annual budget I had in Danbury.

The back-up staff of counselors, psychologists, nurses, and special education teachers so common in American schools can only help to enhance the school's efficiency when correctly utilized. Too often in British schools, because of a reduced budget, the average teacher has to be all of these. House masters and tutors, too, are usually full-time teachers.

Of Ms. Deming's year in Britain she says:

Nearing retirement, with 20 years of teaching experience, I was chosen as a Fulbright exchange teacher to Prescot School, near Liverpool in the northwest of England. The school in which I taught was a comprehensive school, formed by joining a boys' and girls' grammar school.

The school day was 9 a.m. to 4 p.m. Interspersed in this day was a fifteen-minute break in the morning, a similar one in mid-afternoon and a glorious one-and-one-quarter-hour lunch break! One wonders if American teachers would be willing to add this much time to their school day for the sake of a tea break and a chance to socialize with other members of the staff from other departments. I found these valuable times for coordinating plans with the other members of the Home Economics staff and touching base with other teachers I wouldn't have had the opportunity to know otherwise.

There is considerable control from the government in London and from the Education Authority in each school district. Salaries are at a low level, averaging about \$11,000 in American dollars. Teachers this past year instituted limited strike action to try to force a better wage level and better working conditions. They withheld voluntary supervision of lunch cafeterias and after-school activities and, in selected parts of the country, did not report for work for several days. I was in England during

the prolonged coal miners' strike. This had a domino effect on other aspects of the economy and had a tendency to polarize the population.

Part of the direction which the English school system has from its central government is the exam system. From the ages of 14 through 18, the majority of students take exams prepared by boards of examiners in different parts of the country. Although schools may choose from which testing group they obtain their tests, teachers and students do not know what they will be tested on. Grades vary, but a mark as low as 45% on some tests is a passing grade. These exams are all important, not only for acceptance into universities and colleges, but also for obtaining work in factories, industries, banks and stores.

One of the students I tutored received very low grades on his exams. His head teacher said he always tests low, and yet this lad is very mature, personable, friendly and helpful. Unless his exam grades improve, he will find many doors closed to him.

I feel as home economists we can open some of these doors. Our classes should emphasize how basic skills are necessary and how these basic skills form the foundation of everything the student will do in future personal, work, and family life.



IDEA THAT WORKED!



This is from a young mother* but would also work in a play school or it could be used in a discussion of discipline or mental development in a Child Development class.

A two year old was getting frustrated often and screaming when he tried to accomplish something he couldn't quite do. His mother said calmly and repeatedly, "Chris, say Please help when you need me. I don't understand screaming." Soon she was hearing "Please help" often and he learned to say it in a calm voice, too. Magic?

To use this in a child development or parenting class, this could be recounted (or role played) and followed by a discussion of why it worked and brainstorming other similar responses to problems.

* Glenna Spitze, Albany, N.Y.



University of Illinois at Urbana-Champaign

ILLINOIS TEACHER
350 Education Building
1310 S. Sixth St.
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED

Non-Profit Org.
U.S. Postage

PAID

Urbana, Ill. 61801
Permit No. 75

HOME OF LIBRARY-FAX
UNIV OF ILLINOIS
214 BEYER HALL
CAMPUS

705

HEX
1-10-86

ILLINOIS TEACHER OF HOME ECONOMICS

Excellence in Education: The Home Economics Contribution

Foreword, *Hazel Taylor Spitze*. 85

More Philosophy, *Peggy H. Haney, Ruth P. Hughes, and Kinsey B. Green*. 86

Home Economics and the Hestian Mode, *Patricia J. Thompson* 87

Can We Teach Assertiveness?, *Hazel Taylor Spitze*. 92

Teaching Thinking . . . In Home Economics, *Cheryl G. Fedje and Melinda Holcombe*. 94

Special Needs Students in Home Economics Classrooms, *Laura J. Jordan*. 97

The Counseling Role of the Home Economics Teacher, *Linda L. Fraser and Penny L. Burge*. 102

A Fair Way to Teach Housing, *Donna Iams*. 103

Home Economics Curriculum Frameworks, *Judy Annette Jax* 105

Need for Educational Excellence in a Future Oriented Society, *Joan R. Wilcosz* 109

You Are Your Own Best Resource When Working with Disadvantaged Students, *Thrisba G. Shriver*. 112

My Chance to Help Those Who Need it Most, *Vera Riley* 114

Nutrition Day Camp for Food, Fun, and Fitness, *Pamela Basham*. 117

"Good Nutrition Will Jog Your Bod." An Interdisciplinary Project, *Phyllis Horrell and Beth Hamer* 119

Home Economics Legislative Forum: A Model Approach, *Merrilyn N. Cummings and Catbleen Love*. 120

Helping Students to Learn to Think, or the Purpose of the Muffin Lesson, *Hazel Taylor Spitze*. 123

Take Care of "Ol' Number One," *Elfriede Massier*. Inside Back Cover

Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Hazel Taylor Spitze, Professor and Editor
Norma Huls, Office Manager
Annabelle Munkittrick, Graduate Assistant
Rosemary Jones, Graduate Assistant
Marsha Willis, Graduate Assistant
Robyn Dagenais, Graduate Assistant
Robyn Sabin, Graduate Assistant

Other Home Economics Education Division Staff

Mildred Barnes Griggs, Professor and Chairperson
Linda B. Peterat, Assistant Professor
Diana Cloyd, Graduate Assistant
Epifania Tabbada, Graduate Assistant
Marilyn Mastny, Graduate Assistant
Karen Paulsen, Graduate Assistant

Volume XXIX, No. 3, January/February 1986. Published five times each academic year. Subscriptions \$13.00 per year. Foreign, including Canada, \$16.00 per year. Special \$10.00 per year (\$12.00 Foreign) for undergraduate and graduate students when ordered by teacher educator on forms available from *Illinois Teacher* office. Single copies \$3.00. Foreign \$4.00. All checks from outside the U.S. must be payable through a U.S. Bank.

Address: ILLINOIS TEACHER
University of Illinois
350 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217/333-2736

© 1986

Foreword

We're off to a New Year! What are your New Year's resolutions? Shall we all resolve to make Home Economics an important part of EXCELLENCE in our schools? And that we'll let everyone know what we are contributing to that end? And that we'll all feel good about ourselves because of those contributions?

We hope that this issue of Illinois Teacher will be of help to you in all of those aspects of your work. You'll find some more leaders speaking on the importance of our philosophy and why we should be clear on it. Other articles may help you with your counseling role or your efforts to assist students in learning to think or in making your voice heard with legislators. Some are related to teaching nutrition or housing or they describe home economics in alternative high schools.

Look for the short items and quotes in between the articles for new ideas to try or inspiration or new resources.

Let us hear from you! We want to know what you like and what you wish for as you go about your important job of guiding young minds. Share your ideas that work and help other teachers to grow!

The Editor

Y'all Come!

The 13th Annual HE Ed Alumnae/i Conference will be held March 8, 1986, 9:30-3:30 in the College of Education, University of Illinois at Urbana-Champaign. Everyone is welcome!

Theme: "In Another Voice"

Preregistration check for \$9.00 including luncheon should be sent at least a week in advance to:

Hazel Taylor Spitze
350 Education, University of Illinois
1310 South Sixth Street
Champaign, IL 61820



The HE Ed Family at Illinois

Left to right:

Seated Karen Paulsen, IL
 Linda Peterat)
 Hazel Spitze) faculty
 Mildred Griggs)
 Marsha Willis, NH

Standing Robyn Sabin, IL
 Diana Cloyd, IL
 Kyuok Ahn, Korea
 Marilyn Mastny, IL
 Robyn Dagenais, NH
 Rosemary Jones, Australia
 Annabelle Munkittrick, Canada
 Epifania Tabbada, Phillipines

Absent Gwen Wright, Arkansas

Editor's Note: The following three statements of Home Economics Education philosophy arrived too late for issue #1.

More Philosophy

Peggy H. Haney
Director of Consumer Affairs
American Express

"The Importance of Having a Clear
Philosophy of Home Economics..."

Understanding what it means to be a home economist, demonstrated by a clear articulation of one's philosophy, is the vision upon which we draw in making everyday decisions on-the-job as well as those which require long-range planning. Without a working knowledge of concepts such as resource interrelatedness, family, and emancipatory action, a home economist has a limited perception of the scope of his/her role--whether in developing public policy or in teaching skill development. A philosophy of home economics keeps one's perspective focused on the possibilities in ourselves and in those we work with as we meet the day-to-day demands of our jobs.

Statement re Philosophy

Ruth P. Hughes
Distinguished Professor
Home Economics Education
Iowa State University

Planning, organizing, implementing and evaluating: all of us carry out these management activities in our positions as home economics educators. Each of the four demand decisions, whether it is in planning curriculum, organizing a research project, implementing an outreach program, or determining which evaluation strategies to use.

On what basis do we make those decisions? An immediate local problem that just arose? Demands of a governing body like a board of education? Response to a strident minority? The easy way out? A decision that suits our personal style?

Or do we decide on the basis of a well-articulated statement of philosophy? (Some of us would say "mission", or "policy", but the idea is the same.) Decisions that are anchored to an understanding of home economics and a determination of the role it has in our work are defensible decisions. Even though we make decisions that are not popular, we have a basis for defense.

In these days of challenge to home economics, those who have a clear philosophy, and who can describe it well, are in a strong position.

Excellence Via A Clear Philosophy

Kinsey B. Green, Dean
College of Home Economics
Oregon State University

In his masterful work, Statecraft as Soulcraft (1983) George Will has said, "A river without banks is incomprehensible; it is a contradiction in terms; it is a lake or a swamp. A river is made by, defined by, whatever keeps it to its course."

To be a river is the analogue of having a clear philosophy about what constitutes the uniqueness and mission of Home Economics--as a profession and as a field of study. If we have no philosophy, we become a lake or a swamp--incomprehensible, for we bow to any whimsy, any fad, any clique, gathering whatever we can unto ourselves. We have no parameters for determining what to include or what to omit. Then we worry that we have an unclear image to the public, for they cannot discern any central theme.

In their book In Search of Excellence, Peters and Waterman state that the most successful corporations have adapted, but they have managed adaptation around a core skill. They have documented from numerous examples in the business world that organizations which branch out, but adhere very closely to their original mission and core skills outperform others.

The second most successful group of businesses are those which branch out into related fields. The least successful are those with a wide variety in diversity and no centrality. Just as John Gardner says, "We are forever building the church and killing the creed!" That's the essence of a philosophy. Having a creed which determines which concepts, strategies, resources, evaluation techniques, audiences are appropriate. Not the other way around.

Home Economics and the Hestian Mode

Patricia J. Thompson
Associate Professor
Family & Consumer Studies & Women's Studies
Herbert H. Lehman
City University of New York

Have you ever felt a little "out of step" with the current women's movement, but at the same time sympathetic to the efforts of women to bring their contributions to society into sharper focus? Have you ever felt that, perhaps, feminists have been too quick to dismiss home economics as irrelevant to their concerns? If so, perhaps there is an underlying feeling among home economists that needs to be identified and given a name. This paper addresses some of these unspoken feelings and attempts to "give them voice."

According to Marjorie East, whether or not it should be, home economics is almost exclusively a female domain.¹ In her view, its femaleness has been largely responsible for many of its characteristics--both positive and negative. East observed that "femaleness shapes home economics," saying:

Any profession composed primarily of women will have many kinds of women in it--celibates, wives, mothers, battleaxes, single sexpots, true professionals, novices, national leaders, lesbians, husband-hunters, intellectuals, feather brains--and no one woman will be just like the 'average' woman. Yet there are characteristics which are typical of most women and any field primarily female will be shaped by these characteristics.²

Doesn't it seem odd that while "Women" have been a major topic of discussion in the media over the past decades home economics and home economists have been largely ignored by the feminist rediscovery and reconstruction of "Woman"? In other words, the modern women's movement has passed them by! In fact, feminists often seem to accept a stereotypical view of home economists and to perpetuate this stereotype in ways that have distorted home economics and damaged home economists. The female aspect identified by East has not been addressed in the "defining home economics" literature, and

I believe this creates a central dilemma in our current thinking and theorizing about home economics.

Earlier I have argued for the concept of home economics as a knowledge system, not a gender system.³ Here I will argue that the essentially female aspect of this knowledge system has to be properly understood in order to explain some of the problems experienced by those who work in home economics. I will also point out that the knowledge system represented by home economics has very ancient origins that may well be rooted in the human psyche and that reflect a basic human need to address and manage day-to-day problems of survival. I hope to show the unique position of home economics as a woman's profession, albeit one in which men are welcome to become involved, but rarely do, except to "divide and conquer." I also hope to show that home economics has a unique relation to ideas in the women's movement and to feminist thought. In fact, I believe that it is home economics that is quintessentially "feminist" and not "revised versions" of male-defined studies: To support my arguments I will compare the Hestian archetype in the feminist analytic psychology of Jean Shinoda Bolen to the Hermean/Hestian paradigm of the Annales school of historians and connect them both to home economics. I will make special reference to two books, Bolen's Goddesses in Everywoman⁴ and Fernand Braudel's The Structures of Everyday Life⁵ now available in an excellent English translation.

Home Economics and the Feminine Archetype

C. G. Jung,⁶ a founder of the analytic school of psychology, differed from Freud on a number of theoretical points. Freud sought explanations for his patients' behavior in repressed early childhood traumas that remained unresolved in the adult unconscious. By con-

³Thompson, Patricia (1984). "Home Economics: A Knowledge System--Not a Gender System." In Patricia J. Thompson, ed. Knowledge, Technology, and Family Change. Fourth Yearbook of Home Economics Teacher Education. The American Home Economics Association. Bloomington, IL: McKnight, pp. 317-346.

⁴Bolen, Jean Shinoda (1984). Goddesses in Everywoman: A New Psychology of Women. Foreword by Gloria Steinem. New York: Harper-Colophon.

⁵Braudel, Fernand (1981). The Structures of Everyday Life. Tr. by Sian Reynolds. New York: Harper & Row.

⁶Jung, C. J. (1971). Psychological Types. A Revision by F. C. Hull of the Translation by H. G. Baynes. Bollingen Series XX. Princeton, NJ: Princeton University Press.

¹East, Marjorie (1980). Home Economics: Past, Present, and Future. Boston: Allyn & Bacon, p. 134.

²East, op. cit., p. 151.

trast, Jung believed that the unconscious accounted for the forward-moving aspect of healthy personality development. While Freud ascribed the genesis of personality to events in a person's infancy and childhood, Jung believed that events that occurred in humankind's past, i.e., in the course of human evolution, also shaped behavior. Jung used the concept of the archetype to embody his idea. In Jungian psychology, an archetype is a kind of psychic prototype, a model on which personality is based, formed, and shaped.

According to Jung, a human being is in process of self-formation with the goal of achieving a unified self out of the disparate entities built up through experiences in that person's life. One begins by developing all aspects of her or his personality, a process Jung called individuation. Once individuation is well advanced, the person seeks to unite various aspects of the self. This integration is the product of the transcendent function, an unattainable goal, but still a powerful driving force. In Jung's (as in Freud's) theory, the unconscious is a major factor in understanding human development and behavior. For Jung, however, the unconscious has both a universal and a personal aspect. On a universal level, the storehouse of memories and behavior patterns that comprise the archetypes are inherited from humankind's remote ancestors and create the collective unconscious. The collective unconscious is entirely detached from anything personal in the life of the individual, and all human beings have more or less the same collective unconscious. They express their uniqueness at the personal level.

A problem with the classical schools of psychology has been that, too often, they use male development and behavior as the norm. By such a definition of normality, females are viewed as deficient or deviant. Recent feminist scholarship and the new scholarship on women have taken issue with male-defined models for women's development. Naomi R. Goldenberg,⁷ a psychologist of religion and feminist theologian, is one of many who have criticized the masculinist aspect of Jung's archetypes. The new psychology of women, especially the work of Carol Gilligan,^{8,9,10} points to problems that arise when male models are applied to women's personal development and interpersonal relationships. These have profound

implications for women in general and also for home economics as a field dominated by women.

Bolen, the feminist analyst, compares Jung's archetypes to the genetic blueprints contained in seeds, noting that "Growth from seeds depends on soil and climate conditions, presence or absence of certain nutrients, loving care or neglect on the part of gardeners, the size and depth of the container, and the hardiness of the variety itself."¹¹ It may be instructive for home economists to examine the way Bolen has extended Jung's ideas to describe universal psychic patterns for women:

The Jungian perspective has made me aware that women are influenced by powerful inner forces, or archetypes, which can be personified by Greek goddesses. And the feminist perspective has given me an understanding of how outer forces, or stereotypes . . . reinforce some goddess patterns and repress others.¹²

Bolen's seven female archetypes represent inborn patterns or predispositions for female development from a feminist analytic perspective. It is important to recognize that both women and men inherit a common imprinting and either may exhibit characteristics of both male and female archetypes. As we shall see, feminists have not known how to deal with all these aspects of the female experience which has led to their failure to come to terms with what home economics represents for women. Bolen's seven female archetypes correspond to seven goddesses in the Greek pantheon. We can examine these female archetypes to see whether or not they cast light on the "femaleness" of home economics as East described it:

Artemis, the goddess of the moon and hunt personifies the independent, achievement-oriented feminine spirit;

Athena, the goddess of wisdom and craft (technology), represents the logical, self-assured woman, rules by her head rather than her heart;

Hera, consort of Zeus, king of the gods, is the goddess of marriage and stands for the woman whose primary goal is to marry and who places this goal above her other interests;

Hestia, the goddess of the hearth, embodies the patient and steady woman whose inner-centeredness allows her to find strength within herself, what we might call inner-direction. Hestia is not identified by a female persona but is found in the hearth's living flame;

Demeter, goddess of grain and the maternal archetype, represents a woman's drive to provide physical and spiritual sustenance for her children;

⁷Goldenberg, Naomi R. (1979). Changing of the Gods. Boston: Beacon.

⁸Gilligan, Carol (1977). "In a Different Voice: Women's Conceptions of Self and Morality." Harvard Educational Review 47 (November), pp. 481-516.

⁹Gilligan, Carol (1979). "Woman's Place in Man's Life Cycle." Harvard Educational Review 49 (November), pp. 431-445.

¹⁰Gilligan, Carol (1982). In a Different Voice: Psychological Theory and Women's Development. Cambridge, MA: Harvard University Press.

¹¹Bolen, op. cit. p. 26.

¹²Ibid., p. 4.

Persephone, maiden and queen of the underworld, expresses feminine complacency, passivity, and a need to please and be needed by others;

Aphrodite, the goddess of love and beauty, governs women's sensual and sexual enjoyment. She impels women to fulfill both creative and procreative functions.

At a personal level, in individual women, some of these patterns are activated (developed or energized) and others are not.¹³ Different societies place different emphases on these feminine qualities. Some of these attributes are more or less valued by society at large and even by feminists. Others may be devalued. However, all of them are part of the total female archetype. This takes us beyond mere socialization as a definer of women's behavior patterns and seeks for explanations at a deeper level. It is important not to confuse an archetype with a stereotype for while there is learning there is also yearning, a deep need to develop in accordance with one's essential nature.

Hestia: Protector of Hearth and Home

While each of the female archetypes corresponds to certain characteristics of women in general, of special interest for home economics is Hestia, protector of hearth and home. In Hestia we find the most powerful and the most complex of the goddess types. I think that we in home economics have an affinity to what she represents. Hestia was the daughter of Cronus and Rhea and one of the supreme Olympian deities. She rejected both Apollo and Poseidon as suitors and swore to remain forever a "maiden." Thereupon Zeus, king of the gods, bestowed on Hestia the honor of presiding at all sacrifices. Hestia was revered chiefly as the goddess of the family hearth. In ancient Greece the civic union--the state or polis--was the family union on a public scale. Therefore, in some Greek states Hestia was also worshipped at a civic hearth in a public place. For our purposes, the religious aspect is of secondary importance to the enduring characteristics of the Hestian archetype. The great classicist Edith Hamilton¹⁴ gives us a thumbnail sketch of Hestia:

She was Zeus' sister, and like Athena and Artemis a virgin goddess. She has no distinct personality and plays no part in the myths. She was the Goddess of the Hearth, the symbol of the home, around which the newborn child must be carried before it could be received into the family. Every meal began and ended with an offering to her:

Hestia, in all dwellings of men and immortals

Yours is the highest honor, the sweet wine offered

First and last at the feast, poured out to you duly.

Never without you can gods or mortals hold banquet.

Each city, too, had a public hearth sacred to Hestia, where the fire was never allowed to go out. If a colony was to be founded, the colonists carried with them coals from the hearth of the mother-city with which to kindle the fire of the new city's hearth.¹⁵

Lest we think this custom extremely archaic, a recent article in the "Home" section of the New York Times saw fit to note that, just a century ago, a Chicago family carried the fire from the hearth of their old home to that of their new one.¹⁶ To some this may seem like a quaint custom, but isn't it amazing to think that the essence of a Hestian ritual had been passed down over the generations and surfaced as a special symbolic ritual in an Illinois family a hundred years ago? Perhaps other families still follow this custom without realizing its ancient origin--a tribute to a powerful female deity--Hestia, the protector of hearth and home.

In recent years the "hearth and home" image has lost some of its power and been reduced to mere sentimentality. But its deeper meaning needs to be better understood. To Bolen, Hestia is the female archetype that focuses attention inward to the spiritual center of woman's personality. Independent and self-sufficient, Hestia's essence is purposeful activity in pursuit of self-defined goals, what home economists today might call emancipatory action in the pursuit of valued ends. The Hestian flame represents energy and continuity through a series of manifest changes. Most importantly, Hestia's presence in house and temple was central to everyday life in ancient Greece and later in Rome, where Hestia was called Vesta. As an archetypal presence in a woman's personality, Hestia provides a sense of integrity and completeness in her sense of self, in her identity as a female human being. I know that my Hestian side finds an avenue of fulfillment through work in home economics.

We may at first resist this Hestian image since our culture has a bias against "maidenhood," as in "old maids" and "maiden ladies." This is probably because attachment to a male (father, husband, brother, son) has become a significant status definer of women's role in society. However, as I interpret what Hestia means in women's experience, she can be viewed as a woman acting in her

¹³ Ibid., p. 35.

¹⁴ Hamilton, Edith (1940). Mythology. New York: Mentor-New American Library, p. 35.

¹⁵ Ibid., p. 35.

¹⁶ Giovannini, Joseph (1985). "In Chicago: The Glessner House on Its Centennial." The New York Times (August 1, 1985), p. C-10.

own right, comfortably centered in her female being, not her female role. In Bolen's view:

The Hestian mode allows us to get in touch with our values by bringing into focus what is personally meaningful. Through this inner focusing, we can perceive the essence of a situation. We can also gain insight into other people's character and see the pattern or feel the significance of their actions. This inner perspective provides clarity in the midst of the confusing myriad of details that confront our five senses.¹⁷

I have seen ample evidence of this as I observe home economics teachers in their everyday work with their students. It is, therefore, not surprising that Bolen sees homemaking and housework as reflections of the Hestian archetype, but she also points out that women who follow the Hestian pattern find meaning in the everyday activities that we classify as "housework," and that is very different from looking at their dollar or economic value. I believe that home economists should explore the ways in which Bolen's insights reveal essential truths about home economics as a discipline and as a profession that reflects essentially "female" archetypes.

Hermes and Hestia: The Public or Political and the Private or Domestic Spheres

Feminist writers in various disciplines have taken for granted the existence of two spheres: the public or political and the private or domestic. Since females and males occupy both of these spheres, to continue this line of thinking leads to an impasse, as we try to position all males or females in a particular sphere. Since home economics is a study of relation, we need to go one step further. Although Hestia (Vesta in Rome) was autonomous, she was not isolated. In Greek tradition, Hestia was associated with Hermes, the messenger god known in Roman mythology as Mercury. Hestia and Hermes represent private life on the one hand and public life on the other. We know that both men and women occupy these spheres of life, so we need to look not at gender, but at the knowledge (learning) and activities (skills) that occur in and are essential in each of these spheres. It seems to me that general education, based on male models of the disciplines, follows a Hermean mode. Home economics education, based on the essentials of knowledge for everyday human life, follows a Hestian mode. It would then follow that the women's suffrage movement, with its emphasis on bringing women into public life, was a Hermean women's movement. By contrast, the home economics movement, with its emphasis on providing knowledge essential for life in the private, domestic sphere, was a

Hestian movement. It does not follow that only females need this knowledge. Males need it, too, just as females need knowledge for the Hermean sphere. Both sexes need both kinds of education for a well-rounded human life.

To further expand our understanding of the Hestian metaphor for home economics, we can turn to the scholars of the French Annales school who sought to "demasculinize" history. In the Annales view, the space of human action has a dual aspect: Hermean space is visible and public and Hestian space is invisible and private. According to Stoianovich:¹⁸

Behind or beside the revealed Hermes stands . . . an invisible or concealed Hestia, as in classical Greek tradition. As in Greece, too, the Hestia of the Annales represents an enclosed, domestic, feminine space, with a fixed center (the hearth) . . . The space of human collectivities, in Annales thought as in Greek tradition, has a dual aspect--Hermean and Hestian. It is at once fixed and mobile, autarkic [i.e., economically self-sufficient] and interdependent. Nor can one stress sufficiently the constant presence of these two aspects in general human experience.

The Hestian aspect of history deals with "daily life and practice, including the invisible and durable aspects of daily life".¹⁹ The Annales historians took a "long look" at what was once considered "commonplace." Even a quick look at the Table of Contents of Braudel's book will, I believe, bring a shock of "Hestian recognition" to home economists because it reveals such Hestian concerns as "daily bread," drink, fashion, shelter, and furnishings. These have been components of domestic science/home economics at least since the publication in 1841 of Catherine Beecher's A Treatise on Domestic Economy. In 1966 Spitze²⁰ pointed to the structure of home economics as a basis for curriculum decisions. She wrote of the "inner center" of the field which, I suggest can be interpreted as a "Hestian core."

Is Home Economics a "Hestian" Discipline?

East, in response to the question "Is home economics a discipline?" writes:

We might be said to be organized around the things of the home, the intellectual and physical activities of daily life, the institution of the family, the processes of growth and development of people, the values and ideals families hold for

¹⁸Stoianovich, Traian. (1976). French Historical Method: The Annales Paradigm. Foreword by Fernand Braudel. Ithaca: Cornell University Press. p. 63.

¹⁹Ibid., p. 89.

²⁰Spitze, Hazel Taylor (1965-1966). "The Structure of Home Economics as a Basis for Curriculum Decisions." Illinois Teacher 9 (2) pp. 62-96.

¹⁷Bolen op. cit., p. 109-110.

themselves, as well as the relations of all these with each other.²¹

Moreover, in East's view, "a home economist is one who sees the whole" because home economics is not just a collection of separate applied fields; it is a weaving together, the interrelating, the overlapping and interlacing of all our subject fields for use in daily life."²² This comprehensiveness in an age of specialization produces the need to seek explanations for why women in home economics stubbornly pursue this seemingly impossible task. Perhaps the Hestian archetype, as a reflection of the collective unconscious, is one way to explain this. Recognizing home economics as a knowledge system rather than a gender system is a first step toward establishing the uniqueness of the field. In 1984 I wrote:

Some knowledge systems are based on myth or magic, others on science or rationality. The knowledge system of Home Economics is grounded in practicality and the urgency posed by perennial problems grounded in the human condition. It involves both the mental acuity required for the solution of such problems as well as the technical dexterity they sometimes demand. Simply stated, the Home Economics knowledge system connects information related to food, clothing, shelter, childcare, and family relations in an experiential reference frame. A content analysis of Home Economics publications and curricula would show the constancy of these foci over place and time.²³

Today I would call this unique reference frame "Hestian." I would call the knowledge system of home economics a Hestian knowledge system as compared with a Hermean knowledge system, the system that is visible throughout most of "public" education.

Conclusions

Perhaps the Hestian metaphor explains why home economists have an "invisibility problem" rather than an "image problem." It needs to be understood in its "otherness" and not turned into a mirror image of the Hermean disciplines. Perhaps the Hestian metaphor can provide home economists with a powerful tool that will enable them to communicate more effectively their unique contribution to society and education.

To summarize, while Bolen's archetypes were designed to support feminist psychoanalysis, they can also help to explain much that occurs within the female-shaped discipline of home economics. They can be examined as the nuclei, or core ideas and feelings, around which the social

and intellectual life of a majority of women cross-culturally and historically have been organized and integrated. Myths and metaphors have, over the ages, provided potent imagery for the disclosure of human motivation and experience. The male-defined disciplines abound in such metaphoric references. Why shouldn't a female-defined discipline benefit from the same approach? Myths, after all, are projections on the real world of perspectives drawn from the existence and experience of our distant forebears. Metaphor helps to reveal meaning, and home economics is about meaning in everyday life. To bring the Hestian world of home economics into focus through the use of myth and metaphor is to bring the "invisible" work and thoughts of women into the total human picture. Like us, our distant female ancestors sought to shape and mold the environment, relate to one another and to males and children, and to provide a uniquely human context--the household and the home--for their common survival.

Our experiences as home economists today fall into the same realm of purposeful activity. East believes that home economists need to learn to think historically so that they can see "trifles in context" and to realize collectively that the little things that make up daily life are of great importance to the structures and processes which make up human life.²⁴ By bringing Hestian concepts to the fore in our consciousness, I believe we can go about the Hestian work of home economics with renewed energy (symbolized in the flame of the Betty lamp), a profound appreciation for its deeper meaning, and an enlarged vision of its unique mission and scope.

THE HERMEAN/HESTIAN MODEL

HERMEAN MODE	HESTIAN MODE
The Public Sphere	The Private Sphere
Public Life	Domestic Life
Visible	Invisible
Audible	Inaudible
Ideology of Power	Ideology of Connection
Masculist Ethics	Feminist Ethics
Masculist Values	Feminist Values
Male defined rewards	Female defined rewards
Male language	Female language
Cognition	Intuition

²⁴East, op. cit., p. 264.

²¹East, op. cit., p. 188.

²²ibid., p. 188

²³Thompson, op. cit., p. 318-319.



Can We Teach Assertiveness?

Hazel Taylor Spitze

Can we teach assertiveness? Can we help unassertive students to be more assertive? Can we help aggressive students to become less aggressive and to be assertive instead? If all college home economics students could become assertive professional persons, what effect would it have on the profession of home economics?

I tried one day in my education class for juniors to make a contribution to the above. Here's what I did.

I wrote on the chalkboard the three words unassertive, assertive, and aggressive, and I asked the students what those words meant to them. After some discussion we established, at least for purposes of our discussion, that a person who is unassertive is submissive, a follower willing to accept others' ideas as better than his/her own, timid, etc. A person who is assertive wants to be sure to get his/her own rights but is careful not to take away the rights of others. One who is aggressive is demanding of what s/he considers to be his/her own rights regardless of the rights of others and has no regard for others' feelings.

Then I guided a discussion with the following questions:

Can you think of persons in each of the above categories?

Where would you place yourself?

If you were asked to place certain groups in one of these categories, which category comes to mind first?

business persons	children
lawyers	pilots
athletes	men
plumbers	nurses
actors	clergy
women	librarians
physicians	social workers
cowboys	administrators
secretaries	salespersons
generals and admirals	home economists

If most individual home economists were in the unassertive category, what effect would it have on the profession? Many think we are.

Next we role played in groups of three. Given one after another of the situations below, they planned together and then responded according to their assigned role of unassertive, assertive, or aggressive. After each situation, the roles rotated so that everyone had several opportunities to respond in each role.

- A. The clerk in the store gives you back the wrong change.
- B. The boss tells you at 4:30 that you, the secretary, must work late and you have an important appointment at 5:15. This is not the first time this has happened.
- C. A teacher mis-grades your test paper and you get a grade lower than you deserve.
- D. A student in your class (you're the teacher) calls you an ugly name in front of the class.
- E. Your administrator says your Home Economics budget is being cut and you know several other departments in the school that are not being cut.
- F. A school board member suggests that Home Economics be cut out of the High School to save money.
- G. The principal asks you (for the 6th time) to prepare refreshments for the faculty meeting.
- H. In the teachers' lounge you hear another teacher say something negative about a student which you know is not true.
- I. You go to the administrator's office to ask for travel money to attend your state home economics association.
- J. You need equipment to set up a child development lab in your High School Home Economics department.
- K. The principal tells you you cannot teach sex education (and there are several pregnant girls in your classes).
- L. One parent tells another that you should be fired because you are not teaching the girls to sew. (A student who heard it tells you.)
- M. The men on your faculty are paid more than the women for the same work and with the same qualifications.
- N. The guidance counselor tells the able students they should not take Home Economics.

- O. Your physician prescribes a drug without explaining what he is treating or what he knows about the drug, including possible side effects.
- P. A neighbor calls you frequently at inconvenient times to ask for information or advice because you're a home economist.
- Q. Your insurance agent, without prior consultation, adds to your premium with a note saying the above will give you additional protection which you need because of inflation.
- R. Your telephone bill has some long distance calls you didn't make.
- S. You discover at home a serious flaw in a piece of fabric you just bought.
- T. Your Department Head tells you what text you must use in the courses you teach.
- U. Your husband spansks your son much too hard.
- V. Your husband announces that he has just bought an expensive boat that you don't think the family can afford.
- W. Your husband tells you he has accepted a job in another city and you'll have to give up your job and go right away.
- X. At a party you hear a female lawyer make a snide remark about home economists--those stitchers and stewers.

Then I suggested that this exercise might be used in high schools using the following situations:

Assertiveness

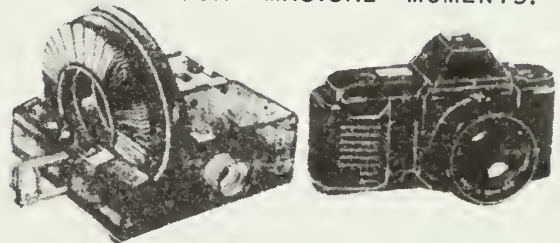
Situations for High School students

- 1. Your boss tells you not to expect a raise this year.
- 2. Your father starts beating your mother.
- 3. Your mother demands that you clean the whole house and you have a term paper due.
- 4. Your brother makes a very negative remark about the grades on your last report card.
- 5. You see an ad on TV that is repulsive to you and unfair to women.
- 6. A telephone salesperson calls and starts out on a long spiel.
- 7. Your boyfriend insists that you try an illegal drug.
- 8. A friend asks to borrow your car and you don't want to lend it.
- 9. Your parents tell you there is no money to take the trip you'd planned.
- 0. Your sister wore your sweater without permission and it wasn't clean when you needed it.
- 1. Your teacher said you were a "ninkimpoop" in front of the class.
- 2. Someone broke into the cafeteria line in front of you.
- 3. You spoke to a school mate on the street and s/he ignored you.

- 14. The guidance counselor advises you not to take Home Economics because "you're too smart."
 - 15. The guidance counselor advises you to prepare for a career as a waitress and you want to be a nurse.
- Teachers would, of course, add situations especially appropriate for their own situation and students. Some of my unassertive students showed growth and commented to me months later about specific situations in which they had been assertive and how good it felt in comparison to previous experience when they had been unable to do so. For example, one girl decided she didn't have to lend her car when she didn't want the person asking for it to drive it.

If you try this exercise in a teaching situation, I'd be glad to hear from you about the results.

CAPTURE YOUR MAGICAL MOMENTS.



Pictures can communicate special things about:

- your students
- your classroom
- your goals
- your profession
- excellence in Home Economics

These can be shared with administrators, the public, your colleagues and your students. Help yourself to build your image and that of Home Economics.

In the classroom photos can be used to create a bulletin board of magic moments to help build students' self-esteem. Slides of students demonstrating correct techniques can be used for peer teaching.



Teaching Thinking . . . in Home Economics?

Cheryl G. Fedje, Associate Professor
Home Economics Education
School of Home Economics
University of Wisconsin-Stevens Point

Melinda Holcombe, Assistant Professor
Department of Consumer Science and
Education
College of Home Economics
University of Nebraska-Lincoln

Making inferences. Detecting bias. Identifying stated and unstated assumptions. Distinguishing between reliable and unreliable sources of information. Old processes? New processes? A part of home economics? Absolutely!

These processes, along with other thinking skills, are part of our past. Home Economics teachers have always wanted and tried to teach for high levels of cognitive learning. Traditionally we have designed instruction with Bloom's¹ taxonomy in mind, moving our learners on the continuum from knowledge to evaluation--assuming that when we reached the level of evaluation that we had reached higher levels. Today, that is not enough.

Thinking is now viewed in a broad context. It not only involves discrete mental operations but also thinking about our thinking, or metacognition. Although the term metacognition may be new to us, the process is not. Do you remember the very first time you developed a plan involving several stages and later carried it out with little or no guidance from parents, teachers, or administrators? Was it when you were active in youth organizations? During a summer job? Or, maybe it occurred when you began working as a professional home economist? Whenever it was, we all became aware that initial attempts at developing and implementing a plan of action are difficult and time consuming. With experience, we learned numerous "tricks" to speed up and simplify the process. Eventually it became second nature to us.

Looking back on these experiences, it is obvious that we learned to monitor each step consciously, making

changes when necessary to insure that we reached our final goal. Often we talked with others about our progress, about why certain changes were necessary, and about what we would do differently next time. These experiences were gradually developing our metacognitive abilities. Costa² defines our experiences: ". . . our ability to plan a strategy for producing what information is needed, to be conscious of our own steps and strategies during the act of problem solving, and to reflect on and evaluate the productivity of our thinking."

We managed, over time, to develop and refine these processes while on the job. But our high technological society today places new and immediate demands on professionals. In each stage of the planning process we are bombarded with data, facts, opinions and values that need to be sorted and closely examined for accuracy. This requires not only an ability to think about our thinking but a command of mental operations all the way from observing to making inferences and predictions.

Our young professionals are faced with more complex and stressful situations than we had as beginners. They need to be armed with a strong set of thinking skills. Yet these skills are often not provided to learners. Recent educational studies decry that students are accustomed to learning merely low-level facts. And experts and self-proclaimed experts seem to have the remedies: offering more foreign language, math and science courses, lengthening the school day, and giving more homework. These might be partial solutions--but they are not enough in themselves. What is the answer? Let's begin by looking at what some of the theorists have to say.

To begin with, a clear-cut definition of thinking skills does not seem to exist. Many views have been presented and examined in professional literature but theorists tend to have their own way of classifying and explaining thinking skills. For instance, Beyer³ places thinking skills into three categories: (1) broad, general processes such as problem solving and decision making, (2) discrete micro-operations such as recall and classifying, and (3) that combination of operations involving analysis and evalu-

¹Bloom, B. et al. Taxonomy of Educational Objectives: Cognitive Domain. New York: David McKay Co., 1956.

²Costa, A. L. "Mediating the Metacognitive." Educational Leadership 42:3 (1984), 57.

³Beyer, B. K. "Improving Thinking Skills - Practical Approaches." Phi Delta Kappan 65:8 (1984), 556-560.

ation that we commonly designate as critical thinking. Hartoonian⁴ on the other hand, has designated three major levels of skills ranging from facilitating (observation, classification, seriation, and spatial relationships) to processes (inferring, predicting, measuring, formulating questions and hypotheses, and testing hypotheses) to operations (search, group participation, communication, quantitative/interpretive skills, and social judgment). And Costa⁵ looks at thinking skills in a broader context: "If we wish to develop intelligent behavior as a significant outcome of education, instructional strategies purposefully intended to develop children's metacognitive abilities must be infused into our teaching methods, staff development, and supervisory processes."

Without recommending one theory over another, we can suggest that, as professionals, all of us become acquainted with differing theories and their application to educational settings. Yet we must be cautious that the application does not become a mechanical procedure. According to Paul⁶, thinking skills can be conceived of in a weak or strong sense. The former relates to skills that are extrinsic to the character of a person and often are tacked on to learning. We really want to aim for thinking skills which become an intrinsic part of character. Looking at them in this strong sense, thinking skills serve a liberating function, causing us to look within ourselves for solutions rather than simply to memorize others' ideas.

Thus our challenge as educators is to help learners feel the freedom that comes from being in command of their own thinking. How do we do this? First of all, thinking skills, as Beyer⁷ reminds us, must be carried out in all subject matter areas and across all levels in a direct, systematic manner. None of us--from elementary to higher education--are excluded. Learners need constant support and reinforcement when developing any skill, and especially with one so complex and far-reaching as thinking. We can begin by identifying ways that we have used in the past to stimulate thinking and then examine new approaches which might have potential for use in classrooms.

Encouraging students to talk about their thinking

How many times have you heard your students say, "I don't know how I got that answer. It was just a guess" or "I really don't know why I wrote that final

paragraph; those words just sounded good together"? Students who make comments such as these may need some extra assistance moving from what Whimbey⁸ calls "one-shot thinking to precise processing." Individuals who are able to verbalize their thought processes precisely can examine each and every step of their thinking for inconsistencies, logical or illogical reasoning, pre-existing biases, and so forth. We want our students to tell us why they choose a particular answer ("Question #1 really threw me; I was thinking of the problem you gave last week where we had to make comparisons, not inferences"). Hearing students' thinking helps us, as educators, to monitor their thought processes and to indicate steps they may be skipping ("Oh, I see. I hadn't read all the data in the chart") or mental operations that are not well developed ("I guess I really don't know what the difference is between an inference and an assumption"). Likewise students benefit from hearing their own and others' thinking. ". . . they gain diverse ideas which in turn help them to discover and verbalize new insights. This cyclical pattern is a growth experience which promotes intellectual skills and lends to applications in everyday life."⁹

Although some learners are comfortable talking about their thinking, most of us are not. We avoid it. Too many times we have been told: "Think for yourself!" "Keep your thoughts to yourself" or "Don't talk out loud in school." Thus talking about our thinking requires some unlearning and relearning--and, most important, a great deal of personal risk!

Here are some questions we have found successful to promote talking about thinking or metacognition:

What did you see as the question or problem?

What mental processes did you use to answer the question or problem?

Are these the processes you needed to use? Why or why not?

What other processes could you have used?

Utilizing the writing process as a learning tool for teaching thinking

As we all know, the basic skill of writing has undergone vast changes in the past few years. We now view writing not merely as an academic skill but as a process with potential for furthering thinking/learning abilities--a process which enables learners to examine abstractions in depth and with breadth.

⁴Hartoonian, H. M. "The First 'R' - Reasoning: A Skill Network for the Social Studies Curriculum." The Social Studies 71:4 (1980), 156-162.

⁵Costa, A. L. "Teaching for Intelligent Behavior." Educational Leadership 39:1 (1981), 29-32.

⁶Paul, R. W. "Critical Thinking: Fundamental to Education for a Free Society." Educational Leadership 42:1 (1984), 4-14.

⁷Beyer, op. cit.

⁸Whimbey, A. "The Key to Higher Order Thinking is Precise Processing." Educational Leadership 42:1 (1984), 66-70.

⁹Fedje, C. and Holcombe, M. "Using Intellectual Skills in Home Economics Teacher Education Courses." Journal of Vocational Home Economics Education 2:2 (1984), 64-74.



Special Needs Students in Home Economics Classrooms

Laura J. Jordan, Prof.
Department of Special Education
University of Illinois at Urbana-Champaign

It is ten years since the Education of All Handicapped Children Act added "mainstreaming" to our vocabularies, but the history of cooperation between Home Economics and Special Education goes back much farther. For decades individual teachers of Home Economics have accepted into their regular classes many students with special learning problems--students usually identified as mildly retarded, learning disabled, or behaviorally disordered--and given them the benefits of education with their non-handicapped peers, and of instruction by teachers prepared in the subject matter area.

As potential mainstream instructors of students with special learning needs, teachers of Home Economics are in a stronger position than teachers of many other high school subjects, and their advantage is directly related to what they teach. Home Economics has come a long way from the days when it was thought of as predominantly "cooking and sewing", but much of its content has remained highly practical and clearly relevant to the adult, out-of-school interests which are becoming very immediate to the adolescent. While any material naturally needs to be presented in an interesting way, it is easier to help students see the "pay-off" of studying to become intelligent consumers, or of learning to establish and manage a home, than to convince them of the eventual usefulness of some of their more abstract (or more abstractly-presented) studies.

When first asked, a teacher may be hesitant to accept a learning handicapped student as part of the regular class. While most agree that students with mild handicaps should be educated along with their age peers as much as possible, many teachers understandably have qualms about their readiness to instruct students who have been identified as needing special help. Though there is progress, both special and regular educators are still learning how to work as mutually-supportive team members to provide the best education for special students, and even those teachers who welcome special needs students to their classes may wonder if they are prepared to meet their needs. The feeling that their training has not prepared them to instruct handicapped learners is the reason most often given by those who are reluctant to accept students

with learning handicaps^{1,2} and many districts still lack an adequate number of teachers prepared to consult on meeting special needs, with the result that regular classroom teachers may sometimes feel they are left too much "on their own" in determining how best to teach their special students.

Good teachers with regular preparation, however, already know a lot about teaching which will go a long way toward meeting special needs. Students called "average", "special", and "gifted" all learn in essentially the same ways, and sound, systematic teaching is their primary need.

HOW DIFFERENT IS THE "SPECIAL" STUDENT?

A student with a mild learning handicap who is properly placed in a mainstream class will not necessarily be the least academically able student in that class. Further, most of the academic and social behavior problems common among special needs students are found also in many who are considered "non-handicapped lower achievers", and are never referred to special education; therefore, the small instructional changes which can help the special student succeed may be exactly what the lower-achieving regular students also need. Some of these statements contradict some commonly-held ideas about special needs students; let's consider them a little more closely.

While the categories of learning handicap--specific learning disability, mild retardation, and behavior disorder--can be defined in the abstract (though not without continuing controversy), the definitions are extremely difficult to apply to individuals. This is mainly because most educational problems, needs, and capabilities are found among students of all three categories. They share so many of the same learning and behavior problems that knowing to which category a student has been assigned gives the teacher few clues as to what the educational strengths and needs will be.

Another reason why the category tells us so little is that each school district makes its own decision as to

¹Guerin, G. (1979). Regular teacher concerns with mainstreamed learning handicapped children. *Psychology in the Schools*, 16(4), 543-545.

²Ringlaben, R., & Price, J. (1981). Regular classroom teachers' perceptions of mainstreaming effects. *Exceptional Children*, 47(4), 302-304.

how to determine which students should be assigned to the various categories. Thus, a student identified by one district as mildly retarded might in another district have been designated learning disabled, or the disturbed behavior resulting from academic failure might be considered the primary problem; in a third district, that same student might never have been referred for special services, under the assumption that he or she is a low achiever, or not trying very hard^{3,4}.

There are many reasons why a student who is having serious academic or social behavior problems may never be referred. If he or she is from a home or an area with multiple social problems, it is easy to assume simply that the home problems must be the cause of the in-school problems. Learning problems may be overlooked in quiet students who present no behavior problems. If the student can cope with certain types of lessons, his or her failure to succeed with others may be attributed to laziness, stubbornness, or lack of interest. The list could go on.

Obviously, identifying the special education category to which a student's problem is thought to belong is far from an exact science, so it is fortunate that the categorical label placed on a learning handicapped student really matters very little to the teacher, being useful mainly for budgetary and administrative purposes. The questions of interest to the teacher, whether they concern a special needs or a regular student, are (a) What has the student learned so far? and (b) What is the student ready to learn next? These questions are best answered by direct, in-classroom testing to see how much of the curricular content the student has already mastered, and what remains to be learned. There is not space to discuss assessment here, but for a practical assessment approach which may be tied directly to teaching plans, readers are referred to the discussion of curriculum-based assessment in Blankenship and Lilly's⁵ Mainstreaming Students With Learning and Behavior Problems (1981). The rest of this article will consider some practical alternatives for meeting common classroom problems of handicapped learners.

³Algozzine, B., & Ysseldyke, J. (1983). Learning disabilities as a subset of school failure: The oversophistication of a concept. Exceptional Children, 50(3), 242-246.

⁴Ysseldyke, J., Algozzine, B., & Epps, S. (1983). A logical and empirical analysis of current practice in classifying students as handicapped. Exceptional Children, 50(2), 160-166.

⁵Blankenship, C., & Lilly, M. S. (1981). Mainstreaming Students With Learning and Behavior Problems: Techniques for the Classroom Teacher. New York: Holt, Rinehart & Winston.

ACCOMMODATING INDIVIDUAL NEEDS

The suggestions offered here are practical ones, and the skills they call for are skills already possessed by good teachers with regular classroom preparation.

1. Adjust the level of difficulty appropriately.

The single most important thing a teacher can do for any student is to adjust the level of difficulty of the student's work so that success is possible if a reasonable amount of effort is put forth. Work that is too easy is demeaning, it undermines self-confidence, it is boring, and the student will know that s/he is not learning much. Work consistently so difficult that success is almost impossible also undermines feelings of self-worth; it, too, is boring; and again there will be the awareness of little learning. Thus work that is not adjusted to the student's capabilities can lead to chronic misbehavior--a really effective way to avoid work which may lead to humiliation or boredom!--and to little forward progress.

Rosenshine⁶ (1979) suggests that if student responses are correct about 85% of the time, it can be said that his or her work is properly adjusted, that the teacher has successfully individualized the student's work. A few poor guesses while the teacher is learning the appropriate level of difficulty need not cause a problem if the need to find the student's level is frankly acknowledged to the student in advance.

2. Make only those changes which are really necessary.

It is easy to think that in order to individualize, one must make sweeping changes in how a student is taught. Not so. If the student has been responsibly placed in a given class, minor changes should do the trick. Charles and Malian (1980) divide instruction into the five elements of content, objectives, activities, time, and supervision, and suggest that the teacher consider each of these separately to determine where change is needed.

Content changes are usually relatively minor; no student should be counseled to enroll in a course containing large amounts of material he or she is unable to conceptualize. A change of content is most likely to be the addition of a little work on some deficient prerequisite skills or understandings. (Check the rest of the class to see who else could profit from the same bit of teaching or review, and make it a small-group session before teaching the planned lesson.) If a student lacks prerequisite skills it is impractical to teach quickly, then the lesson(s) requiring those skills are inappropriate for the student,

⁶Rosenshine, B. (1979). Content, time, and direct instruction. In P. Peterson and H. J. Walberg (Eds.), Research on Teaching (pp. 28-57). Berkeley, CA: McCutcheon.

⁷Charles, C. M., & Malian, I. M. (1980). The Special Student. St. Louis: C. V. Mosby.

and a spectator-auditor role, or an appropriate review activity, may be substituted for just that portion of the work. If this happens often, however, it would indicate a problem that should be discussed with the special education staff.

To select what material should be required of the less efficient learner, Flynn⁸ (1985) advises that teachers ask themselves, "What is most important that the student know five years from now?", and let that portion of the work be sufficient to earn a grade of C. This same material is to be included on exams, with the essential questions starred as those to be answered first; if there is time, other questions may be attempted for additional credit. This approach allows all students to use the same test, and its usefulness to the entire lower-achieving portion of the class is obvious.

Changes in objectives will probably amount to the omission of certain objectives for a given student, or, more often, retention of the objective with some of the criteria of mastery lowered or deleted. As examples of changes in the criteria of mastery, the class might be required to list the main points of the material, but certain of the students would be excused from learning correct spelling of the terms; or they might be required only to identify the correct terms from a list, rather than to generate the terms as the rest will be asked to do.

Activities is the element most likely to be altered; more varied activities which will offer alternative ways of learning and practice are in order, and will certainly benefit the entire class. The student whose physical or learning handicap makes writing difficult might instead report orally; one whose reading level is unequal to the text might learn more from a filmstrip and class discussion; and a student with poor reading skills might listen to a paraphrase of text materials on tape, while an aide or student tutor might read test questions to him or her. Most modifications, like the above, are simply common sense responses to observed needs, but they are none-the-less effective.

The time for completing a test or other assignment may need to be adjusted. A student with a physical disability may need more time to get from class to class, or to complete muscle-skill tasks such as writing, but learning handicapped students, too, may be able to complete more of the standard activities if time is adjusted. Perhaps the student could answer half of the standard exercise--every other question--in the time the others complete the whole. If it doesn't make sense to break up a given

task, then more time is needed. The teacher can also adjust for time-related needs by letting students know that in five minutes it will be time to change the activity, or by helping them plan when to start homework in order to get it finished on time, since difficulty in adjusting to unanticipated changes in activity and in planning use of time are often problem areas.

We tend to think of behaviorally disordered students when we consider differences in students' need for supervision, but this should not be so. If the academic requirements have been suitably adjusted, the class rules are understood, and there is no undue pressure, yet the student is still unable to conform to reasonable behavioral expectations, that student needs to be helped to learn more suitable behavior, not to have the teacher take on policing duties as a regular part of daily instruction. Reasonable changes in supervision could include the teacher's unobtrusively checking to see that the poor reader finds the right place in the text, or that the student who has trouble following directions starts out correctly on a worksheet.

3. Give the poor reader a break.

Reading ability markedly below grade level is one of the most common problems of the secondary classroom. Here let's assume that the Home Economics teacher is not trying to actually improve the student's reading ability, but rather to help him or her survive in the class in spite of poor reading skills.

Try reducing the reading load. Using a colored highlighting pen, mark the essential parts of the material. (Get permission before you mark up a text, but it can be used by other poor readers in future classes.) The essential material is often in the headings, subtitles, and first sentences of paragraphs, and includes material in blackletter or italics. The student is required to read only the highlighted material. True, that means much detail and some facts will be left out, but it is not a question of whether this student will read all of the selection or only the important parts--for the genuinely poor reader, it is a question of getting through perhaps only the first 3 of 20 pages, as opposed to reading the most essential material of all 20 pages. The marked text also serves the student as a study guide for the eventual test.

Dividing the class into small groups for cooperative learning, with each group including some able readers, allows the student to divide up the work to be done and to help each other. Cooperative learning provides even your best students with valuable experience in shared work toward a common goal, and takes advantage of the fact that an age peer may be able to explain something to another student more effectively than can the teacher.

Can you locate materials on the same topic at an easier reading level? Check with the resource room

⁸Flynn, J. M. (May, 1985). Paper presented at a conference, "The LD Adolescent", of the Comprehensive Child Care Center, Gunderson Clinic, LaCrosse, WI.

teacher as well as with the local library. Are there filmstrips the student can study? Might not producing a filmstrip summarizing the important points of the unit be a good learning experience, or even serve as the test, for your more advanced students, as well as providing a valuable study tool for the less able readers?

4. Make note-taking easier.

Lecture is used often at the secondary level, but high school students are rarely efficient note-takers. Good note-taking requires that the student formulate and write notes on what has already been said while continuing simultaneously to listen to and mentally organize new material. Add to that problems in understanding the language of the lecture, in selecting the important from the trivial, and in putting thoughts into writing (all common problems among the learning handicapped and low achievers), and it adds up to major difficulty.

Using advance organizers is an effective way to help. Just about anything the teacher does to cue students in advance as to what to expect, and to cue them as to which aspects of the material should receive the most attention, serves as an advance organizer. Stating at the beginning of the hour the planned activities and their order; going over essential vocabulary at the start of a lesson; showing how today's lesson fits into earlier lessons; telling students in advance what they will be expected to do with the material ("I'll want you to memorize these terms," "This is an over-view; we'll come back and look at all of it in more detail," "This material is going to be on the test,"); and writing important terms and phrases on the board are all examples of advance organizers. They benefit all students, but they can make a critical difference for those who do not learn easily. Every teacher has used them; to be most effective, plan to use them systematically.

Remember that while it is easy for the expert (i.e., the teacher) to winnow the important from the unimportant, that is a perplexing problem for the neophyte even without the complication of a learning problem. Teachers know the value of an outline on an overhead transparency as they lecture, but how often has a transparency been removed to cries of, "Wait! Wait! I haven't finished copying that!?" One wonders how much attention the steadily (though not very efficiently) copying students had left for the lecture, if they were that far behind in their note-taking!

When you use an outline, keep it sparse. Fewer details, and words and phrases instead of sentences, may help; many students are too insecure to leave any word uncopied. Even better, ditto copies for the students. Alternatively, only the major points might be supplied, with spaces left for the students to add additional notes.

A listening technique might be more effective for students with language or writing difficulties. They may find meaningful listening taxing enough; formulating and writing down their thoughts while the lecture proceeds may be next to impossible. Ask such students to just listen for about five minutes, then to jot down quickly whatever key words or phrases stuck in their minds, even if they do not yet understand them. Have them listen for another five minutes, and write another quick note. Complete the lecture this way. After the lecture, the students are to use the text to expand on the jotted words and phrases. A jotted "Three points," may be enough to let the student locate the essential "a), b), c) in the text. Definitions of terms can be copied, and relationships noted. Yes, much detail will be missing from the notes, but the important point is that the student will have been able to listen attentively to most of the lecture, and will have something to study other than a blank or hopelessly hen-scratched notebook.

5. Teach for attention, meaningfulness, and motivation.

No instructor whose teaching is directed to fostering attention, meaningfulness, and motivation will go far wrong in the attempt to help the problem learner. What's that? That doesn't sound very special, it's what you try to do for the whole class? Exactly! The needs of learning handicapped students usually differ in intensity rather than in kind from those of the rest of the class.

Attention. The critical factor here is that students need to know exactly where their attention should be directed. Should attention be on the details, or on "seeing the big picture"? Are the spellings and the meanings of the terms presented equally important? Is reasoning or memorization to be applied to this material?

Remember that anyone presented with unfamiliar material misses details that are clear to the knowledgeable person. Your special needs students may be encountering lots of unfamiliar or poorly understood material; they will need to have important details drawn to their attention.

Meaningfulness. Meaningfulness, like beauty, is in the eye of the beholder; it is definitely not inherent in instructional materials. Just as Chinese or Russian writing conveys no meaning to those who have never studied it, instructional materials and verbal instruction which are not in the learner's language or are outside his or her framework of experiences will have little meaning.

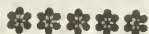
Other ways to support meaningfulness are to rephrase instructions when they are repeated, to ask students frequently to restate information or instructions in their own words (if they can only parrot, provide help), and to relate as much of your instruction as possible to the life experiences and daily realities of the students.

Motivation, it is true, comes from within the learner, but we on the outside can do a great deal to either foster

...r kill it! It is crucial to adjust goals so that success is possible if we want the student to keep trying. Even when learning is taking place, you may find it necessary to prove to the student that s/he really is learning, since much past school experience may have been pretty discouraging. Simple charting of progress toward learning goals, with the student entering his or her own daily progress (such as recording the percent correct on each succeeding worksheet), has proved a powerful aid to motivation. Teacher recognition of gains, perhaps through a three-minute session at the end of each week to review with the student the chart or other evidence of learning, underlines their importance.

An increase in positive recognition for simply doing the right thing, so that it is not necessary for the lower achiever to misbehave in order to obtain some personal recognition, would be a positive step in many busy classrooms. Teachers don't mean to give the lion's share of attention to the acting-out students and ignore those who are "merely" doing what is expected, but with all the demands on the teacher it often works out that way! Reinforce, with your attention and with words, the behaviors you want to see continue and increase.

It has been the purpose of this article to reassure the regular classroom teacher that the skills of good teaching are the skills that will also benefit special needs students joining the class, and will be of value to the lower-achieving regular students as well. Don't be afraid to experiment; if one idea does not work, try a different way. The good will of the interested teacher communicates itself to students, and makes up easily for small miscalculations. Special students can teach as well as learn; making them a part of our classes and social groups can help us become more appreciative and accepting of differences of all kinds. They can even help us become more at ease with the fact that we all need to be helped to do some things, and to realize that "It's okay to be different!"



EXCELLENCE requires character development, too. It has been ignored in all the educational reform reports.

Harry Passow



One Voice

Last March when we had our 12th annual Home Economics Education Alumnae(i) Conference (to which everyone is welcome), one of our inspiring speakers was Edith Duerer, a junior high home economics teacher in Belleville, Illinois, who played during her speech (and dedicated it to me!) Barry Manilow's "One Voice," part of which says

"Just one voice, singing in the darkness --
All it takes is one voice, singing so they know
What's on your mind. And when you look around
You'll find there's more than one voice ...
All it takes is one voice ... and everyone will
sing."

I thought about that and about all the times I've said that every great idea was once a minority of one. And about how hard it is sometimes to speak up when you're the only one.

Soon after that conference I found this in my church bulletin.

A story to share: "The Weight of Nothing"

"Tell me the weight of a snowflake," a coal-mouse asked a wild dove. "Nothing more than nothing," was the answer. "In that case, I must tell you a marvelous story," the coal-mouse said.

"I sat on the branch of a fir, close to its trunk, when it began to snow - not heavily, not a raging blizzard - no, just like in a dream, without a sound and without any violence. Since I did not have anything better to do, I counted the snowflakes settling on the twigs and needles of my branch. Their number was exactly 3,741,952. When the 3,741,953rd dropped onto my branch - nothing more than nothing, as you say - the branch broke off."

Having said that, the coal-mouse flew away. The dove, since Noah's time an authority on the matter, thought about the story for a while and finally said to herself, "Perhaps there is only one person's voice lacking for peace to come to the world." (from New Fables, "Thus spoke the Marabou," by Kurt Kauter.)

Then I thought some more. I thought that the one needed voice for many changes that would help our school, our profession, our society, our world might be the first voice, or the last voice, or any of those who form the chorus in between.

What do you think?

The Editor



The Counseling Role of the Home Economics Teacher

Linda L. Fraser, Graduate Student
Penny L. Burge, Associate Professor
Home Economics Education
Virginia Polytechnic Institute
and State University

The home economics curriculum leads students to seek counseling help from their teachers more often than from teachers in other subject areas because of the home economics content emphasis in personal and family development and decision-making. Counseling is one of the most productive ways of assisting students in developing life skills, especially in clarifying values and making decisions. Blankenship and Moerchen¹, in describing the diverse roles of home economics teachers, list counselor and guidance worker as one of six priorities in professional responsibilities. Pecoraro and Leonard² have indicated that home economics teachers need counseling or interpersonal skills to understand and aid students with diverse needs. The following are suggestions to help in the development of those skills for teachers in this role.

1. We can listen, let the student talk and guide the interview session. Wrenn³ points out that anyone can give advice but it takes a hardier soul, a more mature person, to listen intelligently and to follow the students as they grope toward self-clarification and understanding.
2. We can know our students as individuals and understand why their behavior and problems may be a result of their backgrounds or experiences. Being aware of an individual's family situation, learning abilities and previous grades will often prevent counseling mistakes.
3. We can show empathy, not sympathy. Being sympathetic may convey incorrectly to the student that we are in agreement or approve of his/her situation. We can communicate to the students that we understand what they are feeling. At times it may be appropriate to share our own experiences with them.

¹Blankenship, M.L., & Moerchen, B.D., *Home Economics Education* (Boston; Houghton Mifflin Company, 1979), pp. 374-384.

²Pecoraro, A.G. & Leonard, T.H., "Needed: Counseling Skills for Home Economics Teacher" *Journal of Home Economics*, Spring 1983, pp. 26-27.

³Wrenn, C.G., "The Home Economist as Counselor" *Journal of Home Economics*, January 1950, pp. 23-24.

4. We can remember the full range of emotions that students experience. They feel hurt, pain and anger as well as hope and joy. We can show our concern and understanding through verbal and non-verbal reinforcement such as pats on the back, nods of the head and smiles directed to students.⁴
5. We can demonstrate our genuine interest in the student by being honest and real. We can avoid playing different roles based on the type of problem being addressed or the particular student who is talking with us and we can avoid giving conflicting verbal and non-verbal messages.
6. We can enhance decision making skills. The role of counselor is to emphasize growth of the student in self-understanding. "If decisions are to be made, they are to be made by the student, not the counselor, otherwise the counselor becomes advisor and assumes responsibility for the decisions made".⁵
7. We can keep students' problems confidential. Students approach us with their problems and questions and expect to receive respect in return. Discussing a student's personal problem with colleagues is unethical.
8. We can confront the student and inform him or her when there are discrepancies between what is said and what is done. If we believe that what the student is saying is different from what s/he is doing, we can identify this discrepancy. Confrontation will help some students to understand where they are in relation to where they want to be.⁶
9. We can use counseling and other personnel resources within our school and community. We can become alert to serious problems and refer them to specialists. Students may benefit more when referred to other services. Wrenn⁷ acknowledges that a teacher is a counselor, but "she is also a front-line observer of needs that she cannot meet; her job is to know when

⁴Carkhuff, R.R., Berenson, D.H. & Pierce, R.M., *The Skills of Teaching: Interpersonal Skills* (Amherst, MA: Human Resources Development Press, 1977), p. 146.

⁵Wrenn, C.G. op.cit. p. 23.

⁶Carkhuff, R.R., Berenson, D.H. & Pierce, R.M. op cit., p. 146.

⁷Wrenn, C.G. op. cit., p. 24.

(Continued on page 103.)

A Fair Way to Teach Housing

Donna Iams
Assistant Professor
Consumer Studies Home Management
School of Family and Consumer Resources
University of Arizona

American housing has undergone sweeping changes in recent years. Today the way housing is designed, constructed, financed and marketed little resembles the traditional concepts of housing. This rapidly changing consumer product, which today accounts for nearly 32% of the average household budget, is the single largest expenditure item in the family budget.¹ Meanwhile, the construction emphasis is on less living space, smaller yards, and more multi-family housing. The fact that there is more multi-family housing than single family housing being built continues to dominate the news.²

All of this presents a new challenge for today's home economics and consumer teachers. The ownership of a conventionally built, single-family detached house has long been a social status measurement of "personhood" found among Americans.³ However, present and future families are being forced to lower their housing expectations to

¹"American Housing: Dream to Nightmare." Consumer Research, 1980, 63, (6), p. 9-15.

²Housing American - The Challenges Ahead, Report prepared by the National Association of Home Builders, 1985.

³George Sternlieb and James W. Hughes. Housing in the United States: An Overview. In America's Housing: Prospects and Problems. Ed. George Sternlieb and James Hughes, New Brunswick, New Jersey: Center for Urban Policy Research, 1980.

(Continued from page 102.)

and how to get students to those persons who can help them."

10. We can continue to develop and improve our counseling skills through reading, inservice programs and enrollment in college level courses which help in developing interpersonal skills.

These suggestions can increase home economics teachers' expertise when counseling their students. While the 1980's emphasis on academics in curriculum is important, human relationships also deserve priority in the teaching-learning setting.

accommodate the realities of limited purchasing power and the lack of available "dream" housing. The real challenge is to present information which exposes students to a variety of housing types in order to promote rational judgment in selection of housing when it is viewed as a quality of life symbol.

To accomplish this task requires two steps. The first is a self-evaluation so teachers can determine whether they are presenting biased information in the classroom. The second is a classroom materials evaluation to determine whether students are exposed to positive aspects of various types of housing.

Self-Evaluation

During a 1981 housing survey,⁴ 246 home economics and consumer teachers answered a set of questions regarding how and what they taught about housing. The results indicated that:

- Teachers with negative attitudes toward multi-family housing tend to spend little or no time discussing multi-family housing in the classroom.
- Seventy percent of the teachers presenting the topic in the class generally emphasize that multi-family housing is only for temporary living purposes.
- Teachers tend to stress that the type of housing in which a person lives represents to the community the occupants' socio-economic status.
- Reflected in their teaching is a belief that housing structure affects the behavior of the occupants and the occupants' satisfaction with their standard of living.

Later a self-evaluation form regarding housing was designed so teachers could examine the comments and attitudes they presented in the classroom. The self-evaluation form included questions such as:

- Do I ever invite guest speakers who live in, sell or manage apartments, town houses, manufactured houses?
- Do I use illustrations of housing alternatives in the classroom?

⁴Iams, Donna, Attitudes and Knowledge of Home Economics and Consumer Education Regarding Multi-Family Housing, 1981-1983. Agriculture Experiment Station, University of Arizona.

- Do I speak of apartments as a temporary place to live until they, the students, can afford to buy a "house"?
- Do I present manufactured or mobile homes as being less well constructed than conventionally built homes?
- Do I talk about mobile and manufactured homes as though they belong in only residential parks?

Answering "no" to the first two questions and "yes" to the last three questions suggests that the teacher may need to be more aware of how biased information may be creeping into his/her lessons.

After teachers in the housing survey used the self-evaluation, 62% realized that they were not presenting complete information to the student; the alternatives to the conventionally built, single-family detached house were being ignored.

Material Evaluation

In the 1981 study, teachers were also asked to identify the materials they used in the classroom when teaching about housing. Using a materials list created from the teachers' responses, we examined the materials to look for biased illustrations. The results show that fifty-four percent of the materials used did not provide illustrations of various types of housing such as apartments, townhouses, duplexes, or earth-sheltered housing. Another 23 percent of the materials illustrated such housing on pages which discussed zoning problems, condominium failures or landlord-tenant problems.

A materials evaluation form was then developed to help teachers evaluate their own visual aids. The materials evaluation form included such questions as:

- How often are pictures of apartments complexes, townhouses, or mobile homes shown in the materials?
- How often are there illustrations of non-traditional housing forms such as geodesic domes or earth-sheltered housing?
- Do the visuals which depict housing alternatives show the housing in pleasant, inviting settings or as examples in deteriorating slum areas?
- Are textbook illustrations of alternative housing found only on pages which discuss landlord-tenant problems, zoning and building regulation problems or financing problems?

If the response to these questions results in negative views of alternative housing, then the teachers may assume that the students are receiving only negative impressions about such housing. However, just recognizing that biased information exists is not enough. There must be classroom techniques which can help present a positive message about alternative housing.

A Fair Classroom Approach

Putting on a classroom housing fair has proven to be an effective way to provide students with an opportunity to explore alternatives to the conventionally built, single-family detached house.

The class can be divided into teams of three or five members with each team being assigned a particular type of housing.

As various concepts of housing such as traffic patterns, financing, and energy efficiency are discussed, each team prepares information about its assigned type of housing. Using floor plans for mobile home dealers and apartment complexes, photographs from magazines and other information, the students can study the advantages and disadvantages of various housing types. By putting together a fair booth which features their assigned type of house, the students can explore, find and compare the benefits of each housing type. A more positive attitude about the housing alternatives can develop as each team promotes the special housing features illustrated in its booth.

Students might be given the opportunity to exhibit the fair booths to other school classes and faculty members and to share their learning beyond their own class.

Implications for the Classroom

When addressing housing, it is important to recognize the many housing alternatives which are available for students as future home buyers and tenants. Being aware of how the information is presented can prevent the creation of false expectations about housing. In addition, having students involved in seeking out and presenting information helps them make rational judgments as they encounter complex issues related to their future housing and quality of living.



The meaning we give to life is how we relate to it. If we become active, positive and constructive participants in the process of life, in my view it enhances our health.

Dr. Jonas Salk



Home Economics Curriculum Frameworks



Judy Annette Jax
Professor, Home Economics Education
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

Research and development projects have contributed much to our current understanding of curriculum. Without a doubt, some curricula are more worthwhile and defensible than others. Curriculum development is a moral enterprise because it involves making choices among alternatives according to some criteria of goodness¹. Current budgetary cutbacks and the expansion of knowledge have caused additional problems of curriculum justification for the junior high/middle schools to surface. Every home economics teacher ought to be able to justify the importance and worthwhileness of curriculum choices.

There are many conceptions of what home economics curriculum is or should be. Each teacher's framework for thinking about, developing, and practicing curriculum is based upon personal beliefs and values. For example, what a home economics teacher does in a classroom stems from personal (although sometimes unexamined) beliefs about the process of educating.

According to John Dewey² an educator's conception of curriculum centers around his/her beliefs and values in regard to: (1) the nature of the learner, (b) the nature and conditions of society, and (c) the conception of knowledge. Dewey believed that these beliefs and values direct what is done in the classroom. A home economics teacher might become more thoughtful in choosing what to do in the classroom by examining conflicting curriculum frameworks.

Let us look at three different curriculum frameworks based upon Dewey's work. Each framework will be briefly discussed and examples will provide the differing theory and practice used when upholding a particular view of curriculum.

Example A: Technical Framework of Home Economics Curriculum.

The technical conception of home economics curriculum has perhaps been most dominant in the classroom. It became very pronounced in the 1960's with the behavioral

objectives movement. Being one of the easiest conceptions of curriculum for teachers to implement, it is often readily adopted. For example,

Students in Mrs. Frank's high school foods and nutrition class enter the room and quietly sit at their assigned tables. Mrs. Frank distributes the prepared worksheet that accompanies the text. Completion of the worksheet is the assignment for the day. At first the students rebelled against such routine assignments. Now that they know the worksheets constitute a portion of their grade, they like knowing what is expected of them and the security it fosters. Pre-testing allowed Mrs. Frank to see that some students already knew most of the information requested on the worksheets. She permits them to earn extra credit with "wordfinds" and "puzzles." Tomorrow the students will plan a lab and delegate responsibilities. After the students have prepared a food in lab, the product will be evaluated according to a checklist describing the qualities of a good product along with probable reasons for a failure. The final project is a lavish meal planned and prepared by the students. At this time they can demonstrate the many skills they have learned throughout the semester to the proud parents and pleased administrators who have been invited to attend. Mrs. Frank is considered a good teacher in the minds of many parents and administrators who view accountability in terms of visible production and learning skills as an end in itself³.

A teacher who perpetuates the above tradition would be the expert and decider of what concepts, facts, or generalizations are to be learned, how they will be learned, and how s/he will know when they have been learned. The learner would be passive and do as directed by the teacher. Learners would probably be very concerned with "doing it right" to gain approval of the teacher and other peers. Has a student ever said to you, "Is this right?" Or "Is this what you want?"

Within this curriculum view, knowledge is regarded as being objective and out there to learn. It needs only to be systematically (step-by-step) taught to the learners who can be rewarded as knowing if they can repeat the given knowledge. Objective-type exams are frequently used to measure how much the learner knows. Thus, decisions on what everyone is to know are made. Students are rewarded with A's if they do well in illustrating their learned knowledge, B's if they are good, C's if they are average, and D's or F's when they do poorly. Competition becomes a way of life in this highly structured classroom.

¹Hayes, H.E. "Curriculum Development as a Moral Enterprise," *Curriculum Inquiry* 6:229-235, 1977.

²Dewey, J. *The Child and the Curriculum*. Chicago: The University of Chicago Press, 1902.

³Evenson, J. "Technique as Value," unpublished paper, 1985.

This view of curriculum accepts the whole tone of society as being good and directs students to perpetuate society in its present form. For instance, student might be taught to incorporate the basic four into three meals per day for adequate nutrition. In this pattern, learned through societal interaction, three meals per day are accepted as being good without consideration of other options. Teaching management skills so students and thus their families can be more efficient for society is another example of accepting society as it is. The efficient way of doing home tasks without questioning the worth of these tasks in today's society might also be perpetuated by this technological view in the home economic classroom.

As you may have gathered, the framework for this curriculum conception is modeled after industry and technology. As Toffler⁴ has indicated, our current educational systems are modeled after the second wave in history. Input, output, interface, accountability, produce, performance are part of the industrial language used by educators holding this curriculum view. They believe that, given the proper educational treatment, every pre-adolescent will "turn out" with the necessary skills to be a contributing member of the existent society.

Example B: Self Actualizing Framework of Home Economics Curriculum

To illustrate this conception of curriculum, let me share this brief scenario:

Walking into the classroom, you are struck by a lack of desks and the abundance of flexible free space. Rugs, chair groups that aid conversation, colorful posters, interesting pictures, plants, books, filmstrips, computers, slide sets, pieces of equipment abound! Several students are seen around the teacher, some are glancing at the co-op board which contains mutually planned activities and another is seated in the private space corner. It is evident that the teacher and students trust each other when one student asks to discuss a home problem that is extremely troublesome to him. The student says that he has had an argument with his parents about getting a part-time job. He felt ready to take on the responsibility of work, but his parents thought he was too young.

The teacher uses this incident as a springboard for a lesson on communication, and finds that others in the class also have a problem in communicating with their parents. Free and relaxed discussion and a "game" in communication skills make the students all feel better able to deal with various life situations. The class makes plans to try their new skills out at home that night. Everyone feels good about what happened in class that day. An air of self-confidence wafts through the room. No doubt about it, everyone is rated very high today for their⁵ new-found self-confidence and mutual understanding.

This brief scenario illustrates a certain conception of curriculum that is held by a home economics teacher. For

things to happen between the teacher and pupil, individual talents and actions were used as catalytic agents. The teacher assisted in the process of learning, but only students caused the learning to occur; learning was considered a private matter. The teacher in the scenario was interested in helping students find out who they were and what they might become rather than be shaped into a form someone else has designated in advance. Curriculum was viewed as a process of self-actualization for each student; a process through which student needs are uncovered, built-up, and met.

Example C: Critical Consciousness* Framework of Home Economics Curriculum

A critical consciousness framework for curriculum theory and practice emphasizes activities and opportunities for learners to examine a variety of viewpoints, to think about their own thinking in an effort to examine richer and more reasoned meanings in their world. Intellectual skill development is encouraged as the learner is required to go beyond immediate problems faced and address the consequences of personal and family actions in society. The home economics teacher would facilitate this process through questioning, group discussions, reflective reading, sharing experiences, and community participation. Conflicting points of view would be encouraged so students would support their reasons

Information or subject matter combined with the process of how it is known constitute the concept of knowing. Knowledge is continuously reconstructed and evaluated by the knower. Life experiences and thought processes interact, with knowledge being the working power to analyze and critique life situations in the solving of personal and family problems⁶. Values are a part of knowing and would be critically examined for their worth in making a judgment.

The condition and norms of society are not viewed as necessarily sound or unsound in maximizing human development. In the home economics classroom, a student would examine social conditions in the best interests of personal and family development. They would work to solve problems that hinder personal and family development. There would be a futuristic emphasis as students would work through individuals and family to better societal conditions. There is the assumption that strong, responsible

*A Critical Consciousness curriculum framework is based upon the development of students who can maximize the use of their intellectual capacity to take informed, reasoned action that is for the good of all people. Many of the strengths of Examples A and B are present but used toward different ends.

⁴Toffler, A. The Third Wave. New York: Banta Books, 1980.

⁵Barber, L. "The Humanistic Curriculum," Unpublished paper, 1982.

⁶Coomer, D. and Jax, J. "Theoretical and Practical Aspects of Cooperative, Individualistic and Competitive Goal Structures." Paper presented at the Fourth Conference for Curriculum Theory and Practice, 1982.

families have the potential to make strong people who make a strong society.

A graduate student's illustration of a critical consciousness view of curriculum follows⁷.

LESSON PLAN

COURSE: Work of the Family Seminar

LEVEL: Grades 11 and 12

PRACTICAL PROBLEM:

What work should the family do to maximize human development?

QUESTION:

What are the effects of alternative lifestyles, specifically childlessness, on the work of the family?

OBJECTIVE:

The student will examine the question of childlessness vs. parenthood using value reasoning.

LEARNING EXPERIENCE:

Teacher activities:

Assign the topic of childlessness vs. parenthood to discuss. Because students will be using a value reasoning* process in the discussion, all students could prepare for all aspects of the question, e.g. the effect of children or childlessness on the couple, the effect on society if some couples choose childlessness, the effect on society if all couples choose childlessness, and the possible effects on the economy and on individual couples' financial condition, etc.

Discuss value reasoning as a basis for their preparation for the discussion. (Students have previously worked with this skill.)

Give students ideas for resources for gathering information for the discussion.

Serve as a facilitator and participant in the discussion asking higher order/critical thought questions and providing information.

Student activities:

The student will prepare for the discussion

*Value reasoning involves the ability to differentiate about the worth of something. It is being able to test the adequacy of standards of rules one uses in making judgments. Whenever one makes a value judgment, there must be reason to support it.

⁷Vonhoff, J. "Work of the Family Seminar Lesson Plan." unpublished paper, 1985.

about parenthood and childlessness. The student will gather and organize supporting and refuting evidence including distinguishing factual claims from value claims. The student will predict consequences for self and society of making the given value judgment.

During the discussion, the student will present evidence, listen for understanding, consider evidence presented, recognize contradictions, recognize gaps in arguments, assess the truth in statements, and recognize sound reasons. They will be aware of the place of values in such decisions.

SOURCES:

Access to the library for magazines and books. Interviews with couples with and without children.

EVALUATION:

The students will evaluate themselves on their participation in the discussion and on their use of value reasoning skills. (see attached sheet). In a cooperative manner, the teacher will also share evaluative comments.

VALUED END:

Through value reasoning, one can avoid making passive decisions that affect the work of the family and can assess one's value judgments for their soundness.

STUDENTS NAME _____

EVALUATION OF DISCUSSION

EX VG G F P

Before discussion:

Gathers data

Gathers supporting evidence

Gathers refuting evidence

Predicts consequences of value judgment

During Discussion:

Participates in discussion

Presents supporting and refuting evidence

Appears to listen for understanding

Acknowledges sound reasons

Identifies gaps in arguments

Identifies contradictions

Identifies values involved

How Can We Choose?

Which home economics curriculum framework is best for home economics? First, let us consider the mission of home economics and what professionals in the field can do to contribute to this mission. If we accept Brown and Paolucci's⁸ statement that our mission as professionals is "to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (a) to maturing in individual self-formation and (b) to enlightened, cooperative participation in the critique and formulation of social goals and means of accomplishing them, which curriculum conception aids in this mission?"

Example A offers information, practice following directions, skills in making a product, experience in measuring according to prescribed criteria, practice in taking tests.

Example B offers emotional support, values human interaction and relationships, flexibility, opportunity to practice communication skills, variety in teaching techniques, attention to the learning environment, opportunity to develop a positive self concept and to apply skills learned.

Example C has some of the characteristics of the other two but combines the cognitive and the affective as a way of knowing. It assumes that students learn through interaction, that they are capable of critical thought and that they can transform their environment. The conception of knowledge is a combination of subject matter and thought processes and includes values. It focuses on developing the ability to solve societal problems. Both the means and the ends are important.

⁸Brown, M. and Paolucci, B. Home Economics: A Definition. Washington, D.C.: American Home Economics Association, 1979.

It is not necessary to reject all of any model when one accepts one as preferred. We need all the strengths we can muster! What we do need is a view of curriculum which allows us to draw from a framework complete enough to carry out the mission of Home Economics.

Secondly, consider the needs of the students. A teacher's goal is not to make students into professionals. They are not at that stage of development. But a home economics teacher's goal could appropriately be that of assisting them in the development of critical thinking skills, problem-solving abilities, and in carrying out responsible action in society. Curriculum could be organized and taught in such a way as to facilitate these learnings. They are developmentally ready to move to higher levels of thinking and their potential can be maximized through a critical consciousness framework of curriculum. By using this framework, teachers can incorporate technical activities into home economics curriculum, assist learners in their quest for self-actualization and yet make judgments that can better themselves, family and societal conditions.



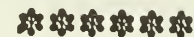
The Energy of the Learner

Of all the forces operating in a school, the energy of the learner is the greatest. If it is "turned on" at full voltage--and directed straight into the task at hand--it is almost irresistible... But if it is "turned off"--or diverted from the task or opposed to it--nothing else matters very much.

That flow of energy is controlled by the learner's perceptions. ...If a full charge of energy is to be delivered to any learning task, two conditions must prevail: (1) the learner must see the task with clear eyes and sense that it is relevant to his private goals; and (2) s/he must have faith that s/he is worthy to tackle it ... and who can do it if s/he stretches.

Above all else it is the function of evaluation to bring these two conditions into existence and to release the full flow of the learner's energy.

Fred T. Wilhelms and Paul B. Diederich in Evaluation as Feedback and Guide ASCD Yearbook, 1967, p. 234-235.



Does the process you use in teaching enable your students to enjoy the use of their minds?

Need for Educational Excellence in a Future Oriented Society*

Joan R. Wilcosz
Consultant for Home Economics
Minneapolis Public Schools

Within the last few years the national reports and studies on secondary public school education have consistently stressed the need for educational change which focuses on the achievement of educational excellence primarily in regard to curriculum and instruction. The concerns and recommendations have addressed the need for providing an excellent education for all students so that they will be adequately equipped for a constantly changing society.

The need for educational excellence includes the need for developing intellectual thinking skills across subject areas and grade levels. Those we tend to hear or read the most about are critical thinking, creative thinking, problem solving and decision making. Others that focus on moral or ethical development, reflection and judgment include practical reasoning and valuing. Although most of the focus has been on critical thinking, creative thinking, problem solving and decision making there appears to be a growing movement to integrate these intellectual skills with practical reasoning and valuing, thus moving into the area of critical inquiry.

Several state departments of education and professional education associations, such as the Association for Supervision and Curriculum Development and Phi Delta Kappa, are focusing considerable attention on and providing support for these change efforts. This includes the development of specialized programs for classroom use, norm-referenced assessment measures on critical thinking and "Teaching for Thinking" workshops and articles through their professional journals. California and a few other states have developed and begun implementing state-wide tests on critical thinking and problem solving. Minnesota is moving in this direction.

*Paper presented by Joan Wilcosz to Wisconsin Home Economics Teachers at their annual WHEESE Conference. "Teaching About Thinking, Program and Classroom Implications," August 7, 1985, Fond du Lac, Wisconsin. Paper reflects author's involvement with the Minnesota Department of Education, Secondary Vocational Education Department, Home Economics Curriculum Project.

NEED TO PROVIDE AN EXCELLENT EDUCATION FOR ALL STUDENTS IN A CHANGING SOCIETY

In a 1974 Association for Supervision and Curriculum Development publication, the authors emphasize that -

Our first and foremost need is to regain control of our lives in our rapidly changing technological society. It is suggested that regaining control must initially mean dealing with the nature and qualities of the rational powers of reasoning and reflection that have made possible the technologies which now hold an irrational though powerful sway over the course of our lives. Therefore, there is a need to support and develop the intellect and to encourage rational analysis of what we are doing and where we are going.

To accomplish this, schools need to foster periods of reflection or, in other terms, intellectual review of what is happening, why it is happening, and whether it should happen, rather than agreeing with much of the public in finding quick, simplistic solutions to our complex problems.

Schools need to move toward slowing down enculturation of society's ways and beliefs that are based upon values and modes of behavior that are already established (traditional socialization models) and help students attain as much intellectual flexibility and open-mindedness as possible.

One function of education is to go beyond an awareness of current alternatives to developing the capacities necessary for dealing with and even creating alternatives by focusing on as broad a range of capacities as is latent within all students' potential.

A major goal is the development of rational skills and the study of content that will help students view the phenomena of their culture with increased objectivity and from an increased range of alternatives. Students need to become aware of and be able to use the most up-to-date information regarding present and future possibilities.¹

Bullough and others² recommend that to accomplish

¹Shirley H. Engle, and Wilma S. Longstreet. "Education for a Changing Society." Improving the Human Condition: A Curricular Response to Critical Realities. ASCD Yearbook, 1978.

²Robert V. Bullough, Jr.; Stanley L. Goldstein; Ladd Holt. Human Interests in the Curriculum, Teaching and Learning in a Technological Society. Teachers College Press, Columbia University, 1984.

these ends schools need to cease fostering the development of technocratic-mindedness, technical or instrumental skills, which is exhibited by an uncritical acceptance of the view that only methods of a narrow conception of science produce genuine knowledge and the only appropriate way to solve our social, political, and ethical problems is by applying methods of science to these problems.

Instead, schools need to focus on enabling students to exercise their innate potential to reason, to pause and think about things, to question and to call for reasons why. They need to encourage students to develop a critical attitude which requires discussion of issues, especially those involving value judgments. This form of discussion requires open, respectful communication. It requires attempts to see things differently, to discuss, dialogue and communicate through our rational or critical capacities as a means of action toward human growth and development, human liberation.

Goodlad³ has proposed a series of recommendations for enriching the learning environment and curriculum within public school education which include:

- . Developing motivation to learn
- . Assuring all students mastery of the "basics" as a means to improve society
- . Enhancing growth as self-directed individuals
- . Helping students develop personal standards of work and ensuring the satisfaction of meeting them
- . Helping students enter into mutually enhancing, growth-producing relations with others
- . Developing critical understanding about the norms that prescribe our social, economic, and political condition
- . Helping students develop the moral and intellectual means to change and grow in a changing knowledge-based interdependent world
- . Involving students in a variety of ways of thinking
- . Introducing students to concepts, not just facts, so they gain skill in differentiating and developing the relationships between facts and concepts
- . Providing situations that provoke and evoke curiosity
- . Providing for and encouraging discussion free from manipulation and domination
- . Providing for respectful, serious questioning directed toward clearer understanding
- . Emphasizing communicative interaction and the force of the better idea in deciding the truth of things

MISSION AND PURPOSE OF HOME ECONOMICS

The following statements are consistent with current concerns for educational excellence and they provide a

³John L. Goodlad. A Place Called School. New York: McGraw Hill, 1983.

focus for curriculum and instruction in secondary home economics today.

"It was seen by many early home economists that education was needed to create a home life that would both enhance the development of the individual and contribute to a more democratic society. To provide such education was the original mission of home economics."⁴

"Lake Placid Conference participants believed that the purpose of the field was to help the home and family develop ethical and free human beings who were conscious participants in improving society. As a professional field the conceptual structure of knowledge was to be complex and broad in scope. It was to be organized around practical problems of home and family. The basic need was to help people be free from domination of societal institutions and from blind compulsions that cause people to react rather than act reflectively."⁵

"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 maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them."⁶

The ends envisioned by the early founders of home economics and the authors of the current home economics mission statement are similar to those stressed through the new secondary home economics curriculum materials developed by Wisconsin, Minnesota and Ohio that focus on the development of critical thinking and practical reasoning skills that will enable students to become enlightened and rational thinkers in regard to significant, practical, perennial problems of the home and family. These intellectual skills are learned through the study and use of the family or human action systems.

Although other subject areas are involved in similar curriculum development efforts, secondary home economics is unique because it focuses on:

- . The well-being of the individual within the home and family.
- . the development of self-forming persons.
- . Reducing the discrepancy between the accomplishment of basic human goals and existing social and economic realities inhibiting the accomplishment of these goals.

⁴Marjorie M. Brown, "Home Economics: Proud Past - Promising Future," Journal of Home Economics, Winter, 1984.

⁵Judy A. Jax, "Home Economics: A Perspective for the Future." Journal of Home Economics, Summer, 1985.

⁶Marjorie M. Brown and Beatrice Paolucci, Home Economics: A Definition. Washington, D.C. American Home Economics Association, 1978.

Accomplishing valued ends, including the work of the family, through the use of the family action systems.

Human emancipation through the learning and use of selected critical thinking and practical reasoning skills interrelated with the family/human action system.

To assist in understanding how this focus is achieved, the major components of the new Wisconsin Home Economics Guide for Curriculum Development and the Minnesota Problem-Posing Curriculum Model will be identified, briefly discussed and compared.

WISCONSIN HOME ECONOMICS GUIDE FOR CURRICULUM DEVELOPMENT

The new Wisconsin Home Economics Guide for Curriculum Development addresses the concern for the development of intellectual skills through a family-focused curriculum approach.

The concern is threefold:

- . To learn which skills are needed to study the family.
- . To learn some of the skills used by the family.
- . To learn skills related to creating an optimal learning environment in the family.

Intellectual skills stressed are those related to posing questions, gathering and storing information, using information to address questions, and reflecting on procedures and consequences. Throughout, the focus is on enabling students to become competent in communicative, reflective and technical actions of the family, the family action systems, as defined below.

Communicative actions are those actions that promote consciousness of the rightness of norms guiding interpersonal and personal relations, especially those wherein meanings are developed.

Reflective actions are those actions that promote independence and authenticity in thought and that identify distortions, manipulations, and inaccurate understandings of ideas that limit freedom in thought.

Technical actions are those actions that promote understanding of the world of nature and objects (rather than the social work of human beings) and the appropriateness of means that can be selected for reaching various ends already determined or assumed to be appropriate.⁷

MINNESOTA HOME ECONOMICS PROBLEM-POSING CURRICULUM MODEL

The goal of the secondary Minnesota Home Economics Problem-Posing Curriculum Model is to provide an orienta-

tion to curriculum and a framework for curriculum conceptualization. It is intended to assist in developing autonomous, responsible individuals and families who are capable of engaging in pro-active behavior regarding the formative processes of family and society as opposed to coping or reacting.

Two interrelated conceptual frameworks provide the overall framework for the problem-posing curriculum model. The first part of the framework focuses on discrepancies between basic human goals and existing social and economic conditions. This includes clearly differentiated ends or states of affairs considered desirable. It is assumed that human problems exist when it becomes difficult or impossible to accomplish basic human goals. Related problems are viewed from an historical and cultural perspective and level of significance.

The second part of the conceptual framework focuses on the family or human action systems, which include technical action, communicative/interpretive and emancipatory action. These include technical concerns and competencies, related human values and understandings, and the need to engage in emancipatory thought and behavior. All are considered necessary for effective and satisfactory day-to-day living. They interact and contribute to one another to form and guide human thought and behavior. Each of the three action systems is incomplete without the other two; none is an entity within itself. Thus, when identifying and examining home and family problems, it is believed important to view them in reference to all three action systems rather than a single system of action.

HUMAN ACTION SYSTEMS

In the technical system, the family participates in technical activity or work to provide the physical necessities of life such as food, clothing and shelter.

In the communicative/interpretive system, the family participates in communication patterns needed to understand their own history and cultural traditions and those of others that are different from their own. This action involves interpreting intentions, meanings, goals and values of those involved.

In the pro-active/emancipatory system, individuals and families seek ability to take emancipatory action which requires cooperation with others to change societal conditions and increase one's own and other's freedom.⁸

WISCONSIN - MINNESOTA EXPECTED OUTCOMES, OVERALL ASSUMPTION, CONCEPTION OF CURRICULUM

The expected student outcomes for the Wisconsin curriculum models are relatively similar. The conception

⁷Wisconsin Home Economics Guide for Curriculum Development Grades 6-12, Wisconsin Department of Public Instruction, Madison, Wisconsin, 1984.

⁸Minnesota Secondary Vocational Home Economics Curriculum Model, Minnesota Department of Education, Sec. Vo. Div., St. Paul, Minn., 1984.

(Continued on page 112.)

You are Your Own Best Resource When Working with Disadvantaged Students*

Thrisha G. Shiver
Chairperson
Home Economics Department
C.O.P.E. Center South
(An Alternative School for
Pregnant Teenage Girls)



Teachers of the disadvantaged are continuously searching for curriculum materials and resources to aid them in responding to the unique needs of students with special needs. One good place to search, one that is often overlooked, is within themselves.

Carl Rogers feels that the facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between teacher and student. Rogers states that although such findings were first developed in the field of psychotherapy, there is increasing evidence to show that the findings in psychotherapy apply in the classroom as well as in clinical settings, especially among the disadvantaged.¹

The disadvantaged student, when seen as a learner, presents a complex and everchanging picture. These

*We are here defining disadvantaged students as those who have academic and/or economic deficiencies which affect their successful completion of the occupational and general education curricula. Academically disadvantaged are those who (1) lack reading or writing skills, (2) lack mathematical skills, or (3) perform below grade level. Economically disadvantaged are those whose income is (1) at or below the national poverty level, (2) parents or guardian of the participant is unemployed, or (3) parent is recipient of public assistance.

¹Carl Rogers, *Freedom to Learn*. Columbus, O., Chas E. Merrill, 1969, p. 105-112.

(Continued from page 111.)

of curriculum involves the development of reasoning through the process of deliberation about what ought, or should, be done in regard to practical problems. The major concern is determining what action should be taken based on the belief that some actions are more appropriate than others. Practical activities within a particular context are of concern. Solutions are determined through deliberation with the persons affected. If the solution does not work, the situation is reexamined and the thinking and reasoning process is repeated.

students generally perform below grade level, lack adequate attention spans, and have a lengthy history of non-successes. These learners enter the classroom with guaranteed frustrations and all the potentials for becoming another "recycled failure." A frequent accusation attributed to this type of student is that "they don't care."

Teachers of the disadvantaged need to look beyond the surface behavior of "I don't care." For instance, as teachers do we experience consistent negative behavior patterns from students in the classroom--refusal to read, never volunteering to answer questions, responding only when directly asked, or always speaking in a barely audible tone? Instead of accepting these behaviors as an indication that these students do not care, the teacher should search for the underlying cause for this type of behavior. Teachers may find it necessary to "start all over again" by delving into the multi-dimensional nature of teaching, by assuming the role of not only teacher, but motivator, planner, evaluator, disciplinarian, technician and role model. Additionally, teachers of the disadvantaged must have the ability to relate to students. Relating involves caring, using a student-centered approach to teaching, personal flexibility, a willingness to assume the role of "listener," and sometimes counselor within the limits of their professional preparation.

Essential Qualities

Rogers listed three essential attitudinal qualities which teachers and counselors should portray if they expect to develop a positive relationship with students, thus facilitating learning. These qualities must be applied directly to the relationship between the teacher and the disadvantaged student, if significant learning is to occur.

Realness or Genuineness in the Teacher. Rogers feels that perhaps the most basic of these essential attitudes is realness or genuineness in the teacher. When the teacher is a genuine person, s/he enters into a relationship with the learner without presenting a facade, and hence is more likely to be effective. This means coming into direct personal encounter with the learner, and meeting the student on a person-to-person basis. This allows the teacher the "right" to experience basic emotions such as enthusiasm, anger, sensitivity, or sympathy. While the teacher

accepts these feelings as his/her own, s/he should recognize that s/he has no right or reason to impose them on the students. The teacher should be able to express objectively likes or dislikes for a student's product or assignment without implying that the student is good or bad. For example, a teacher who gives an assignment that calls for a student to be creative, e.g., constructing a garment or sculpturing woodwork, should be able to evaluate the product without evaluating the student as a person. Even though the student may feel the product is good or outstanding, the teacher may feel the opposite and, in turn, should tell the student his/her actual evaluation of the product. Feedback should be stated in a manner that will allow students to understand that it is an evaluation of the product and not of themselves as persons. Thus, the teacher is seen as a person to the students, not a faceless embodiment of a curriculum requirement nor a sterile tube through which knowledge is passed from one generation to the next. Teachers should also remember that students, disadvantaged or not, are very perceptive. They can spot phonies. Students are able to pick up messages from the teacher and often interpret them as a judgment about their own worth as individuals. Since one of the characteristics attributed to disadvantaged students is lack of self-confidence, it is imperative that we be genuine in our interaction with such students. Anything less may turn the students off. Take, for example, Teacher X who gives an explanatory statement and exhibits a fake smile. Teachers can only be effective if they are genuine and caring. To be genuine is not easy, nor is it achieved all at once.

Prizing, Acceptance, Trust. Another essential for teaching the disadvantaged is prizing the learner. Prizing the learner means accepting the student's feelings, opinions, and his/her person. Prizing also means caring for the learner, but a non-possessive caring. That is, giving the students enough space to grow, fully accepting their fears when approaching new problems, as well as appreciating their accomplishments. Most of all, prizing is an acceptance of students as individuals having worth in their own right, allowing them to be! The teacher's prizing or acceptance of the learner is an essential operational expression of confidence and trust in the productive capacity of the student.

Empathic Understanding. An additional element which establishes a climate for self-initiated learning is empathic understanding. In other words, standing in the student's shoes. Before we respond angrily to a student for a certain behavior, we should ask ourselves,

- What type of home environment did the student come from?

- Has the student been continuously ridiculed by others?
- Is the student seeking someone to confide in?
- Does the student have a self-defeatist attitude due to continuous negative reinforcement, parental or otherwise?

As we begin to ask ourselves these questions, we shall begin to perceive the student's world as s/he perceives it. Then we can appreciate what the student is struggling with and maybe why s/he behaves the way s/he does! When the teacher has the ability to understand the student's reactions from the inside, and has a keen awareness of the way the student views the learning process, then the likelihood of significant learning may be increased.

In conclusion, it is important that teachers of disadvantaged students realize that it is essential to "reach the student in order to teach the student." This may be done by relating to the student. For the most part, disadvantaged students are often seeking nothing more than someone to talk with, understand them, accept them, someone who does not look down on them.

In order for teachers of the disadvantaged to promote learning, one prescription may be the adherence to Rogers' three attitudinal qualities which facilitate learning--realness, prizing, and empathy. When these three qualities are incorporated into classes, it will produce a freeing climate for self-initiated learning and growth for the disadvantaged learner; the student is trusted to develop. The personal commitment of the teacher may be the difference between success or non-success when working with the disadvantaged student.



Kudos for Home Economics
(When you least expect it)

It was a casual conversation in a Texas airport. A friendly man of about 40 sat down next to me where I was reading (after having a piece of Texas pecan pie). In the course of our brief conversation I said that I was here for a convention. He asked what convention and I said Home Economics teachers and he replied, "God bless you!"

I asked why he said that and he said he took home economics in junior high and that he is one of the best cooks around. I asked if he learned anything about nutrition and he was emphatic, "Yes, Ma'am!" (He had taken home economics in Kentucky.)

I asked if he cooks now. "Yes, ma'am." He mentioned especially his omelets. I asked if cooking is his occupation. "No, I'm a lab technician and I drive for a hobby. Cooking is a pastime."

After a few more comments about weather and airlines, he said he was "glad to meet me" (I had not introduced myself!) and wished me a good flight home.

The Editor

My Chance to Help Those Who Need it Most



Vera Riley
Home Economics Teacher
Madison, WI

Little did I know the challenges I would encounter when I agreed to teach health and human services in a new two-year alternative high school in the fall of 1984. The School Within A School was located at James Madison Memorial High School in Madison, Wisconsin, and I was one of the occupational home economics teachers. As I reflect back on the last school year, I think this experience is one of the most interesting, unusual, and gratifying a home economics teacher could have!

During the year, I had a chance to watch these alternative school youth develop in ways even they never imagined they could. Several were sure they could never relate to a pre-school child, but with coaching and support, they learned to appreciate and enjoy youngsters. Tom, who said, "I ain't gonna read no book" (referring to reading a children's book), learned to be comfortable with youngsters and their books. Some students literally blossomed on their jobs, although they were unsure and hesitant at the beginning and assumed they could never fulfill the responsibilities. These same juniors were showing affection to the elderly near the end of their work experience.

Susan wrote in an English assignment, "I really appreciate the elderly much more now after working at Oakwood Nursing Home. I have learned a lot from them. I have better feelings about myself becoming old than I did before." After completing the first volunteer work experience, Cindy commented about how excited she was that she now had job references. For the first time, she felt employable.

Five students chose to work with multiply-handicapped youth. All were unfamiliar with this type of student but after a couple of hours became comfortable assisting them. Rita commented, "We thought they were going to be hard to work with, but they're nice and I like them."

Description of The School Within A School Population in Madison, WI

The students are both male and female and present an interesting challenge. Most are deficient in credits and have a poor past record of attendance. They have a short attention span and tend to do best in activity-oriented classroom activities. Lack of motivation and poor study

habits are prevalent, and students need to see relevancy in course work. Poor reading and writing skills are problems with some, but not all, students. Many have low self-esteem as well as individual and family problems of a severe nature. School has not been a pleasant experience, but most students are committed to finishing high school and to getting job training. Most had no prior work experience, so commitment to a job was a new concept for them. They often bring a record of repeated drug abuse. Some attend Alcoholics Anonymous meetings regularly. Several students have juvenile court records, live in foster homes or maintain their own residences. A few of the young women are single parents. Students are referred to the program through their school counselors.

Goals of the Program

In planning the School Within a School program, we discovered that success in alternative programs is often a result of the following components: ^{1, 2}

- . Small size
- . Personal school atmosphere
- . Schoolwork tailored to the needs of individuals
- . Clear goals and requirements
- . Teacher optimism about student success
- . Cooperative learning among students
- . Active roles for students in school and community
- . Practical and work related curriculum

Since this was a new program, we needed to develop current and relevant curriculum. Spitze has identified several requirements for employability and contributions home economics can make. They include:

- . Helping to create a positive self-concept
- . Ability to get along with other people
- . Positive attitudes toward work
- . Physical and mental health
- . Management skills
- . Working toward solutions of many social problems.³

Keeping in mind our students' characteristics, factors associated with alternative school program success, and

¹School-Within-A-School Project, (1983) Planning Paper. Madison Metropolitan School District, Madison, WI.

²ERIC/CUE: Alternative Schools - Some Answers and Questions. (1982) *The Urban Review*, 14, 65-69.

³Spitze, Hazel Taylor, "The Place of Home Economics in Vocational Education" in *Illinois Teacher*, vol. 26, no. 3 (Jan/Feb 1983), p. 116-117.

contributions home economics can make to employability, we formulated these broad goals for the students:

- . Achieve positive records of attendance and punctuality as well as a diploma
- . Increase knowledge and skills in academic subjects
- . Develop occupational skills and credentials
- . Feel competent to move into productive adulthood with respect to employability

The Instructional Format

Students' programs consist of two major categories of instruction, academics and vocational education. The following courses are taught in the morning: mathematics, science, English, personal development, social studies and physical education. Course selection is based on credit needs for graduation. Many of the seniors have an elective and choose a vocational course or art. All students spend the afternoons in vocational education programs. Students can earn up to 15 credits in two years.

Vocational clusters offered for seniors include food service, retailing, auto mechanics and communications. Two clusters are taught at one high school, and students are transported by bus to the other alternative school site, located at the opposite side of the city, if they elect either of the other two clusters. The senior students spend two afternoons each week in the classroom receiving job-related instruction, including hands-on experiences, and are placed in paid employment positions for 6 to 9 hours each week. The teachers are all occupationally certified and assist the students in finding a job and supervising experiences provided in the job-training site. Work agreements are signed and the employer, teacher, and student agree on the hours of work and the responsibilities to be assumed. Quarterly evaluations are conducted and the instructor regularly visits the student at the job site. This arrangement is similar to many cooperative programs.

During the junior year, the exploratory vocational program operated differently from that for the seniors. Students rotate through 4-9 week areas of exploration. These include:

- . Building Trades - Students are transported to a house remodeling project where all are involved in demolition, carpentry, painting, plumbing and masonry.
- . Office Practice - In the classroom, juniors gain skill in typing, filing, record keeping, consumer economics and job interviewing.

As the home economics instructor, I provide instruction in the areas of:

- . Health Services - The students explore career opportunities in health occupations and focus primarily on the areas of hospitals, nursing homes, home health care aides, para-medics and dentistry. We spend two afternoons each

week in the classroom. Here concepts include aging, understanding and assisting persons with handicapping conditions, home nursing techniques, basic first aid, abuse, sexually transmitted diseases and preventative dental techniques. The school nurse and social worker assist as resource persons.

Community resources are utilized as we tour a hospital, a nursing home, an urgent-care clinic, school special education facility for the multiply-handicapped and a city ambulance operated by city para-medics. The American Red Cross cooperates by providing ten hours of basic first aid training. A former student who was severely injured in a motorcycle accident speaks to the classes about his rehabilitation.

During the three remaining afternoons, students complete six hours per week of volunteer work in hospitals, nursing homes, day care centers for the elderly, high school special education classrooms for the multiply-handicapped and a parental stress center.

My duties include recruiting volunteer work sites, arranging for student transportation, orienting students to work sites, coordinating activities with supervisors and regularly visiting students at the job site. Helping the students develop good records of attendance and punctuality, along with an appreciation for good work habits, are high priorities. The supervisors and I sign a training agreement along with the students, in which work schedules and duties are outlined. Employers evaluate the students midway and at the end of the seven week volunteer experience.

. Human Services - In this area, students examine the need for an understanding of the development of young children and preparation for future parenthood. Unit concepts include: preparation for parenthood, prenatal development, labor and delivery, birth defects, infant care, caring for pre-schoolers, food for young children, discipline, child abuse, choosing child care outside the home and crises in the family which affect children.

Here we again use community resources as we tour a day care center, hospital labor and delivery rooms, special care and regular nurseries, and obstetrical units. Mothers bring their new babies to our classes and a teen-age single mother relates her experiences with single parenthood.

From a developmental perspective, we discuss the selection of toys that would stimulate development at different ages. Alternatives to commercial toys are explored when each student makes a stuffed toy suitable for a pre-school child. We also make play dough and discuss how it could aid in child development. The school librarian assists us in selecting good books for children and discusses reading techniques that could be used with young children. Each student is required to read part of a child's book aloud for the final unit test. We prepare

nutritious snacks for children. Methods of discipline are role-played. We discuss the rise in reported incidence of child abuse, and utilize films and discussion. Family crises are addressed and students feel comfortable in discussing issues. The juniors complete six hours per week of volunteer work in day care centers, elementary school classrooms or early childhood education programs for handicapped pre-schoolers.

Why the Program Works

We feel the program is working and have identified several factors that are contributing to its success. Attendance and punctuality are emphasized both in school and on the job. Students are required to call if they will be absent or tardy. A point system is utilized and students know the guidelines. Teachers supervise the youth closely and students must follow the rules of the school building (enrollment 1800) and those of the program. The students elect a student council and act in an advisory capacity in discipline cases. Teachers are committed to the students and the program, and they care. They have high expectations and do not give up easily. There is a close relationship between the teachers to insure student success. The students take pride in their School Within A School program. They expect fair discipline, when deserved, and strive to create a good name in the community. If they choose, they can receive a diploma from their home high school.

The community is very supportive of the school and this program. Tours and speakers have been easily arranged. Hospitals, day care centers, and nursing homes welcome our students. In fact, several of the elderly persons have taken a personal interest in the students and have felt they are helping the students complete their school requirements. The high school youth have felt they are helping the elderly and warm, supportive, reciprocal relationships evolved.

Potential high school dropouts can gain in self-esteem, establish improved patterns of school and job attendance, explore potential areas of employment, assess their interests and abilities and develop real life employment skills. Health and human services areas of home economics can be effectively utilized to attain these important goals for students in an alternative high school program.



For your occupational class:

Having students analyze this letter in terms of helping them get a job might call their attention to factors of employability.

Dear Employer:

I would appreciate five minutes of your time, at your convenience, to explain to you why you need me as an employee.

First, I am dependable, enthusiastic, competent and assertive. My personal habits are such that I won't come to work tired. I'm healthy so I won't be absent. I learn quickly. I can follow directions. I get along with the people around me. I don't smoke. I don't drink alcoholic beverages. I need a job.

Sincerely yours,

Ken Jones

The discussion centered around the analysis should make clear that the purpose is to recognize factors of employability. The questions to guide the discussion might include: (1) Would the employer interpret the last sentence to mean low self-esteem or a sign that the job would be taken seriously? (2) Is it appropriate to mention smoking and drinking? (3) Does the tone of the letter suggest arrogance or self-confidence? (4) Would the employer understand what Ken means by "assertive," or should he explain that he respects the rights of others while expecting his own to be respected? (5) What else should he have said--references, where to call for an appointment, previous experience, why he is particularly interested in this job?

Having each student write a letter to a prospective employer might be an effective follow up.

The Editor

Nutrition Day Camp for Food, Fun, and Fitness



Pamela Basham
Home Economics Teacher
Coal City (IL) High School

Development of children's nutritional status does not occur in isolation. Children learn at home, school, at play with friends, and at camps. With this in mind I instituted a pilot project to assess the nutritional knowledge change in disadvantaged and handicapped youth aged eight to twelve that could be attributed to a six session Nutrition Day Camp. The camp was developed by the Kankakee County Cooperative Extension Service and the Kankakee Valley Park District. The park district provided facilities, funds and children and the cooperative extension service provided volunteers, activities, and supplies.

There were certain limitations faced in conducting this activity: 1) We were not sure how many children would attend and how often they would attend. 2) The nutritious recipes we chose had to be prepared quickly with no electricity, baking, freezing or refrigeration and a minimum amount of equipment. In a sense we were roughing it. 3) The weather could be our biggest limitation. 4) The attendance of teen leaders was questionable due to illness, previous commitments, and interest in the project. 5) The mental and physical abilities of the children attending could be a limitation.

The extension staff contacted 4-H leaders and teen leaders in the county for volunteers. Two planning sessions were held. At the first meeting it was decided to hold two 1½ hour sessions at each of two local parks. For each session it was decided to have a short lesson, active games, table activities and food preparation activity. An exhibit session allowed campers to be interviewed and show posters they had made to share knowledge gained.

At the second planning meeting each adult volunteer chose two sessions for which she would plan. Handouts with ideas for games, activities and recipes were provided.

OFF TO CAMP!

Children who enrolled in the day camp activities with the Kankakee Park District were almost all Black at one site and almost all white at the other. Thirty-nine percent of the campers at one site were mentally or physically handicapped. A total of 76 children, ten teen volunteer leaders, four adult volunteer leaders, and one extension service staff person participated.

RESULTS

At the beginning of the camp there were 12% of the children at park A who answered the questions of the oral pretest correctly. At park B 13% of the children answered correctly.

A poster contest was held at the conclusion of the camp. One-half percent of the children from park A participated in the contest and received A ratings. Thirty-eight percent of the children from park B participated in the contest and received twelve A ratings, two B ratings and 1 C rating. On the whole the judges were very impressed with the knowledge these children had acquired.

Forty-four percent of the children attended four or more sessions at park A. Forty-three percent of the children attended four or more sessions at park B.

There were three possible reasons for the small turnout at the poster competition:

- 1) The competition was conducted on a Friday of a three day weekend of a popular holiday, and many families left for the weekend.
- 2) Many families were on vacation during the third week of camp.
- 3) The competition was held at a different park from where the camps were held.

On the whole the camp was a good learning experience for all involved. The children had fun, tasted new foods, made new friends, learned new songs, played new games, and learned nutrition information.

I was rewarded by seeing underprivileged youth learn basic nutrition information and watching them enjoy the food they prepared themselves. The sense of accomplishment the handicapped children had from the vegetable robots they made was gratifying. After the skeptical looks on the children's faces as they put their breakfast-in-a-bag on the charcoal to cook, and the disappointment when the wind blew their sack over into the coals, the amazement and smiles when they opened their bags to find a cooked breakfast of bacon and egg were gratifying.

Making tin can ice-cream in a quart jar inside an ice filled plastic gallon jar was a highlight of the food preparation. The children would shake, rattle and roll the jug until the ice-cream was set. This was their favorite activity of the camp.

The Chicken Fat Exercise tape was a favorite of all of the children. Some of the exercises had to be modified for the handicapped children.

A food Fashion Show was a creative way for the children to participate in a small group activity. Toilet paper, crepe paper, construction paper, tape, and ribbon were given to each group. Each group's goal was to create a food fashion on a member of the group, write a narration of the fashion and be sure to tell which food group the fashion belonged to. A watermelon slice, a strawberry, a head of lettuce, and a stalk of celery were created for our show. The show was enjoyed by all of the handicapped children.

Many children had never felt their pulse or heard their heart beat. With the help of one adult volunteer and a stethoscope each child took his or her pulse and heard the heart beat before and after exercising to compare the difference in pulse rates and heart rates.

One disturbed young boy, who at the beginning of camp went home with a headache but at the end of the camp "opened up," developed friendships with the teen leader and with me, and enthusiastically participated in the activities.

Getting out of the classroom sometimes into a different type of educational setting can put our educational philosophy in perspective and help us appreciate the facilities in our classrooms. We need to expand our teaching experience with a variety of children with varied abilities and ages. This camp idea can be adapted for use with gifted children, with a child development class, with a food and nutrition class, or as an FHA-HERO project to be conducted with elementary school children.

The following bulletins were helpful for this project.

Peoria County Cooperative Extension Service 4-H & Expanded Fit It All Together Food & Nutrition Education Program provided a point of reference for worksheets, puzzles, games, and recipes, 1981.

Fit It All Together I, Fit It All Together II, and Join the Fitness Team by National 4-H Council, Chevy Chase, Maryland, 14-29 pages. These three references gave basic nutrition information, recipes, fitness exercises, how to tips, and quizzes that could be used in this project, 1984.



Adult volunteer teaching a lesson on Dairy foods.



Teen Leader Brian demonstrating tin can ice cream at Park B.



Teen Leaders Judy, Kelly and another supervise a game of Nutri Twist.

Why Join?

Do you need someone in Washington to speak for Home Economics when laws are being made? Join your professional associations and help carry your share of the load for what our leaders in AHEA, AVA and HEEA are doing for us there!

Good Nutrition Will Jog Your Bod*

An Interdisciplinary Project



Phyllis Horrell
Home Economics Teacher
Thompson Middle School
Alabaster, AL

Beth Hamer
Teacher Educator
University of Montevallo

Home Economics and Physical Education are naturals for joint projects. The current interest and nationwide emphasis on nutrition and physical fitness brought these two teachers together in the middle school setting with a community-based project titled "Good Nutrition Will Jog Your Bod." The teachers sponsoring the project were Phyllis Horrell, Home Economics, and Jean Pryor, Physical Education.

The middle school home economics program is exploratory in nature and has as a focus helping adolescents develop a positive self image, become worthwhile family members, and become able to make satisfying consumer decisions. This project was closely related to the goals of the curriculum and the needs and interests of the students involved.

The seventh grade home economics class sponsoring the project chose sixty sixth-grade girls in physical education classes. The students and teachers spent three months planning and implementing this project. The sponsoring students chose sixth-grade girls because these adolescent girls were entering puberty and should be aware of the benefits of good nutrition during the teenage years. These years are vital for preparing their bodies for motherhood and a generally healthy, adult life.

The home economics students were actively involved in this project. The following is a list of activities the project involved:

1. Creating visual aids with poster, bulletin boards, and cartoons.
2. Preparing and teaching each lesson.
3. Conducting discussions based on filmstrips of the basic four food groups.

4. Illustrating correct measuring of physical features of a healthy body.
5. Demonstrating an exercise program.
6. Presenting healthy cooking methods.
7. Teaching a song on poor eating habits to the tune of "My Favorite Things" from the "Sound of Music."
8. Writing a skit on junk food and teenagers, using characters from the TV program "Laverne and Shirley."
9. Preparing examples of nutritious snacks and nutritious menus for home and the school lunch program for 1 week.
10. Sponsoring a "Jog Your Bod Day" using stenciled t-shirts made by the students. All students jogged during their P.E. classes and ribbons were presented to those running the greatest number of laps.

The students presented their work in the form of a slide program to different community groups, such as the Parent Teacher Organization and Senior Citizens' Club. The first author presented the project as a workshop to Shelby County home economics teachers and at the state vocational inservice meeting.

Benefits of the projects include:

- interaction between the Departments of P.E. and Home Economics with students realizing the interrelationships of the areas.
- involvement of all the students in the school through the lunchroom menu process and the jogging day.
- publicity for the school and the home economics program through civic club slide/lecture presentations by students who were involved in the project.
- leadership development for the 8th grade students who taught the 6th grade classes.

A cooperative effort can result in successful learning experiences for students with the enrichment of learning through the synthesis of expertise from two disciplines. Educators can plan coordinated projects in areas such as foreign language and home economics, emphasizing foods and customs as well as language; or math and home economics, emphasizing budget and spending patterns of consumers. The list of ideas is endless. If other teachers feel challenged to try this interdisciplinary approach, good luck!

*This project was submitted to the Fleischmann's Yeast "Share Your Health" Contest and was awarded third prize in the nation. One of the students will be chosen to receive a \$1000 college scholarship. The entire class won a \$150 Pizza Party, and the teacher won a week's trip to San Francisco.

Home Economics Legislative Forum: A Model Approach

Merrilyn N. Cummings
Professor and Head

and

Cathleen Love
Assistant Professor

both of the
Department of Home Economics
New Mexico State University



Home Economists in Southern New Mexico, like all vocational educators, have been feeling the crunch on vocational education as a result of national reports such as A Nation At Risk.¹ There has been a widespread feeling of need among home economists in Southern New Mexico to develop a support network to promote the profession in general and vocational education in particular. When members of an informal network prioritized issues of importance to the profession in 1983, one of the top priorities was political awareness and impact.

To initiate action in this arena, we sponsored two successful legislative forums in 1983 and 1984. The thrust of the first forum was to increase legislators' awareness of home economics and to help us acquire strategies for impacting legislation. At the second forum we presented a position paper and then provided the legislators the opportunity to answer questions related to issues in the paper. We think we have an organizational structure that may help other groups wishing to organize such legislative forums.

Organizing A Legislative Forum

The initial step was to organize committees to plan various components: position paper, networking, publicity, program, and arrangement. The work of each committee was important to the success of the forum. At the 1984 Fall meeting of the Southern New Mexico Home Economics Association, members were randomly divided into groups of about six persons, who brainstormed issues they felt

needed to be addressed by the legislators in the 1985 New Mexico Legislative Session. Concerns clustered around the following groups of persons: the elderly, children, adolescents, and families in general.

Using the critical concern clusters suggested by home economists as a guide, a one-page position paper was developed by the committee members using New Mexico statistics related to the identified concerns. Specific recommendations were offered that legislators might consider in the legislative session and emphasis was placed on the need for legislators and home economists to work together. The position paper was printed on bright goldenrod paper for visibility and emphasis. (See Figure 1, p. 121)

Questions for the legislators to address at the forum were also developed by this committee and mailed to legislators prior to the forum. (See Figure 2, p. 122)

Networking

The networking committee was established to invite to the forum all candidates running for legislative positions, list obtained from the county clerk. The forum was scheduled less than one week after the election and it was assumed that only the candidates who won the election would attend. The reason for holding the forum after the election was to focus on legislators who were elected, rather than on assisting home economists in their voting decisions.

At the first legislative forum, we learned that the best way to get the legislators to come was to have home economists make personal contacts with them to encourage their attendance. We called, sent a letter of invitation, sent the position paper, questions to address, and a reminder just prior to the forum, called again two days prior to the forum, and sent thank you notes for attending. The phone calls to the legislators were crucial because many of the legislators did not have time to read all the mail they were receiving. A day time phone number was found to be especially helpful.

Publicity

The publicity committee members contacted interested area groups and businesses for support, e.g., Mothers Against Drunk Drivers, League of Women Voters, National Organizations, School Counselors and Administrators, Junior Women League, and Human Services such as the Child Abuse Agency. Publicity committee members also

¹The National Commission on Excellence in Education. A Nation at Risk: The Imperative for Education Reform. Washington, D.C.: U.S. Government Printing Office, 1983.

notified all home economists in the area of the forum. University faculty encouraged graduate and undergraduate students to attend and participate. Follow-up reminder postcards were mailed to all possible participants just prior to the forum.

Local news media were contacted for pre-publicity and follow-up coverage of the forum. Cooperation and interest from the media were evident throughout the planning, implementation, and follow up of the forum. Newspaper and television coverage was obtained.

Program

The program committee members were responsible for structuring the event, the printed program, and the development of a resource brochure for legislators which identified home economists (including addresses and phone numbers) in Southern New Mexico who were willing to serve as contact persons to answer questions relative to the various facets of home economics. The printed program for the evening event consisted of the legislators' names, addresses, and phone numbers. Additionally, those who financially supported the event and those who chaired committees were recognized on the program. The resource brochure was presented to the legislators the night of the forum, and legislators were encouraged to call upon these home economists whenever they need research-based professional expertise to deal with family issues in their legislative efforts.

Over 100 men and women attended the 2 hour forum. A confident, knowledgeable home economist was chosen to serve as moderator. This person needs to be a key leader among home economists and the local community to insure respectful dialogue among all parties.

The moderator greeted the audience and introduced the legislators and the home economist who read the position paper, a copy of which was provided for each person attending. The moderator posed the previously developed questions to the legislators and facilitated balanced participation among the legislative panel. Legislators responded to questions posed but also eagerly sought audience input. Thus, the forum became a dialogue with stimulating interchange between legislators and audience members. Questions can serve as a stimulus, but two-way dialogue is essential.

Arrangements

The forum was held in a large auditorium on the New Mexico State University campus. The arrangements committee members were responsible for the appearance of the auditorium and refreshments. Aesthetics of the auditorium were enhanced through the use of home economics banners, professionally printed name cards for the legislators, and greenery on the stage. Members of the student member

section of the American Home Economics Association served as greeters. Members of the New Mexico State University Student Dietetics Association planned and implemented a refreshment buffet where dialogue was continued on a one-to-one basis following the forum. In all arrangements, home economics visibility was an obvious goal of this committee.

Success of the Legislative Forum

Evidence of the success of the legislative forum included comments by legislators regarding size of the audience and commitment of home economists to specific issues. Legislators who had attended the 1983 forum returned to participate in the 1984 forum because they saw it as an important vehicle for obtaining input from their constituencies. Home economists from other areas of New Mexico have modeled the forum. One benefit derived from this forum is that home economists from all areas of home economics come together to assess their needs and make proposals as they strive to impact the legislative process. Working together, home economists and legislators can help prevent problems families face and as a team help insure that families are as strong as they are capable of becoming.

Figure 1

NOW, MORE THAN EVER, home economics is vital to society. The home economist takes knowledge gained over the years in science, engineering and the arts and helps people use this knowledge to make their homes better places to live and their families better able to cope with the stresses and the opportunities in today's fast-moving world.

IN NEW MEXICO are 10 of the 31 counties in the United States with the highest rate of alcoholism.

IN NEW MEXICO, 3,000 cases of child abuse and neglect are reported each year. Many more cases go unreported.

IN NEW MEXICO, 4,800 teenagers gave birth to babies in 1982. The occurrence of low birth-weight babies is higher IN NEW MEXICO than in the United States as a whole.

IN NEW MEXICO, the average child support payment is 1,300 per year, and 62% of the court-ordered child support is either not paid or only partially paid.

IN NEW MEXICO, 14% of families live at incomes below the poverty level and at least 20% of the families living in poverty receive less food and nutrients than they need for good health. Forty of the 50 states rank higher in per capital income than does NEW MEXICO.

IN NEW MEXICO, the divorce rate is 50% above the national average.

IN NEW MEXICO, one out of three Pueblo Indians is diabetic.

IN NEW MEXICO, the over-75 population is growing at twice the national rate. Only Dade County, Florida has a higher percentage of its population over age 65 than does Sierra County IN NEW MEXICO.

WORKING TOGETHER...we, the home econmoists, and you, the legislators, can help find solutions to these problems. Working together, we can provide opportunities.

OPPORTUNITIES FOR CHILDREN to live free of abuse; to go to school every day and receive the best possible education; to receive support from both parents; to have safe rides in vehicles through the use of child-restraint devices; to have quality care while parents work outside the home.

OPPORTUNITIES FOR TEENAGERS to understand the risks and responsibilities of early parenthood; to be aware of the risks of alcohol and drug abuse; to learn about career choices and have the education they need in high school for a wide variety of careers or for higher education.

OPPORTUNITIES FOR ELDERLY to receive adequate health care; to be productive citizens; to maintain a satisfying standard of living; to have the dignity of the individual preserved and respected wherever they live.

OPPORTUNITIES FOR EVERYONE to be protected from drunk drivers and uninsured motorists; to have the best possible education no matter what their age; including practical skills needed to be fully functioning adults; to understand the importance of good food to good health and have access to it; to participate in healthy relationships with others including family members; to have jobs to support themselves and their families; to have equal rights.

BECAUSE WE, LIKE YOU, are concerned with preventing problems families are likely to suffer and with easing problems families have, we can make a great team to help insure that NEW MEXICO families are as strong as they are capable of becoming.

TOGETHER, we can help.

NOW MORE THAN EVER, we should.

Figure 2
Questions for Legislators

As Home Economists our concerns for the ELDERLY include:

- * Rising health care costs, interim funding before acute care
- * Role of state on hospice programs for terminally ill
- * Role of state if Social Security is cut or abolished
- * Nutrition Education for elderly
- * Training for home health care aides

1. What legislation do you see coming up that will affect the elderly of New Mexico? What stance will you take?
2. What additional legislation would you propose for the elderly of New Mexico?

As Home Economists our concerns for CHILDREN include:

- * Child abuse
- * Child support
- * Child restraint devices in vehicles
- * Latch key children
- * Quality day care including the education of day care workers

1. What legislation do you see coming up that will affect the children of New Mexico? What stance will you take?
2. What additional legislation would you propose for the children of New Mexico?

As Home Economists, our concerns for ADOLESCENTS include:

- * Education for responsible parenthood
- * Alcohol and drug abuse education
- * Basic life skill education to include practical applications in the money management, family dynamics, food and nutrition, clothing apparel, and housing and interior design areas.
- * Preparation for college and vocational options at high school level

1. What legislation do you see coming up that will affect the adolescents of New Mexico?
2. What additional legislation would you propose for the adolescents of New Mexico?

(Continued on page 123.)

Helping Students Learn to Think, or the Purpose of the Muffin Lesson*

Hazel Taylor Spitze
Professor
Home Economics Education
University of Illinois

This discussion is based upon the belief that if home economics teachers are to use class time to make muffins (or biscuits, crumpets, cakes, aprons, or dresses), something more than skill in following a recipe (or a pattern) should be taught.

Not long ago I visited a class of twelve-year-olds who were having their inevitable "muffin lesson". The teacher had written the recipe on the chalk board, arranged some lovely illustrative material on the bulletin board and was skillfully demonstrating the measuring of ingredients, the method of mixing, the preparation of the muffin pan, and the setting of the oven temperature. When the muffins were in the oven, the teacher asked for a volunteer to repeat the process so that they could remember it better. The two girls who least needed the experience quickly volunteered and both were permitted to give the demonstration. As each did a measuring or mixing operation, the class was asked to note whether she was following the recipe correctly; and in due course of time another pan of muffins reached the oven and the first pan was removed. The teacher explained how they could tell that the muffins were done and pointed out the shape and color of a fine muffin. One was cut in half so that the texture could be observed. Then, of course, they all tasted the muffins and the teacher distributed an "evaluation sheet" on which they rated the muffin on flavor, texture, appearance, and the like. The assignment was given: Make muffins at home and bring one to class tomorrow.

When I was given an opportunity to question the girls, I asked, "What was the purpose of your lesson today?" One girl quickly answered, "To eat a muffin." I tried again: "Why do you think you are studying about

how to make muffins?" Another girl answered, "Because it's a quick bread." "Is there a law," I asked, "which says that all home economics girls must learn to make quick breads?" Before we could pursue this and the many other questions I had in mind, the bell rang.

By chance a few weeks later, another class I visited was making muffins, but the situation was different. The teacher had selected a girl who needed recognition and success experience and had asked her at least two weeks before if she would be willing to practice at home and demonstrate to the class when they had their muffin lesson. She had explained to her how to make muffins and why each direction was given as it was, and the girl had brought her a muffin several times when she made them at home.

On the day that I visited, the ingredients were measured and ready as class began, and Susie explained the how's and why's as she prepared the muffins for the oven. Her classmates were impressed. While the muffins baked, the teacher stimulated thinking among the class members by asking such questions as:

Is the cooking time for muffins the same as for the biscuits we made last week? Why is it different?

Why does the recipe suggest one temperature if we use a shiny pan and another if we use a black pan?

Are the ingredients we used in muffins the same as those in biscuits? If not, what is different, and what difference would this make in the product?

How can we judge whether our muffins are good muffins? What difference would it have made if Susie had beaten the batter instead of mixing only long enough to moisten the dry ingredients?

What nutritive values do muffins contribute to the diet? Is this different from that of other breads? Why or why not?

Does everyone need to know how to make muffins?

Can you be a good family member without knowing how? Can a woman be a successful homemaker without ever making muffins?

Where and in what form can we buy muffins already made? What is the difference in cost between these various kinds and those we make ourselves? Is there a difference in quality?

If a person does have skill in making muffins, what advantage might this be?

Is there any way in which this skill might help her get a job? Or enable her to offer some kind of service to the community? What effect might the presence or absence of this skill have on family relationships? On any kind of decision she might have to make?

After each question she gave the girls plenty of time to think, and she helped them judge each other's contributions by asking additional, probing questions.

*Editor's Note: My *Illinois Teacher* graduate assistants requested that this article be reprinted because they see it as an example of excellence in Home Economics. Source: *Domestic Science* vol. 1, no. 2, Fearon Publications Ltd, Hornchurch, Essex, England. 1964.

(Continued from page 122.)

As Home Economists our concerns for EVERYONE include:

- Best possible public education including Cooperative Extension education for people of all ages.
- Protection from drunk drivers
- Funding for human service programs
- Equality of rights for people including women, handicapped, minorities.
- Equitable tax structure

1. What legislation do you see coming up that will affect all persons of New Mexico?

2. What additional legislation would you propose for all people of New Mexico?

Take Care of "Ol' Number One"*

Elfriede Massier, Associate Professor
University of Illinois Extension Specialist
Adult Life and Aging

From the time young girls are able to take care of themselves, they're expected to take care of others as well. And as they move into adulthood, young women are expected to accept the societal norm and put the needs of others--husbands, children and employers--before their own. It can be harmful to women who try to do too much for too many people. Socialization has traditionally been different for boys and girls. Boys are taught to have others take care of them, while girls are taught to provide care for others first and then to take care of their own needs.

This fundamental difference usually follows youngsters into adulthood, where many women find themselves suffering from a "superwoman complex."

The superwoman says, "Look at me! I can handle anything they throw at me." But at what price? And for how long? She also says to herself, "I'll work harder--then they'll surely appreciate me and do things for me." I have news for you! People will simply get used to having more things done for them, and the situation will get worse and worse.

It's hard for many women to juggle the demands of husbands, children and employers. But what makes it even harder is that women frequently place expectations on each other to be "superwoman." Our co-workers, our friends--even our mothers--always seem to have their lives in better order than we do. Whether that's the case or not, we subconsciously tell ourselves that we need to work harder to meet their standards as well as ours.

Learning to say "no" is the first step toward changing the pattern. It's not easy to say "no" to people you love. But you're going to have to do it sooner or later. It's time to give up being superwoman. It's a losing battle anyway.

Changing the cycle is, of course, more easily said than done. Resistance from family members and friends is almost guaranteed. Change makes many people uncomfortable, especially if they're going to have to fend for themselves. In resisting change, they're putting their needs first. Can't you do the same thing once in a while?

Taking care of your own needs doesn't have to mean drastic changes in your family's lifestyle. Little changes

in your family's lives--like having the kids pick up their own rooms, or asking your husband to fold some laundry while he's watching a football game--can add up to big improvements in your quality of life.

While saying "no" is an important first step, learning to express your needs in clear language is an equally important step. Other people, even those who know you best, can't read your mind. When you want help with a project, you have to speak up. No one is going to speak up for you, and you won't get extra points for playing the martyr.

If you're too tired to fix dinner, carry-outs from a local restaurant will make life easier. Better yet, suggest an occasional "Mom's night off," and let others do the cooking and the dishes. It may feel strange at first, but you'll be surprised how nice it feels to let others wait on you for a change. It'll be just as good an experience for the rest of the family as it will be for you.

*Adapted from a news release dated Sept. 16, 1985, by this author.

Do you have any great
BULLETIN BOARD IDEAS?

We'd like to see them and so would our subscribers!

Bulletin Boards:

- * create interest and stimulate curiosity
- * Inform and teach
- * promote your program
- * encourage self-teaching
- * recognize students' activities and achievements
- * reinforce classroom learning

Send us your ideas on an 8½" by 11" sheet of paper and a black and white photograph if possible.

If published, you receive three (3) complimentary back issues of the Illinois Teacher of Home Economics for your library.

University of Illinois at Urbana-Champaign

ILLINOIS TEACHER
350 Education Building
1310 S. Sixth St.
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED

Non-Profit Org.
U.S. Postage
PAID
Champaign, Ill. 61820
Permit No. 75

HOME EC LIBRARY-FAX
UNIV OF ILLINOIS
314 BEVIER HALL
CAMPUS

0.765

1127
3-20-86

ILLINOIS TEACHER OF HOME ECONOMICS

Excellence in Education: The Home Economics Contribution
Means to Excellence

Foreword, Means to Excellence, <i>Hazel Taylor Spitze</i>	125
Trying to Put Theory into Practice, <i>Rosemary Jones</i>	126
NETWORKING: You Can't Do It Alone, But . . . , <i>JoAnn Fley</i>	129
Role Reversal, <i>Robyn Dagenais</i>	137
Consumer: Getting Your Money's Worth from a Lawyer, <i>Tommie C. M. Lawhon</i>	138
STAR Events on the University Campus: Encouraging Excellence, <i>Frances Shipley</i>	141
Annual Fashion Show Brings Rewards, <i>Deborah D. Brown</i>	144
Off to a Good Start: New Help for Beginning Teachers, <i>Hazel Taylor Spitze</i>	147
Making a Referral for Counseling Services, <i>Monte Bobele and Thomas Conran</i>	150
Communicating Effectively with Administrators: A Step Toward Excellence, <i>Denise M. Scott and Lavern L. Scott</i>	153
Personal Finance: A New Look at an Old Friend, <i>Margery K. Schiller</i>	155
One Way to Individualize Instruction, <i>Susan Allen Radway and Ruth F. Riggs</i>	157
The Teaching of Skills for a Lifetime, <i>Donna Reaster</i>	159
Home Economics Teacher of the Year, <i>Hazel Taylor Spitze</i>	160

Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Hazel Taylor Spitze, Professor and Editor
Norma Huls, Office Manager
Annabelle Munkittrick Dryden, Graduate Assistant
Rosemary Jones, Graduate Assistant
Marsha Willis, Graduate Assistant
Robyn Dagenais, Graduate Assistant
Robyn Sabin, Graduate Assistant

Other Home Economics Education Division Staff

Mildred Barnes Griggs, Professor and Chairperson
Linda B. Peterat, Assistant Professor
Diana Cloyd, Graduate Assistant
Epifania Tabbada, Graduate Assistant
Marilyn Mastny, Graduate Assistant
Karen Paulsen, Graduate Assistant

Volume XXIX, No. 4, March/April 1986. Published five times each academic year. Subscriptions \$13.00 per year. Foreign, including Canada, \$16.00 per year. Special \$10.00 per year (\$12.00 Foreign) for undergraduate and graduate students when ordered by teacher educator on forms available from *Illinois Teacher* office. Single copies \$3.00. Foreign \$4.00. All checks from outside the U.S. must be payable through a U.S. Bank.

Address: ILLINOIS TEACHER
University of Illinois
350 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217/333 2736

© 1986

FOREWORD

Means to Excellence

In this issue of Illinois Teacher we offer articles which may be means to the excellence we covet. The following are some of the aspects of excellence which I believe Home Economics can contribute to in significant ways.

Excellence means (1) developing cognitive skills, (2) learning significant content, (3) mastering the basics and applying them in everyday life, (4) developing appetite and skills for continued learning, (5) understanding the need for psychomotor skills, (6) developing the ability to maintain physical and mental health, (7) learning to maintain positive interpersonal relations, (8) knowing how to use leisure constructively, (9) preparing to earn a living, (10) learning to assume family responsibilities, and (11) attending to the development of ethical character.

Means to excellence include networking (see Fley), counseling (see Bobele and Conran), helping beginning teachers (see Reaster, Spitze), individualizing instruction (see Radway), enjoying learning and feeling enthusiastic (see Jones, Brown) having administrative and community support (see Scott), capitalizing on FHA (see Shipley), and choosing meaningful content (see Lawhon and Schiller). Of course there are many other means to excellence, too, and we hope every issue of Illinois Teacher speaks of some of them.

Excellence needs to be recognized. In our article on the state winners of the Teacher of the Year awards we do just that, and we hope you are inspired by their work. We also want you to let us know about yours.

The Editor

"...we need a new definition of excellence--not a warmed-over version of an old one. We need a definition of excellence that will have meaning for everyone. We need a definition of excellence that includes excellent articulation with the known needs of labor markets. We need a definition of excellence that acknowledges both the need for salable skills and a sense of place and meaning. We need a definition of excellence that provides both the specific and the general and acknowledges that the road between them is a two-way road. We can move both from the general to the specific, and, as vocational educators have been demonstrating for decades, from the specific to the general. We need a definition of excellence which acknowledges that logical-mathematical intelligence is only one of at least seven types of intelligence, and that all need cultivation.

Above all, we need a definition of excellence that will tend to integrate the educational enterprise and not resume the destructive process of fragmentation."

Marvin Feldman
Fashion Institute of Technology
New York City

Come to see us!
at the Illinois Teacher booth
at AHEA
in Kansas City, June 23-26

Trying to Put Theory into Practice

Rosemary Jones
Graduate Assistant
Home Economics Education
University of Illinois

After 15 minutes each group proceeded to the next activity. Two groups were scrambling to finish, another appeared relieved that they were moving on, and the other two groups rushed forward eagerly to commence the next undertaking. It looked as if the Milk Bar activities needed some review. These Grade 7s were not having enough time to finish and the Fruit Stall apparently lacked interest. Judging by the expressions on most faces, the Breakfast Cereals were a hit.

"I've never liked porridge before!" piped up one youngster, "but sultanas and apples do make a difference!"

"I didn't know you could make muesli* -- I always thought it came in packets," observed another.

The groups settled to their new activities. There were puzzled frowns from those who were working out which breakfast cereal provided the least sugar content, hesitant tasting by those making the breakfast-in-a-glass drinks, and frantic writing in books as they tried to describe the concoctions. Those at the Fruit Stall were the least enthusiastic, so obviously there was a problem.

Wrap-up time allowed the slower children the opportunity to go back to each activity to complete their observations, while the eager beavers embellished their descriptions further. They all had something to say. I was encouraging them to be objective by such questions as "Why do you like/dislike the banana yoghurt breakfast drink?" It was easy to provide opinions, but several struggled with the reasons for their preferences. Making comparisons proved difficult for some, but by identifying the flavour or feel, the task became manageable.

They were practicing the processes of thinking! Never mind that they were examining their own likes and dislikes--they were being asked to think, to explain and to articulate why they liked this one, not that one. Was it the taste or the texture? They were identifying a difference and describing it. Some groups were still arguing the toss about the high sugar content of their favorite cereals. Would this be an opportunity for introducing them to high calorie/low nutrient foods? I wondered.

As they filed out to their next lesson, one confided, "I liked that lesson 'cause we all got to say what we thought. Sometimes in class we want to say what we think but we're scared we'll be wrong and be laughed at." The grin widened. "I haven't had porridge since my Gramma died. I'm going to surprise my Dad tomorrow."

I stacked up the activity sheets; orange juice fingerprints merged with the smudges of grated apple. What was wrong with the Fruit Stall? It had looked alright when I planned it. Oh well, back to the drawing boards. I mustn't forget to re-time the Milk Bar; some of that equipment looked a trifle murky as it was put away. We can't allow the hygiene to slip.

That night I took stock of what I was trying to do. Bother those professors! It was so much easier before I went back to college. I knew the answers. After all, I was the expert, the information giver. The students were there to learn what I had to teach them. Textbooks were full of facts, full of information essential for students growing up and facing the complexities of modern living. I knew what was important for children to learn. I had been teaching for years, but I had kept up with changes. I was a progressive teacher.

Well, I thought I was, until I met those professors. They made me think, they encouraged me to question, "to prize the doubt" as one eminent instructor insisted. I began to wonder if I were a "hot shot" after all. I claimed I wanted to help solve the problems of everyday living -- the what to wear, what to cook and eat, the what to do with leisure time. But there's the rub. I was still mostly concerned with "how tos" -- the how to make a cake, how to sew a seam, how to rear a family, how to manage resources. Terrific skills -- the "how tos" -- but they are means to an end. This implied that I knew what the end was. This would be an assumption, surely?

I wondered if I had been complacent, expecting students to soak up information indiscriminately. How often did I allow them to make decisions, to solve real problems? Did I teach them to think, to try out ideas for size, to wonder what would happen if..., to speculate, to imagine, to judge? Or was I too busy with the "how-tos" of making this casserole, that shirt, the other wall hanging? What opportunities did I offer for them to think, to hypothesize, to search for alternatives, to predict consequences, to choose solutions, to act on the choice, and to

*Granola to us Americans! The Editor.

evaluate and reflect? How often did I ask questions that had no right answers--open-ended questions? How often did I use student ideas, modifying and applying their responses?

To be quite honest, not often! It is easier to ask lower order questions: those with the "right" answers. Knowing what to do with responses to higher order questions is much tougher.

* * * * *

I had returned to the classroom after an inspirational year at the University of Illinois, with a brand new master's degree under my hatband. I wanted every lesson to be a masterpiece. But I should have known better. The process of change must be gradual to be effective. Having greeted my Principal on arrival, with an avalanche of enthusiasm for teaching thinking skills in Home Economics, I had received encouragement as he patiently insisted that I put my ideas into practice. His caution was justified. It was like going back to being a first-year teacher, having to prepare every lesson. Questioning the worth of any activity with: Will it teach my students to think? What processes will they be practicing? What capabilities will they be developing, and what dispositions will I be encouraging?

Many times I slipped back into former ways. After all, the realities of disrupted school routines, bell times, shortened lessons, sporting activities, school assemblies, grade camps had to be endured with equilibrium. But at every opportunity I planned to provide opportunities for students to practice thinking.

Though more has been written for senior classes about planned inquiry and practical problem solving, it is my contention that young students, too, can be developing and practicing the skills and dispositions--identifying differences, making comparisons, observing, describing, seeking reasons, recognizing assumptions, being open-minded, differentiating between fact and opinion, sharing ideas, expressing thoughts.

Thus, in my lesson on Breakfast Foods, the children were identifying the ingredients in the muesli they made and in the packet muesli; then comparing the tastes. They were interpreting the information provided on breakfast cereal boxes; they were classifying fruits. (Why was the Fruit Stall such a disaster?) They were being asked to summarize, to find the essential points, to generalize. At another time my Grade 8s simplified sets of instructions, choosing salient points and prioritizing. One class was asked to re-write recipes giving reasons for their alterations. (This came about when a lad slavishly followed a recipe. What a glutinous conglomeration resulted when he "thickened with flour" -- unblended!).

In other lessons, I tried to provide opportunities for students to create, to invent new ways of doing things, to imagine, to pretend, to predict. But when asked to imagine homes using less energy, few were able to do more than resort to pedal-powered washing machines, open fires, the use of candles. They had difficulty forecasting a future different from the present and fell back on their knowledge of the past.

I found students hesitant to express their own ideas, as if thinking were an uncomfortable task. It was a sobering experience for me to be told, in a friendly manner "Home Ec. is alright, except when we have to think." They were unaccustomed to risking "wrong answers" and were concerned when they were not directed towards finding the "right answer" in the book.

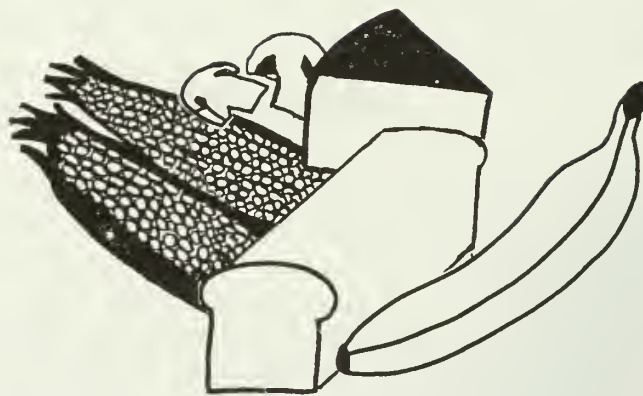
I tried to be explicit about the skills being used; e.g., "now we are distinguishing between fact and opinion" and "are we assuming something here?" I was letting them know they were practicing thinking skills.

For so long I had taught the nutrients from the expert's point of view. "You must have x, y and z. You must have a good breakfast because without it..." -- etc., etc. By stressing the processes of thinking, wouldn't I insure that they would eat balanced meals because they came to a rational conclusion internally, by their own thought process? I had preached, rather than taught children to think. With a missionary's zeal I had sermonized "eat balanced meals." No one likes being told what to do but when we work things out for ourselves, we are often happy to go along with the "right" thing. Would it not be preferable to stress the information needed for choices, to enlarge the options, to develop their decision making skills and to arm them for making choices?

In my studies I found abundant literature on teaching thinking skills -- much of it is theoretical, more research is needed. After all, the actions that result from all this thinking are what really matter. Will people choose healthier ways of eating through better thinking? We just don't know. But by my logic, they are more likely to do so than if I hammer "eat balanced meals because I say so!"

Two terms back in the classroom convinced me that teaching thinking through Home Economics is not only desirable but possible. But I have to admit I found change difficult. It was almost as if, being back in the classroom, I was programmed to teach according to ways I already knew. I would have liked more time to assess the current level of my students' thinking, the better to judge improvement after my teaching. I was just beginning to share my enthusiasm and strategies with fellow teachers when the time came to return to the University of Illinois.

Yes, I am back, to study for two more years, to earn another degree. I question my own rational decision making as I face the minus temperatures of Illinois when I could be basking in the Australian sunshine. But I have the courage of my convictions. I really believe we can teach young people to think better through Home Economics. And maybe, in the future, my ex students will happily say "I'm glad I took Home Ec. -- it really taught me to think!"



March is National Nutrition Month!

Theme: "GOOD NUTRITION - FEEL THE DIFFERENCE"

Robyn Sabin, R.D.
Graduate Assistant
Home Economics Education
University of Illinois

What can you, as a middle school, junior high or high school home economics teacher, do to celebrate national nutrition month in your classroom and school?

In conjunction with the physical education department, could you sponsor a one to three mile run with a post-game nutritious breakfast of fruit, milk, juices, bran muffins, etc.? Designate everyone a winner for participating. Present each one with a blue ribbon or certificate.

In coordination with the cafeteria supervisor, could you plan special days highlighting this event (e.g., nutritious vegetarian, ethnic dishes, low cholesterol meals, low calorie dessert)? Decorate with balloons, streamers, banners. Prepare a fun nutrition quiz which can be distributed in the cafeteria. Select 3-5 winners who will receive a prize (e.g., free meal in the cafeteria, t-shirt, an opportunity to help plan cafeteria menus for a day or a week). How about bulletin board displays and showcases to show your creativity and highlight the theme?

Could you survey your students to find out what they would like to learn about, e.g., sports nutrition, eating disorders, drugs and alcohol, nutrition in relation to teen pregnancy, ethnic foods, and weight control? Plan activities to correspond with these topics, e.g., discussions, simulations, role playing.

In the foods lab could students plan and prepare individual courses or entire menus with the nutrition month theme in mind? They could then present their reports of what they did to the rest of the class, individually or in small groups.

As a money maker, could students prepare bran muffins, zucchini bread, carrot cake, etc., to sell to

faculty, staff, and students? Attach a card with the theme on each baked product and show its nutritive value.

Could you invite an R.D. to discuss a topic of interest with the students and/or faculty and staff?

Could you and your students set up a booth to distribute handouts (e.g., from the National Dairy Council, American Dietetic Association, or Food and Drug Administration) to faculty, staff and students?

Could you and the administration sponsor a nutrition break between classes and let the Future Homemakers of America sell nutritious snacks? (Close the vending machines those mornings!)

Could some of the students write the company of one of their favorite foods and ask a question regarding the nutritive value of the product?

Could student groups study a nutrition topic of their choice to present to the class as a whole? Encourage them to use different teaching techniques such as panel discussion, skit, or game.

Could your students suggest other ways they would like to celebrate National Nutrition Month?

The American Dietetics Association will send you a brochure listing their flyers, bumper stickers, and pins for National Nutrition Month. Their address is:

American Dietetic Association
430 N. Michigan Avenue
Chicago, IL 60611



NETWORKING: You Can't Do It Alone, But . . .

JoAnn Fley
Associate Professor of
Higher Education
College of Education
University of Illinois



Sally Mann hastily blotted her lipstick, with a backward glance into the girl's washroom mirror, before emerging back into the crowded corridor that led to Principal Jenkins' office at Andover Township High School.

"Please come to see me during your free period at 2:00" the note had read when it was unexpectedly delivered during her Foods and Nutrition class. She had seen Mr. Jenkins only once before--last month at the first faculty meeting of the year when she was introduced along with the other new teachers at Andover. As the only Home Economics teacher in the school, she taught every period a week except one. Her busy schedule, as well as this, precluded any conferences thus far.

She looked forward to this meeting. Perhaps he had heard about her work. She felt good about that. Several parents had gone out of their way at last week's PTO meeting to commend her. And the students responded well to her. They seemed genuinely enthusiastic about the new books and projects she had introduced into her classes.

"How very fortunate I am," she thought as she swung through the door to the Principal's office. "I managed to get this position at the last minute when Jack was transferred from Minneapolis. Most of the students are conscientious, and the parents seem interested and supportive."

"Sit down, Mrs. Mann," said Mr. Jenkins as he moved to the only other chair in the office. "I'll get straight to the point," he said. "I've had complaints from a number of parents about the textbook you're using in your Family Life Class."

"I've had complaints from a number of parents about the textbook you're using in your Family Life Class" said the Principal.

"Really??!!" Sally's surprise was genuine, for the text had won a number of awards and was considered to be one of the best in the field. She had used it before with no problems. "The students seem to like it," she ventured. "They read their assignments before class, which doesn't always happen, you know. The book has

a wealth of good information and serves as an excellent vehicle for class discussion of issues."

"That may be well and good, Mrs. Mann, but I'm told that it contains pornography - filth about contraception, abortion, and men and women living together before marriage."

"Well, there is a section on world hunger and the problems of overpopulation, population control and family planning, but these are some of the pressing problems in the world today! Mr. Jenkins, teenagers desperately need information! They need to know about family planning and what alternatives they have as well as the consequences of uninformed actions. Have you seen the book, Mr. Jenkins?"

"Well-I-I, no . . ." he replied.

"Why don't I run upstairs and get my copy for you? You may keep it as long as . . ."

"Oh no!" he interrupted. "I'm taking no chances of being accused of censoring textbooks! Besides, Home Ec is not my specialty! You don't seem to understand, Mrs. Mann, that this is a political matter. You're new to this part of the country. We're not like that sophisticated area you've come from. Our constituency is made up of conservative, hard working people who've never been to college and probably don't plan to send their kids to college--certainly not their girls. Their hard-earned taxes support our school and we have an obligation to give their kids the kind of education they expect. Maybe you haven't learned yet that we have a bond issue on next month's ballot."

"Oh, yes, I know," Sally replied limply.

"You were fortunate to get this job, Mrs. Mann. Of course we're glad to have you, but there were many equally qualified other candidates. Now let me tell you, as a friend who hopes you'll be around for a long, I-o-n-g time, you'll be better off if you stick to the subjects of



don't do it all on your own...

cooking, sewing, and child rearing. Now I want you to collect all those books at your next class. Bring them here and I'll store them in the safe. No need to say anything to anyone. I'll cover for you regarding the money the Board wasted on these books. I must leave now, I told Coach Johnson I'd go give the football team a pep talk at 2:40. This community dotes on its football team. Good day, Mrs. Mann."

As she walked back to her room, Sally's grim smile belied the myriad emotions that were exploding within her and ricocheting off each other:

Anger ("He says he's not censoring texts, but that's exactly what he's doing . . . and he won't even look at the book!")

Guilt ("I said all the wrong things, I've really let my field down.")

Hurt ("He treated me like a child . . . and those parents . . . they've betrayed me! They're hypocrites!")

Confusion ("But his description of the parents doesn't square with what I saw at PTO . . . Is he crazy, or am I?")

Indignation ("I'm a well qualified professional. I will not sacrifice my principles!")

Urge to Retreat ("Who cares about this backward community and school . . . I'll quit right now! Jack's salary is enough to support us!")

But most of all, Sally felt terribly alone.

Leaving school that evening she ran into Ray Bradford who taught English and was the only Andover teacher she knew well enough to call by his first name. "Ray," she said, trying to be causal, "What kind of a person is Mr. Jenkins?"

"That _ _ _? As vindictive as all get out! I stay as far away from him as possible! Do you need any garden vegetables? It's supposed to freeze tonight so I'm bringing in everything. We can't use it all."

* * * * *

While many working women may never have had to deal with the exact crisis Sally Mann now faces, they can certainly "feel" the emotions she feels: fear, rage, paranoia, guilt, isolation--feelings of being treated as less than a human being. The commonness of these emotions and the work experiences that precipitated them may explain why women in the past ten years have taken to networking like a duck takes to water.

In her 1980 book entitled Networking--The Great Way for Women to Get Ahead, Mary Scott Welch describes the phenomenon of networking as "the process of developing and using your contacts for information, advice, and moral support as you pursue your career."¹ Certainly our

heroine, Sally Mann, was in desperate need of all three. Her guarded and vague question to Ray Bradford resulted in little useful information and no advice or support. She would have been far wiser, after moving to a new community, to heed the counsel of some career advisers, namely, to "work 80 percent as hard and spend 20 percent more time and thought on the environment you're working in."² Networking provides an effective means of learning about one's environment and of gaining help and support in improving it.

She felt fear, rage, paranoia, guilt, isolation — feelings of being treated as less than a human being.

One trap that working women in times past have fallen into is that they allowed themselves to become so task-oriented they became "loners." They assumed that it was enough to work hard and do their jobs well. Linking up to other women was a waste of time, they thought, especially if they carried family responsibilities, too. Moreover, society seemed to expect women to distance themselves from other women--and from men too, of course. The loneliness that these earlier professional women had to endure is sad to contemplate. But times have changed!

Our younger sisters are teaching us that women can trust each other, that other women "know where you're coming from" so you don't have to spend inordinate amounts of time explaining it or getting defensive, and that other women can provide safe sounding boards for one to explore such questions as:

"What should I have said?"

"What should I say next?"

"What should I do now?"

Inasmuch as our story is hypothetical, let's assume that our heroine, Sally Mann, upon moving to the new community sought to learn more about her new environment by attending a well-established organization such as a church, AAUW, The League of Women Voters, The YWCA, or her county's Homemakers' organization. There she likely met one or two other women--parents, professional women, and community leaders whose interests or values meshed with her own, someone she could trust. Having done that in advance she called one of her new acquaintances upon arriving home after the conference with Principal Jenkins. Continuing with our hypothetical story, we find that what Sally learned was a shock.

Andover Township High School had been under considerable criticism during the past several years. A new

¹Mary Scott Welch. Networking: The Great New Way for Women to Get Ahead. New York: Harcourt, Brace, Jovanovich, 1980, p. 15.

²Ibid., p. 34.

superintendent, with much encouragement and support from concerned parents new to the community was attempting to improve the curriculum and instruction. Principal Jenkins was seen as one of the chief obstacles to reform efforts. While no one talked of it openly (after all, he had given many years of service to Andover), it was generally assumed that he would be eased out of office in the near future. In fact, the success of next month's bond issue depended on the tacit understanding that Jenkins would leave the principalship. Moreover, Sally's appointment was seen as evidence that the Superintendent was making a genuine effort to bring better teachers into the system (sometimes over Principal Jenkins' objections). That's why many parents were so delighted with her appointment and her work.

While this accounting of "the rest of the story" seems contrived, it reflects far more than a mere effort to get our heroine "off the hook." It illustrates several points:

- Sally lacked information about her work environment. There was more to the story than either Jenkins or Bradford gave her.
- Had she depended solely on information obtained from Jenkins and Bradford, Sally was in danger of taking precipitous and perhaps mistaken action which could have harmed both her and the school system.
- Sally's experience, unfortunately, is far too typical of experiences of other professional women we have all known, with the results being permanent scars, cynicism, excessive caution, self-imposed isolation, damaged careers, and students who receive far less than the best that these women can give.

This kind of negative results stems from the lack of information and support that networks can provide. Moreover, with such a network, Sally can have a sounding board to explore vital next steps such as: Should she comply with Jenkins' order for the present with the hope that the text might be brought out of the safe in future years? Should she go to the Superintendent? If so, how can she do it in a professional manner rather than appearing to be going over Jenkins' head? Should she see a lawyer? If so, which one? With a network, Sally would have someone to refer her to people who could perhaps help and whom she could trust. Most certainly, with a network she would feel less alone.

With a network, Sally would have someone to refer her to people who could perhaps help and whom she could trust.

There is probably not a professional working woman today who has not heard of or been involved in the so-

called "new" phenomenon of networking. Professional associations devote time on their conference programs to sessions about networking--how to build them, how to use them effectively, what they can do for the individual and her career advancement. Workshops are sponsored by local, state, or national organizations on networking.³ Spontaneous coffee klatches, luncheons, cocktail parties frequently get women together "to network." Indeed, if one listens to speakers at many conferences one might conclude that women all over the country are being energized and benefited in a frenzy of activity called networking. On the other hand some women complain that they are just about "networked out," that they are spending too much time with too many groups and reaping too few benefits. Some complain that networks are unnecessary since they already belong to professional associations or civic organizations. Besides, they say, networks are so aimless that no one really knows what they are or what they are supposed to be doing! The time has come to ask what is networking? Is it something new and different? Is it, or should it be, limited to only women? Is it a worthwhile endeavor for busy women who have multiple responsibilities?

What Is Networking?

While the term "networking" is scarcely a decade old, the phenomenon is much older. Like so many other forms of human activity, it has long been practiced, but only recently have the technical language and theory emerged--a good example of "practice preceding theory."

The noun, network, is defined in Webster's Third New International Dictionary as "a system of lines or channels that interlace or cross like the fabric of a net . . . an interconnected or interrelated chain, a group or system . . . a complex structure of rivers, canals, railways, radio or television linked by wire or radio relay." Networks have often been likened to spider webs or fish-nets. The number of human networks is countless. We can all cite examples of them--neighborhood watches, the old boys' network that controls city hall from Joe's Bar and Grill or the local country club, or self-help groups such as Alcoholics Anonymous and Parents Without Partners.

Networking, the verb, has recently emerged to convey a more dynamic meaning. Indeed, those who try to define it point out that networking is a process. Welch defines it as "linking the people you know to the people they know in an ever expanding communications network" in order to get something done. The things to be done are as diverse

³See for example, "Networks: A Matrix for Exchange," J. C. Penney Forum published by The J. C. Penney Co., Inc. Consumer Education services, March, 1983.

as humankind itself and can range from studying the problem of pollution to getting more information about the way an organization works in order to work more effectively in it; from getting a local school board candidate elected to studying the Bible and praying for other members of the group; from giving help and support to friends attempting to stop smoking to carrying out a terrorist attack on the Athens airport.

The process of networking, its ever-expanding nature, and the results it can yield are dramatically illustrated by a true story which began barely over a century ago in Boston, Massachusetts. Our heroine this time is Mrs. Emily Talbot, wife of the Dean of Boston University Medical School and mother of two daughters. The eldest daughter, Marion, was extremely bright, and the Talbots agreed she should go to college rather than to a finishing school. While the College of Liberal Arts at Boston University admitted women at that time, no public schools in the area prepared girls for college entrance. The Talbots' only alternative, it seemed, was to prepare Marion in a piecemeal fashion--private tutoring in Latin and Greek, fifteen months of modern language study in Europe, and making up deficiencies after entering college. Marion Talbot's experiences were not unusual for her day. At that time most women who aspired to attend college faced the problem of unavailable preparation unless their families had the resources to provide expensive private instruction.

When the time came for the Talbots' younger daughter to prepare to enter college, Emily Talbot went into action. She called upon a number of her friends, and the women formed a group (really, a network) which agitated to open the Boston Latin School to girls. Their efforts did not end with the results they sought, however. Instead, a Latin School for Girls (which was not permitted to use "Boston" in its title) was established, and the younger daughter matriculated there.

In the meantime, Marion graduated with her Bachelor's degree in 1880 and continued on to pursue the Master's degree. After all, why not study for an advanced degree? What else could a woman with a college degree do in 1881? She was a rarity, an oddity--and likely unemployable as well. Most of all, she was very alone. (These same problems were also faced by the handful of Black college graduates that existed at that time.)

“linking the people you know to the people they know in an ever expanding communications network.”

One October day in 1881 the Talbots' doorbell rang and a caller, Alice Hayes, asked to speak to Mrs. Talbot. Miss Hayes had just graduated from the comparatively new

Vassar College and had come to Boston seeking employment. She, too, was alone and somewhat discouraged. A woman in the group of Boston Latin School agitators suggested that she call on Mrs. Talbot. Considering Emily Talbot's interest in women's education, maybe she could help. Mrs. Talbot recognized in her caller all the symptoms and problems her daughter, Marion, was facing, and at that moment "as if by inspiration" she envisioned

". . . increasing numbers of young women, with similar training and congenial tastes, drawn together in a great body . . ." ⁴

Mrs. Talbot introduced the two young women to each other and suggested that they seek out other women college graduates and work together to give mutual aid and support.

Most historians of American women's education know of some of the phenomenal results that over the next thirty years sprang out of Emily Talbot's suggestion:

Item: Marion Talbot straightaway contacted her friend and teacher, Ellen H. Richards, instructor in sanitary science at Massachusetts Institute of Technology. Together they identified a handful of other college graduates and within a month held a meeting attended by 17 women graduates of eight different colleges. Within another month 65 women attended a second meeting and voted to name the group the Association of Collegiate Alumnae (ACA). Within 40 years chapters of the organization had spread to all parts of the country and had exerted much pressure on colleges and universities to hire more women faculty and create favorable educational environments for women. In 1920 it changed its name to the American Association of University Women (AAUW).

Item: A decade later, in 1892, Marion Talbot was appointed to the original group of faculty at the newly established University of Chicago, in the dual capacity of professor of sanitary science and Dean of Women. If not the first Dean of Women in the country she was certainly one of the first, and her appointment seemed to popularize the position. Soon other colleges and universities were appointing women to similar positions. Yet confusion existed among the new appointees, as well as among the college presidents who appointed them, as to what, exactly, a Dean of Women was supposed to do.

⁴Marion Talbot and Lois Kimball Mathews Rosenberry. The History of The American Association of University Women, 1881-1931. Boston: Houghton Mifflin Co., 1983, pp. 1-14.

Consequently, in 1903 Marion Talbot called a meeting of deans of women who formed a network of their own and met in conjunction with the biennial meetings of the ACA for roughly the next twenty years. This group helped to define the work of the dean of women and developed some of the early literature of the field. The present day National Association for Women Deans, Administrators, and Counselors (NAWDAC), founded in 1916, had its roots in the earlier group first called together by Marion Talbot in 1903.⁵

tem: Ellen Richards, the other person generally credited with founding AAUW, remained at MIT where she continued her attempts to develop a newly emerging area of study. The "field" was still so new that even its terminology was not yet standardized. The field was called by a variety of names--domestic economy, sanitary science, domestic science, home science, household economics, euthenics. In order to explore and then obtain some common agreement on terminology and philosophy, Ellen Richards, with support from Melvil Dewey, called a series of meetings, between 1899 and 1908, at Lake Placid, New York, which provided the foundation for the field of home economics. And it was from the Lake Placid Conferences that the American Home Economics Association sprang in 1909.⁶

And so, out of Emily Talbot's seemingly unsuccessful attempt to get girls admitted to The Boston Latin School we find today a series of unanticipated by-products that no one could have imagined a century ago. From Emily Talbot's vision of "cooperation and organization" by women college graduates to "work together in common interest" two new professional fields for women were defined and organized and three associations were established which linked women college graduates together from one coast to the other. Out of the programs of all three

women in every walk of life are rediscovering networking and are using it in an increasing variety of ways.

⁵JoAnn Fley. "Marion Talbot and The Great Adventure at Chicago" (Second in a Series). Journal of The National Association for Women Deans, Administrators, and Counselors, Vol. 41, No. 2 (Winter, 1978), pp. 81-83.

⁶Marie Negri Carver. Home Economics As An Academic Discipline: A Short History. Topical Paper no. 15. Tuscon: Center for the Study of Higher Education, University of Arizona, 1979.

organizations came scholarships and fellowships for women and better educational facilities for women on many college campuses.

Is There A Difference Between Networking and Organizing?

The Talbot story naturally leads one to question whether a network differs from an organization or, say, a professional association? Didn't our heroine, Sally Mann, already have a network upon which she could call--her county, state, or national Home Economics Association? This question cannot be answered with a simple yes or no.

In their exciting and mind-expanding book entitled Networking, The First Report and Directory, Lipnack and Stamps aver that it is not useful to try to distinguish between networking and organizing. But they go on to state that a network is only one type of organization.⁷ A network implies a loose bond of affiliation among its members contrasting sharply with those organizations and associations which are bureaucratically and hierarchically structured. The networks of women employees at Kodak Camera Company or The Equitable Life Assurance Company of America, for example, who have been so successful in advancing their careers in those corporations are far different in nature from the bureaucratic, hierarchical organizations of the companies. Over the years many professional associations have grown to the point that they resemble large corporations. Their membership is large and quite diverse. All members do not share close bonds of trust, values, interests or aims. Agendas and programs must be planned far in advance; hence, the associations are not always able to respond to the unexpected needs of individual members. A hierarchy of directors, officers, and chairs, frequently perplexes or intimidates the grass roots member and discourages any urge to reach out for assistance for an individual concern. Yet, we also know that loosely affiliated networks exist within these associations. (Sometimes these groups have been referred to as the "old guard," "the young turks," the group who were graduates of a particular institution, or a group associated with a particular region.) Had Sally Mann belonged to one of these networks she might well have turned to it via telephone or computer the night after her conference with Principal Jenkins.

Networks tend to have other characteristics that distinguish them from many organizations, and Lipnack and Stamps describe these differences in considerable detail. Unlike more formal organizations with constitutions and duly elected officers whose responsibilities are spelled out by detailed job descriptions, networks are fluid and free

⁷Jessica Lipnack and Jeffrey Stamps. Networking: The First Report and Directory. Garden City: Doubleday and Company, 1982, pp. 6-7.

from such rigidities. Most networks are decentralized. Organization is kept to a minimum; leadership and responsibility are distributed or assumed by many different people as needs arise. (Hence they are described as hydra-headed.) Network boundaries are fuzzy, and little internal organization exists. Many networks are short lived; they may form rapidly, then break up, then form again with different groups of people, depending upon the needs of people or the task to be done. The glue that holds a network together is not necessarily friendship and not organization and procedures, but an ideological bond of shared values, interests, goals and objectives. "Shared values establish the persisting identity of a network. . . . The power [of a network] lies in a deep commitment to a very few basic tenets shared by all."⁸

There are, of course, networks within networks, but each part of a network be it a person or an organization, is considered to be autonomous and self-reliant. Hence, we get an organism which functions simultaneously as an independent whole and as an interdependent part. Lipnack and Stamps use the term "whole parts" to describe this essential characteristic of networks; two other researchers, Gerlach and Hines, have called it "segmentation."⁹

Whatever one calls it, this fundamental attribute of self-sufficient parts is what makes networks so resilient and adaptable to stress. And it is those characteristics that give networks their durability and effectiveness. The most obvious contemporary examples of this persistence, resiliency, and adaptability come, unfortunately, from networks with deep commitments to such goals as cultism, retribution or terrorism. Networks, it must here be noted, are by themselves value-free. They take on the values and goals of their members. The only necessity is that the values be shared and strongly held by all members.

— this fundamental attribute of self-sufficient parts is what makes networks so resilient and adaptable to stress.

But there are other examples of very positive results that accrue from networking. Early Christians and Jews, for example, survived numerous persecutions and grew through networking. Moreover, they outlived the very organizations that sought to exterminate them such as the Roman, Ottoman, and Macedonian Empires as well as the more recent Third Reich. Indeed, the whole history of religion, from the Babylonian captivity to the Inquisition,

⁸Lipnack and Stamps, *op. cit.*, pp. 230, 221-234.

⁹Luther P. Gerlach and V. H. Hine, as cited in *Ibid.* p. 221. See also, Lipnack and Stamps, "Discovering Networking," J. C. Penney Forum, *op. cit.* p. 5.

from Martin Luther's protest against the church of Rome, to the proliferation of Protestant sects during the First and Second Great Awakenings in America, offers rich examples of the process of networking. Groups have formed, broken apart, and reformed into different groups, but always survived.

In other areas of human activity, too, examples of networking from the past and present abound and serve to illustrate that networks offer strong counterpoints to the large bureaucracies that dominate people's lives. In politics and economics, networks of people held together by shared values and visions have even changed the course of history, both locally and internationally. One doubts that the American War for Independence would have succeeded had not the Committees of Correspondence provided the essential leadership and cooperation which unified the thirteen independent colonies against England.

— networks offer strong counterpoints to the large bureaucracies that dominate people's lives.

Present day networks which have formed in slum neighborhoods to patrol and secure safety in the streets and parks, or the groups in housing projects which work to exterminate rats or oppose exorbitant rent increases, are current examples of what can be done through networking in contrast to the all-too-frequent delays and defeats encountered when working through a municipal bureaucracy. Consumer cooperatives, watchdog networks, health networks, educational and self help groups all offer myriad evidence that millions of people are finding energy, support, direction, and ways to effect change in their own lives or environment. Educational networks are creating alternative ways of learning and teaching through alternative schools, universities without walls, and computer networks. The National Self-Help Clearing House estimates that in the realm of self-help and therapy alone 500,000 networks are touching the lives of 10,000,000 people.¹⁰

In the world of business, organizations such as Gore and Associates of Delaware operate under a networking management structure while manufacturers such as Amway, Avon, and Shaklee depend upon networks of consumer-distributors, rather than highly organized outlet stores, to market their products. The phenomenon of networking has, indeed, become so widespread that Lipnack and Stamps refer to it as "another America . . . An Emerald city of ideas and visions and practical enterprises that people move in and out of depending on their moods and needs--a new, but very old domain."

¹⁰*Ibid.*, p. 22.

So, What is New About Networking?

We now have established that networks are not new and they are not exclusively the domain of women and women's groups. Is there, then, anything new about networking?

Perhaps one thing new is that women in every walk of life are rediscovering networking and are using it in an increasing variety of ways. True, our grandmothers networked in quilting bees and in preparing meals for the harvest thrashers. Certainly the early Home Extension agent was an artist at creating networks in order to teach homemakers, from the isolated farm to the rural village, better ways to process food, to feed families nutritionally, or to use new equipment and technology for the home safely and effectively. But the kinds of information and moral support offered then were confined to the traditional roles of wife and mother.

Lois Gray notes that networks have always been helpful to immigrants in new lands.¹¹ Many working women today are like immigrants in new lands as they enter jobs never before held by women, in organizations where the only women employed were secretaries. In these "new lands," women, like the immigrants, encounter language, customs, even technology that are foreign to them. Lack of information about their work environment or the way things "are done" in a particular company can be fatal to their careers. As a result, they are forming different kinds of networks which can serve their diverse needs.

Seldom are any two networks alike. Some are small and exclusive; others welcome a broad and diverse membership. Some exist for the general purpose of getting all working women in an area together for brainstorming and fellowship; others have very specific, targeted aims. Some confine membership to people who work within one organization; others extend beyond individual organizations. One began as a network and evolved into a non-profit corporation.¹²

In Minneapolis, AGOG (All The Good Old Girls) has a large and diverse membership of women just beginning careers, school and university teachers, owners of private businesses, state office holders (including the Secretary of State), and women who work in corporations. Members share information about new job openings and give mutual help and support to one another. In contrast, the Women's Luncheon Group in Boston includes only high level business women whose sole purpose is to make contacts and do business with each other. One network is devoted solely to identifying and working to get qualified women appointed to Corporation Boards of Directors or to high level positions in the Federal Government. In Seattle, OGDEN (Old

Girls Damned Effective Network) maintains a career network and operates a commercial career counseling service. Of these networks formed within single corporations, one did research on women's pay within the corporation; another helped the secretaries obtain more equitable evaluations, assignments, and pay. Still another taught the men in the business to make coffee.¹³

In 1969 a group of Boston homemakers, many of whom were college graduates, attended a lecture on "Women and Their Bodies." Afterwards the group decided to develop a list, for its own use, of good obstetricians and gynecologists in the vicinity. Within months several women began to research topics about which there was little information available to the public--IUD's, hysterectomies, radical mastectomies, as well as many new drugs and hormones doctors were prescribing for women. In time, these studies were written up as chapters in a book and published in mimeographed form under the title Women and Their Bodies. That original publication was sold for 35¢ a copy. An overnight success, the book was retitled Our Bodies, Ourselves and has since been published by Simon and Shuster. Now chartered as a non-profit corporation, the Boston Women's Health Book Collective has since revised its original publication and has gone on to write and publish Ourselves and Our Children; Sexually Transmitted Diseases and How To Avoid Them; Menstruation; and The International Women and Health Resource Guide.

So What Does All of This Mean For Us?

Whenever one calls a friend for the name of a reliable plumber or a baby sitter in the neighborhood pool, she is engaging in an aspect of networking. Most of us network to one degree or another whether we call it that or something else. Yet, we have seen from the preceding pages that networking can be deadly serious business of far greater magnitude than procuring plumbers and baby sitters.

Networks offer powerful vehicles for getting things done, for survival and for bringing about social change.

Networks provide powerful vehicles for getting things done, for survival, and for bringing about social change. They have been used for these purposes since the beginning of time. But, as we have also seen, networks can be used for good or ill. How they are used depends upon the values and goals of their members. Moreover, futurists have become extremely interested in networking

¹³Welch, op. cit., pp. 115-209.

¹¹Welch, op. cit., p. 165.

¹²Ibid., pp. 116, 137, also Lipnack and Stamps, op. cit. pp. 13-16.

and see it as playing a crucial role in the future of human-kind and the quality of life in that future. Hine, a seminal theorist and observer of networks, has pointed out, for example, that the areas where networks presently are growing most vigorously are at the extreme ends of the scale of power and influence--among the global elite and among the powerless of the world. Needless to say, "the ideologies which inform [networks] at the two levels are diametrically opposed."¹⁴ When one considers that it is now possible to link up thousands of people around the world by computer, the implications of these developments become mind-boggling.

All this suggests to those of us who belong to neither pole on the scale of power and influence, that we should take time to learn more about networking, its theory, and how networks operate. We should probably also get some additional practice in linking up with others in networks.

The essence of networking is co-operation among peers, all of whom are considered equally responsible.

In so doing we may find that some of our beliefs or the behaviors we've developed as professional workers in bureaucratic settings will have to be modified. For example:

1. The essence of networking is cooperation among peers, all of whom are considered equally responsible. This is far different from the norm of competition among the specialists of the bureaucracy where division of labor and chain of command are the accepted norms.
2. The essence of networking is communication among and between the autonomous and self sufficient parts of the network. This is quite different from the socialization women have received to "keep their own counsel" or to "keep everything confidential" which frequently was part of much of our professional training. It is also diametrically opposed to the untrusting "mystery-mastery" approach to communication that prevails in most bureaucratic, competitive work environments.
3. In a network it is usually accepted practice that when the task is accomplished, the network may dissolve only to reform again with different persons, with different values or aims for a different purpose. Likewise it is accepted that when an individual ceases to hold the values,

interests, or aims of the group, she is free to leave, to join another network, or to initiate a new one. This is quite different from the guilt many of us frequently feel--or are made to feel--when we wish to dissociate from more formal associations which thrive on membership fees and measure their success by the size of their group. The practical moral of this point is that if a group is not meeting one's needs or if one does not share the values of the group, it is no crime to leave. There is an abundance of other networks where one can find shared values and goals which comport with her own interests.

4. Networks possess a number of characteristics which give them the unique attributes of adaptability, persistence, durability, and effectiveness in accomplishing goals. But there is one characteristic that networks do not have. They cannot substitute for incompetence. A network can assist the competent person to make contacts in order to find a better job or to accomplish her goals, but such contacts are of little or no use to the individual if she lacks the necessary skills or competencies required to do the job in the first place. Moreover, a network cannot perform miracles that the individual is able, but unwilling, to do for him/herself. Alcoholics Anonymous, a network cited earlier, which has achieved enormous success in helping people recover from a disease considered incurable barely 50 years ago, concedes that while it can give friendship, encouragement, role models, and information to suffering alcoholics, it can gain sobriety for no one. Only the individual can do that for him/herself. "You alone can do it, but you can't do it alone" is the seemingly paradoxical AA saying that captures this sometimes hard-to-understand point.

— networks of people have even changed the course of history —

Conclusion

To get one's own network going, one must first examine her priorities. What is important at this time in life? What needs does one have? Can these needs be met through group action?

At this point the individual may decide to work harder in a group she presently belongs to, or she may

¹⁴Virginia Hine. "The Basic Paradigm of a Future Socio-Cultural System." *World Issues*, the magazine for the Center for the Study of Democratic Institutions, 1977. Cited in Lipnack and Stamps, *op. cit.*, p. 221-222.

decide to withdraw from those groups altogether and initiate one of her own. In any event, if the network is to be effective the most essential ingredients needed are trust, willingness to communicate in that spirit of trust, shared values which are intimately related to the group's goals and aims, and willingness to work hard.

Do not expect a network to meet all needs or to solve all problems. Yet, accomplishing one significant thing through networking can be an enormously satisfying experience--and far more profitable than spinning one's wheels alone.



ROLE REVERSAL

Robyn Dagenais
Graduate Assistant
Home Economics Education
University of Illinois



Many times we as teachers see students doing certain actions that are not very conducive to the learning process. They may not pay attention, may sleepily doze off, may draw pictures as a means of receiving attention. These actions are annoying, but reprimanding these students usually does not combat the problem, for motives such as attention seeking or catching up on missed sleep sometime make the child a hero in front of his/her peers when they are highlighted by the teacher.

I combatted this problem of inattention and enhanced my students' depth of knowledge in a Foods and Nutrition class through assigning an ethnic foods project. Each student was responsible for investigating a different country regarding its food customs and a typical day's menu, its clothing habits, and major industries, and any other points that they felt were interesting to share with the class.

The students were brought to the school's library during three class periods to obtain information on their chosen country and to discuss any of their concerns and ideas with me, the teacher. At this time, I pointed out possible audio-visual materials, and resource people, including social studies and geography teachers. Both written and oral reports were required.

After one week, the students chose dates on which they would share their findings with the class. They were encouraged to use filmstrips coupled with a short follow-up activity or quiz, a game, a simulation, or possibly an

interview with a resource person. Lastly, they were to assign the other students in the class one meal to prepare and the students were to decide who would perform what steps in the preparation and clean up in an organized manner so that they could accomplish their assignment in their fifty minute class period. During this class period I got to work on the student's behavioral problems in a manner that surprised them. For instance, for the basketball player that drew game plans during films instead of taking notes and paying attention, I did just that. I wrote letters to friends during the student's presentation who usually did that during many lectures. I slept, or pretended to doze off during the "sleeper's" presentation, and for the students who constantly asked unrelated questions during class to try and get me off of the topic, I kept my hand up and asked them 'ridiculous' questions, too. These actions were annoying to the student "teacher" and they soon got the message about their irritating behaviors and how rude they appeared to the teacher.

Next the "teacher" would go with me to purchase the materials for the class. This, too, proved to be enlightening to him/her because many of the students just assumed that the food that they cooked with during class "was just there." They never thought that one of the duties of the Home Economics teacher was to go grocery shopping. While in the grocery store, I had the opportunity to work individually with students regarding consumerism, comparison shopping, nutrition labeling, unit pricing, open dating, and sometimes with substituting of one planned ingredient or food for something else due to lack of availability or cost. The students were responsible for staying in a given budget, too, which many of them found difficult.

The next day, the "teacher" supervised the class laboratory period while I once again "role played" him/her. I behaved as they would in the situation. If they usually relied on the teacher for clarification of every step of a recipe and badgered her, I did that to him/her; if they relied on others to do their work or were messy cooks, I did that, too. In this situation, the students were placed in a decision making position with responsibilities and were 'forced' into making decisions to help out their fellow students with problems etc. (However, I was available if any big problems arose.)

(Continued on p. 140.)

Consumer: Getting Your Money's Worth from a Lawyer



Tommie C. M. Lawhon
School of Home Economics
North Texas State University

Even in the best consumer education classes, not every concern can be covered. Let's say that you visit a furrier, read "How to Select A Fur," talk with friends, and thoroughly investigate the topic before purchasing a coat. The coat, beautiful for a short period of time, begins to have bald-spots appearing on the garment. The retailer's response to your problem is, "I have no idea how you ruined this beautiful fur, but I am sorry to say that it is your loss." What do you do?

Most of us will never face the aforementioned problem, but we will face tough decisions regarding marital agreements and disagreements, death, burial, wills, probate, estate settlements, and other concerns. At these and other times, expert professional assistance may be needed. Legal advice can alleviate pressures and aid in the decision-making process.

Consider the number of legal questions surrounding the uniting of two adults in matrimony. For example, when is a pre-marital contract advisable? When is one responsible for debts incurred before marriage? Is a spouse obligated to pay the debts of a mate or a former mate? When must a parent pay the debts incurred by a child or a stepchild? What are the legal ramifications of divorce, desertion, alimony, and child support?

Sound legal advice is needed before one decides on or files for a legal separation or a divorce. Divorces need to be as carefully planned as a large church wedding and reception, and no-fault divorce may not be the answer.

When is no-fault divorce a good idea? No-fault divorce laws were designed to eliminate the accusations and the bitterness of the old system. However, many women and children have suffered economic disaster as an unexpected consequence because of inadequate property and support awards. As a result, the average divorced woman and the minor children in their households experience a 73% drop in income in the first year after divorce.¹ In contrast, men experience a 42% increase in income. This difference results from the ways that courts divide marital property

and award alimony and child support. The Census data show that 85% of divorced women are awarded no alimony and that 53% of the noncustodial parents are not in compliance with court orders for child support. Dr. Lenore Weitzman, an associate professor at Stanford, reports that the amount of child support is, on an average, \$200 a month for two children. This amount is less than half of the actual costs of rearing children. In California, the average child-support award is less than the cost of day care. Many mothers and fathers could benefit from legal counsel before and during divorce proceedings. Better planning would help each individual and the family unit.

If one desires to minimize taxes and have some assurance that the estate will go to the intended beneficiaries, an attorney familiar with estate planning can be of great assistance. However, the client will need to provide documents relating to real estate holdings, insurance policies, securities, business interests, trusts, annuities, employee benefits, inheritances, cars, boats, furnishings, and information concerning collections, jewelry, and other relevant items.²

In order to utilize estate planning, several questions will need to be answered. Who will be the executor of the estate, or will there be a trustee? Who will be the guardian for the minor children? Who will be the beneficiaries? Fees for legal assistance are likely to vary depending upon whether there is a simple will, a will with a trust, or extensive estate planning involving wills and living trusts, and other considerations.

One large group of Americans likely to need the assistance of legal counselors is the more than 11 million American women who have had to pick up the pieces, both emotionally and financially, after the deaths of their spouses. Because of greater longevity, the number of widows may grow beyond 15 million in the next decade.³

Many questions arise when a mate dies, and legal advice is often crucial for the remaining spouse. For example, when are the findings from an autopsy helpful in determining insurance claims? Are the stocks which you hold valuable or worthless? What items and which papers

²Schilling, R. (1985, October). Estate planning: How to choose an attorney. *Horizons*, 15(1), 27.

³Doan, M. & Collins, D. (1985, October 28). 11 million widows - here's how they cope. *U.S. News & World Report*, 99(18), 56-57.

¹No-fault divorce "an economic disaster" for wives, children. (1985, November 4). *U.S. News & World Report*, 99(19), 63.

are important? Is additional estate planning necessary? When and how does one probate a will? What happens if there is no will? Expert help may serve to clarify points and to act as a professional support system.

Marriage, divorce, and widowhood are only three stages in the life cycle when one may need legal assistance. Throughout a lifetime there are many occasions when one can benefit from the services of an attorney. Some areas where legal advice may be necessary or advisable are:

- | | |
|-------------------------------|-------------------|
| *Billing disputes | *Adoptions |
| *Credit contracts | *Annulment |
| *Repossessions | *Divorce |
| *Repair agreements | *Alimony |
| *Product warranties | *Child support |
| *Appliance service contracts | *Marital contract |
| *Defective merchandise claims | *Wills |
| *Mail-order shopping disputes | *Deeds |
| *Lease and rental concerns | *Living wills |
| *Insurance & rental concerns | *Legal separation |
| *Insurance policies | *Probate |
| *Dry cleaning damages | *Estate planning |
| *Moving company contracts | *Trusts |
| *Liability suits | *Estate taxes |
| *Formation of a partnership | *Court cases |
| *Formation of a corporation | *Accidents |
| *Mate or personal debts | *Mortgages |
| *Verifying credentials | *Inheritances |
| *Employment contracts | *Bankruptcy |
| *Real estate contracts | *IRS audit |

How To Choose An Attorney

A qualified attorney has a law degree and is licensed to practice law. How does one choose an attorney? How can I get the most assistance for the money? To answer these questions, one must first determine whether the case will be a routine matter such as a simple will or an uncontested divorce. Many legal clinics provide low-cost services, but performances range from very good to very bad, and some of their fees actually surpass those of traditional law firms.⁴ Shopping around, and getting a contract or a letter in advance, specifying the fee or how it will be calculated, the services covered, and the payment schedule is a protection.

We should find an attorney who specializes in the area of law for our particular situation. Some cities have referral services that will provide the phone number of an attorney who has an interest in a specific area of law, and the telephone yellow pages usually list specializations. Once

⁴Pros and cons of legal clinics. (1982). The Book of Inside Information. New York: Boardroom Books, 324.

a lawyer's name has been obtained, we can call the attorney to verify the specialization. Communication skills are essential for the client and the lawyer since an understanding of a specific situation and goals will be necessary in order to examine options and their consequences.

For a court case, we should choose the lawyer, not the firm, and seek out counsel with trial experience in the field. It is usually best to select a local trial attorney who is familiar with the court where the case will be tried. No matter what the legal problem, we can negotiate the fee. Charges may be by the hour and could include travel time, time away from the office, hours in court, lodging, meals, et cetera. We need to find out about charges for weekends and holidays and who pays for secretarial assistance, paralegal work, messenger services, duplicating of documents, and other items necessary for the case.

We can ask for an itemized monthly record of charges and see whether the same people are continuing to work the case. Continuity can save time and reduce costs because re-education will be held to a minimum.

If a lawyer neglects a case, we can let our feelings be known and demand an explanation of what has been done and what remains. We can dismiss one attorney and hire another and if the lawyer is incompetent, we can bring the matter to the attention of the Bar Association grievance committee.⁵

The Students

How can a home economics teacher assist the students in becoming "legal-wise"? One method is to include some questions and answers regarding legal counsel in each teaching unit. From the list which provides some examples of areas where legal advice may be necessary or advisable, we can divide into child development, family relations, family economics, housing, clothing, and other units.

We can develop some relevant questions and invite an attorney to speak on these areas, or find out about the local court docket and the types of cases, and take the class to court. We can look up marital laws and family code questions within the state and teach the students how to read a contract. We can analyze a premarital and a marital contract, or have a widow speak on the importance of a will, estate planning, funeral needs, et cetera, or explore landlord and tenant agreements. The list of ideas seems endless.

Home economists cannot provide all the answers for students, but we can teach them how to ask questions and how to seek assistance for the many challenges in their future. A wise person knows when help is needed, and a

⁵McGinn, J.C. (1979). Lawyers, A Client's Manual. Englewood Cliffs, New Jersey: Prentice-Hall.

wiser one will find it. Everyone is ignorant about something, but the hardest part is learning to admit it and to welcome constructive help and advice. Knowing where to go and which advice is dependable is a part of wisdom.



(Continued from p. 137.)

The last section of the project consisted of the class eating the meal and evaluating it regarding color, texture, taste, shape, and overall variety, along with nutritional value. After this third class period clean up, the class could then ask the "teacher" any questions regarding the country and the lesson.

When all of this was completed, the "teacher" and I would sit down together and grade each of his/her peers regarding his/her performance over the three days. Sometimes this included a grade on a written quiz or activity and most importantly it included their cooperation and effort during the preparation of the meal. This was individually based on the following criteria that were placed on sheets of paper with each student's name on them, as shown below.

STUDENT'S NAME _____

DATE OF ACTIVITY _____

1. PERSONAL CLEANLINESS _____
2. COOPERATION WITH GROUP MEMBERS _____
3. FOLLOWING OF DIRECTIONS _____
4. HELP WITH CLEAN UP _____
5. OVERALL EFFORT _____

FURTHER COMMENTS: _____

The "teacher" used this sheet along with comments to justify the students' grades to me. Many found this activity difficult because they did not want to downgrade their friends, but found it necessary to do so. They were seeing the objective and subjective sides of teaching!

Lastly, I spoke with the "teacher" about his/ her performance during the project. We discussed his/her organization, class presentation, and I asked his/her opinions about the project. In many cases, the student said that it was a difficult assignment but that s/he learned a great deal, and in all cases they mentioned that they never realized how much work went into being a teacher. They were learning empathy!

Through this one project I was able to become an English teacher through my assistance with the written paper, by helping with format, footnotes, composition, and grammar, along with my giving of pointers on public speaking and organization for their presentations. I was also able to show my students that Foods and Nutrition is a subject that integrates many subjects such as geography and other social sciences. I was able to allow my students to learn first hand about the profession of teaching, and even though it was not usually mentioned by the students themselves, I was able to show them some of their annoying personal quirks. I am sure of this last statement, because I saw a great decline in the writing of letters, the sleeping, and the basketball plays, after the students' presentations.

* * * * *

A Recipe from the Editor Garden Soup



On a nice summer or fall day, go out to your garden and gather whatever is there. Add two or three vegetables from your kitchen, some herbs and spices, and make a big pot of soup, at least a half gallon. Serve half of it to your family and put the other half in your freezer to thaw, heat, and eat on a cold winter day. Call it "Garden Soup." The bowl I just

had (It's January as I write) contained tomatoes, broccoli, carrots, parsley, green pepper (all from the garden), potatoes with skins, onions, pinto beans, cumin, paprika, salt, black pepper, and celery seed (from the kitchen).

Last week my bowl contained green beans, cherry tomatoes, basil, slice collard stalks, turnips, crookneck summer squash, rice, black-eyed peas, and the spices that struck my fancy that late summer day.

In late fall when frost is predicted that night, my recipe includes green tomatoes. Sometimes I add pasta.

Mine is always "vegetarian-vegetable," but you might choose to add rabbit or squirrel if you find them in you garden, and thus increase the protein value. Even without that, it's a tasty and very nutritious dish--and it's not available at the supermarket at any price!

STAR Events on the University Campus: Encouraging Excellence



Frances Shipley
Chair and Teacher Educator
Home Economics Department
Northwest Missouri State University

"STAR Events are activities sponsored by Future Homemakers of America which enable members to demonstrate proficiency and achievement in chapter projects, leadership skills, and occupational preparation."¹ Knowing that Future Homemakers of America is an organization for junior high school and senior high school students, one may question why a university would be involved.

Each year for the past several years at least one and usually several high school home economics teachers, had expressed to the home economics faculty at Northwest Missouri State University the desire for some type of competitive activity for high school home economics students. Historically, Northwest had been the site of FFA, industrial arts, speech, music, history, computer science, mathematics, and science contests for high school students. Why not home economics?

Why not home economics? Past responses had been, "we don't want to further the 'cooking and sewing' image by sponsoring such contests;" and "we already sponsor a home economics scholarship test for graduating seniors." However, these answers were not satisfactory, and we began to see contests of the "cooking and sewing" variety being developed by school districts and home economics clubs to meet this need.

In the spring semester 1984 the question of home economics contests surfaced again, this time in relation to the "Career Day," sponsored by the College of Agriculture and Applied Science, which included the Department of Home Economics. Both Agriculture and Industrial arts had well-developed spring contests, which they felt were effective public relations tools for their programs. The home economics faculty felt that they could no longer ignore the need in home economics.

We then made inquiry to the State Director of Home Economics regarding the feasibility of developing a system of state-wide home economics contests for high school students. The response was positive and the State Director suggested that we consider developing the contests accord-

to STAR Events Guidelines, the new competitive events for FHA/HERO. After a review of STAR Events literature, we wrote a proposal to develop a model for STAR Events on university campuses. This proposal was funded by the State Department of Career and Adult Education. An advisory committee was appointed and we were on our way.

The philosophy of STAR Events reinforces a positive image for both contests and home economics. "STAR stands for Students Taking Action with Recognition and as the name implies, active student participation is the goal."²

The National Guidelines published by Future Homemakers of America describe STAR Events as follows:

Cooperation and competition are stressed in positive and constructive ways throughout the events. Teamwork is encouraged. Students are involved in planning, conducting, and evaluating the events. Events are designed to emphasize the positive--the accomplishments of youth rather than the failures. Respect and interaction between youth and adults are fostered by establishing teams of adult and student evaluators and event managers. Members are evaluated against a set of criteria rather than against each other. The belief that all people are winners--everyone in his/her own unique way--is the foundation.³

To achieve the goal of cooperation, members of FHA/HERO, advisors, college home economics students, college home economics faculty and representatives of business and industry were involved in planning and developing a model STAR Event. It was determined that FHA/HERO Regions I and II would be involved in the STAR Events. Region II had pioneered in 1982 by sponsoring some STAR Events at its Regional meeting and there was a high degree of interest in STAR Events in both Region I and II.

The date for the model STAR Event was February 15, 1985. All STAR Events that had been developed by FHA/HERO at the National level were included as follows:

Chapter Activities

Each chapter was permitted to enter a manual reporting its chapter activities for the year. A second event was

¹STAR EVENTS GUIDELINES. Future Homemakers of America, Reston, Virginia. 1983. p. 1.

²Ibid., p. 1.

³Ibid., p. 1.

the chapter display, which again illustrated chapter activities. Each chapter could enter either one or both of these events.

Illustrated Talks

Illustrated talks are speech presentations which make use of props such as charts, posters, pictures, real objects, or media to convey information relevant to a specific issue in consumer homemaking or in occupational preparation. Junior, senior, and occupational divisions may be provided.

Job Application and Interview

This event is designed to allow an individual the opportunity to demonstrate the ability to complete a job application form, participate in an interview, and communicate understanding of and ability to perform home economics-related jobs. This event includes a junior and senior division for consumer homemaking students and a senior division for occupational home economics students.

Food Service Occupations

This event is designed to replicate an authentic work environment where persons work together to produce a meal. Each chapter could send three entries from its HERO students.

FHA/HERO members grades 6-9 were eligible to participate in the junior events and members in grades 10-12 (including graduating seniors) could enter the senior events. A fifth event, child care occupations, has been developed by National FHA/HERO, and will be used in 1985/86. This event is for students in occupational child care classes and involves planning a child care business.

In keeping with the philosophy of STAR Events evaluation teams included professionals and college students who had expertise in the area being evaluated. A member of FHA/HERO served as an observer on each evaluation team and provided a summary report at the feedback session following the completion of the event. In addition, FHA/HERO advisors served as lead consultants for each event and college students in the Vocational Home Economics Teacher Education program served as assistant consultants.

All participants were recognized for their achievements. Participants in the model STAR Event each received a button to wear indicating that s/he was a participant. Certificates with one, two, and three stars were awarded to each participant recognizing his/her level of achievement. The top two participants in each event were awarded a plaque and the privilege of demonstrating STAR Events at the Missouri State Leadership Workshop for FHA/HERO.

In addition to the recognition provided, each participant has the opportunity to discuss his/her entry with the team of evaluators. In this discussion the "well done's" and the "opportunities for improvement" are noted to provide a summary of the educational event and guides to achievement of excellence.

A total of 70 FHA/HERO members participated in 45 separate entries representing 15 chapters in this first model event. In addition, 13 FHA/HERO members participated as student observers, reporting at the feedback session. A total of 123 FHA/HERO members, advisors, and parents were involved with the events of the day. The two top-ranked entries in each event were chosen to demonstrate STAR Events at the Missouri State Leadership Conference for FHA/HERO, June 4-7 in Columbia. The members who demonstrated STAR Events at the state level became Missouri's first participants in National STAR Events.

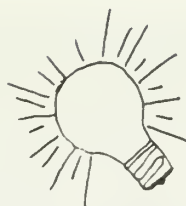
To create an awareness of STAR Events and encourage the initiation of new FHA/HERO chapters, every home economics program within the boundaries of FHA/HERO Region I and II received an announcement about the coming STAR Events, regardless of its FHA/HERO status. The second announcement and entry forms were mailed only to affiliated FHA/HERO chapters. As a result of this effort, some FHA/HERO chapters became more active in Regional and State Activities.

As a part of the project grant a STAR Events manual for Missouri was developed. Part I: STAR Events Guidelines were distributed to all FHA/HERO advisors at the State Leadership Conference. Part II: Management Procedures for Host Institutions, was distributed to college and university teacher educators at a STAR Events training session presented at the FHA/HERO State Leadership Conference.

Star Events for 1985/86 will be a statewide effort in Missouri. Six District STAR Events will be hosted by colleges and universities with Vocational Home Economics Teacher Education programs. The State STAR Event for outstanding participants from each District STAR Event, will be hosted by the University of Missouri at Columbia.

The "positives" of STAR Events at colleges and universities are:

- (1) Provides an excellent "real" learning experience about STAR Events for Vocational Home Economics Teacher Education Students.
- (2) Increased opportunities for interaction of Vocational Home Economics Teacher Education Programs with local Vocational Home Economics Programs and FHA/HERO organizations.



Ideas that Work!

Tapping A Natural Resource in Your Community--the Elderly

The Senior Citizens of your community may be one of your best sources of information for classes in Human Development, Foods and Nutrition, Consumer Education, Clothing and Textiles, or Home Management.

They have a wealth of knowledge on the historical aspects of these areas and, as guest speakers, can bring a "sense of life" to these subjects for your students. Including them in your class projects not only helps further students' knowledge of various subjects, but also allows them a chance to be exposed to gerontology and the life of the elderly in a positive manner. The elderly may benefit by feeling needed and by making new friends in a younger generation.

Some possible ways of integrating the elderly into your programs may be as follows:

1) Ask a senior citizen to speak to your class and to demonstrate some "old favorite" recipes not commonly seen today. With the demonstrator's help, you could have the students write down their own recipes of the items demonstrated. (Food Preparation)

2) Have students interview the "old timers" in your community and tour some of the older buildings in your town to learn the history of the area. (Human development, etc.)

3) Have students get ideas from grandparents or older neighbors about their younger days regarding their thoughts on consumer, food, and clothing practices, child rearing, or housing and then have the class organize a booklet "of days past."

4) Have students in your class interview senior citizens in your community to discover what their food habits were in the past and contrast these practices with what they are now. (Foods and Nutrition, Human Development)

5) Make a list of senior citizens in your community who participated in the production or preparation of food in your area 50 years ago. Have students interview these people to find out about food in your community at that time. You may ask these people to demonstrate if possible or to describe the use of some equipment used in food preparation and production half a century ago. (Home Management, Food Preparation)

6) Have your students visit a senior citizen center with a meals program in operation and observe what is included in the meals that are served or sent out. Evaluate the meals for nutritive value and discuss nutritional needs and possible nutritional limitations of the elderly following the visit. (Foods and Nutrition, Food Preparation, Human Development, etc.)

These types of activities can broaden your students' horizons on the subjects taught and can integrate other subjects such as social studies and history by community involvement. Community involvement is a good means of allowing people to know what you teach in your courses, too!

Robyn Dagenais

- (3) Vocational Home Economics Teacher Education students develop a greater appreciation for the value of FHA/HERO to junior and senior high school programs.
- (4) Greater visibility and increased public relations for both Home Economics Programs at the universities and Home Economics Programs in junior and senior high schools.
- (5) Increased awareness on the part of university faculty outside of home economics and school administrators of the total scope of the home economics program.
- (6) Increased awareness of junior and senior high school students of the opportunities for professional preparation in home economics provided by the colleges and universities.

There are also many "positives" for the FHA/HERO members and the home economics programs they represent. The ability to do an investigation, organize information, and use a wide variety of basic communication skills successfully, can be cited as outcomes resulting from preparing the entries. Cooperation is encouraged as FHA/HERO members serve as facilitators for STAR Events and work as team members in the team events. Individuals gain confidence, increasing their image of self-worth when they receive recognition for their achievement. As one FHA/HERO observer on an evaluation team stated, "Next year I'm going to enter an event, now that I know what it's all about." An enthusiastic FHA advisor said, "I have waited ten years for this." High school principals serving as evaluators were impressed with the abilities the members demonstrated and the leadership skills that were being developed.

STAR Events providing for both cooperation and competition, are a valuable asset to home economics programs preparing students for daily living, in which both cooperation and competition are realities. STAR Events are an avenue to excellence worthy of your time and effort.

STAR Events Manuals are available from:

Nancy Worts, State FHA/HERO Advisor
Home Economics Education
Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, MO 65102

That one could spend a professional lifetime among such good and enjoyable people as are to be found in our profession continues to be a source of wonder.

Betty Ray

Annual Fashion Show Brings Rewards



Deborah D. Brown
Life studies Teacher
Bethel (CT) High School



When I decided to start a fund raising project to establish an annual Life Studies scholarship award, I chose the production of an annual fashion show featuring clothing made by students enrolled in all clothing classes (beginning sewing, clothing construction, clothing and the consumer, and tailoring). Before the first fashion show, I enrolled in a modeling course to become knowledgeable on the subject. Upon completing the course, I taught my students the essentials of modeling before we staged our first fashion show. One year I took an adult education tap dance class so that I could teach my students a tap dance routine to include in the show.

The clothing included in the show ranges from vests, shirts, skirts, dresses, jeans, pants and suit jackets to three-piece men's tailored suits, prom dresses, tuxedos, and tailored coats -- all sewn by students. Throughout the semester the students look forward to the show, and their enthusiasm builds. They never lose motivation for their projects, and they strive for professional standards. The students set goals for themselves on a daily basis and, without fail, complete their outfits on time.

Planning for this extracurricular event gets underway in September. I delegate responsibilities to interested students, then meet with them after school, once or twice a week, to discuss all the details involved. The major voluntary appointments are:

- Production assistant (treasurer)
- Production assistant (in charge of tickets and seating arrangement)
- Manager for sponsor ads
- Producer of the program booklet
- Chairperson for write-ups
- Chairpersons for decorations and refreshments
- Chairperson for entertainment
- Chairperson for raffle

As a group we brainstorm ideas for a theme, make the decision, and plans begin. The fashion show is held at the end of the first semester. We schedule the upper level clothing courses first semester so that the more advanced students produce the show.

The show has a basic format which includes an introduction, modeling students' sewing projects and a finale. The modeling portion is usually divided into two or three sections. Each section is preceded by a song or dance routine that reflects the theme of the show. Examples of past themes include:

"Look to the Rainbow"

Highlighted by future plans and career choices
"This One's For You!"

Dedicated to our retiring principal

Once a theme is chosen, we work on ideas of how to carry it out. We list all the extra touches and props we want to include and divide responsibilities for them among ourselves. A professional pianist adds to the quality of the production.

The show was originally held in the school auditorium to "standing room only" audiences. These shows also included a slide show depicting each student at work during the semester. I photographed all the various phases of clothing construction, as well as unique happenings during class time and wrote a narration to explain each slide.

Shows are now presented in the cafeteria which allows students to model their outfits directly in front of each table of guests. Everyone can see the detail of each outfit and each person feels a part of the evening activities.

Rehearsals are set for the weekend before the show. We spend all day Saturday and Sunday in a flurry of activity--practicing modeling, decorating, developing public speaking skills, making a seating arrangement, supervising ticket distribution, collating programs, practicing song and dance routines, and organizing the finale.

The night of the show quickly arrives. Last minute details are completed. At 7:30 p.m. I join our audience and sit back and enjoy watching my students as they perform. We close the evening with refreshments and a raffle drawing for our Raggedy Ann doll which the students made.

The benefits the students gain from this annual event include: working with others on a shared dream; developing responsibility to personal commitments; developing poise, confidence, and personal grooming skills; practicing production, leadership, and public speaking skills (generally 15-20 students narrate); training in career oppor-

tunities; raising money for the scholarship fund; making new friendships and having fun while learning.

Another benefit is the public relations impact in the school and in the community. Over the years we have appreciated assistance from the following school departments: Music, Graphic Arts, Art, Media (Audio/Visual), Industrial Arts, Business, and English. Bethel merchants have also been very supportive each year.

Teaching and administrative staff members volunteer their help most willingly, including members of the cafeteria staff. Faculty attendance the night of the show is exceptionally high. Students who are not in the clothing program seek us out to volunteer to serve on committees.

The fashion show is covered in the local newspaper and the school newspaper and has become a town tradition. For several years the school yearbook committee has included a layout of the show in the annual yearbook. Each year my students and I compile a scrapbook of the entire production. This scrapbook is a record of our memories and is also used to inspire prospective students.



Deborah Napoleone, escorted by Adam Caldor, makes her elegant entrance in her lovely vibrant violet gown by McCall's.

From our first fashion show that made \$46.00, this event has grown to a contribution of over twelve thousand dollars to the Life Studies Scholarship Fund.

Each scholarship is awarded to a deserving person who is chosen using the following criteria:

- plans for further education in a home economics-related field;
- helped with the fund raising activities;
- contributed to the department on a daily, in class, basis;
- took more than one course in the Life Studies area;
- has a good academic average and senior class rank;

- is personable and responsible, exemplifying department standards; and
- has a financial need (if all other criteria fail to define a decision).

In recent years, we have awarded an average of eight hundred dollars per year to a deserving senior. When the situation merits, we have divided the money among our chosen recipients. The actual presentation of the scholarship(s) also promotes positive public relations since it is presented at a special senior awards evening.



Two of our production assistants, Jennifer Muraski and Tracy Newton, receive congratulations for their excellent work on the show.

The successful tradition of the fashion shows has kept my love for teaching alive. This past year I directed my fourteenth show and completed my sixteenth year of teaching at Bethel High School. The annual fashion show has proven to be a wonderful vehicle for growth for my students, for me and for all others involved.

In May of 1969, upon graduating from West Virginia Wesleyan College, I started my first teaching job as the sole member of the Home Economics Department at Bethel High School. I remember asking for guidance as to what my teaching responsibilities entailed. There was no curriculum guide and no individual course outlines. I was handed a small index card which listed my classes (all full year and elective):

Home Ec. I	(2 sections)
Home Ec. II	(1 section)
Home Ec. III & IV	(1 section)

In signing my contract, I assumed all responsibilities relating to curriculum development, budgeting, inventory, and department organization. I was told that there would never be a second home economics teacher on the staff. The program grew from 32 students (total enrollment of school was 747) my first year to between 350-380 (when the total enrollment of the school rose to 1141) students these past few years. In 1976 a second staff member joined the department. In 1983 the name of our department became the Life Studies Department and the elective course offerings are all one semester including:

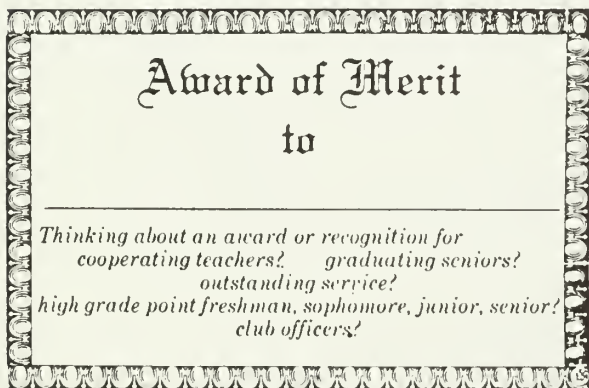
Beginning Sewing
 Clothing Construction
 Clothing and the Consumer
 Tailoring
 Introductory Foods
 Foods and the Consumer
 Applied Foods
 Parenting
 Self and Others (human relations/communications course)

All aspects of the program have their special attractions.

When I teach clothing, naturally I teach the skill of construction, but there are many other skills that can be transferred into other areas. Clothing courses stretch one's abilities. The clothing classroom is a place where basic skills come together. Students apply and develop their reading comprehension and mathematical skills on a daily basis. They learn how to interpret pictorial, written and verbal directions. This critical thinking skill can be transferred into other areas such as the world of computers, putting together do-it-yourself kits, and following schematics of any kind.

Time-management skills and decision-making skills are fostered by helping one learn how to identify information that will lead to wise decisions.

Developing patience with oneself helps one gain confidence in ability to stick with a project to completion and to reach professional results. Other benefits include learning how to choose clothes suitable to one's personal coloring and individual personality to help one dress for success. One can save money, develop eye-hand coordination, and experience the satisfaction of personally styling one's own wardrobe.



*Why not a subscription to
ILLINOIS TEACHER?*

INVEST IN H E E A



Membership in the Home Economics Education Association, a non-governance affiliate of the NEA, entitles you to its newsletter and all publications issued during the year, usually two bulletins of special interest to teachers. The example above, which compiles ideas for informing others about the contributions home economics education is making to the quality of life for families and communities, is \$4.00.

It meets twice a year at the AHEA and AVA conventions. Officers are elected by mail ballot. As a member of the Vocational Home Economics Coalition, it works with other organizations to support legislative goals of home economics education.

Dues are \$15 per year. Membership in NEA is encouraged but not required. Send to Catherine Leisher, Executive Secretary, HEEA, 1201 16th Street, N.W., Washington, D.C. 20036.

Off to a Good Start: New Help for Beginning Teachers

Hazel Taylor Spitze
College of Education
University of Illinois

"I wish I'd known then what I know now." The words were those of a first year teacher who was explaining how she began that first year. "I met the other teachers at a retreat-like faculty meeting at Windsor Park. They accepted me as a colleague and made no allowances that it was my first year. I was the only home economics teacher in the school so the responsibility for that department was all mine. When we were writing the brochure to help parents understand what our school is all about, I expounded the philosophy and objectives of home economics as best I could, but I could do so much better now."

Between "then and now" this teacher had been a student in a new extramural course which it was my privilege to teach for the University of Illinois. It had given me an opportunity to use my 23 years of experience as a teacher educator to help new teachers get off to a good start. Our faculty believe that this kind of help can make teachers more effective, more confident, more satisfied in their teaching role, and less likely to burnout in a few years. Here's what I did.

We started with a few telephone calls to those who had expressed an interest in the course--to explain the course, to encourage, to set up appointments for all-day visits to their schools if they decided to sign up. The "signing up" included a statement of individual objectives which would guide the efforts of the teacher and the teacher educator during the year. They registered for one semester for 4 hours of credit, but the work was spread over the whole academic year to allow more time for growth and less pressure to get it all done in a great hurry. The students were not required to come to campus, but they were invited and one did attend the annual Alumnae Conference sponsored by the undergraduate club in Home Economics Education. She has since enrolled for our "summers only" master's program and influenced a friend to do the same.

The course was open to teachers beginning their first, second, or third year of teaching or to those who had been out of teaching for some time and were reentering.

The Visits to Schools

My first visit to the teacher at her school was a big day for both of us. I observed all the Home Economics classes that day and ate lunch with the teacher in the school lunch room or the faculty lounge. I met other teachers and I interviewed the principal to answer his/her questions and to explain our course and the philosophy behind it. I believe these interviews were helpful to both of us.

During an interview with the teacher we shared information about each other, asked and answered questions, learned about goals, hopes, and dreams, discussed my observations, found out what problems seemed to be of first importance, made an appointment for my next school visit, and began to become friends.

We also made plans for some small group meetings convenient for the teachers, agreed that we would write each other weekly letters and use the toll-free telephone as needed, and talked about some upcoming conferences we might attend and get together for extra meetings. I shared resource materials I had brought along--some to give them and some the teachers could order if they seemed useful.

I offered to serve a consultant role and to respond to needs the teachers identified. One needed a new textbook for one of her courses and a film on the birth of a baby and parenting, one teacher was interested in starting a chapter of SADD (Students Against Drunk Driving), one wanted to be relieved of her responsibilities as cheer-leading sponsor and to organize a chapter of FHA (Future Homemakers of America) instead, another teacher had a "problem student" she didn't know how to "discipline," one wanted to revise her whole curriculum and introduce a new course--the list was long and motivation was high.

These visits to schools, including travel, turned out to be 14-hour days sometimes, but I was excited and I forgot to get tired! At one Catholic school I was invited to stay overnight at the convent to avoid night driving, and I appreciated that hospitality and enjoyed having dinner with the principal.

There were three of these visits to each teacher during the year, and during each visit I offered sincere praise to the teacher whenever appropriate and tried to diagnose further needs that I might be able to serve. The

teachers never seemed to feel threatened by these visits and looked forward to them as opportunities for help without the fear that comes from visitors who are there to evaluate.

On one visit three of the high school administrators asked me to spend an hour with them discussing the meaning of Home Economics and possible changes in the curriculum.

The Weekly Letters

In our weekly letters the teachers and I had valuable continuing contact. I reminded the teachers of the need to set aside professional reading time, asked how their projects were coming along, offered to send or bring books from our Extramural Library, answered specific questions they had asked, commented on plans they had told me about, complimented improvements. I returned, with comments, the tests they had sent me, explained the need for "firm but fair" discipline or classroom management, shared my own past experience in dealing with questions they raised, and agreed that many tasks they were asked to perform interfered with effective teaching. I sometimes included the equivalent of a brief lecture on a subject someone inquired about. Occasionally I included in my letters a question for them to respond to or a "few hints" on writing true-false test items or improving lectures (especially to keep them short!).

The teachers reported on their professional reading for the week, told me what had been happening and where they needed help. One described how she let students discover that overcooking pasta leads to disaster, or that leaving a refrigerator door open over night leads to spoiled foods, when unplanned circumstances provided these opportunities. She had discovered that discovery learning is more effective than lectures. One told me about the "wish list" for equipment and supplies she had prepared at her principal's request and asked for my suggestions. My response included some philosophy about choosing content as well as equipment.

One teacher told me about a student in her school who was killed in an automobile accident and how she followed this with discussion of death and dying in her child development class--an example of her growing ability to be more flexible in her curriculum and less bound to the "guide" and the textbook. She said some students participated in that discussion who had never before spoken in class.

One reported a discussion in faculty meeting about the proposal of the Science Department to add another year of required science. She saw the negative effect this

might have on the opportunities for students to learn some essential living skills and was able to participate in the discussion.

Another letter described shy Diane and academically-able-but-immature Martha and what the teacher was doing to try to help each girl. Another recalled a discussion that came up by accident when students in the Child Development class said they would like to have children but did not want the commitment of marriage. Still another mentioned a discussion of nutrition, weight control, and anorexia which came up in a clothing class. In that same letter the teacher pointed out that it was her students' decision when a garment under construction should be "ripped out and done over." She related this to the development of skills in decision-making as well as of sewing and to the development of self-esteem.

The Meetings Together

At our meetings together (which were held in the dining room of a motel on a weekend or in my hotel room at a conference) I was able to bring additional materials to share, and we continued our conversations about matters of mutual interest. I interspersed mini-lectures on such things as setting objectives in all domains and on all levels, or selecting content to meet individual and societal needs. On one occasion two of my doctoral students wanted to go along, so they shared with the teachers, too, especially in the area of their special interest in teaching critical thinking in Home Economics classes. All of us benefited from these experiences.

I sometimes demonstrated teaching techniques (even tailoring), and the teachers shared ideas and resources. One described an activity that added merit to what is often a trivial event. Her students contributed handmade items to the school bazaar and, in assigning a price to each, they considered cost of material, their labor, and the price of "competition" in the market. Another said she "appreciated the encouragement you always give me when you visit" and that it "made me feel more positive about my role as a teacher."

We also discussed lesson plans they had ready for the next week or two.

The Summary Reports

The teachers' "final reports" summarizing the course showed evidence that they had recognized their own growth. Instructions included submission of a complete and detailed list of their professional reading, sample lesson plans, accounts of special projects, and anything else they wished to submit as evidence of their growth.

They also included a narrative statement of what the course had meant to them personally and professionally.

Their comments suggest growth in a variety of areas.

"This course has made me understand that textbook learning needs supplementation."

"I know more now about making tests that promote higher order/or critical thinking skills."

"Our discussions have become more mature and more serious in the Child Development class."

"I feel more confident now."

"I see the need for a variety of teaching techniques. I lecture less and use role play more."

"I understand the need for continuous professional reading."

"My students are asking higher level questions now."

"I'm re-thinking my evaluation methods."

"I used your suggestions about discipline, and my 'problem student' and I now feel comfortable with each other. We have both matured."

"I am planning ways to reduce the wasted time in my classes."

"I plan to write a letter to parents next year..."

"I have a role model now and I'm trying to be one."

"I plan to get more male students enrolled next year."

"I've expanded my professional library and will continue to do so."

"My enrollment in Child Development for next year shows a 158% increase, and my total enrollment in Home Economics is also larger than last year."

"I've gotten better organized."

"I'm being more assertive now and getting my share of the budget. I even learned that the school will pay my dues to a professional association."

"I'm finding that teacher-student planning aids motivation."

"The network of Home Economics teachers in this area, which I organized, is going well. We plan more meetings next year and a round robin letter to help keep in contact."

"Your conversations with my principal have helped me a lot."

"The event we planned to acquaint 8th graders with Home Economics paid off in increased enrollment for next year."

"It was great to meet Melinda." (another enrollee in the course).

"I've decided that the bottom line is always to push yourself to be the best that you can be."

"My FHA Chapter is off and running. I hope one of my students can be a district or state officer next year."

"One of my happiest achievements is the way I've been able to explain Home Economics to our

Curriculum Council and get improved descriptions into our Curriculum Guide. Teachers have complimented me and shown that they have more appreciation of Home Economics now. Even the expressions on their faces revealed that."

Conclusions

Our faculty felt that the course did help to accomplish the purposes we had in mind: to socialize the new teachers into the profession and increase their effectiveness, to increase their confidence and their satisfaction with their teaching role, to reduce isolation, and to prevent burnout. (Some of the more experienced teachers who heard about the course felt that an "advanced version" would also be good for them.)

A research study to compare students in the course with others who did not have the benefit of such help could be interesting. A longitudinal study in regard to numbers of teachers who elect to pursue graduate degrees, who stay in teaching rather than dropping out after a few years, who receive awards and promotions, who have a high level of satisfaction as a teacher, who belong to their professional associations and read professional journals could provide needed information.

Participation, as assistants, in such a course could be good experience for graduate students. I think, however, that the course should be taught by a professor, not a TA.

Teaching this type of course provides valuable experience for the professor, too. Contacts with actual problems in high schools, with administrators and students as well as teachers, and with the pace and the ethos of secondary schools are useful for teacher educators. Seeing the growth of teachers over a year's time in their own professional situation is exhilarating.

The teachers benefit and appreciate the help provided them during their "initiation" into the profession.

Who should assume the responsibility for providing this kind of assistance? Should State Departments of Education fund a staff position in selected universities or pay the tuition for beginning teachers who wish to enroll? Should professional associations assume any of the responsibility? What are the advantages of offering the help as a course with graduate credit?

There are many questions to be answered.

~~~~~  
All ideas are not created equal.

Elliot W. Eisner  
~~~~~

Making a Referral for Counseling Services

Monte Bobele
Department of Human Development
and Family Studies
College of Home Economics
Texas Tech University

Thomas Conran
Community Counseling Service
Our Lady of the Lake University
of San Antonio

Teachers often need guidelines for helping their students who are experiencing personal or family problems that could be treated by a counselor or psychotherapist. Children and teenagers rarely refer themselves for counseling services. More often than not an alert teacher has spotted one of his/her students having difficulties that go beyond the common academic problems. We'd like to make the teacher's role in the referral process smoother and more effective. Although we are primarily concerned with making a referral to a counselor outside of the school, many of our suggestions are also appropriate for a referral to the school counselor down the hall or the campus counseling center.

There can be little doubt that school age children and adolescents are experiencing mental health problems in increasing numbers. Several years ago, it was estimated that one out of every 10 children in a typical classroom was suffering moderate to severe mental health problems.¹ The precise number of children with severe psychological problems is difficult to identify because several classification systems are currently in use.² Recent research, however, has pointed to a number of indices which suggest that students' emotional problems are on the increase. The number of children affected by divorce tripled between 1960 and 1980,³ the number of cases of child abuse has continued to increase each year, suicide is the third leading cause of death among teenagers,⁴ 45% of the arrests for

serious crimes are children between the ages of 10 and 17,⁵ 50% of girls between 15 and 19 have had premarital sex,⁶ one out of 10 teenaged girls becomes pregnant each year and 77% of these are unintended,⁷ and 25% of the gonorrhea cases reported each year are in teenagers. It is estimated that 80% of school age children have used one or more drugs for non-medical purposes, and that a significant percentage of these have continuing problems with drug abuse.⁸ And one author has found depression in children to be very common.⁹

When young people experience emotional problems, one of the first places the effects appear is in the school, and a teacher is likely to be the first person to spot the problem. The teacher may observe a change in the student's mood, grooming, or work that could signal cause for concern. The student may be observed to experience difficulties in getting along with other students, or during a parent-teacher conference difficulties in the student's home situation may become apparent.

In other, more extreme cases, teachers may even be confronted with crises such as substance abuse, teen pregnancy, child abuse, or runaway. Such situations, as well as the others described above, confront them with complex issues to resolve and sensitive decisions to make. As part of their attempts to help students and families facing difficulties, teachers may decide a student could benefit from some type of counseling not offered by school counselors with heavy work loads and limited time.

However, making a referral for counseling is generally a sensitive and touchy area for school personnel and families alike. It is also complicated by the different types of counseling services available. In many cases where counseling has been helpful, well-timed referrals have provided counselors and students or families with oppor-

¹Bower, E. M. The early identification of emotionally handicapped children in school (2nd edition). Springfield, Illinois: Charles C. Thomas, 1969.

²Gibbs, M. S. Identification and classification of child psychopathology: A pragmatic analysis of traditional approaches, in J. R. Lachenmeyre and M. S. Gibbs (Eds.), Psychopathology in Childhood. New York: Gardner Press, 1982.

³Frank, L., Simons, P., Abramson, P. and Zabarasky, M. The children of divorce. Newsweek, New York, Feb. 11, 1980, 58.

⁴Elkind, D. The hurried child. New York: Addison-Wesley, 1982.

⁵Ibid.

⁶Zelnick, M. and Kantner, J. F. Sex and pregnancy in adolescence. Beverly Hills, California: Sage Publications, 1981.

⁷Ibid.

⁸Millman, R.B. Drug and alcohol abuse. In B.B. Wolman, J. Egan and A. O. Ross, (Eds.), Handbook of Treatment of Mental Disorders in Childhood and Adolescence. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1978.

⁹Poznavski, E. Depressed children in N. R. Bernstein and J. N. Sussex, (Eds.), Handbook of Psychiatric Consultation with Children and Youth. Jamaica, New York: Spectrum, 1984.

unities for successful treatment. Recognizing the valuable contributions an appropriate referral makes to counseling, the following guidelines are offered to provide some useful ideas about how to make a successful referral for counseling services.

METHODS LIKELY TO BE SUCCESSFUL

Many things can be done to increase the likelihood of referral being followed through and of a successful outcome of therapy.

1. Provide your student or parents with a definite reason for making the referral. If possible, describe a specific behavior or attitude that has worried you and has prompted you to suggest a referral. Explain how you have seen this behavior affect the child him/herself and express your concern that the child be helped.

2. Communicate a sense of personal confidence in, and knowledge of, the counseling service. Indicate you will be in touch with the counselor to help to elaborate on the reason for the referral. This will help take the burden off the client to explain why they have come in for counseling. Do not imply that the counselor will pass on confidential material to you.

3. Let the counseling service make the first contact with the family. Tell the client you know someone who might be helpful to them and you would like to ask this counselor or consultant to call them. If the client agrees, you can then notify the counseling service the clients are ready to make an appointment. A counselor can then call and introduce him/herself and answer questions about the counseling or testing process. Often, counselors have a few questions to ask at the time the appointment is being made and if you have let both counselor and client know something about each other, the counselor may be able to ask more appropriate questions and the client may not feel as embarrassed about discussing painful personal details with an unknown third party.¹⁰

4. Indicate that the referral is being made for one appointment to determine whether counseling or testing would be helpful to them. Most people are more likely to be interested in a single consultation on their problem than a long-term plan of treatment. Let the

counselor and the client together determine the occurrence and frequency of sessions.

5. Let the counseling service deal with questions of cost. If you know a particular agency has a sliding scale policy, tell the client this, but be cautious about quoting prices for them. If the agency has some flexibility in fees, you might discourage a client from following through by quoting a price which could have been reduced. On the other hand, the client is likely to feel betrayed or manipulated if you quote a lower fee than the agency is willing to charge.
6. If uncertain about how to best approach the parents or student involved, call the person to whom you are making the referral. Counselors and agencies are usually willing to help make the referral process as smooth as possible. As seen above, if the referral is made properly, much time and effort can be saved at the beginning of the therapy process.
7. Stay in touch with the therapist so you can be helpful in the therapy process. Counseling sessions usually involve the child or family for no more than a couple of hours a week. As a teacher or school counselor, you can see the ongoing, daily effects of the therapy sessions. Your feedback is extremely important to a successful therapeutic outcome.

We hope these ideas will be of some help to teachers and other educators who need to make referrals to counselors in or out of the school. Making a referral for counseling is often a very delicate situation for the teacher and for the parents involved. Most children and their parents will follow up on a referral when they know that the teacher is concerned about them, and has their best interest at heart.

CHOOSING APPROPRIATE COUNSELING SERVICES

Another complication in making referrals is the choice of the best counselor or agency for the particular child or family concerned. There is a bewildering array of social work, psychological, psychiatric, child guidance, group psychotherapy, and family therapy services available from government agencies, medical clinics, private practitioners, hospitals, social services, and community mental health agencies. It is difficult to be aware of the range of services in a metropolitan area, and it is doubly difficult to know enough about many of those services to be able to direct those in need of help to those best able to help them.

In the checklist below, we will identify the typical areas you might want to know about a service or counselor before you make a referral. By asking questions in these areas, you may come to know a great deal more about a counseling service than what is printed in a telephone

¹⁰Some agencies or therapists prefer to have the client call them first. You should know, before you make a referral, the particular agency's policy. Even in such a case, you should be able to give the client a particular person to ask for when calling to make the appointment. In this situation, you should get in touch with the counselor ahead of the client to alert him/her to your referral's situation.

book or service directory. Sometimes, counselors gain competence in areas beyond the ones in which they were originally trained, and may have more to offer than might be readily apparent. On the other hand, the fact that a person has a certain academic degree, certification, or affiliation with an institution may not be enough to insure quality treatment. Fortunately, many counselors and psychotherapists are well trained and qualified for the type of work they make themselves available to do. Unfortunately, with the current mix of many different kinds of counselors and treatment methods, and with the wide range of training and expertise among counselors, the best advice is caveat emptor, let the buyer beware.

A CHECKLIST FOR COUNSELING SERVICES

1. Is this service a part of a community agency or a private practice? Many universities, hospitals, and social services offer some type of counseling, and a city usually has many private practitioners. Often, community agencies emphasize short-term counseling approaches and focus on specific problems, while private practices emphasize long-term therapy and focus on personality development and growth.
2. What sort of training and experience has the person who will be providing this service had? The terms "counselor" and "therapist" are often given to anyone from a volunteer in a local crisis center to a staff member with years of experience in many agencies with years of study both before and after an advanced academic degree. Usually, the counselor who has had both training and experience in dealing with the kind of problems you are concerned about will be most successful in helping students and families resolve the difficulties for which you are referring them.
3. Is the person who will be providing the service licensed, certified, or recognized by your state or some national organization with high standards? Most states license physicians, psychologists, and social workers. Some states license certain types of counselors such as school counselors, rehabilitation counselors, or marriage and family therapists. Some national professional societies have strict entrance requirements involving an advanced academic degree followed by training and experience in a specific field.
4. In general, what are the treatment goals of this service? It may be important for you to know what the counselor hopes to do in the situation you are referring to them. Many counselors may want to have at least one visit with the client before they establish therapeutic objectives, and will be able to report back to you their ideas after a first consultation. You may

be able then to coordinate your efforts with the therapist to achieve those or similar goals.

5. What arrangements does the agency or practice have for the collection of fees? Questions of cost are usually best left to negotiation between client and therapist, but you may want to know whether charges for services can be put on a sliding scale or reimbursed by health insurance companies.
6. What sort of reputation does this service have? The professional ethics of most counseling professions prohibit advertising. One way to determine the effectiveness of a particular agency or counselor, then, is to consult with other teachers or professionals about their experiences with the service. There are many very competent professionals in every large city, and their reputations are generally well known. In smaller communities, it is often even easier to determine reputation. No one would expect a counselor to have a perfect success rate, but effective counselors often have more successes than failures. By asking others who refer clients to a particular service, you may gain a perspective on its effectiveness.

We have found that the counseling process has its beginnings in the initiation of the referral process. The success or failure of the entire counseling process may often hinge on the manner in which the original referral was handled. The client's perceptions of the counselor, the client's understanding of the problem, the conditions under which counseling is undertaken, and the referring person's manner in making the referral are all crucial to counseling success. We hope that the ideas represented will assist teachers in helping students and families whose lives they touch daily.



IDEA THAT WORKED!

Invite a counselor, principal, superintendent, or school board member to attend a field trip with you as a chaperone. They often get increased insight into what Home Economics is really all about, which may be very helpful when upcoming ideas are presented to them or when you are recruiting students for your courses.

Marilyn Mastny
Graduate Student
Home Economics Education
University of Illinois

Communicating Effectively with Administrators: A Step Toward Excellence

Denise M. Scott
Secondary Home Economics Teacher on Leave

Lavern L. Scott
Associate Principal
St. Louis Area

As we all know, home economics has been somewhat threatened with the push for the "basics" and the increase in academic requirements. In order for home economics to reassert itself among other quality educational programs, home economics teachers need to come out of isolation and start communicating with building principals and central office administrators and with the school at large. As stated in The Unfinished Agenda, "Generally, where principals view vocational education positively and as equal in importance with academic education, more up-to-date and better quality programs exist."

Most administrators do not understand how home economics and the other practical arts can contribute to our reach for excellence in education. Home economics has the opportunity to make other curricula relevant. Administrators need to see basic skills being taught, applied, and reinforced in home economics courses. There is a growing demand for human relations skills, and administrators need to understand that home economics teachers have the skills and the background to serve this need.

The following suggestions may be helpful in interpreting your program to administrators and others.

1. Get to know your administrators. Know their names, the areas to which they are assigned, and how those areas (e.g., budget, curriculum, staff development, student activities) relate to your department. Speak to them frequently about your program and about education in general. Show awareness and support for their problems and concerns.
2. Don't be afraid to communicate your needs. Administrators have many problems and concerns competing for their attention. Woe to them who wait for administrators to notice their plight and come to their aid!
3. Invite administrators and counselors to your classroom to observe a good lesson instead of always inviting them for a fresh batch of cookies. Welcome uninvited visitors, too. Save complaints about students and department problems or repairs for appropriate meetings and instead take advantage of the opportunity to offer

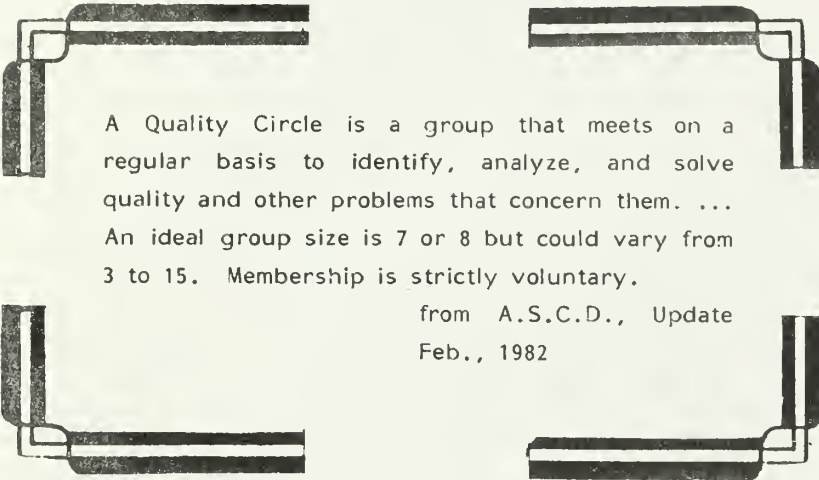
a good rationale as to what you are doing and why--or better yet, select a student who can explain what the class is learning and why. Show them what Home Economics is really about!

4. Share concerns about students, their projects, their progress. After all, students are the heart of the educational process. Administrators know that and like to see teachers put that philosophy into practice.
5. Share home economics-related literature. Since administrators are bombarded with reading material, make it easy to read. For example, copy a current article from a journal and highlight important points.
6. Read and keep current on educational trends in general and be able to talk pedagogy with administrators.
7. Use positive reinforcement. When your administrator does something that affects home economics particularly, let him/her know you appreciate it. (Thank-you notes are an excellent way to begin communication.)
8. Let administrators see you cooperating and working with other departments and with the faculty as a whole. How? Ask for 10 or 15 minutes at a faculty meeting to tell the rest of the faculty what's happening in Home Economics. Other departments would quickly catch on and you could, in turn, learn something about their programs and get ideas for interdisciplinary projects. Start a professional study group in which teachers volunteer to read recent educational research and share their reviews with other staff members.
9. Make a constant effort to relate home economics to the total school picture. If your school is starting a school improvement program, volunteer to serve on a committee. See how home economics can help with the school's drug abuse problem or its teenage pregnancy problem.
10. Avoid the stereotypes and the "Becky Home Ecky" image. Be known for curriculum changes or new teaching techniques, not for always providing refreshments.
11. Develop positive relationships with parents. This could be done through phone calls or notes, progress reports, involvement on an advisory committee, or student recognition. Invite parents to be guest speakers. Involve them in student homework projects or in an adult education program. What area is more appro-

ropriate for parent involvement than Family Life Education!

12. Do some public relations within your school and within the community. Let people know that home economics is alive and well! Try to get newspaper recognition for worthwhile projects. Positive public relations help your department and the school.

Don't isolate yourself or your department and, above all, BE POSITIVE!



A Quality Circle is a group that meets on a regular basis to identify, analyze, and solve quality and other problems that concern them. ... An ideal group size is 7 or 8 but could vary from 3 to 15. Membership is strictly voluntary.

from A.S.C.D., Update
Feb., 1982

FOUR PREGNANT TEENAGERS: FOUR DIFFERENT DECISIONS, Sunburst Communications, 4 color filmstrips with cassette narration, 54 page teacher's guide, free 30-day evaluation, Catalog #412-SL, \$179.00.

Description - THESE FILMSTRIPS PRESENT TRUE-TO-LIFE SITUATIONS which show students the importance of decision making regarding four options for a pregnant teen. They also stress the importance of decision making as a conscious means of preventing pregnancy.

The four filmstrips should be used as a series so that all four options - adoption, single parenthood, marriage, and abortion - are given equal representation for students to analyze the subject of teen pregnancy, its consequences, and the reasons for its occurrence. Neither one of the four options is portrayed as the "ultimate solution" to the problem. This gives teachers an opportunity to use each in ways suitable to their particular classes. The teacher's guide provides thought-provoking questions for open-ended discussion following each filmstrip, along with suggested activities and a bibliography for further information on the topic.

The filmstrips illustrate the feelings of both the female and the male involved in the pregnancy along with the changes in their lives as a result of it. This aspect of the series makes these films very useful for "mixed" classes for both Junior and Senior high levels.

FILM 1 - "Kim's Baby Was Adopted" (14 minutes). This filmstrip introduces the four options open for this pregnant teen. It discusses the emotions involved in giving one's child up for adoption along with the legalities of the adoption process, the child's needs and the mother's right to a secure future along with the importance of resources, such as Social Service Agencies, for support and guidance.

FILM 2 - "Joanne Kept Her Baby" (13 minutes). This filmstrip shows the psychological and financial responsibilities of being a single parent. It introduces the stresses placed on teens in this situation and how these stresses may lead to child abuse. The importance of communication and support is also mentioned in this filmstrip.

FILM 3 - "Adam and Leslie Got Married" (13 minutes). This filmstrip illustrates how goals become altered for teens who choose this option. It shows how the fantasy of the "happy little family" may be altered due to financial and emotional restrictions of this life situation. The frequency of divorce for teens who get married is also mentioned along with the decline in the number of pregnant teens who are choosing this option.

FILM 4 - "Amanda Had An Abortion" (12 minutes). This controversial issue is dealt with through conscious analysis of the other options available to pregnant teens. Emotions along with physical implications are presented and the teen uses the decision making process to weigh the outcome of her decision for her future. This option is not recommended through the portrayal in the filmstrip; however, it is considered as a possibility for some teens in light of certain circumstances in their lives.

This filmstrip series is presented in a manner that leaves room for much follow-up discussion after each filmstrip. The individual films bring up other timely topics, such as child abuse, divorce, self-esteem, and values which can be used in Child Care, Family Living, Home Management, or General Home Economic classes. It may also be used in Health and Foods and Nutrition courses to deal with stress and factors that affect fetal development, such as poor nutrition during the teen years.

This filmstrip series earned an award in the Human Development/Adolescence Category from the National Council on Family Relations.

Reviewed by:
Robyn Dagenais

Personal Finance: A New Look at an Old Friend



Margery K. Schiller, CFP
East Hampton, CO

Restrictive. Complicated. Time consuming. Ineffective. These are some of the negative historical connotations of personal financial planning. They parallel student and some teacher images of the field through the affluent sixties and the inflation-ridden seventies. Yet, during the economically unsettled 80's, a new picture is emerging. Financial planning is becoming popular, respected, and in demand. It is a rapidly growing new profession as well as a thriving area of informal education for average citizens. Why? Because it works. It works in one very simple way. Financial planning (with the related aspects of implementation and evaluation) helps individuals and households to meet their monetary goals because these people are in control of their dollars and no longer ruled by them. Of course, this enlightened approach is aided by the expanding options among financial services for helping implement personal financial goals. The vigorous competition among banking institutions, brokerage houses, and insurance companies has opened a vast array of new opportunities to individual money managers bringing excitement and challenge to the financial planning process.

How does all of this affect the classroom teacher of personal finance? It offers the opportunity to teach an important subject to a motivated group of learners. Once motivated, students are more receptive to related classroom activities which provide current and future usefulness in daily living. Creativity, relevance, and integration become the watch words. What do your students spend money on? What would they like to spend more money on? Show them how to multiply their dollars to reach their goals and you will surely be communicating!

If students have real-life financial goals they would like to use as class projects, these would bring the greatest relevance. Otherwise, simulations through role play, case studies, or computer modeling would be appropriate alternatives. Examples can allow the application of personal finance principles so learning is "hands on" and experiential rather than merely theoretical. Students can recognize the danger signals of credit overextension and know there is law prohibiting discrimination in lending on the basis of age.

Since games are so much a part of the world of teenagers and preteens, they could be very much a part of personal finance education. Although there are a number of games professionally developed and marketed for this purpose, "what if" games can easily be developed in your classroom. When selecting a money situation to examine, follow the process through once so everyone grasps the concepts; then change one variable at a time and recalculate the findings. For example, hand out Exhibit 1, page _____. When each student has completed the assignment and comprehends the training in spending plan development, change the variable. Some possibilities might include:

1. Harold gets a raise to \$1,000 a month.
2. Harold gets laid off.
3. Harold's car is totalled in an accident. He is not hurt.
4. Harold fights with his roommate and chooses to move out.
5. Harold wins \$5,000 in the state lottery.

The real world changes suddenly and unpredictably at times. Classroom simulations will be more meaningful if they do the same. Reworking one example like this demonstrates financial coping skills that students need to develop, more than would completing five unrelated problems. Contingency planning is a critical area of financial management that needs frequent reminders so idealistic teens do not neglect reality.

It is important to use these contingencies to explore various risk tolerance levels and their impact on financial planning options. If a student has saved \$1,000 toward the purchase of a car and needs \$2,500 within one year, which option should s/he implement?

1. Get a job to earn more money?
2. Invest the \$1,000 in high technology, aggressive growth stocks?
3. Put the \$1,000 in a passbook savings account?

What are the ramifications of each choice? What risks are accepted or avoided with each choice? How might risk tolerance levels change with lifestyle stages, net worth, priority of goal achievement, and other possible life changes? What are the opportunity costs? What effect does the time value of money have on choices?

Humor and exaggeration can also help to make points creatively. If a group of non-human puppets or cartoon

characters are used to depict impulse buying, offending real people with negative stereotyping can be avoided while making the point in an entertaining manner. The point may be better remembered because the humor or exaggeration made it unique. A coordinated effort with the art teacher might readily result in clever puppets for classroom role play or monster masks to provide self-conscious students a freedom of expression that might otherwise remain hidden.

An integrated approach to financial planning will highlight more real life issues. Financial planning is the coordination of all aspects of personal money management including budgeting, insurance, investments, taxation, retirement, and estate planning. It is heavily steeped in the sociopsychological aspects of money and its meaning to individuals, as well as the interpersonal relationships in households. This integration can perhaps best be shown by coordinated efforts within the school system bringing together math problems, family relations, vocational development, and social studies with financial planning concepts and applications. Develop joint simulation activities. Time the sequencing of topic presentation to coincide and complement each other's efforts. Bring classes together for joint speakers or field trips, if possible, to observe the same information viewed from different perspectives. Always acknowledge and reinforce integration and the systems approach to personal finance.

Finally, students should be very much aware that they can opt to purchase financial planning services. While the do-it-yourself approach is valid and attainable, the current popularity of financial planning may stem partly from the new option to buy professional help. If this purchase option is chosen, students must know how to choose effectively among services offered and how to work with professional advisors. Even knowing this option exists could prove helpful to students with math anxieties, insecurity in personal decision-making skills, or high career motivations that could leave little time for personal financial needs. It could be a further motivator to learn financial planning basics now for comparison shopping among professionals in the future. Learning where and how to ask the right questions can be more important than trying to learn all of the answers. Future options in financial planning may bring to life some fantasies of today . . .

It is quite possible that forthcoming computers with appropriate software could do all of the data gathering work of today's financial planners by simply talking to each other. Moreover, they will probably be able to access enough data banks to do comprehensive comparison shopping among financial products and services as well as

thorough cost/benefit analysis, and all in a matter of minutes.¹

What does that mean for educators and their students participating in that ever-changing economy of the future? It focuses learning needs on process rather than content, adaptation skills, and applied knowledge rather than rote memory. The teaching goal becomes one of motivating students to control personal financial destiny by taking charge--alone or with the aid of professional helpers. They can do it if they try as can anyone with perseverance, encouragement, and a little help from the world around.

Home economists/consumer educators have always held these financial planning concepts to be vital coping skills. Now the rest of the world is beginning to agree. The support system is thus more obvious and can help each one enjoy the fruits of a positive image by striking the right chords of creativity, relevance, and integration in teaching.

¹Margery K. Schiller, "The Future of the Financial Planning Profession: From the Heirs of Lisa, Apple, Peanut, et al." Newsworthy, The Institute of Certified Financial Planners, July 1983 (The 1983 Provisional Scholarship Award Winner).



A Teaching Technique that Can Help Your Image

When dealing with the elements and principles of design in clothing selection you may have your students:

use the display case in your school to illustrate how preferred physical features can be accentuated and figure irregularities can be camouflaged with the correct use of elements according to the principles of design. The use of bright colors and varied textures in this display can help get viewers' attention. The use of pictures of your students in different outfits which show these principles will make the display more interesting to the school population.

Not only is this a good learning activity, but it is also a good way to let your colleagues and students in the school know what you're doing in your classes--a good public relations activity and possibly an enrollment booster, too!

Robyn Dagenais

One Way to Individualize Instruction

Susan Allen Radway
Former Home Economics Teacher
(Currently at home with small son)
Old Lyme, CT

Ruth F. Riggs
Home Economics Teacher
C.E. Murphy Middle School
Montville, CT

Do your students enter your classroom with unchanneled energy talking a mile a minute? Is it hard to get them settled in a structured class once more before the day is over? Do you think students can move about the classroom, talk while they work, and still get work done? If you answer yes to these questions, then you may want to try learning packets in your classroom.

Individualized instruction is not new. It was employed in our early one-room schools. With the advent of graded schools, the idea lost favor, but later educators became interested in the idea again, especially in the lower grades. As IQ testing became popular, it was noted that children varied greatly in their abilities to learn and that individualizing instruction helped students to reach their fullest potential. Isn't this the goal of education?

In individualized instruction, each student arranges with the teacher a program of study which best meets individual needs. The student then proceeds to meet the established objectives at his/her own pace through self-chosen activities geared to individual learning ability. A range of activities is pre-selected by the teacher and some activities at each level may be required in reaching a given objective.

In terms of student development, individualizing causes the student to discover and thus develop self-direction and decision-making skills. When youths have a direct part in planning their learning program, they are motivated to seek out information, and are eager to learn. It should be noted that individualized instruction is vastly different from individual instruction where the student is taught in the same manner as students in a group situation but alone with a tutor or home-bound instructor.

Whether you teach middle school or high school, are in a single teacher or multi-teacher department, work in one classroom or several, individualized instruction can work for you. It just takes organization and planning and

as a teacher, you already have those skills. The major portion of work is pre-preparation, easiest to do during summer vacation. An individualized instruction program is written for a specific classroom and thus allows the teacher maximum control in establishing the curriculum desired. Someone else's curriculum can be used for ideas but is of no use in another classroom unless identical resources are available.

A HIGH SCHOOL PROGRAM

For several years, one of the authors taught a clothing class in Old Lyme, Connecticut, using individualized instruction packets for several of the subjects in the curriculum. Over a summer "vacation" all the resource materials available in the classroom were gathered together along with outside resources for activity ideas. Learning packets on natural fibers, manmade fibers, labeling, and an introduction to textiles were developed. Five copies of each packet were made to insure availability when several students were working on packets at the same time. (Students did not keep or write in the learning packets.) Learning packets were written to insure a variety of activities and provide the student with choices. After completing required activities the student takes a self-test. If the self-test is not completely correct, the student completes some of the alternate activities and then takes a second self-test. Packets include four to five lessons and a pre-test. A post-test covering the objectives in the entire packet is obtained from the teacher after the packet is completed.

Students were free to choose the clothing packets they were interested in and their order of study. Course requirements included completion of all packets as well as all other class activities and construction projects. With the learning packets there was never a worry of what to do between sewing projects, making substitute plans or dealing with students who "don't feel like sewing today".

Sometimes a resource such as a movie was scheduled for the first group of students who wanted to use it, and the whole class was required to watch and take notes for future use. All resources included in a learning packet were readily available. At the end of class, students left their packets with the teacher for review of work done. At the end of each week, students also included a note on

what they expected to accomplish the following week so that any supplies and additional materials could be acquired.

A MIDDLE SCHOOL PROGRAM

The other author currently teaches a required home economics course at the middle school level in Oakdale, Connecticut. She has individualized this 9-week course in order to meet the needs of all students who vary from EMR to gifted in one classroom. Nineteen laboratory learning packets have been developed to include areas of clothing construction, craft projects and food and nutrition. Five non-laboratory learning packets have also been developed on child development, grooming, energy, housing, and textiles.

In organizing the class, the teacher spends the first two weeks of the course explaining the packets, ordering kits as necessary and developing contracts acceptable to teacher, student and parent for work to be completed. Unlike the high school program where all work must be completed, the middle school student is only required to make choices so that there is sufficient work for the entire nine-week course. The parent involvement in the contract insures that there is an awareness of project materials required and due dates. The teacher orders materials from companies with a reputation for quick and reliable service. This eliminates the need for busy parents to make shopping trips.

EVALUATING INDIVIDUALIZED INSTRUCTION

In both programs discipline problems tend to be minimal because the students have the opportunity to work at their own pace from activities of their choice. Classroom rules are a must to maintain some degree of order. Both of us agree that "questions from the floor" cause the classroom to appear chaotic and give the teacher a helpless feeling in not being able to be in ten places at once. To solve that problem, one teacher require students to raise their hand when they have a question and wait where they are (at machine, kitchen, desk) until the teacher reaches them. In the other classroom, students list their name on the board if they need help. In both cases, there is a lot of footwork for the teacher, but this keeps the teacher visible and helps her be aware of a student not working (or working on homework for another class!).

Lesson plans and teacher "homework" are minimized. Weekends of completing lesson plans for the next week and nights of gathering resource materials and supplies are infrequent. The summer's work of planning and organizing pays off. Now is the time to bring out the super organization skills and scheduling know-how to insure that students always have the supplies, equipment and materials they need. Since the packets were written to include materials

on hand, this only means checking up on consumable supplies. With daily after-school checks on progress, your nights are "free". Sound great? Are you thinking of subjects and activities you can organize for new learning packets. Why not give it a try? It may be just right for your students - and you!

References

- Cochrane, Eleanor. "Individualized Home Economics: a program in action." Consumer and Homemaking Educator -- opportunity and challenge. AHEA, 1971.
- Hass, Glenn. Curriculum Planning -- a new approach. Boston, Mass: Allyn and Bacon, Inc., 1977.
- Roberts, Arthur D. Educational Innovation: alternatives in curriculum and instruction. Boston, Mass: Allyn and Bacon, Inc. 1975.
- Saylor, J.G., Wm. M. Alexander. Curriculum Planning for Modern Schools. New York, N.Y. Holt, Rinehart and Winston, 1966.
- VanTil, Wm. Curriculum: Quest for Relevance. Boston, Mass: Houghton Mifflin Co., 1971.



IDEA THAT WORKED!

Here's something that I did with a class of senior boys that was very effective. Maybe it's an idea that can work for you too!

I taught a cooking class to primarily senior boys. The swimming coach was dearly loved and very masculine. I found out that he was capable in the kitchen and made a wonderful pizza with homemade sauce and dough...the works! I asked him to come in as a visiting chef to prepare his creation and he was wonderful. The male students particularly appreciated seeing someone they respected in another field being comfortable in the kitchen.

Do you have a respected coach or teacher or friend who could assist you in helping the males in your classes see that being creative in the kitchen is perfectly acceptable? Who?

Marilyn Mastny
Graduate Student
Home Economics Education
University of Illinois

The Teaching of Skills for a Lifetime

Donna Reaster, Student Teacher
Grandview (MO) High School and
Central Missouri State University
Warrensburg, MO

If ever "skills for a lifetime" were being taught, it would be at Grandview High School, Home Economics Department, where I have been student teaching for the last ten weeks.

"Senior Home Economics" is a year long course, with five sections (1 hour periods) being taught daily. Over 100 seniors enroll in "Senior Home Economics" with 50% being young males. Observing the star quarterback of the varsity football team making yeast rolls or setting the table makes one feel that great strides are being made in integrating males into the field of Home Economics.

While I have been student teaching, "Resource Management" has been the area stressed. This unit deals with planning the use of time, money and energy. Students prepare a month's money budget and a week's time budget for a dual career couple or for employed singles. Projects include the study of insurance, savings, investments, housing costs, transportation, menus and market orders. Diets must meet the Recommended Dietary Allowances and are analyzed by the use of computer programs.

"Foods, Nutrition and Fitness" is the second area that I taught. It has included planning and preparing nutritious meals. Various styles of table service are used for each different meal. Each lab experience is evaluated on planning, management, table service, food product and clean-up. The students prepare all foods from scratch. Since many students use only convenience foods in their homes, most are astonished at the quality of flavor and at the time involved in preparing these foods. Several male students in my seventh hour class, prepared a strawberry mousse better than my own!

The curriculum for "Senior Home Economics" also includes Clothing and Textiles, Housing, Mate Selection and Parenting Choices. I regret that I will not be able to observe or experience teaching these units, since my student teaching period will be over. This curriculum covers all aspects of family life in today's lifestyles of working families and independent living.

Over half of the students in my courses have a part-time job and some work full-time to support themselves. Not all students live with their parents. Some live with friends and others alone, so the "traditional family lifestyle" is unknown to them. Home Economics is founded on the concept of the family and it is reinforced in every unit taught in "Senior Home Economics".

Mrs. Gloria McLerran, my supervising teacher has been teaching at Grandview High School for 20 years. She is enthusiastic, determined and dedicated to making her class the one that students will remember and use the rest of their lives. Mrs. McLerran is highly respected by students and faculty. I believe her interest in the students and her outgoing personality have kept her enrollments high. She attends many extracurricular activities and keeps current on the students' interests.

I have enjoyed student teaching at Grandview High School. I could not have chosen a better teacher to work with nor a better program to contribute to and observe.



Join our Home Economics Education family at the UNIVERSITY OF ILLINOIS!
Our profession needs more members with graduate degrees.

If you are interested in helping to relieve the shortage of doctoral grads in HE Ed, if you'd like to study at one of the top Colleges of Education in the country, if you'd like to be part of a small HE Ed unit that focuses on humaneness along with competence, if you'd like to get to know HE Ed grad students from around the world . . . call or write for information about assistantships (preferably before June 1):

Dr. Mildred Griggs Prof. of HE Ed. 352 Educ., U of I 1310 S. 6th St. Champaign, IL 61820 217/333-4318 217/359-9020	or	Dr. Hazel Taylor Spitze Prof. of HE Ed. 350 Educ., U of I 1310 S. 6th St. Champaign, IL 61820 217/333-2736 or 217/367-2919 (home)
--	----	---



HOME ECONOMICS TEACHER OF THE YEAR

Some years ago one of my undergraduate students said in class one day, "We've talked a lot about the problems involved in being a teacher and how to solve them. Why can't we talk about the joys and satisfactions of being a teacher?" Good question! We did.

We have another opportunity to focus on those joys and satisfactions each year when Illinois Teacher has the privilege of helping to celebrate the good work of the Home Economics TOYs--the state winners of the Teacher of the Year competition sponsored by the American Home Economics Association and the Chesebrough Pond Company. There were 42 state winners this year, and 22 of them responded to my letter and questionnaire.

I always like to ask them: What do you think is your greatest contribution to society as a Home Economics Teacher? Some of their answers follow.

Lucille Stone of Kearney, Nebraska, replied, "Through interaction and example, I try to have a positive influence upon the lives of my students as they learn skills to manage their resources and relationships, assume responsibilities, set goals, and develop mature thinking skills."



Lucille Stone, Nebraska

The Utah winner, Christine Moore of Salt Lake City, felt that her contribution was "helping students and parents know how to explore alternatives in a crisis."



Christine Moore, Utah

Aline Warchak of Macon, Georgia, believes that she "may have helped to mold the character of the students who

have shared my classroom," and from Seward, Alaska, Beverly Chapman said, "I have been instrumental in keeping students from dropping out of school. I try to help my students develop communication, coping, and practical skills they can use throughout their lives."



Aline Warchak, Georgia



Beverly Chapman, Alaska

"I help the students to develop a sense of pride and accomplishment in their abilities," replied Janet Clemetson of Minneapolis, and Bonnie Stover, the Florida winner from Indian Shores, said "Teaching child care has enabled me to help many students see that they are capable, productive individuals."



Janet Clemetson, Minnesota



Patricia Hurlburg, Maine

"Being a significant part of students' lives and helping them find direction" is an important contribution to society for Patricia Hurlburt of Thomaston, Maine.

* * * * *

I asked these 22 state awardees: If you were choosing your career again, would you be a Home Economics teacher?

All 22 of my respondees answered yes and only two added a reservation. One said "if I could teach in a progressive school system," and the other thought she might prefer to teach adults rather than children.

In explaining why they would choose the same career again, they said: "I love to teach and Home Economics meets basic needs in all students." (Grace McGehee, Ark.)

"Ever since I was in 7th grade and had my first Home Economics class, I knew this was the field for me. I still feel that same enthusiasm and satisfaction." (Laura Boutilier, Connecticut.)

"A person must have his/her personal life in order before one can be successful in a job. Home Economics helps with that." (Kathryn Andrews, Delaware.)

"I have held other positions that paid higher salaries but teaching Home Economics is the most fulfilling. I wish I had given up the higher salary sooner." (Theodora Chong, Hawaii.)

"My career has made me a better person, wife, mother and homemaker." (Joyce Huff, Iowa.)

"As a Home Economics teacher, I feel that I am helping children cross bridges--examining themselves and the world they live in." (Marian White-Hood, Iowa.)

"...for the added zest and quality of life the profession has to offer." (Marianne Blanchard, Michigan.)

"There's never a dull moment." (Lucille Stone, Nebraska.)

"People can be very successful professionally and financially but be destitute because of lack of success in the family. There is no other profession that deals with topics so relevant and important as Home Economics." (Mary Funk, Texas.)

"There is a special rapport that develops between teacher and student in a Home Economics classroom. I like to work with these young people." (Susan Frazer, Virginia.)

I believe the mission of Home Economics is the work of the family. If I can help students develop 'family-ing' skills, then I have been an active agent of change in our society." (Pat Brodacki, Wisconsin.)

Last year's state winners were also very positive on this question but not so strongly as the 1985 group. Last year 16 of 21 said yes and five were "not sure."

* * * * *

My next question was: How do you keep from getting out-of-date, bored, unenthusiastic, tired of it all? The awardees' responses offer suggestions for all of us.

Kathryn Andrews of Yorklyn, Delaware, reads a lot. (And this editor thinks there's no substitute for that! A teacher who does not like to read has as much of a problem as a physician who can't stand the sight of blood!) This Delaware winner also has the good fortune of a "supportive husband who is my biggest fan and I network with a few other Home Economics teachers whom I respect."



Kathryn Andrews, Delaware



Theodora Chong, Hawaii

Theodora Chong of Pearl City, Hawaii, says that "being burned out is a state of mind" and she "has learned always to think POSITIVE!" She adds, "If you make each day count and accomplish as much as one day will allow, you can't possibly get bored."

The New Jersey awardee, Ann Marie Lukas of Bridgewater, replied, "I really care about people and that motivates me. Learning and hard work are joys for me, and I try to pass that attitude on to my students. I still get excited about preparing lessons." (She has taught 13 years.)

Aileen Garcia of Santa Fe is active in her professional associations and teaches different classes every two years, and Frances Dietz of York, Pennsylvania, found that her "move from senior high to junior high five years ago was stimulating."



Aileen Garcia, New Mexico



Frances Dietz, Pennsylvania



Mary Funk, Texas

Mary Funk, Texas, also "spends a lot of time reading," and she added, "Seeking out and becoming involved with other enthusiastic Home Economics teachers helps me fight the fatigue and discouragement that occasionally surfaces."

"The West Virginia winner, Mary Kay Harrison of Fairview, conducts teacher workshops and is actively involved in curriculum writing projects, and Pat Brodacki of Whitehall, Wisconsin, is excited about her new state guide using the Family Focus Approach and the new materials from the national FHA-HERO office.



Mary Kay Harrison, West Virginia



Pat Brodacki, Wisconsin

Beverly Chapman, Alaska, said "Having an FHA chapter keeps my enthusiasm high."

* * * * *

I also asked these state Teachers of the Year: Why do you like to be a teacher?



Joyce Huff, Iowa

Joyce Huff of Marshalltown, Iowa, replied, "I love learning new information and growing as a person. It becomes more meaningful when shared with others so I enjoy teaching."

The Maryland TOY, Marian White-Hood of Largo, said, "Teaching makes the

connection--between individuals, the home, and the community," and Bonnie Stover, Florida, said, "Each day is a continual challenge."

"Each year I am inspired by a group of remarkable individuals--MY STUDENTS!" offered Delores Barber of Laurel Hill, North Carolina, and Grace McGehee of Alpena, Arkansas, responded "I enjoy the relationships with the students, their parents, and other teachers. I feel that I am helping improve the quality of life for many people."



Delores Barber, North Carolina

The Connecticut awardee, Laura Boutilier of Manchester, enjoys the daily interaction with over 100 adolescents and seeing their growth. "Besides," she adds, "It's fun!" In nearby Maine, Patricia Hurlburt says, "Each

year is a fresh beginning! I love the thrill of meeting new students and embarking upon the adventure of learning. My kids keep me current and innovative."

Lucille Stone, Nebraska, replied that "teaching is challenging, rewarding, and full of opportunity to be creative." Frances Dietz, Pennsylvania, believes "the world should be a better place for our having been here" and she likes "having an impact on people's lives (or imagining that I do!)." She adds, "I derive a great deal of satisfaction when I see the spark of creativity ignite in others."

"Teaching provides a way for me to keep current on social, economic and political issues. I am forced to study, think and learn. I am my own boss and I make the decisions..." Thus spoke Christine Moore, Utah.

* * * * *

A final question I asked these outstanding teachers was: If you could give all beginning teachers one sentence of advice, what would it be?

Susan Fraser of Arlington, Virginia, advises that "being a Home Economics teacher requires a tremendous amount of dedication, work, and a giving of oneself to meet the needs of individual students, but the rewards are great."



Susan Fraser, Virginia



Harriet Kaplan, New York

Harriet Kaplan of Brooklyn, New York, challenges the neophytes to "find one aspect of teaching Home Economics that excites you and build it up into a program that will please your students and yourself."

Grace McGehee, Arkansas, wants the beginners to "realize that your most important job is to help the student learn to think things through and solve problems." The Connecticut winner, Laura Boutilier, tells them to "enjoy your students and in doing so, enjoy yourself. It really is a fun job!"



Grace McGehee, Arkansas

"The more 'living' you can do, the more help you can provide for others," replied Theodora Chong, Hawaii, and

The Iowa winner, Joyce Huff, advised, "Be student-oriented rather than task-oriented."

"Show your students that you love and respect them as individuals and they will want to hear what you have to say," The New Jersey TOY, Ann Marie Lukas told the beginning teachers, and Christine Moore, Utah, summed it up in three words, "LAUGH a lot!" Three different words came from Marianne Blanchard of Battle Creek, Michigan-- "Don't give up."

Recognizing the importance of one's environment, Mary Kay Harrison, West Virginia, said, "Surround yourself with positives--people, ideas, places and things."

* * * * *

Just who are these TOYs of 1985? The tables below tell us the size of the schools where they teach, the number of years they have taught, their marital status and number of children, and who influenced them to become a Home Economics teacher.

Table I

Total School Enrollment in grades 9-12	Number of TOYS
Under 500	5
500-800	1
900-1200	5
1300-2000	2
over 2000	5

Table II

Marital status	Number of TOYS
married	16
never married	4
divorced	2

Table III

Number of Children	Number of TOYS
0	7
1	5
2	6
3	3
4	1

Fourteen of the 22 sponsor an FHA chapter and feel that it is an important part of their work. We asked how many hours per week these TOYS devote to their teaching and found that half of them work 55 or more hours, though they may not consider it "work." Eight worked 45-54 and only three worked less than 45.

Seventeen of the TOYs are teaching in the same state in which they received their bachelor's degree, and about half have taught most of their years in the same school in which they teach now.

Table IV

Who influenced you to become a teacher?	Number of TOYS
High School Home Ec. Teacher	11)
Jr. High Home Ec. Teacher	2)
Father	3)
Family	2)
College Professor	1
No one	2
No answer	1

Table V

Years of Teaching	Number of TOYS
6-10	2
11-15	10
16-20	4
21-30	6

We asked the teachers if they considered themselves assertive, and we defined it as "standing up for your own rights without violating the rights of others." Eighteen answered yes, one said sometimes, one said yes and no, and two answered no. One asked, "Don't we women have to be?"

We also asked if the TOYs held a "second job" (besides homemaking). Twelve said no but ten do "moonlight"--one only in summer, some at jobs related to their teaching (adult education, curriculum coordinator, educational consulting), and others as a secretary, a waitress, a demonstrator of microwave ovens, or a recreation director, usually from six to ten hours per week. One operates a

cooking school which takes at least 40 hours per week. (She said she doesn't require much sleep!)

We found that all of the TOYs belonged to at least one professional association and many belong to several; and most of them read several professional journals. (We were pleased that over half of them read Illinois Teacher!)

We were interested to know what percentage of the school's total population was enrolled in Home Economics. In junior high it is usually a required course for all, but in high school where it is usually elective, the percentage ranged from 14% to 23% in seven schools, from 36% to 41% in four schools, and in two schools it was 57% and 90%. In the latter, a small school, Family Living and Consumer Education have been graduation requirements for eight years.

All of the TOYs had earned at least a bachelor's degree and 18 of the 22 had a master's. One held a specialists' degree (1 year beyond the masters), two were

working on a master's, and two were working on a doctorate. Most had engaged in a considerable amount of continuing professional education in the past five years, but four reported few such activities and another four reported none.

* * * * *

We are indebted to these excellent teachers. Our profession depends upon secondary teachers (junior and senior high) for a great deal of our image and for recruits for the next generation of home economists. We depend upon them for reaching our public as practitioners and disseminating the knowledge we believe our profession represents.

I, for one, appreciate them! Congratulations to all of the TOYs of 1985!

The Editor

* * * * *

Join Us!

SUMMER SESSION 1986
HOME ECONOMICS EDUCATION
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Join Us!

VOTEC 456 C-1 Home Economics as a Profession: History, Philosophy, and Current Trends
Dates: June 17, 1986 - July 11, 1986, (Tuesday through Friday)
Instructor: Dr. Hazel Taylor Spitze
1 Unit (4 semester hours) Graduate Credit

This course is designed to increase awareness, both cognitively and affectively, of current societal problems and the relation of home economics to their solution, to encourage applications to one's own situation, to offer an opportunity for an in-depth study of a problem of student's choice, to encourage professional reading, especially of East's Home Economics: Past, Present and Future and the AHEA Home Economics Defined Conference Proceedings, and to have students attend the AHEA Annual Meeting (1986, Kansas City). Discussion and papers will be a part of the course and the student should clarify own philosophy and gain professional competence and inspiration. It is hoped that students will write publishable papers.

VOTEC 359 C-3 Home Economics Curriculum Workshop
Dates: July 15 - August 8, 1986, (Tuesday through Friday)
Instructor: Dr. Linda B. Peterat
1 Unit (4 semester hours) Graduate Credit

This course will be of interest to teachers, curriculum policy makers, and curriculum writers. Participants will be guided in a consideration of past directions and alternate futures for home economics curriculum. Through study of current readings and an emphasis on seminar-discussion, participants will develop curriculum appropriate to their particular situation and philosophy.

For further information on pre-enrollment write the instructors at Illinois Teacher address.

There are 73 Reasons Why We Should Not Change
Our Name to Human Ecology!*

This is no. 37 (quoted from the Educational Re-
searcher of the American Education Research
Association, July/August 1979, p. 10-12)

The Human Ecology of the
American Education Research Association
James M. Richards, Jr.
Center for Social Organization of Schools
The Johns Hopkins University

"Human ecology usually is defined as the
study of the relationships between human popula-
tions and their environments. It differs from
other perspectives in the behavioral sciences in
that it places greater emphasis on studying
population aggregates as organized wholes which
can be characterized by their patterns of activi-
ties (Bailey and Mulcahy, 1972; Duncan and
Schnore, 1959; Hawley, 1950). It frequently has
been applied to the analysis of the geographic
distribution of the members of various profes-
sions (Marden, 1960; Reskin and Campbell, 1974;
Richards, 1977; Richards and Gottfredson,
1978). These studies have emphasized the
health professions, however, so this study
extends them by studying the geographic dis-
tribution in the United States of members of the
American Educational Research Association....

"Finally, an important characteristic of the
present study is that it investigates the human
ecology of geographic distribution in a context
other than health care. Other possible studies
from the context of education offer considerable
promise both for evaluating some of the theoret-
ical propositions of human ecology and for yield-
ing educationally useful results. That is, such
theoretical predictions about geographic distribu-
tion really apply more to institutions for meeting
specific human needs than to individuals. There-
fore, it might be fruitful to conduct such educa-
tional studies as correlating the ecological char-
acteristics of states with the average characteris-
tics of colleges and universities located in the
various states. Such a study could provide both
a more appropriate evaluation of human ecological
theory and useful information about some of the
determinants of access to higher education.
Similar studies in other areas of education also
could be valuable."

The Editor

*With tongue in cheek and apologies to H & R
Block who always tell us at this time of year how
many reasons there are that we need their ser-
vice! However, this piece from AERA certainly
emphasizes that human ecology has nothing to do
with home economics. And this is a serious
matter!



Home Economics Stands for :

- the ideal home life for today unhampered
by the traditions of the past,
- the utilization of all the resources of
modern science to improve the home life,
- the freedom of the home from the
dominance of things and their due
subordination to ideals,
- the simplicity in material surroundings
which will most free the spirit for the
more important and permanent interests
of the home and of society.

"Mrs. Richards' Creed"



University of Illinois at Urbana-Champaign

ILLINOIS TEACHER
350 Education Building
1310 S. Sixth St.
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED

Non-Profit Org.
U.S. Postage
PAID
Champaign, Ill. 61820
Permit No. 75

HOME EC LIBRARY-FAX
UNIV OF ILLINOIS
314 BEVIER HALL
CAMPUS

10.705
IL

HEY
5/19/82

ILLINOIS TEACHER

OF HOME ECONOMICS

Excellence in Education: The Home Economics Contribution

Excellence Means Solving Problems

Foreword, Excellence Means Solving Problems, <i>Hazel Taylor Spitze</i>	165
Shifting the Odds for Excellence in Cooperative Extension Home Economics Programs, <i>Lynda Harriman</i>	166
Speaking of Excellence, <i>Hazel Taylor Spitze</i>	168
Teaching About Marriage: Some Principles for Effective Conflict Resolution, <i>Catherine A. Surra and Linda Asmussen</i>	169
CAREERS: A Course for Home Economics in the World of Work, <i>Carol Gamble and Elizabeth L. Kendall</i>	172
Oral History as an Integrative Teaching Strategy for Home Economics, <i>Carolyn Balkwell and Roberta L. Null</i>	174
Teaching Writing Through Home Economics, <i>Lavonne Matern and Cathleen T. Love</i>	176
Achieving Excellence in Home Economics: Improving Teaching, <i>Sandra W. Miller and Gwen C. Cooke</i>	178
Help for Home Economics Teachers in Program Evaluation, <i>Sue Gibbs and Milly Wood</i>	182
Using Your Micro Wave Oven, A Correspondence Course, <i>Esther W. Shoup</i>	184
Bereavement: Activities That Can Help Students Reflect On and Cope With Grief, <i>Annabelle Dryden and Rosemary Jones</i>	186
Competition and Youth: Implications for Education, <i>Olivia P. Collins</i>	192
And Still There is Child Abuse . . ., <i>Marsha Willis</i>	194
Improving Self Image: An Adolescent Perspective, <i>Arminta Jacobson</i>	197
Where Are The Materials for Middle School?, <i>Nancy M. Porter</i>	199
Past Articles on Middle School/Jr. High, <i>Compiled by Robyn Sabin</i>	201
INDEX, <i>Compiled by Rosemary Jones</i>	202

Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Hazel Taylor Spitze, Professor and Editor
Norma Huls, Office Manager
Annabelle Munkittrick Dryden, Graduate Assistant
Rosemary Jones, Graduate Assistant
Marsha Willis, Graduate Assistant
Robyn Dagenais, Graduate Assistant
Robyn Sabin, Graduate Assistant

Other Home Economics Education Division Staff

Mildred Barnes Griggs, Professor and Chairperson
Linda B. Peterat, Assistant Professor
Diana Cloyd, Graduate Assistant
Epifania Tabbada, Graduate Assistant
Marilyn Mastny, Graduate Assistant
Karen Paulsen, Graduate Assistant

Volume XXIX, No. 5, May/June 1986. Published five times each academic year. Subscriptions \$13.00 per year. Foreign, including Canada, \$16.00 per year. Special \$10.00 per year (\$12.00 Foreign) for undergraduate and graduate students when ordered by teacher educator on forms available from *Illinois Teacher* office. Single copies \$3.00. Foreign \$4.00. All checks from outside the U.S. must be payable through a U.S. Bank.

Address: ILLINOIS TEACHER
University of Illinois
350 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217/333-2736

© 1986

Foreword

Excellence Means Solving Problems

I was speaking the other day with a professor who is interested in "critical thinking," and I commented to him that in home economics we have plenty of critical things to think about; hence, it should be an important subject in which to teach critical thinking. He said, "Don't forget that phrase. It's a good one." And we went on to discuss a possible research study in which we would investigate whether students learn to think critically better when it is taught in a "generic" form outside any specific content or when it is taught as problems are solved within a specific subject area.

In this issue of Illinois Teacher we have plenty of those critical things to think about including child abuse, careers, conflict resolution, self image, bereavement--and in the latter, special attention is given to thinking skills that may be developed while teaching students to deal with it. Of course, we must teach thinking skills in every lesson we teach. We must help our students see the need to "learn how to learn" and to become independent learners.

I'm sure you're thinking (critically??) about your summertime reading now, so watch for suggestions in the articles and their footnotes and bibliographies. I offer one on page 168.

We'll look for your renewal (see extra cover) and your order for back issues and other materials you may have missed.

Have a wonderful, growthful, safe summer!

The Editor

Theme for Volume XXX

The theme for the 1986-87 volume of Illinois Teacher will be some combination of the ideas of ethics, ethical society, home economics, and education. How would you put it together?

Are we lacking in ethics in our society today? in our schools? in our families? in business? in government? in professions?, e.g., law and medicine?

How can our two professions -- Home Economics and Education contribute to a higher level of ethics?

What ethical concerns are of highest priority to home economics and educators?

Do we have personal models of integrity to guide us?

Let us hear from you.

The Editor

Shifting the Odds for Excellence in Cooperative Extension Home Economics Programs

Lynda Harriman
Associate Dean/Assistant Director
Home Economics Cooperative Extension
Oklahoma State University

What is Excellence in Home Economics Cooperative Extension? How will we know when we've arrived? Will it be when state and federal legislators provide earmarked funds to expand our programs? Will it be when Governors and other decision makers want to be a part of our state and national meetings? Will it be when our clientele fight the budget battles? Will it be when legislators and county commissioners are so supportive of our programs that there are no budget battles? Any and all of these may be signs of excellence...but, a more important question than knowing when we've arrived is to ask, "How do we get there from here? How do we shift the odds in favor of excellence?"

FOCUSED PROGRAMS

By focusing major program efforts in a few key priority areas, we can make great strides to help family members develop the skills to solve problems. In addition, our impact will be noticed. This means sticking together and knowing where we want to be and how we intend to get there. It means serious, concerted efforts in planning.

Strategic program planning may be a step in that direction. Four major program priorities have already been identified by the 1985 ECOP Home Economics Subcommittee to help focus home economics planning efforts for the next four-year planning cycle. This cycle does not even begin until October 1987, so there is time to plan, to focus.

These priorities are: Family Financial Management; Family Strengths and Well-Being; Diet and Health; Leadership Development. Each of these program priorities implies the need for educational programs to resolve real family problems. If each Extension Home Economist selects only one priority and develops a focused four-year program cycle, Home Economics Cooperative Extension can have a significant, positive impact on the lives of American families. We will also have a recognizable, visible Extension Home Economics program.

KALEIDOSCOPE VISION

In order to shift the odds for excellence, we must develop kaleidoscopic vision. That is, we need to be looking for new and different ways to combine our resources. For example, in some states Home Economists in adjoining counties have formed communication groups or networks to support one another's programs. Some of these cross-county communications groups are planning together and making wiser use of resources. This is kaleidoscopic vision. Creative planning which involves identification of major priorities can result in more focused support from state and/or area Extension specialists. In reality, this can mean more high quality support for county programs. Extension Home Economists cannot be all things to all people. When we try to be, our programs are spotty and invisible. As we focus our energies, we will be creating new patterns of use for our existing resources. In turn, programs will be more distinguishable, and excellence in Home Economics Extension will become a reality.

Becoming more focused in our program planning and developing kaleidoscopic vision to find new and different ways to use our resources will be of little use, however, unless the educational products we are marketing are understood and considered important.

NUMBER ONE SELLER

A third critical factor in shifting the odds for excellence, is making sure that we have a product that is viewed as essential and is a number one seller. To be number one, educational programs must be of such quality that their value and worth cannot be questioned. The titles of news columns, every message in newsletters, the titles of presentations and lessons, all give messages to Cooperative Extension publics about the significance of our programs. Inappropriate titles and catchy but irrelevant verses can undermine the vital educational messages we have to sell. Our programs must be viewed as meeting crucial needs of families if they are to continue to be funded. In 1981 the General Accounting Office questioned for the first time the Mission of Extension and the relevance of some of our Home Economics programs, particularly those in the areas of arts and crafts! It is time that we ask the really hard question of ourselves: Do our program titles convince county, state and federal

decision makers that Extension Home Economics programs are vital? What messages are we sending to our publics? Sometimes we get so concerned with the educational packages that we are developing, that we forget to choose the ribbon carefully. When, in fact, it may be the ribbon on the package that sells it! A foods program on the basic four may not sell well when people are full, but a food and fitness program sends a different message and appeals to a felt need to stay healthy. Family budgeting may not sell when people fear they may have no financial resources to budget. Financial management in times of financial stress may get their attention. Taking programs out of their subject matter boxes and packaging them in terms of real needs and problems facing families in the 1980's will help assure that they are viewed as essential.

BROAD BASED SUPPORT

Developing broad-based, supportive, vocal clientele that tell others about Cooperative Extension Home Economics programs can also help shift the odds in our quest for excellence. Satisfied customers are often the key to increased resources. We need to ask who knows about us? Whom are we not reaching that we must reach, if we are to remain a viable force working for families? In a national study of Cooperative Extension programs,¹ 87% of the U.S. population indicated that they had heard of one or more Cooperative Extension program areas. Young adults (under 30 years) were less aware of Cooperative Extension than were other age groups. Black and minority groups were not well informed. Urban residents were much less aware of Cooperative Extension than rural residents. Those who did recognize Cooperative Extension by name were more likely to be in their middle years (40-60 years of age), white, in the higher income groups, college educated and from a farm or rural area. According to Petrulis² for the past 30 years there has been a nearly uninterrupted continuing decline in population in farm-dependent counties in this country.

It is safe to say, Cooperative Extension clientele are predominantly middle class. The national study³ of Cooperative Extension revealed that 99% of all Cooperative Extension users had received some printed materials from Cooperative Extension. Over 90% had listened to a radio or television program. Only 39% of users (5% of the U.S. population) had attended Cooperative Extension workshops or meetings in the past year.

¹Warner, Paul D. and J. A. Christenson. The Cooperative Extension Service A National Assessment. Boulder, Colorado, Westview Press, Inc., 1984.

²Petrulis, Mindy F. "Effect of U.S. Farm Policy on Rural America, Rural Development Perspectives, 1, 31-37, 1985.

³Warner & Christenson, op. cit.

We cannot say the same things to the same people in different ways and in different settings and serve our increasingly diverse potential clientele. This does not mean that we stop supporting traditional clientele. They are important audiences and vital, valuable support groups. Cooperative Extension Home Economists are vulnerable to local pressures and cannot ignore the expectations of the traditional audiences. Yet, an important question must be asked. Is the county Extension Home Economics Program serving only a small percentage of the total potential clientele? If so, how can we justify to decision makers the amount of time spent with a small percentage of our potential clientele? What can be done differently? What can be given up? What are we now doing which clientele groups could do for themselves? Are we sometimes teaching people to be leaders and then not allowing them to lead? Where can we give others leadership responsibilities to free some of our time to work with other groups.

ENVIRONMENTAL SENSITIVITY

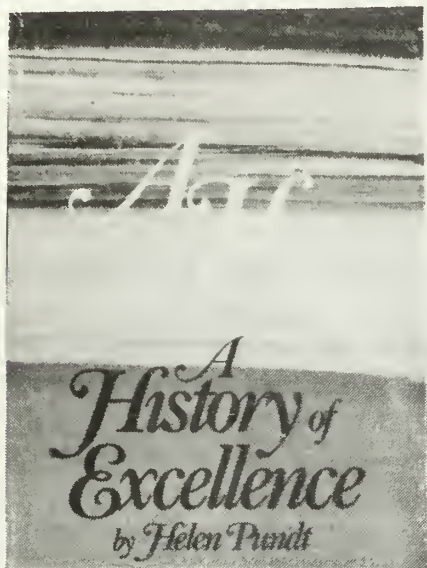
Finally, in order to shift the odds for excellence, we must continually tune into our environment and become acutely sensitive to it, seeking out information about what is going on and asking why? The home economics professional can no longer assume that because we have an important mission and we are busy "doing good," that we will be allocated our fair share of resources and considered indispensable. These assumptions keep us blind to, and naive about, what may be happening, or to how growth is occurring within our organizational environment. Such assumptions also keep us resource poor. During these times of scarce financial resources, we must look around to see how resources are being allocated. Are you aware of what is happening in your organizational environment? Are you involved in the budget process? Have you asked and sought information? Or have budget categories and allocations and personnel shifts gone unnoticed and unquestioned?

Do you know how your county office is funded? Who are your key county decision makers? Do you make opportunities to interact with and report to them regularly? In order to shift the odds for excellence, we must become more politically astute and more in tune with what others are doing and how they are doing it. We must constantly ask how and why, tuning into what is happening around us.

Cooperative Extension Home Economics Programs are highly credible sources of education. Let's make them a sought-after source of education for people in all walks of life, in urban as well as rural settings. Cooperative Extension Home Economics programs are making an important

(Continued on bottom Page 171.)

Speaking of excellence . . .



Have you read it? This history of our professional association from 1909 to 1969 is indeed a story of excellence. Written by Helen Punnett, then a member of the AHEA headquarters staff, it was published in 1980. (A supplement to cover the decade 1970-79 is now underway.)

Each chapter covers a decade and they are titled Beginnings, Bridging the Gaps, Stamina and Survival, Changing Rhythms, Introspection and Evaluation, and Unlearning and Relearning.

The introduction begins with a tribute to Ellen Richards which was presented to her at the seventh Lake Placid Conference in 1905:

"Every movement for social betterment is made up at its beginning of apparently diversified unrelated forces. Their common ground of agreement, their possible rallying point for combined effort, may be hidden from the ordinary observer, but stand fully revealed to the born leader....There comes a time in the history of every social and educational movement when the need for thus unifying the work of individuals is so great that without it, further progress is difficult, if not impossible.

"Such an organization, Mrs. Richards, was effected by you in the Lake Placid Conference, which held its first meeting in 1899."

Each chapter has a brief section on each year of the decade. They speak about structure, signs of growth, committee work, resolutions, decisions made by the delegate assembly, staff, international work, effects of social conditions, fellowships established, building plans, consumer interests, officers and statements "In Memoriam."

In the Epilogue a quotation from the September 1967 Journal states:

"Without AHEA as a catalyst for an exchange of ideas and contact with leadership, much of the thinking and much that has been accomplished in home economics would not have been possible...."

"Probably our most important achievement is the most intangible and difficult to measure. The Association has brought together (through the years) many thousands of college graduates with boundless abilities, knowledge, and talents. Through AHEA a stimulus for learning has been created and innumerable incentives for improvements provided....It has maintained a meaningful program which has encouraged the spirit of inquiry and research, intellectual growth, exacting performance, and leadership in the advancement of the profession."

One of the unusual and interesting features of this History is the fairly frequent paragraphs inserted here and there as "Signs of Unchanging Times." Some examples follow (from pages 47, 51, 68, 156):

"The fuel problem is the biggest problem facing the American people today." (Samuel S. Wyer, Smithsonian Institution, in "Fuel Situation in the Home. Journal of Home Economics, October 1923.)

"One of the most fundamental results of the industrial revolution of the past century and a half has been the disturbance of the situation of women....Modern life has given her freedom and dignity that she never knew before, and her adjustment is far from complete. She wants a home and a family if they come on her own terms; otherwise, she wants to live her own life. If she has a home, she demands that it shall be neither a treadmill nor a place of empty social busy-ness. (Arthur Morgan, president, Antioch College, in "Educating Institutions," Journal of Home Economics, September 1923.)

"The women of [Mrs. Richards'] generation who undertook, as she did, to overturn the existing order, had need of every ounce of pugnacity so characteristic of her. When a woman dared to challenge, not merely the relation of her sex to the existing order, but that very order itself, she aroused into shocked protest not only the men, but most of her fellow-women, too." (James Phinney Munroe, in a tribute to Ellen H. Richards, at ceremonies at the Massachusetts Institute of Technology, Journal of Home Economics, June 1929.)

"The problems of today are demanding creativeness on the part of individuals. No rule-of-thumb can be applied to our housing problems, unemployment situation, rapid increase of divorce, diminishing birth rate, increase of tension within the family group, or the health problems of families. The brilliant minds of the nation have been unable, up to this time, to furnish adequate solutions for these problems." (Johnnie Christian, in "A Vitalized Program for Home Economics." Journal of Home Economics, September 1941.)

In 1948 the first full-time homemaker to be president of AHEA, Katherine Alderman, said in the January Journal, "Satisfying homes are basic to our society and necessary for its development and progress--even to its survival. On this simple belief is all AHEA philosophy based."

Give yourself a treat! Order this book from AHEA and read it this summer. Savor every page and be proud that you are a part of this "History of Excellence."

The Editor

Teaching About Marriage: Some Principles for Effective Conflict Resolution

Catherine A. Surra
Assistant Professor

and

Linda A. Asmussen
1985 recipient of one of the College of
Agriculture undergraduate research scholarships
Department of Human Development and Family Ecology
University of Illinois

Students of family studies and laypersons often ask: What is the one thing that is most important for a successful marriage? Although it is difficult and perhaps misleading to reduce the complexity of what makes marriages work to a single factor, if forced to choose one guiding principle, most professionals would probably select the ability of a couple to resolve conflict.

Because of the closeness inherent in the marriage relationship and because marriage is influenced by a range of forces, many of which are beyond the control of the spouses, conflict and tension are inevitable features of marriage. Spouses, for example, usually have access to one another's most private thoughts and feelings and the ability to affect each other's happiness through their actions on a day-to-day basis. In addition, partners must work out a system whereby they maintain the home itself and meet the physical needs of family members. The quality of the marital relationship is also subject to the actions of those outside of it, such as children, friends, kin, bosses, and co-workers. For these reasons, and others, marriage is ripe for problems and tension.

In light of the fact that marriages are prone to disagreements, one way of helping to prevent marital distress is to educate young children and adolescents about how to solve problems when they occur. By teaching effective conflict resolution, it is possible to prevent marital distress and to help alleviate the social, emotional, legal, and economic costs associated with unhappy and unstable marriages. Researchers who study marriage have devoted considerable attention to how partners in happy marriages communicate and resolve conflict. We have reviewed these studies and condensed their results into three principles of effective conflict resolution, which can be taught in the classroom:

Principle 1: Communication occurs in two channels, the verbal and nonverbal.¹ Both of these channels and the relationship between them are important factors in effective communication.

The verbal channel of communication is simply the information part of a message or the written or spoken words. Nonverbal communication, in contrast, involves behaviors that communicate positive, negative, or neutral affect, i.e., emotion, feeling, or mood. Therefore, nonverbal communication, which is expressed through facial expression, tone of voice, and body posture and gestures, qualifies the content of verbal messages.

Two findings are especially relevant to the use of verbal and nonverbal behavior during marital conflict.^{2,3} First, the nonverbal behavior of spouses during conflict generally discriminates better between happy and unhappy spouses than verbal behavior. In happy marriages, spouses are more likely to convey messages with neutral or positive affect whereas in unhappy marriages spouses are more likely to say things with negative effect. Unhappy mates are also likely to engage in cycles of negative affect, in which negative nonverbal messages on the part of one spouse are followed by negative nonverbals on the part of the other.

Second, in happy marriages there is greater consistency between the affect of the verbal and nonverbal channels and among the various ways of communicating nonverbal behavior. Spouses in unhappy marriages, for example, are more likely than those in happy marriages to use positive visual cues in combination with negative verbal cues. Similarly, spouses in unhappy marriages more often communicate sarcasm, by giving a verbal message of agreement with a nonverbal negative message.

In teaching effective communication, then, teachers should stress sending messages nonverbally with neutral and positive affect; breaking cycles of negative reciprocity by means of neutral and positive nonverbals; and consistency between nonverbal and verbal behaviors and among different types of nonverbal behaviors.

¹Raush, H. L. Grief, A. C., & Nugent, J. (1979). Communication in couples and families. In W. R. Burr, R. Hill, F. I. Nye, & I. L. Reiss (Eds.), Contemporary theories about the family (Vol. 1). New York: The Free Press.

²Gottman, J. M. (1979). Marital interaction: Experimental investigations. New York: Academic Press.

³Noller, R. (1984). Nonverbal communication and marital interaction. Oxford, England: Pergamon Press.

Principle #2: Certain behaviors or skills employed by mates during conflict resolution have been found to discriminate between happy and unhappy spouses. On the one hand are behaviors that seem to have positive benefit during interaction; these include: (a) attributing thoughts, behaviors, or feelings to the partner with neutral affect and (b) cognitive editing. On the other hand, these behaviors have negative results: (a) expressing agreement with negative affect and (b) expressing more disagreement than agreement.

The above principal was drawn from the results of research by Gottman,⁴ who has studied the kinds of behaviors emitted by happy and unhappy spouses during conflict situations. Teachers are encouraged to read Gottman's books, cited at the end of this paper, before trying to teach this principle. Two positive skills for effective communication are:

(a) Cognitive editing--The editing function is used to a greater extent by happy than unhappy spouses, especially happy wives. Editing involves the ability to listen to a message while a spouse is sending it with negative nonverbal affect without becoming a negative speaker. Thus, a wife may sit and listen with her arms folded and a sneer on her face while her husband says that he doesn't want to offend his mother by not going there for Christmas; when it is her turn to speak, however, her nonverbal message will be neutral or positive. Cognitive editing is thought to be important in avoiding the cycles of negative affect that characterize unhappy marriages.

(b) Attributing thoughts, behavior, and feelings to the other with neutral affect--Mind-reading, or attributing characteristics to the other, involves second-guessing the spouse by giving a message that states how the partner thinks, feels, or behaves. Although spouses in happy and unhappy marriages do not differ on the degree to which they mind-read, they do differ on the nonverbal affect that accompanies mind-reading messages. Spouses in unhappy marriages more often mind-read with negative affect (e.g., "I know you don't want to go to the party," said with a cold voice). When this happens, the message is believed to function as a criticism. Happy spouses, on the other hand, are more likely to mind-read with neutral affect; this kind of message functions positively to probe the other's feelings.

On the negative side, here are some behaviors to avoid:

(a) Expressive agreement with negative affect--Although partners in unhappy marriages do send verbal

messages of agreement during conflict, they are likely to be accompanied by negative affect, as in the case where a wife says, "Sure, I'd love to go the party," while rolling her eyes. Such messages are dysfunctional because, instead of functioning as agreement, they communicate sarcasm.

(b) Expressing more disagreement than agreement--One verbal behavior used during conflict that discriminates happy from unhappy spouses is the expression of disagreement, especially disagreement with negative nonverbal behavior. Whereas unhappy spouses are more likely to send verbal messages of disagreement (e.g., "No . . ." or "Yes, but . . ."), happy spouses use agreement messages (e.g., "Yeah . . ." or "Ah-huh") more often. As will be shown below, the use of agreement messages by one spouse in response to messages from the other has been shown to play a critical role in patterns of effective conflict resolution.

It is important to note that many of the behaviors listed under Principle #2 concern the nature of nonverbal affect that accompanies a verbal message. Thus, Principles #1 and #2 are closely interconnected because of the overriding significance of nonverbal behaviors in marital communication.

Principle #3: Marital discussions during conflict have three phases: agenda-building, arguing, and negotiation.⁵ The pattern of interaction that occurs between the mates at each of these phases is central to conflict resolution. This principle differs from the first two because it concerns the sequence of interaction that occurs between the mates rather than their individual skills or abilities. Research by Gottman has shown that spouses in happy and unhappy marriages approach the first and last phases of a conflict discussion differently.⁶

Agenda-building is the stage during which partners express their feelings about the problem or "lay their cards on the table." For happy couples, this phase is characterized by a pattern of validation, in which one partner expresses some opinion or information about the problem and the other follows with an expression of agreement; both messages are usually delivered with neutral affect. Validation, then, is a process whereby partners acknowledge and give credibility to the other's viewpoints.

Agenda-building among unhappy couples, in contrast, is marked by what Gottman⁷ called cross-complaining.

⁵Gottman, 1979 and 1982, *op. cit.*

⁶Raush, *et al.*, *op. cit.*

⁷Gottman, 1979, *op. cit.*

⁴Gottman, J. M. (1982). Emotional responsiveness in marital conversations. *Journal of Communication*, 32, 108-120.

In this pattern, partners simply take turns expressing their own points of view about the problem, with little or no acknowledgement from the other in between. Once entered into, cross-complaining can be a difficult sequence to break, which makes moving on the next phase difficult.

During the second phase of conflict, arguing, disagreements about a problem are brought to the surface, and partners argue for their own stance by means of reciprocation of disagreeing messages. This phase is similar for happy and unhappy couples.

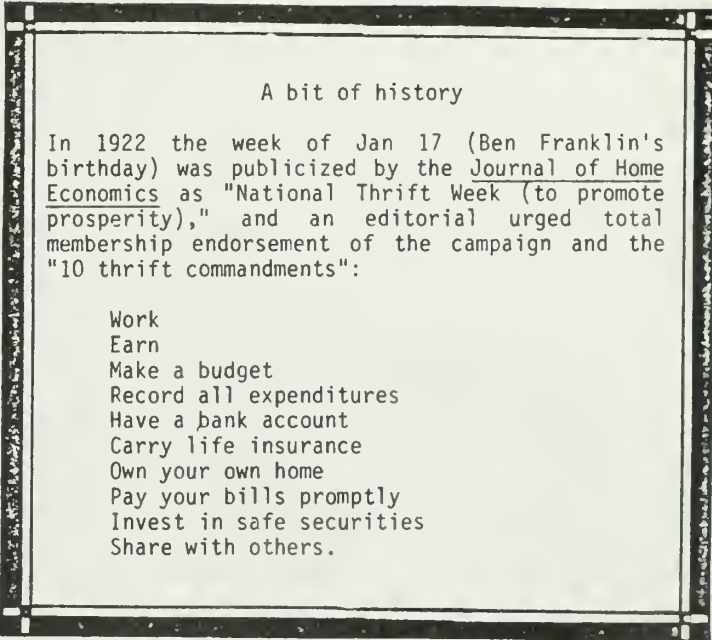
The purpose of the final phase of conflict, negotiation, is to arrive at a solution to the conflict that is satisfying to both partners through compromise. Gottman's⁸ research has shown that, during this phase, happy couples use contracting, a pattern in which one spouse makes a suggestion for resolution and the other agrees, followed by another suggestion, more agreement, and so on. The interspersing of agreement with suggestions for problem-solving ultimately results in a solution to the problem.

For unhappy spouses, the negotiation phase is characterized by counterproposal. Although spouses do make suggestions for how the problem might be solved, the mates respond with suggestions of their own. Hence resolution of the conflict may stagnate or the argument may even escalate as partners take turns expressing ideas about how to solve the problem. The importance of messages of agreement in the negotiation phase is seen by comparing counterproposal with contracting.

Because these principles may seem to make what is a "natural" process in marriage rather artificial and abstract, we suggest using resources and activities in the classroom to show the principles in action. Films that illustrate effective and ineffective means of marital conflict resolution are useful.⁹ Another way to teach verbal and nonverbal behavior would be to videotape students as they send various kinds of message or send the same message with different types of nonverbal affect. The videotapes can then be viewed and discussed by the class. In the college classroom, we have found that having students roleplay spouses in a conflict discussion is a valuable technique for teaching such principles. Likewise, case studies of marital problems work well, and both roleplays and case studies are easily adapted for use with students of different ages. Finally, worksheets and

exercises can be employed to illustrate the principles. Some suggested sources of exercises that can be modified for the classroom are listed in the references for this article.¹⁰ Regardless of the methods used, we encourage readers to consult the references provided for a fuller explanation of the principles for effective resolution of marital conflict.

¹⁰Gottman, J. M., Notarius, C., Conso, J., & Markman, M. (1976). A couple's guide to communication. Champaign, IL: Research Press.



(Continued from Page 167.)

difference to families. Let's not limit our vision to what is impossible by focusing on the barriers to excellence. Focusing on feeling locked into usual ways of operating restricts our ability to develop kaleidoscopic vision. Limiting our perspective to doing things right and meeting traditional expectations in traditional ways means opportunities will pass us by.

We are no longer operating in a stable world where yesterday's methods of doing Extension's business can solve tomorrow's problems. We must dare to dream, to develop a vision of excellence, to shift the odds in favor of that dream.

⁸Ibid.
⁹Examples that may be rented from the University of Illinois Film Center are: Handling Marital Conflicts (McGraw-Hill); Three Styles of Marital Conflict (Media Guild); and David & Hazel: A Study in Communication. McGraw-Hill). Address: 1325 S. Oak St., Champaign, IL 61820. Toll free No. for Ill. Residents: 800-252-1357.



CAREERS: A Course for Home Economics in the World of Work

Carol Gamble
Home Economics Teacher
Emily Gray Junior High School
Tucson, Arizona

Elizabeth L. Kendall, Assistant Professor
School of Family and Consumer Resources
The University of Arizona

"CAREERS" was established as an elective course in Home Economics to introduce key concepts in career exploration. Students enrolled in the course became "Career Exploration Trainees" and were given a job description and a list of job competencies that had to be met in their "new job." Through this course students gained knowledge of themselves and how they might fit into the world of work. They gained knowledge of a specific career which interested them and skills in preparing for entering the job market.

The course was conducted as much like a real job as possible with "trainees" earning minimum wage (in "classroom currency") for a day's pay for every class attended. A reduced pay was given to students late to class. "Trainees" were also given sick leave and could earn vacation time points. After a few weeks of class, students could receive a promotion by applying for additional classroom jobs (with additional responsibilities), thus being entitled to a pay increase.

Students also had responsibilities to an organization with the establishment of a classroom Career Association. This association had officers and a specific set of bylaws governing association activities. Students school-wide gained an understanding of Vocational Home Economics through outreach activities conducted by "Careers" students. This course increased the overall school interest in Home Economics courses.

The purpose of the "CAREERS" curriculum was to provide, through a formal education setting, information and experiences for the students. This would help the students understand, plan, and evaluate their way of life through the education they were receiving inside and outside the classroom. The curriculum provided information to assist the students in dealing with the world outside of formal education and helped them to become effective members of the teen work force while developing long range career and life goals.

The curriculum was made up of specific career development competencies. These competencies included the

development of students' awareness regarding their own special aptitudes, abilities, interests, life goals and desired life styles. Students gained information about the world of work, identified those occupations which were consistent with their goals and then investigated these occupations and career paths. As a result, we found that young people's perceptions of themselves and of the world were often quite vague and unrealistic and that students' ambitions and goals changed frequently. However, it was recognized that the more knowledge they have of themselves and of the world of work, the more accurate and realistic will be their occupational decisions.

"CAREERS" had two basic areas of subject matter: life skills and work skills. The knowledge and skills for the effective management of life necessities and luxuries available today, including food, clothing, shelter, and health. A discussion of what the future looks like in these areas, and how to prepare for it, was included. Students were also helped to prepare to perform as effective and creative members of society, as well as to understand and contribute to the economy. They learned about the growth of the family, community, and country through effective work related attitudes, skills and abilities. In short, the students became "productive, contributing members of the work force."

"CAREERS" was offered as a new course second semester of the 1984/85 school year. It was available to ninth grade students at Emily Gray Junior High School in the Tanque Verde School District, Tucson, Arizona. The course met for approximately 45 minutes a day, five days a week, for a total of at least 96 contact hours. To provide guidance in career planning, students explored areas of personal or self development, career development, leadership development, basic job competencies, job attainment, job survival, and personal survival.

As a result of taking the "CAREERS" course, students:

- became aware of their own interests, skills and abilities and evaluated these in relation to occupational clusters, specific occupations and current job trends,
- chose a career, studied it in some depth, and determined related careers,
- chose a continuing education and training plan to achieve their career goals,

- studied the effects of their career choice on their future,
- developed expertise to enter the world of work by preparing a personal data sheet, letter of reference, resume, letter of inquiry, and job application form,
- evaluated sources for finding employment,
- completed a formal job interview,
- conducted an employee interview and job shadowing activity to gain first hand knowledge of the career which interested them,
- developed skills in problem solving and human relations in the world of work through analysis and discussion of case studies related to on-the-job problems,
- earned, through attendance in class and completion of work, "classroom currency" in the form of bi-weekly pay checks,
- completed all required time cards, payroll and deduction calculations (taxes, social security, etc.) and used the classroom currency earned to develop a workable budget which included finding an apartment and buying a car, and
- demonstrated commitment to an organization by actively participating in Career Association meetings and scheduled activities, the major activity being sponsorship and evaluation of a school Career Day for all ninth grade students.

April	Explain leadership and self-development, changing lifestyles, career planning, basic job competencies, job attainment	Complete activities related to these concepts Sponsor school-wide Career Day activities
May-June	Discuss personal survival Curriculum revision	Job shadowing with community business person Case studies activities "Now That You Have the Job, How Do You Keep It." Course evaluation.
	Course evaluation	

Evaluation Methods

Evaluation of the course included: (a) evaluation of student interest and enrollment, (b) student involvement in course work, (c) classroom evaluation techniques such as quizzes, tests, participation, completion of assignments, bulletin boards, student designed public relations activities, (d) active student participation in preparing of individual career exploration projects on chosen career, (e) student-designed school-wide Career Day activities, and (f) student survey upon completion of course.

In an effort to make the course as much like the world of work as possible, students conducted most of their own performance evaluations. They were given an official job description as Career Exploration Trainee at the beginning of the course and their work duties were specifically listed for them. For each grading period, students were asked to do a self-evaluation of their job performance and then to change it into a letter grade for school use. Each student was given a chance to write comments and special considerations that might affect their work performance, and an "employer-employee" conference was held with students to discuss their work performance and attitude. Students proved to be very realistic in evaluating their work and gained experience in employer-employee relations.

"CAREERS" offered students a chance to begin the process of coping and growing with the society through an understanding of and experiences in the world of work. It was a means by which formal education could touch the lives of every individual and provide each with effective methods of dealing and growing with the ever changing society we live in now and will help to form in the future.

Outline of Activities*

<u>Time</u>	<u>Teacher Activities</u>	<u>Student Activities</u>
Nov-Dec	Conduct needs assessment and survey of students Prepare recruitment activities for the program Enroll students	
Jan	Course begins	Introductory activities Personal development activities Student value clarification activities Self-concept exploration activities. Interests, skills, and aptitude assessment
Feb-Mar	Present current job trends Discuss career clusters Attitude interest and aptitudes related to employment Communication skills Work attitudes and school roles	Career development activities Explore an occupation Complete activities related to these concepts in their "job manual."

Oral History as an Integrative Teaching Strategy for Home Economics

Carolyn Balkwell and Roberta L. Null
Associate Professors
School of Family Studies and Consumer Sciences
San Diego State University

Oral history has become a popular method of recording past events¹ and has been used to give students "hands on" experience with older adults so as to increase understanding of the aging process. The need for an integrated approach to teaching concepts from the various areas of home economics was recently noted in this journal.² Oral history is a technique that may be used by home economics teachers to provide a source of information that integrates concepts from such varied areas as:

- family life and human development
- foods and nutrition
- clothing and textiles
- housing, interiors, and equipment
- household management

Our purpose here is to present examples of ways information gathered in oral history interviews may be used to teach home economics concepts. These examples were developed from the results of a research project that we undertook to study memories of older adults about housing and clothing.³ In the interviews with elderly subjects it became apparent that these memories were inextricably intertwined with family experiences. Interviews of this type, when conducted by students, provide close contact with an elder that facilitates understanding of the later

¹See the following for explanations and examples of the oral history technique:

Barbara Allen and Lynwood Montell, *From Memory to History: Using Oral Sources in Local Historical Research* (Nashville; The American Association for State and Local History, 1981).

James B. Gardner and George Rollie Adams, eds., *Ordinary People and Everyday Life* (Nashville; The American Association for State and Local History, 1983).

Marc Kaminsky, ed., *The Uses of Reminiscence: New Ways of Working with Older Adults* (New York; The Haworth Press, 1984).

²Sally L. VanZandt, Kenneth R. Tremblay, and Nancy M. Getts, "Home Economics Resources for the Elderly: An Integrative Teaching Approach," *Illinois Teacher of Home Economics*, 28, 1 (1984): 11-13.

³Roberta Null and Carolyn Balkwell, "Oral History as an Integrative Research Approach to Home Economics" presentation at the American Home Economics Association Annual Meeting in Philadelphia, Pennsylvania, on June 24, 1985.

years of life, may diminish stereotyping of the elderly by students,⁴ and allow the elderly person to assist in education of the young by sharing life experiences.⁵ By conducting the interviews, students have personal involvement that will increase their interest in projects designed to teach various home economics topics.

Conducting the Interview

To collect the oral history information students need access to:

- a cassette audio recorder
- a tape cassette
- an older adult (a relative, family friend, neighbor, or resident of a local retirement community or nursing home)
- an interview schedule (a sample schedule is presented below)

Sample Interview Schedule

Name of Interviewee _____ Age _____ Gender _____

Date _____ Time _____ Place _____

Hello! I'm _____ and I'm talking with people about daily activities during their teenage years for a project in my Home Economics class at _____ School. May I ask you a few questions--like what kinds of food you ate when you were a teenager? (Wait for an answer). Do you mind if I tape record so I can share with my classmates?

1. What was a typical breakfast like?
2. What was a typical noon meal like?
3. What was a typical evening meal like?
4. Were there other meals during the day? If so, what and when?
5. Were there snacks? If so, what and when were they eaten?
6. How were foods prepared? What equipment and methods were used?

Next, I'd like to know something about the kinds of clothes you wore.

1. What were the styles like for females at that time? How long were the skirts? Did they wear pants? What did you wear to school? to work? on Sunday? etc.

⁴Gregory F. Sanders, James E. Montgomery, Joe F. Pittman, Jr., and Carolyn Balkwell, "Youth's Attitudes Toward the Elderly," *Journal of Applied Gerontology*, 3, (1984): 59-70.

⁵Gregory F. Sanders, "Issues and Implications of Aging for Home Economics," *Illinois Teacher of Home Economics*, 28, 1 (1984): 14-16.

Repeat for males, with suitable questions.

2. What types of fabrics were used in these clothes?
3. How were clothes made or obtained?
4. How were they cared for and what equipment was used in this care?
5. Were you concerned about being in fashion? Explain.
6. How did you feel about the clothes you had as compared to those of others?

I'd like to know some things about where you lived.

1. Did you live in a house, an apartment or other...? What was the outside like?
2. Describe the inside. What rooms were most important?
3. Describe the parlor or living room. How and when was it used?
4. What materials were used in furniture, rugs, and window coverings?
5. How were these rugs and furnishings cleaned?

I'd like to know some things about your family.

1. What sort of activities did you do together as a family?
2. Where did these activities take place?
3. What kinds of things did you do with friends?
4. What happened on a typical date?
5. How were family decisions made and who made them?
6. How were you disciplined when you misbehaved as a child?

Sample Projects

Questions like those in the sample interview schedule will provide an abundance of information about everyday activities to analyze and use in lessons about concepts from the various areas of home economics. Students will learn about the interrelation of the home economics areas because each student may use information from a single respondent to compare historical household activities with contemporary ones.

Nutrition

Students can compile a typical day's menu based on the information given them by their interviewees and keep a one-day food intake diary for themselves. The caloric and nutrient content of each menu may be calculated, e.g., by using software available from the Minnesota Educational Computer Consortium⁶ or other sources available to the teacher. Comparisons of the nutritional values for each

menu may be made. Lessons related to these comparisons could feature information on the relation of fat or salt intake, the vitamin or mineral intake, or the calorie or protein intake, to good health. Typical exercise/work activities of the two historical periods could be compared to provide a referent for caloric intake similarities and/or differences.

Clothing

Design features of garments may be taught to students by having them obtain illustrations, perhaps from family photographs of the interviewees, of items described in the interviews. Illustrations of contemporary garments with similar styling could be obtained from fashion magazines to teach design feature recognition and the cyclical nature of fashion. Illustrations of contemporary garments designed for purposes similar to those of the clothes mentioned in the interviews might be obtained for comparison and contrast; e.g., historic and contemporary swimwear or tennis attire might be the focus of a bulletin board prepared by students. Fiber and fabric descriptions may be used as the starting point for lessons on textile characteristics and care. With the renewed popularity of natural fibers, this information may be particularly relevant. Comparisons of sources of clothing (home sewn versus commercial production, new versus recycled clothing, domestic versus imported goods, etc.) could be the basis for discussions of values related to time management, resource conservation, and consumer decision making as these relate to clothing.

Housing

Information gathered in the interviews may be used to compare housing types prevalent in the past with current housing options. Different economic conditions, especially housing costs, dictate different housing choices. Values related to housing may be explored in the context of what other expenditures the student is willing to forego in order to obtain desired housing.

Interviewees for our project frequently mentioned the parlor as a special room in their memories. A comparison of current living room and family room functions with the function of the parlor may provide insights into the psychological meanings that housing has for individuals.

Family Life and Human Development

The information on discipline techniques used for children in the past may be reviewed for discussion topics including: effective parenting strategies and what constitutes child abuse and neglect and how to prevent it.

(Continued on Page 185.)

⁶For example: Nutrition Volume 1, Nutrition Volume 2, and Salt and You for the Apple II, II Plus, IIe and IIc available from MECC, 3490 Lexington Ave., N., St. Paul, MN 55112.



Teaching Writing Through Home Economics

Lavonne Matern
Associate Professor
and
Cathleen T. Love
Assistant Professor

Both of Department of Home Economics
New Mexico State University

Just as the principles of family relationships, nutrition, and textile care are applied to daily living, students can apply the principles of good writing to their classwork. As students learn home economics content, they can also improve their writing skills. Incorporating writing into daily lesson plans can be accomplished in a variety of ways.

Both informal and formal writing can be used in teaching and learning home economics content. Writing can be informal and might be ungraded such as notebooks containing personal observations and feelings, notes on class discussions, and personal responses to what has been read. Writing can also be more formal and may be evaluated for a grade. Students might be asked to analyze, synthesize and evaluate a topic in their writing. Students' written responses to controversial topics can develop critical thinking skills.

Ideally, teachers respond to all student writing by adding comments and symbols to the students' papers. Teachers also evaluate writing assignments by comparing what the students have written with criteria included in the assignment.

The teacher's response to students' writing helps the students respect the writing, pay attention to what the writing is communicating, and to experience the process of helping the writing to communicate it. Teachers need to ask questions that will help students question their own writing. Teachers might respond to writing by asking:

What did you learn from this writing?
Where is the writing taking you?

Evaluation, whether from self or the teacher, measures how well the writing communicates. There should be a constant self evaluation of writing as it is in progress. This self evaluation begins with the consideration and writing of the first work and continues through each phrase and sentence. After the writing is completed, the

writer comes back to it and evaluates it again. Questions the writer can ask include:

- Is there a subject?
- Does it communicate anything?
- Is what is communicated worth communicating?
- Are the parts of the writing developed?
- Is the writing clear?
- Does the writing have an appropriate voice (probably more often active than passive)?
- Do the sentences work?
- Are the verbs strong?
- Are the nouns specific?
- Is the spelling correct?
- Does the punctuation clarify?

The role of the teacher during the student self evaluation of writing is to see that the self criticism is limited. "Effective writing depends on the student's respect for the potential that may appear. The student has to have faith in the evolving draft to be able to see its value. To have faith in the draft means having faith in self."¹ The teacher can also note and comment on whether the writing seems to be improving.

Steps in the Writing Process

Students need to be aware of the writing process so that they can better understand the tasks involved. Too often, writers feel that thoughts are automatically translated into words and then written on paper, and they are unaware that the writing process involves three steps: rehearsing, drafting, and revising. Beginning writers can become frustrated with the drafting and revising stages if they do not understand the necessity for refining and reworking their writing.

REHEARSING is the taking in of raw material, and experimenting with the meaning and form of the written description. Decisions are made on whether the writing will be formal or informal. The student, using the guidelines provided by the teacher, begins considering what to include in the writing. During rehearsal, the unexpected relationships between words and ideas are welcomed.

¹Donald M. Murray, "Writing As Process: How Writing Finds Its Own Meaning." Eight Approaches to Teaching Composition, Edited by Timothy R. Donovan and Ben W. McClelland, National Council of Teachers of English, (1980), p. 19.

DRAFTING is used to find out what the writing may have to communicate and is an exercise in independence as the writing becomes separated from the writer. During the drafting process, ideas and notes, in words or sentence fragments, are written down. This allows the writer to examine what s/he knows about the topic and provides the opportunity to sit back and more objectively examine and evaluate the writing.² Teachers can encourage students to examine more objectively and evaluate their writings by collecting student writings, holding them for several days, and then, returning them so that students can appraise them.

REVISING is the final step in writing. Revision is not a process by which the writing is forced to communicate what the author wants, but revising is a means to learn what the writing has to communicate and, then, stating it clearly and gracefully. Restructuring and developing ideas are completed during revision. Finally, the writing is edited so that it clearly and effectively communicates to others. Teachers can aid the revision process by asking students to stop writing before the end of the class period and requesting that students read and revise their writing before handing it in.

Conclusion

Teachers are urged to respond to student writing as soon as possible after the writing has occurred. In the case of writing that will be produced over a period of time, response to student ideas generated during the rehearsal and revision stages of writing is advantageous. But teachers must also stand back and give the student room to learn as the student moves through rehearsal, drafting, and revision.

Home economics teachers have an excellent opportunity to appreciate their students' problems and abilities by responding to and evaluating student writing. Writing means self exposure. Whether writing about the self or about another topic, the written work often reveals characteristics about the writer which may never be exposed through oral communication.

Examples of How Writing

Can Be Included in Daily Lesson Plans

Concept	Examples
The Image Our Clothing Projects to Others	Begin class by asking the students to write a short paragraph on why they dressed the way they did today. Ask them to describe the image they are projecting in their choice of clothing.

²Ibid.

Consumer Problems	Give the students a case study on a consumer rip-off. Ask the students to write a letter of complaint to the offending party.
Parenting	Ask the students to list all the reasons why they will or will not have children.
Nutrition	Keep a log of all the foods you see consumed at your table in the cafeteria over the lunch period. Group them into the food groups and make some recommendations based on this informal observation.
Interior Design	Choose a picture of a family room from the housing magazines provided. Write down reasons why you could or could not live comfortably in that room.
Substance Abuse	Look at a picture of a car accident in which the driver(s) was/were intoxicated, and in which a teenager was fatally injured. List the feelings you experience as you think about this event.
Foods and Nutrition	Browse through a popular magazine or newspaper and list all the articles and advertisements which are food or health related. Describe in a short written paragraph what the trends seem to be in foods and nutrition.
Management	The problems of a single parent and a two career family in terms of time management are similar. Interview a parent in a single parent or two career family and identify the types of time management problems s/he considers to be most difficult. Investigate solutions to these problems and present them in writing to the persons interviewed.
Child Development	Write a speech for President Reagan on the value of parents to present day society. Be sure to have information included that can be backed by authorities in the field.
Home Economics	Write an article for the local newspaper on why home economics is an important part of the high school curriculum. Include each area of home economics and give reasons why each is important.

Achieving Excellence in Home Economics: Improving Teaching

Sandra W. Miller
Associate Professor
Home Economics Education
University of Kentucky



Gwen C. Cooke
Professor
Home Economics Education
San Diego State University



Recent national studies on the status of education in the nation's public schools called for a return to excellence.¹ A major indicator of the perceived decline in excellence cited was lower student standardized test scores, and factors contributing to the decline of student performance were set forth. Of the various concerns expressed, teachers and the teaching profession were paramount. The perceived low status of the teaching profession was identified as an important ancillary. School governance was seen as having a controlling influence on the teaching process. Current curricula and programs were identified as elements contributing to substandard student achievement. In addition, certain other problems that impede successful teaching in American education were mentioned; among these were lack of motivation of many students, limited leadership in public school systems, and limited opportunity for upward career mobility for teachers.

These studies have major implications for home economics education. We shall address a few of these implications as they affect the improvement of teaching and the attainment of excellence in home economics education.

Inservice Education

The changes necessary for achieving educational excellence can be fostered by high quality inservice programs for classroom teachers. It is recognized that excellence in teaching is determined by a variety of factors (e.g., governance, funding, student discipline,

and the climate for innovative instruction). Yet the potential for the most significant and immediate impact on improving teaching to achieve excellence in education lies with the classroom teacher. High priority should be given to inservice teacher education.

Problems become apparent in the process of attempting to deliver inservice teacher education. For example, administrators assign teachers to courses out of their field. Unfortunately, a growing number of home economics teachers are teaching one or more non-home economics classes and the effort demanded of these teachers to be competent in their new roles may diminish their effectiveness in home economics. Even full-time home economics teachers may have difficulty in maintaining competence because our subject matter is broad in scope and has a technological component.

The updating of home economics teachers may occur in varying ways. The five most common delivery techniques are:

1. university and college course work,
2. workshops, conferences, and seminars,
3. industry observation,
4. education and industry staff exchange, and
5. part-time employment in industry.

The latter two methods are the least utilized in the list.² However, home economics teachers who participate in such experiences are enthusiastic about what they have learned from them.³ The recent Carl D. Perkins Vocational Education Authorization Act, encourages such experiences by providing monies for improving and expanding partnerships between vocational education and business/industry.⁴ Institutions of higher education, state departments of education, and local education agencies can capitalize on this portion of the Act by establishing more work experience components in inservice teacher education. Home economics teachers in occupational programs could be placed in such environments as day care centers, family agencies, and food service facilities.

¹G.C. Cooke, Achieving Excellence in Vocational Education: Improving Teaching. Columbus: The National Center for Research in Vocational Education, 1985.

²M. E. Wonacott and J. B. Hamilton, Approaches to Technological Update of Vocational/Technical Teachers. Leadership Training Series No.

64. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983. (ERIC Document Reproduction Service, ED 229 572)

³S. T. Henry and E. C. Hay, "Experimental Education -- We Tried It," Illinois Teacher of Home Economics, 25, No. 5 (May/June 1982): 244-247.

⁴U.S. Congress, Vocational Education Authorization Act. Pub. L. 98-524, 98th Congress, 2d session, 1984.

Teachers need assistance so they can continue to update. This assistance can take the form of released time for inservice education, relief from nonteaching duties, and reduced class loads. Grants-in-aid and salary increments can provide persuasive incentives. In Kentucky, teachers who earn 30 semester hours of credit beyond the master's degree receive a special certification, known as Rank I, and thus a higher salary. About one-fourth of the home economics teachers in the state have acquired the Rank I certification.

Rewards for Good Teaching

Different mechanisms exist to recognize individual teachers for their classroom proficiency. In home economics, the American Home Economics Association and Chesebrough-Ponds Incorporated co-sponsor an annual competition to identify the home economics teacher in each state with a specially recognized program. From these state Teachers of the Year, five national winners are identified. Teachers who win these awards report their pride and renewed dedication to teaching.⁵

Some states have large-scale efforts to recognize their excellent teachers. The State of California was the first to implement a mentor teacher program on a statewide basis. The California Mentor Teacher Program has been instituted in school districts which account for 90 percent of the students and teachers in the State. The process includes designation of exemplary teachers by local school boards in conjunction with teacher groups. These exemplary teachers are recognized as mentor teachers who, in addition to teaching the majority of the time, provide inservice education to new and experienced teachers. They also may have the function of developing special curricular materials. This program has a dual effect. It provides an incentive to remain in teaching and encourages these exemplary teachers to pursue excellence within their profession. Mentor teachers receive annual stipends in addition to their salaries. Each school district may designate up to 5 percent of its teachers as mentor teachers.

The Tennessee Master Teacher Program, as part of the "Better Schools Program," is an example of another statewide approach to promote excellence in teaching. The goal of the program is to reward outstanding teachers and thus encourage them to remain in the profession. Teachers can progress through a career ladder of Probationary, Apprentice, and Master Teacher 1, 2, and 3. At each rung, their salary increases. Evaluation processes include such

things as classroom visitation, testing, and presentation of a portfolio of teaching materials and professional activities. Peers, students, and building administrators are involved in the evaluation activities. In addition to meeting the competency indicators for all secondary academic teachers, vocational teachers must demonstrate skill in job training and youth organization advising. Master teachers can be employed for a portion of each summer to do such things as develop curriculum materials and work with special groups of students. There is no quota for Master teachers.

Although these two states differ greatly in demographic composition and size, both efforts address the issue of teaching excellence. In addition, both programs are being implemented on a statewide basis with adequate funding to institute and continue them. It is noteworthy that these exemplary programs are not reward systems per se but part of a total scheme to improve teaching.

We believe that a strong incentive for good teaching is recognition and that selection as a home economics Teacher of the Year or mentor or master teacher are but two forms of recognition. Recognition can also come from being associated with an outstanding school system, written and verbal commendations by those in administration and one's own peers, or by meaningful participation in the decision-making process of a school system. Excellent work should also be recognized by the awarding of grants and selection for incentive bonuses and merit pay. Home economics teachers should support their colleagues by giving them personal and public praise for special accomplishments and nominating them for appropriate leadership roles.

Certification

Federally sponsored vocational education programs have recognized a need for a valid and effective system for certifying vocational teachers. Tradition, the law of supply and demand, and logic of certification boards have determined state standards. Even though there are inconsistencies in standards, criteria, and certification practices across states, there is agreement that valid work experience is essential for initial certification of vocational teachers.⁶ In 1917 the Smith-Hughes Act clearly specified that only persons with practical experience should be allowed to teach in federally

⁶A. J. Miller, "Certification: A Question of Validity," *VocEd*, 57, No. 2 (March 1982): 27-29.

⁵The 1984 Home Economics Teachers of the Year, *Illinois Teacher of Economics*, 28, 5, (May/June 1985) p. 181-185.

reimbursed programs. Today some amount of work experience is required for certification of secondary occupational home economics teachers in about 75 percent of the states.⁷

Up-to-date competency for certification renewal is a major area of concern. Course work typically is the method used to satisfy requirements for extended certification. However, course work requirements for recertification vary from state to state. For example, Kentucky teachers must complete a 30 semester-credit program within a 10-year period after receiving initial certification. Thereafter the certification can be renewed if the teacher takes 6 semester credit hours or teaches for 3 years within each 10-year period. In contrast, in neighboring Tennessee, a teacher with a bachelor's degree must renew his/her certificate every 10 years by either (1) acquiring 5 years of teaching experience and taking 8 quarter hours of credit or (2) earning 8 quarter hours within the last year before renewal. A teacher with a master's degree can maintain certification by teaching 5 years within each 10-year period of certification or taking 8 quarter hours of credit within the last year before renewal.

A wide diversity in standards explains in part the slow development of reciprocal agreements for teaching credentials among states. This impedes the interstate mobility of teachers. It is important that the certification standards of the various states be coordinated to assure a national pool of teachers who are up-to-date and competent. This is especially critical in home economics at a time when the demand for teachers in certain states far exceeds the number of home economics teachers they are producing (e.g., Florida, New York). Home economics educators should make sure they have representation on state certification boards and support efforts toward achieving reciprocal certification agreements among all states.

Teacher Satisfaction

Teacher satisfaction is affected by salary, workload, prestige, and opportunity for advancement. Goodlad⁸ lists additional factors that teachers say are important, such as:

1. teacher's ability to be part of the decision-making process,
2. leadership role assumed by the principal,
3. optimal class size, and
4. adequate funding per student.

Home economics teachers say the close interaction with students provides them with job satisfaction. The methodology employed in the teaching of home economics requires working closely with students in the various subject matter areas. This close contact also enhances teacher satisfaction.

Special Abilities of Home Economics Teachers

Several characteristics of instruction are positively correlated with student achievement. These include good time management, a positive classroom climate, and high quality instruction.⁹ In general, home economics teachers rate well on these factors.

The one element over which each teacher has control is the classroom under his/her jurisdiction. The skilled teacher is adept at turning the science of teaching into an art. There resides in these teachers a particular skill for planning interesting and innovative classroom environments. Expert home economics teachers are effective in using a variety of instructional methods and a wide range of student participatory processes. They also have positive relationships with their students, who often find them to be good advisors. These aspects of teaching are promising in providing the type of environment needed for producing major student behavioral changes.

Home economics teachers are often perceived as having a significant role in educating the special needs students. For this role they need knowledge of subject matter and classroom methodology that is appropriate for these students.¹⁰ Teachers have become effective in teaching special needs learners by using a variety of resource guides, instructional materials, and methodologies designed to be used with them.^{11,12}

⁷J. R. Norman and W. L. Way, "Teacher Certification for Secondary Occupational Home Economics: A National Survey of State Work Experience Requirements," *Journal of Vocational Home Economics Education* 2, No. 2 (Winter 1984): 3-12.

⁸J. T. Goodlad, *A Place Called School: Prospects for the Future*. New York: McGraw-Hill, 1984.

⁹R. L. Bryant, "A Review of the Literature in Selected Areas of Educational Research," in *Adult Learners*, eds. T. E. Andrews, W. R. Houston, and B. L. Bryant. Charlottesville, VA: Association of Teacher Educators, 1981.

¹⁰P. Denee and S. Workman. "Accommodation of Special Needs Learners in Vocational Home Economics Classrooms," *American Home Economics Association Research Abstracts*, Philadelphia: AHEA 76th Annual Meeting and Exposition, June 24-28, 1985, p. 45.

¹¹D. Denniston, N. Lust, L. Hutchinson, and G. Garcia, *Let's Help Special Needs Learners: A Resource Guide for Vocational Education Teachers* Research and Development for Research in Vocational Education, The Ohio State University, 1980. (ERIC Document Reproduction Service ED 189 322)

¹²I. H. Iwler, D. Kinter, G. Marco, and L. Garfield-Scott, *Developing Inservice Brochures to Prepare the Vocational Educator Academically and Attitudinally to Work with Disadvantaged Students*. Pittsburgh: Department of Vocational Education, University of Pittsburgh, 1983. (ERIC Document Reproduction Service No. ED 240 273)

The Challenge to Home Economics Teachers

Educators have discussed the many problems facing society today, their impact on high school youth, and implications for curriculum. Problems mentioned include poor nutrition, drug abuse, alcohol-related deaths, mental illness, and suicide. Spitze states that: "The purpose of schooling is not just preparation for more schooling but also; and especially, preparation for life--for ourselves and for our contribution to others and to society as a whole."¹³ In addition she contends that: "Some of our most important educational objectives are content-free, among them, helping students develop a positive self-concept, a love of learning, and the ability to think."¹⁴

Teaching for the accomplishment of the content-free objectives to which Spitze refers should be an educational priority along with teaching for the acquisition of subject matter information and job preparation skills. Teachers need to be innovative in methods of instruction to achieve this end result. Demonstrated effective teaching methods such as individualized and competency-based instruction can be instituted in order to assure reaching each student in the classroom.^{15, 16}

The total process of education must include the recognition and discussion of the many prevalent societal problems of immediate concern to the youth of today. Home economics teachers must teach complex problem-solving skills necessary for continued learning. This does not negate the need for developing subject matter and technological knowledge, basic academic skills, personal motivation for learning, and attributes that contribute to life-long learning.

Conclusion

Achieving excellence in home economics education through the improvement of teaching is possible and realistic. "We must carefully articulate standards for home economics teachers and programs and assist one another to measure up to or exceed the standards."¹⁷ It is imperative that inservice education enhance or imbue competencies in the relationships between home economics

and the technological society of today. Teachers must be intellectually astute, effective in the classroom, and considerate of the student in a holistic mode. Only with an awareness of the problems in education today, the knowledge necessary to understand the problems, and the ability to react and take action--only then can home economics achieve at the highest level and demonstrate excellence in education.

"When spanking does work, it is not unlike whacking your watch with your hand to make it tick. This crude procedure may work for a while, but the long-term consequences of hitting one's watch is likely to be detrimental to the delicate mechanism. Our research suggests that the watch analogy also holds for the whacking of children.

Ralph S. Welsh
"Spanking: A Grand Old American Tradition?"
Children Today, Jan./Feb. 1985

CHILD ABUSE: BREAKING THE CYCLE

Child Abuse: Breaking the Cycle, Sunburst Communications, Inc., 39 Washington Ave., Pleasantville, NY 10570-9971 or 1-800-431-1934. 3 filmstrips in color with cassette narration, 50 page teacher guide, \$149.00, free 30 day evaluation, catalog #479-SL, also available on videocassette.

DESCRIPTION. The content seems to be accurate and free of race, ethnic, and sex stereotypes. Each filmstrip is between 12 and 14 minutes in length and suitable for both junior and senior high classes.

The filmstrips while complementing each other may be used alone. The package booklet provides the teacher with learning objectives, questions for discussion, suggested activities, and a bibliography for obtaining further information on the topic of child abuse and neglect.

The realistic approach used in this package is based on the framework of Parents Anonymous Organization. Parents who were abused as children share their experiences as abused children, abusing parents, and potential abusers.

This filmstrip series deals with child abuse from the perspectives of avoidance, prevention and treatment. The areas of emotional neglect, physical neglect and physical and sexual abuse are briefly illustrated and discussed.

In 1983, this filmstrip package was given honorable mention in contemporary issues by the National Council on Family Relations.

Reviewed by Robyn Dagenais and Annabelle Munkittrick Dryden

¹³H. T. Spitze, "Yes, Our Nation is At Risk, But...," Journal of Home Economics, 76, no. 2 (Summer 1984), p.

¹⁴Ibid.
¹⁵G. Fardig, "An Overview of the Movement of Competency-Based Vocational Instruction," in Proceedings: Common Core Curriculum Workshop III, eds. G. C. Cooke and M. Vandergrind. Fresno: California State University, Fresno, November 1977, pp. 8-20.

¹⁶S. W. Miller, "The Nature and Characteristics of Individualized Instruction," in Proceedings: Common Core Curriculum Workshop III, eds. G. C. Cooke and M. Vandergrind. Fresno: California State University, Fresno, November 1977, pp. 8-20.

¹⁷V. M. Moxley, "Home Economics at Risk," Illinois Teacher of Home Economics, 28, No. 2 (November/December 1984): 48.

Help for Home Economics Teachers in Program Evaluation

Sue Gibbs*
Milly Wood
Teaching Assistants
Kansas State University

One of the dominant themes in educational reform today is "getting back to the basics."^{1,2} Another recurring theme is "helping young people to think rather than just to memorize masses of facts."³ "Many educators say nurturing of the ability to reason has been neglected in the campaign to teach basic subjects in recent years, and a catch-up is necessary to provide young people with the proper tools to prosper in an increasingly complex society."⁴

Nearly half a century ago, the central purpose of American education was defined by the National Education Association as "the development of the ability to think."⁵ This is the direction needed for educational reform and "getting back to basics," as well as individual curriculum and program evaluation.

Many states, and even more school districts, have launched programs that teach critical thinking. But methods to teach reasoning and thinking skills are slow to be incorporated and practiced in traditional subject matter, especially since teachers as well as students have been taught to respond to testing and evaluation with quick and sometimes superficial recall. Even though this resistance exists, more and more emphasis is being placed on curriculum geared to the development of reasoning and thinking skills.

*The authors acknowledge the editorial assistance of their academic adviser, Dr. Evelyn Hausmann, Professor of Home Economics Education.

The Problem

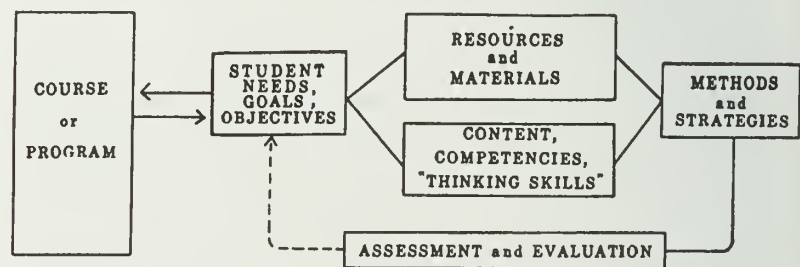
Home Economics at the secondary level is in trouble--declining enrollment, dwindling budgets with increased operating costs, instructor cutbacks and/or reassignments, dispersion of some departments/programs, and in some quarters, a lack of respect and credibility.⁶ Essentially, home economics is not seen as academic or relevant, or as meeting the needs of students, or preparing them for employment.⁷ Home Economics Education is not seen as incorporating the basics or contributing to the development of the ability to think.

One Solution--A Curriculum Model and Assessment Tool

One solution to this problem is a comprehensive and continuous assessment of the curriculum. In order to be comprehensive the assessment process must be an integral part of each area of the course or program. To be continuous, the assessment must be made with an effective evaluation tool which any classroom teacher can use. Implementation should be low cost and efficient requiring a minimal amount of time and effort.

To enhance the assessment process, the authors divided the total curriculum into five components. (See Figure 1)

Figure 1
CURRICULUM MODEL



In curriculum development a generally accepted starting point is to establish goals and objectives based on student needs and the level and overall purpose of the

¹H. T. Spitze, "Yes, Our Nation is at Risk, but . . .," *Journal of Home Economics*, 72, 2, (1984): 50-52.

²M. Inana, "A Review of Selected Reports on the Status of American Education with Implications for Home Economics Education," *Illinois Teacher*, 27, 5, (1984): 170-174.

³L. Solorzano, "Think! Now Schools are Teaching How," *U.S. News and World Report*, 98, 1, (1985): 70.

⁴Ibid.

⁵H. T. Spitze, "Curriculum Reform and Home Economics, or What Do We Do Now?" *Illinois Teacher*, 27, 1, (1983): 1-4.

⁶Ibid.

⁷Inana, *op. cit.*

course or program. Resources and materials are then selected and utilized to teach content, competencies, and thinking skills. Appropriate teaching strategies are implemented. The last component of the curriculum model or process is evaluation, which is not to be misconstrued as a final step but rather as a means for continuous feedback. (See Figure 1)

Curriculum Assessment Tool

The authors have developed an assessment tool which can be efficiently utilized in each of the five component stages represented in the model. The assessment includes five basic questions which the instructor can use as guidelines for evaluation:

1. Does it contain the "basics" and support academic excellence within the Home Economics content?
2. Does it develop higher order cognitive skills by incorporating problems, exercises, and projects that promote reasoning and critical thinking?
3. Is it current and relevant information?
4. Does it help prepare the student for employment?
5. Does it help the student build a positive self image and promote the quality of individual and family life?

Figure 2
CHECKLIST FOR CURRICULUM ASSESSMENT

List Examples of Home Economics Courses

	1	2	3	4	5
1. Includes the basics and supports academic excellence					
2. Incorporates critical thinking skills through problems, exercises, and projects					
3. Current and relevant information					
4. Preparation for employment					
5. Promotes positive self-image and quality of life					

This checklist is applicable for evaluating each of the five components or stages of the curriculum as described by the model in Figure 1.

In assessing each of the areas it is also important to gather evaluative information from several sources: students, faculty, administrators, school board members, advisory committee members, parents, employers, and local community citizens. The use of many resources will provide a more accurate and comprehensive picture of the total program. This tool will be useful in determining

the quality, practicality, relevance, and versatility of each stage of the course or program curriculum.

Application of Basics and Academics

Home Economics programs are under attack across the country for not supporting and including more of the basics.⁸ A superior secondary home economics program should apply academic subjects by incorporating opportunities to emphasize math, science and communication skills in everyday living situations. However, home economics is not "supporting cast" but a subject of equal importance with any other. For example, if math teachers have done their job, both home economics and mathematics can in turn be strengthened by applying those principles in practical living situations. According to Inana, we must make greater efforts to alert parents, local school personnel, and other policy makers that our programs include basics and support academic subjects.⁹ Furthermore, quality programs should be enhanced by a public relations campaign. "Tell others about it."¹⁰

Incorporation of Critical Thinking Skills

"We need to shift the focus of learning from having right answers to knowing the process by which educated people pursue right answers."¹¹ Instead of traditional methods--lecture, test, recall--techniques which encourage reasoning, thinking, and questioning should be implemented. Group discussions, experimentation, case studies, and writing projects promote a deeper more meaningful "interpretation" than simply memorizing facts.

Current and Relevant Information

In this fast-changing, high-tech society, not only is the "ability to think" or "information processing" a valuable skill, but obtaining and using current relevant information is also vital. For any secondary home economics program to meet the needs of students, it must disseminate valuable information, it must be up-to-date, and it must provide for long term academic, employability, and social skills. Topics that should be included are those found in the media, those of individual, family and community concern, and those that utilize problem solving experiences. Examples of contemporary concerns are computers, investments, social security and retirement, day care, parenting, food additives, and nutrition.

(Continued on Page 191.)

⁸ Ibid.
⁹ Inana, *op. cit.*
¹⁰ Moxley, V., "Home Economics at Risk," *Illinois Teacher*, no. 28, 2, (1984): 46-48.
¹¹ Solorzano, *op. cit.*

USING YOUR OVEN

A Correspondence Course

Esther W. Shoup
Extension Home Economist
Tolland County
Vernon, CT



The microwave oven is fast becoming standard cooking equipment in the American kitchen. It is no longer the appliance of the future.

After listening to the type of questions phoned in to the extension offices and those asked at demonstration meetings, I realized that this expensive piece of equipment is being used mostly to warm leftovers and to thaw frozen food for the next meal. The microwave oven has greater potential. Many cooks, accustomed to the workings of conventional ovens, are frustrated when attempting to get the same results from a microwave. Cookbooks and owners' manuals often leave important questions unanswered. Non-uniformity of directions in microwave cooking will continue until the manufacturers agree on a standard cooking power wattage for the oven, just as the thermostat control serves in a conventional gas and electric oven. Until microwave ovens are standardized, there will be consumers who need help in understanding how the microwave oven can do more food preparation.

Northeast Utilities, a Connecticut and Western Massachusetts based supplier of electricity and gas, approached Cooperative Extension in these two states to produce a joint educational program to teach the full potential of microwave ovens to new owners.

It was decided that a correspondence course offered in all counties regardless of the expertise or specialty of the local extension home economist would be the appropriate educational method. Dr. Kenneth Hall, Connecticut Extension Food Scientist, and I wrote the six lesson course. The overall goal was to increase the frequency and variety of microwave oven use.

The Cooperative Extension role in microwave cooking education is:

1. To increase the confidence and competency of the beginning cook.
2. To assist the cook in utilizing the oven in preparing dishes to save time and energy.
3. To provide the information a cook needs to make preparation choices based on current research for safety and quality in food preparation.

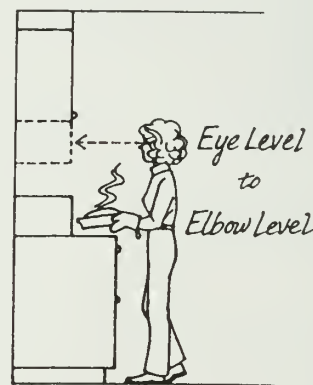
The printed lessons were designed to fit into a three-ring notebook as a ready reference. As technology changes most of the principles will remain the same. When updating is done, a page can be added or deleted.

For evaluation, we designed an identical pre and post questionnaire to gain information on customer demographics and use. Each lesson has a ten-question quiz on a specially-designed answer sheet that is sent to the Extension office for grading and comment. To minimize time needed to respond to questions and comments raised by participants, corrected quizzes are returned with a preprinted answer-explanation sheet.

Course Content

The first three lessons give basic background information. "The Basics," the first lesson, provides an understanding of microwaves, power levels, parts, accessories, safety and cleaning. The second, "Microwave Techniques" identifies cooking terms, factors that determine cooking time, solutions to uneven heating and browning, and safe containers for specific foods.

"Microwave Management" deals with deciding where to locate the oven, managing time, order of food preparation, converting conventional recipes to specific power levels and cooking extras.



The last three lessons deal with preparing foods within given categories. "Breads, Cereals, Milk, Cheese and Eggs" identifies the cooking principles of these foods, selecting appropriate ways to enhance their color and appearance, and choosing suitable recipes.

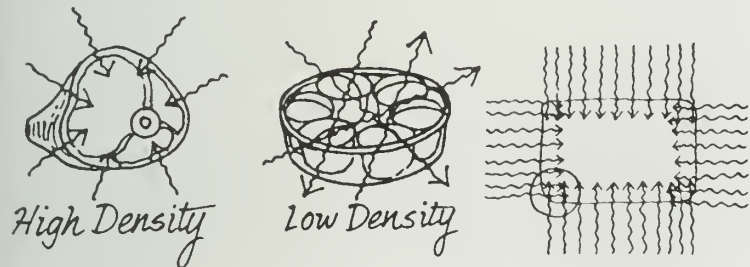
"Vegetables and Fruits" helps the student select the right cooking methods for preparing fresh, frozen and canned vegetables, relating these cooking principles to

the preparation of fruit dishes and identifying safe procedures for using the oven in food preservation.

The lesson on "Meat, Fish and Poultry" focuses on selecting meats that are suitable for microwave cooking, defrosting meat, relating cooking techniques to meat characteristics, identifying browning methods for meats and selecting suitable methods and power levels for cooking main dishes and casseroles.

Graphics are used throughout the course to make the verbal explanations clearer. Here is an example from the explanation of food density and cooking.

"Light, porous foods like bread and cake with little moisture will heat quickly. Chunky, dense foods like leg of lamb take longer to cook than thin flat foods. The way a food is prepared can change the density."



Using the Course

The course is unique because it explains reasons for both success and failure. It includes discussion of some of the uses of the microwave oven that are suggested but not as practical as conventional cooking methods, e.g., drying, blanching, and cooking less tender meats.

These lessons could be adapted for use in the senior high and college level classrooms. The objective throughout the course is to explain principles related to "whys and hows" of cooking in the microwave rather than "do's" and "don'ts" without explanation. Additional cooking assignments could be added for meaningful application of the lesson concepts. Other teachers of microwave cooking classes can use the course as an up-to-date ready reference.

The course is available for the postage cost of \$2.00. Make check payable to Tolland County Extension Council and send to:

Esther W. Shoup
Extension Home Economist
24 Hyde Avenue
Vernon, CT 06066

(Continued from Page 175.)

Family life issues may be explored from the perspective of changes in family interaction patterns and dating patterns over time. Students often find it interesting to compare their own activities and dating behaviors with those that were prevalent in the past. Being aware of different patterns may help students to clarify their own values on such important topics as:

1. Amount of money spent on a date. Who pays?
2. Type of recreation.
3. Where the recreation occurred.
4. Attitudes regarding sexual activity, contraception, sexually transmitted disease.

Contact with elders in the interview situation should provide some increased understanding of individual variability among elders, thereby minimizing the tendency to stereotype older people. Treatment of the aging process as a topic of study may occur prior to the interviewing sessions so that personal contact with the elder will make previously introduced content more concrete and relevant to the student.

Household Management

Values clarification and decision making were included in the sample projects related to housing, clothing, and family life. This integration demonstrates the relevance of good managerial and decision-making processes for family management and helps to demonstrate how these are important to all areas of everyday life. Explanation of these dynamics in the context of the other projects should acquaint students with a number of decision-making elements.

Summary

By using a single body of data as the basis for these projects, the integrative nature of home economics should be more apparent to students. Oral history methods provide an opportunity to demonstrate the importance of an integrated approach to home economics for the learning of information and concepts that will increase the probability of achieving satisfying individual and family lives for students. These teaching methods also provide the opportunity to learn from elders and promote self-esteem among elders who learn in the interview process that their experiences and opinions are considered important by younger generations.



Bereavement: Activities That Can Help Students Reflect On and Cope With Grief

Annabelle Dryden
Rosemary Jones
Doctoral Students
Home Economics Education
University of Illinois

My Mom and Dad refuse to mention Shelly and her illness. It's as if when she died we were supposed to erase all memories of her, or that remembering them would make it worse. Is it wrong for me to want to talk to them about my sister? Why?

This series of learning activities on bereavement¹ is based on the philosophy that grief is a universal experience and that young people will be called upon sometime in their lives to help someone who is grieving or to face their own grieving. Sometimes a whole nation grieves at once. The tragedy of the space shuttle Challenger heightened our awareness of man's mortality. How students react and how much comfort they can be to the bereaved will depend somewhat on their image of what may be involved in the bereavement process. Awareness, sensitivity and acceptance of the varied needs of the bereaved person and how one can best offer support can help prevent long term negative effects on mental and physical health. This study may help students come to terms with separation and loss in a constructive manner. A generic model of suggested stages of the bereavement process is presented. These are proposed because many people seem to go through these stages; however, some may skip some stages or go back and forth between stages.

Goals

This series of activities is designed to foster thinking skills and can be used in part or in full at the junior high and senior high school levels. These activities can be used as an individual unit or incorporated into a program in human development and family relationships. The format for each objective includes activities, suggestions for the teacher, examples of thinking skills that can be developed, and suggested evaluation. The thinking skills are included to focus the teacher's attention on the development of these abilities.²

¹Bereavement is the actual state of depreciation or loss, and grief is the response of emotional pain in this loss. In this unit, bereavement and grieving will be related to loss through death. Mourning is defined as social behavior following a death in which those suffering loss become aware of their grief and other intense feelings.

²Wassermann, Selma (1985) Thinking and learning, thinking skills development program. Coronado Publishers.

It is recommended that the students be made aware of the use of these skills during each activity. The evaluations cited are suggested only and teachers are encouraged to construct their own instruments. Some adolescents have difficulty dealing with the topic of bereavement, and the teacher may want to teach objectives 1-6 to start with and come back to objectives 7-11 later. Students have an opportunity to share ideas, participate in discussions and individual and group activities as well as gain knowledge of the bereavement process while practicing caring skills.

Generalizations

1. The process of bereavement takes time.
2. The stages of the bereavement process are possible steps a person may go through following a loss.
3. Grieving persons need to be allowed to share what the experience of loss means to them at their own pace and without fear of guilt.
4. The expression people display when coping with their grieving may be partly determined by myths surrounding mourning in their society.
5. The rituals a person may go through when grieving may be an expression of cultural attitudes and religious customs and practices relevant to them.
6. The choices people make and actions they follow when interacting with the grieving person can result in positive and/or negative effects on the grieving individual, on families and on society.

Practical Problem of Everyday Life

What could I do regarding bereavement for myself, my friends, and my family to promote and maintain quality of life?

Objective One

To probe one's own attitude and responses toward a loss.

Activities

In small groups have a buzz session and list possible first reactions to the news of a death of someone you know and your possible consequent actions. Have groups share their lists.

Suggestions for the Teacher

Possible categories might include someone you loved, hated, were envious of, were close to, were afraid of, admired, felt secure with, had fun with, shared a hobby with, worked well in school with.

Thinking Skills

To identify, to analyze, to imagine.

Suggested Evaluation

Note extent of participation of individuals or groups in discussion using a check list and rating scale (see below).

Suggestions for a check list Rate 1-5

- A) listens to directions
- B) works at a steady rate
- C) suggests ideas to group
- D) accepts ideas of others
- E) helps others in the group
- F) finishes the task

Suggestions A, B and F are effort and industry oriented while C, D, E are checking for dispositions of suggestion, acceptance and help. Developing these dispositions can foster in students the ability to keep the whole situation in mind while looking at the specifics. Students' assessment of their progress using a similar list could help them become aware of their developing efforts and dispositions.

* * * * *

Objective Two

To identify some myths surrounding the bereavement process and the effects of these on the individual.

Activities

Working in groups of two or three, read the first scenario below and respond to the following four questions. Then repeat the other scenarios.

1. How would you respond to this friend?
2. What effect might this situation have on the person involved?
3. State the myth you think is being reinforced here.
4. Discuss the above and share your answers with the class.

Four Scenarios

1. • I can't understand why I'm not feeling better. My friends at school tell me that I should be over my mom's death by now. After all, it has been a month. But I feel worse. What's the matter with me?

2. Every time I go home with my cousin, Jack, his mother starts to talk about Jack's dad and all the fun we used to have, and then she starts to cry. I know she misses my uncle and he only died a month ago, but don't you think she should have more control of herself in front of us? Why or why not?
3. My mom and dad refuse to mention Shelly and her illness. It's as if when she died we were supposed to erase all memories of her, or that remembering them would make it worse. Is it wrong for me to want to talk to them about my sister? Why?
4. I keep telling Kelly that everything will work out in time. When my dad died three years ago my mom started to drink, too. If my mom could get over dad's death and straighten herself out, so can hers. We all go through the same feelings and adjustments when we are grieving. Don't you agree with me? Why?

Suggestions for the Teacher

Some myths about the bereavement process.

1. It is a short process.
2. Grief should be private and not shared.
3. Crying is a sign of weakness, and self-control is a sign of strength.
4. A person who is mourning should never feel sorry for him/herself.
5. Everything will turn out all right in time.
6. Grief is the same experience for everyone.
7. Talking about grief will make it worse.

Thinking Skills:

To identify, to assume, to infer

Suggested Evaluation

Check participation of individuals or groups using the check list in objective one (see sample).

* * * * *

Objective Three

To recognize possible stages that a person might go through when coping with loss and describe various emotions s/he might have in each of these stages.

Activities

Discuss and list ways that a grieving person may emotionally and socially express the following responses to loss.

<u>Stage I</u>	<u>Response to Loss</u>	<u>Emotional and Social Expression</u>
1 day--1 week	(a) shock, disbelief (b) physical distress	
<u>Stage II</u>		
after a few days to 6 months to 1 year	(c) disorganization (d) depression/loneliness (e) guilt/anxiety/panic	

Stage III

6 months (f) recovery
to 2 years struggling to adjust

Answer the question: For whom are we grieving, the deceased or the living?

Suggestions for the Teacher

Stages of grief.³

Stage I Shock and denial. Person cannot comprehend what happened.

S/he experiences disbelief, anger and protest with numbness and stunned feelings.

Stage II Acute Distress-- A stage of intense emotion in which the bereaved person feels the painful awareness of the loss. A stage of yearning and searching characterized by impatience, anger, and guilt. Disorientation and disorganization are also prevalent. This is characterized by depression, loss of appetite, sleep disturbances, and lack of interest in doing anything.

Stage III Restoration and Recovery. A feeling of renewed energy, improved ability to cope and make judgments and resumption or normal sleeping and eating patterns.

Thinking Skills

To identify, to classify, to differentiate.

Suggested Evaluation

Check participation of individuals or groups using the check list in objective one.

Objective Four

to become aware of the possible approaches that can be used by a family member, friends and community organizations in helping a grieving person.

Activities

A) Individually write how you would like to respond to one of the following. Share, compare and discuss your responses with others in your group.

Everyone do number 6.

1. Your best friend's older brother and two of his friends died in an automobile accident last night. He was the driver and a rumor is going around that he had been drinking. She has just called and asked you to come over to see her.
2. The woman you regularly baby sit for had a child who was terminally ill. The youngster died last week. You are on your way to babysit for her other children tonight.
3. Good friends of your parents were considering separation and divorce. The husband died of a heart attack last week. You are on your way over with some food your mom has prepared for the family. It reminds you of the many times you have come to their house for dinner.

4. A classmate has committed suicide. You had just finished working on a group project with him. He was a hard worker and contributed a great deal to the project. As you enter the funeral home, you meet his mother and father.
5. Your grandfather retired last year. He has a bad case of arthritis. He and your grandmother were planning a trip this summer across the country in their van. They had invited you and your best friend to go along to help and be company. You had started to prepare for the trip which was a month away. Your grandfather has just called to say your grandmother died in her sleep. You and your parents are on your way to his house.
6. Your youth group leader has decided that part of the project for this year will be to lend a helping hand to elderly people who have recently lost a spouse. Your group is brainstorming suggestions of what you can do to help.

- B) In small groups make up a list of dispositions that should be fostered for helping a grieving person and state why. Share with the class.
- C) In small groups give some suggestion of what you, your family and your community can do to help the grieving person. Share with the class.
- D) In small groups list some things that would be inappropriate to say and do and explain why. Share with the class.
- E) Analyze which approach you used when helping the bereaved person and explain why.
- F) Individually write how you think the person's grief would be expressed differently in six months. Hand in to the teacher.

Suggestions for the Teacher

Possible things to say to the bereaved

- (1) Expression of your sympathy simply and sincerely.
- (2) Use simple phrases like:
"It must be hard for you."
"I am sure this is a difficult time."
"Do you need..."
"Would it be helpful if I..."

Possible things not to say to the bereaved.

- (1) "If you need anything call me."
- (2) "If there is anything I can do..."
- (3) "I know just how you feel..."
- (4) "You can always get married again."
- (5) "You can always have another child."
- (6) "It's God's will."
- (7) "It's all for the best."

Some suggestions of what a student can do for the grieving person

- (1) Go to the grocery store for him/her.
- (2) Wash dishes/clean house.

³Parkes, C. M. (1975) Bereavement: Studies of Grief in Adult Life. New York: International Universities Press Inc.

- (3) Bring over a meal or something freshly baked.
- (4) Take him/her to dinner or a carefully selected movie.
- (5) Help him/her sort out the deceased's belongings.
- (6) Suggest you get together for some recreation.
- (7) Mow the grass or shovel the snow.
- (8) Stay at the house during the funeral or to watch small children.

Suggestions for Dispositions that Should be Fostered for Helping a Grieving Person.

- | | |
|---|--|
| 1) Being patient | 10) Being sensitive |
| 2) Offering comfort | 11) Showing care and compassion |
| 3) Having empathy | 12) Allowing the person to be alone |
| 4) Having a non-judgmental attitude | 13) Not taking his/her anger personally |
| 5) Being accessible | 14) Handling guilt and regrets with sensitivity. |
| 6) Allowing the person to grieve | |
| 7) Let him/her express emotions | |
| 8) Being a listener | |
| 9) Allowing the person to repeatedly tell about the experience and reconstruct the loss | |

Suggestions of possible approaches students may use and why.

Have the students consider:

- 1) Possible myths the grieving person may believe
- 2) The relationship of the grieving person and the helper
- 3) The personality of the grieving person
- 4) The personality of the helper
- 5) The specific circumstances of the situation

Some approaches may be

- 1) The shared experience focus
- 2) The sensitivity to their feelings focus (Is the person talkative or private?)
- 3) The consideration of age focus
- 4) The consideration of customs, traditions and attitudes focus

Are the reasons given accurate and morally justifiable for the decision (approach used)? Do the reasons support the conclusion (approach used)?

Thinking Skills:

To compare, to identify, to speculate, to infer, to make decisions.

Suggested evaluation

- 1) Check small group participation using check list in objective one.
- 2) Check specifically for evidence of the use of thinking skills.

* * * * *

Objective Five

To practice caring skills when helping someone who is grieving.

Activities

Role play one of the scenarios presented in objective four. Try to show the dispositions you wanted to have and follow some of the suggestions you felt were useful when helping the grieving person.

Suggestions for the teacher

Have two students role play while two others observe them and then change places.

Thinking skills.

Demonstrating, reasoning, inferring.

Suggested evaluation

Have observing students record (1) the personal characteristics displayed by the role playing students and (2) those phrases that are appropriate and (3) any that are inappropriate. Have students share their findings with each other as a debriefing exercise, to help enable them to express what the experience really meant to them and how they felt about their part in the role play. Check for reasoning as in objective four.

A small group participation check list can be used by both teacher and students (see objective one sample).

* * * * *

Objective Six

To evaluate and reflect upon those dispositions and helping skills that students are developing.

Activities

Write a short letter to one of the people in a scenario in objective four as a homework assignment. What approach did you take in the letter and why?

Thinking skills

To infer, to demonstrate, to make decisions.

Suggested evaluation

Evaluate letter.

* * * * *

Objective Seven

To investigate the immediate and ongoing practical and economic aspects of life that must be coped with by the grieving person.

Activities

In small groups discuss the possible immediate and ongoing practical and economic considerations the following people would likely have to cope with. Share your written list with the rest of the class.

Suggested format

- A. Forty-five year old wife and mother of six and ten year olds, dies.

Husband - practical considerations

- a) immediate
- b) ongoing

- economic considerations

- a) immediate
- b) ongoing

B. Twenty year old college student dies.

Parents -

C. Forty year old husband and father of two sons, 14 and 16, dies. Wife has no independent salary.

Wife -

D. Seventy year old wife dies. Husband is confined to a wheel chair and cannot take care of himself.

His children -

Suggestions for the teacher

Practical considerations: meals, care of children, errands, possessions of the lost one, appointments for funeral arrangements, on-going child care, meal preparation, household duties, companionship.

Economic considerations

Funeral costs, wills, bank statement, pension benefits, company benefits, bills, loans, life insurance, salary.

Thinking skills:

To define the problem.

Suggested evaluation

Use small group check list in objective one.

* * * * *

Objective Eight

To become aware of the effect of various cultural attitudes and religious customs and practices on the grieving person.

Activities

Have students report in class on the various cultural attitudes and religious customs and practices of the grieving person and family members and speculate on the reasons for some of these. Have students gather their information through interviews with parents/friends/teachers and/or library research.

Thinking skills:

To identify, to make decisions, to infer, hypothesize.

Suggested evaluation:

Evaluate the report.

* * * * *

Objective Nine

To compare selected children's literature depicting death to appreciate how death is portrayed in this literature.

Activities

Have students choose two stories from each category (see A and B below) and read and analyze them. After responses have been evaluated by the teacher, share them with the class.

Category A

1. The Fall of Freddie the Leaf, by Leo Buscaglia
2. Charlotte's Web, by E. B. White
3. The Little Prince, by Antoine de Saint Exupery
4. Water-Ship Down, by Richard Adams

Category B

1. Snow White and the Seven Dwarfs
2. Hansel and Gretel
3. Peter and the Wolf
4. The Three Pigs

Analytical questions

1. What attitudes did the principal characters express toward death in this story?
2. What effects would the death have on the other characters in these stories? Why do you think this?
3. Which stories would you choose to read to a young child to help develop his/her concept of death? Explain the reasons for your choice.

Suggestions for the teacher

These books may be found in your school library and/or from your students and friends.

Category A represents the portrayal of death as peaceful and beautiful.

Category B represents the portrayal of death as scary, fearful and violent.

Thinking skills

To identify, to generalize, to make decisions.

Suggested evaluation

Collect and evaluate students' responses to the questions.

* * * * *

Objective Ten

To have students become aware of and possibly involved in community services and programs that provide help and support for the grieving person.

Activities

Invite representatives from community organizations to address the students on the services and programs they provide.

As a follow-up the students may choose an individual or group project to illustrate their awareness of community activities.

Suggestions for the teacher

- Possible projects -
- bulletin board display
 - article in school newspaper
 - volunteer work with an organization
 - go and talk to another group about the community activities

Thinking skills:

To identify, to decide on an action.

Suggested evaluation

Evaluate student projects by means of teacher-student developed criteria.

* * * * *

Objective Eleven

To have the students reflect on the effects on the grieving person of the various choices that others make when attempting to help the grieving person.

Activities

In groups have students review and reflect upon the responses they have made throughout this unit. Have students share and explain, in small groups, the effects of their interaction with the grieving person. Have each student write a short essay to describe what they have learned from this unit.

Thinking skills:

To reflect, to make decisions.

Suggested evaluation

How did they arrive at their conclusions and why?



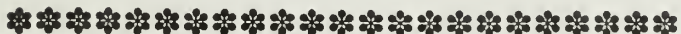
What is a . . .

PEAK EXPERIENCE?

Would it be of value to write down several of yours and have them handy to look at when you feel low?

Are your examples something like these:

- Reading your own article in the Illinois Teacher?
- One of your home economics students receiving an award?
- Getting a letter of commendation from the school principal or school board members?
- Your FHA Chapter or one of its members winning an award?
- Having one of your class projects or activities published in the local newspaper?



Employability Skills

With high unemployment figures, especially for young people ready to enter the work force, the need for adequate preparation is essential. Students should understand the importance of employability and determine to improve their own individual skills and talents. These include interviewing techniques, acceptable work habits, personal manners, decision-making skills, and an attitude of continuous improvement and professionalism. The program should provide students with skills and knowledge both in the classroom, and in job simulation or on-the-job training.¹²

Self Image and Quality of Life

Opportunities for discovering personal identity, meeting goals and achieving success should be included in home economics. The study of interpersonal relationships can be a springboard to further growth and development of the individual. Quality of home and family life, the basic mission of home economics, will be enhanced through this process. Components of the program should contribute to physical and mental health, decision making, consumer education and management.

Home Economics helps to prevent problems. Its goal is to prepare the individual to meet personal needs, as well as develop the ability to transfer these skills to other life situations. Ultimately and ideally the student will develop an appetite for knowledge and a positive attitude toward continued learning.

Conclusion

Comprehensive and continuous assessment is essential for a quality curriculum. This assessment should be an efficient and integral part of each program area. The suggested model and checklist have these qualities and should help develop secondary home economics programs which can be viewed as 1) basic and academic, 2) incorporating "critical thinking skills," 3) current and relevant, 4) containing necessary employability skills, and 5) helping to build a positive self image and promote the quality of individual and family life.

¹²See also Spitze, H. J., "The Place of Home Economics in Vocational Education" in Illinois Teacher, vol. 26, 3, (1983): 116-117.

Competition and Youth: Implications for Education

Olivia P. Collins
Doctoral Student
College of Human Ecology
Kansas State University



Americans live in a truly competitive society. In business, sports, government, and entertainment, competition is a common theme. Presidential primaries, the Olympics, basketball playoffs, or the Grammy awards are all reminders of the competitive nature of the American way of life.

Success is most often defined in terms of doing better than someone else. Some people feel they must be "best" in order to succeed at all. If only one or a few win, however, then others must fail.

Young people learn very early in life to compete. They learn it from school, from their friends, from television, and from their parents. Being the best is rewarded with praise, attention, and high regard. Very simply, winners are honored and loved. Losers are forgotten or ignored.

Competition comes in a variety of forms. It can be formal or informal, an individual situation or a group situation. Formal competition is highly structured with rules, regulations, and judges, along with a planned reward system. In formal competition, such as high school sports, everyone wants to win, participants and observers alike.

On the other hand, informal competition generally is group or individual rivalry with unwritten guidelines. As a result, it may be subtle, or openly aggressive. Competing for a parent's attention or for the affections of a popular boy or girl is an example of this type of competition.¹

In American society competition is most often a win-lose situation. The most outstanding accomplishment becomes the standard by which all other performances are evaluated. Everyone wants to be "the best."

How do young people feel about the competitive society in which they live today? Some appear to thrive on it; others try to withdraw. Some remove themselves from competitive events because they don't want to fail or because they don't want to win at the expense of someone else.

While all young people differ, they are also alike in many ways. They share a number of inner needs that must be understood in order to help young people deal positively with competition. These needs include the desire to belong, to achieve, to become independent, to have new experiences and adventure, and to be loved.²

Developmental Characteristics

Age and developmental factors play a part in how a young person may cope with competitive situations. It is important to recognize that not all young people want to compete and that each individual will face competition differently. Some, especially younger ones, find that they are better accepted if they are not the best. Others are interested in group or team competition and focus on being alike.

Older youth may want to be different, to stand out from the group. Competing one-on-one may be more motivating as they strive to win on their own.

Adult Versus Youth Views of Competition

Often competitive situations are dictated by adults who pay little attention to what children are interested in or capable of accomplishing. Adults tend to compete against each other rather than against an external standard or their own record of achievement.

Younger children are not very interested in perfection according to adult standards. Youths often have their own standards of perfection. Adults can reduce the level of stress for both themselves and young people by changing their expectations and not pressuring young people to achieve according to adult ideals.

Competition affects children's attitudes about themselves and the way they behave toward others. Children who are more self-confident may feel more comfortable in competitive situations while those who are less self-confident probably will not.

¹The author is indebted to Barbara Voigt-Boltes, Extension Specialist--4-H, University of Nebraska-Lincoln, and Marcia McFarland, Extension Specialist--4-H, Kansas State University, for sharing their knowledge and ideas about competition and young people prior to the preparation of this article.

²Extension Division, Meeting Basic Needs of Boys and Girls (Blacksburg, VA: Virginia Polytechnic Institute, n.d.), p. 3-4.

Whether successful or not, competition is often considered a stressful experience because of the threat of defeat and the unpredictability of the outcome. It is too often based on luck. On the other hand, attributing success to individual ability or effort is more likely to help young people feel good about themselves.

Living in a competitive society means that young people are expected to be cooperative as well as competitive in order to meet many of society's expectations. In addition, young people may also be expected to be independent and to assert their individualism.

Often there are narrow standards by which to compete. Some young people's abilities just don't fit into these narrow standards, and, as a result, they're overlooked by society. In some cases, this includes their families and other significant adults.

On the other hand, young people who are motivated by competitive situations may compete everywhere or specialize in certain areas, such as sports. Competition between individuals of unequal abilities may develop unrealistic ideas about what they can achieve.

Families and other significant adults need to establish standards about what is to be expected of young people in competition on the basis of what each child is capable of developmentally and what interests and motivates each young person. In addition, the young person's values, needs, and skills must be taken into account. The adult's own values about competition should be considered, as well as understanding the parenting role when a young person chooses or is faced with a competitive situation.

Alternatives for competitive activities and the expectations for participation must be clearly understood if decisions are to be made by young people, their families, and other significant adults. The ability for each young person to make appropriate decisions about competing can't be overemphasized.

Adults need to be aware that some young people set goals that can't be reached, persistent failures cause competition to become unpleasant and they may withdraw from competitive activities.

Other young people may have unwarranted feelings of inferiority from the beginning of competitive participation; these young people generally withdraw from competition, too. Unfortunately, these feelings may become lasting personal characteristics.

On the positive side, competition has provided opportunities for young people to learn about themselves and their friends, their skills and their abilities. Competition can serve as a pacemaker, an aid in the process of self-discovery.

Above all, we should value young people for who they are, not for what they can do. It is the responsibility of families and the adults who work with young people to put the competitive event into proper perspective and communicate a positive attitude to them. This can be done by giving them generous support and by showing them approval as people, no matter what level of success they achieve. Young people need an opportunity to practice skills in a non-competitive setting and to measure feedback based on criteria they set for themselves with adult support. An environment for self-discovery and success must be established in order for young people to be developmentally ready and able to set achievable goals for a given competitive situation.

It is also an adult responsibility to put personal ideas about competition into proper perspective, not only so they may serve as competent role models for young people, but for their own individual well-being.



"Nutrition For Teenagers Only"--a review

Sunburst Communications, Inc., 39 Washington Ave., Pleasantville, NY 10570-9971 or 1-800-431-1934.

This series consists of three filmstrips each dealing with a different aspect of teenage nutrition. The first section, Part 1: You Have Special Needs identifies the physiological reasons for increased nutritional requirements as well as factors which influence nutritional status during adolescence.

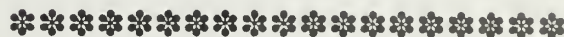
Part 2: Making Food Choices presents information on an individual evaluation basis of the adolescent's food intake, a run down on the macro and micro nutrients, the Basic 4, and safe ways to lose and gain weight.

Part 3: A Healthier You focuses on Joey and Diana. Joey visits the school nurse because he has noticed that his energy level isn't where it should be. They determine that his problem is from his inadequate diet which he sets out to change. It is emphasized that one change at a time is more likely to lead to success.

Diana learns the importance of exercise in addition to a sound diet to control her weight. She selects a nutritious and carefully planned lacto-ovo vegetarian diet.

The Teacher's Guide contains an introduction, a set of learning objectives, a summary of the program, discussion questions, suggested activities, a bibliography, resources, and the script for the three filmstrips.

Robyn Sabin, R.D.
Graduate Assistant
Home Economics Education
University of Illinois



And Still There is Child Abuse . . .

Marsha Willis
Graduate Assistant
Home Economics Education
University of Illinois

School personnel must learn to identify cases of abuse and neglect. In four years as a home economics teacher, I have not been involved in a formal program to prepare me for this responsibility, but I have taught students who have been abused and/or neglected. The guidance department is usually helpful in providing information on students who have been identified as being abused or neglected, but some students are not identified, and many students who have been abused or neglected in the past are not known to teachers.

During a class discussion, I happened to become aware of a case in which one of my eighth grade male students had been sexually abused by his female cousin when he was a young child. I was teaching a unit on self-esteem and we were discussing how traumatic experiences have affected our lives. The self-contained class consisted of five low ability male students. This student discussed his abuse with little emotion. His participation in the class discussion gave us the opportunity to discuss abuse and the importance of communication and support for abused children.

Statistics indicate that a high percentage of abused children are school-aged children. I am concerned for the individuals who are unable to seek help because of fear and because we as teachers have not been prepared to identify cases of child abuse and neglect. It is our legal responsibility to report any cases that we have identified or may suspect. Therefore, schools can and should become a link in helping prevent cases of child abuse and neglect or protect its victims from further abuse.

Child abuse and neglect most often occur in cycles. Many of the identified abusers were themselves abused as children. The cycles of child abuse and neglect must be broken. Abused and neglected children, and others too, need to understand the skills involved in parenting to avoid creating a new cycle of abuse and neglect.

Child abuse is the result of what the parent/guardian/other adult does to the child. Child abuse

occurs in all socioeconomic levels--in rural, suburban and city dwellings--and involves one or both parents/guardians/other adults. Child neglect is the result of what the parent/guardian does not do for the child. Approximately one million cases of neglect occur each year leaving scars that can last a lifetime.

Of the total 39,233 suspected cases in Illinois, during the fiscal year 1984, almost three-quarters were cases of neglect.¹ Lack of supervision represented the largest portion of suspected cases of neglect. Within seven days after receiving a suspected case of child abuse or neglect, the Illinois investigator must submit a detailed preliminary report to the State Central Register for updating of the computer file. The investigator must complete a follow-up disposition report within 60 days determining whether the reported case is "undetermined, unfounded, or indicated."² Out of the 39,233 reported cases of child abuse and neglect in Illinois, investigators found that 17,858 were "indicated" cases.

Since the early 1970's, all 50 states have required school personnel to report suspected cases of child abuse or neglect. Inservice education has occurred annually throughout the country to help encourage school personnel to become actively involved in the identification and reporting process. However, many cases go unreported.

Bavolek described a state-wide Wisconsin study to discover why school personnel were not reporting suspected cases of child abuse and neglect when, in fact, it was their legal responsibility.³ A total of 112 school districts participated, 48% urban and 52% rural. Of the 1,637 persons completing the survey, 85% were teachers and 15% were ancillary personnel and administrators.

Four critical areas were surveyed as indicated in the following questions:

1. Have school personnel ever suspected and reported cases of child abuse and neglect?
2. Have school personnel received any inservice or preservice training on identifying and reporting child abuse and neglect?

¹ Illinois Department of Children and Family Services. Child Abuse and Neglect Statistics. Annual Report, Fiscal Year 1984.

² *Ibid.*

³ Bavolek, Stephen J. "Why Aren't School Personnel Reporting Child Abuse in Wisconsin?", *Teacher Education and Special Education*, 6 (1), 1983, p. 33-38.

3. Do school districts have policies and procedures for reporting suspected cases of child abuse and neglect and clarifying who is responsible for receiving the reports?
4. Are school personnel knowledgeable about their legal duties to report child abuse and neglect?

Conclusions. Four conclusions were drawn at the end of the survey. First, approximately 37-45% of the suspected cases by school personnel in Wisconsin were not being reported. Secondly, 70% had suspected a case but never reported it. Third, the lack of reporting seemed to stem from two contributing factors: personal biases and a lack of knowledge and awareness. And fourth, teachers were afraid to report.

Seven specific concerns resulted from Bavolek's survey. First, school personnel were unaware of their immunity from personal liability when reporting "in good faith." Second, less than half were aware that it was their legal responsibility to report suspected cases. Third, 30% were not sure of who was mandated to do the reporting in their district. Fourth, personnel defined abuse beyond the common disciplinary practices. Fifth, they were not aware of the penalties involved when they fail to report a suspected case. Sixth, they were not sure of the procedures involved when reporting to outside mandated agencies. And seventh, they were unsure of the legal age criteria of abused children in Wisconsin.

The teacher's role in relation to child abuse and neglect is twofold. First, the teacher must learn how to identify cases of abuse and neglect and then, know the procedures involved in reporting the suspected cases. And secondly, the teacher must be able to provide the necessary support systems for the abused and neglected, and educate all children on the topic of child abuse and neglect.

We can help children learn ways of protecting themselves and how to get help. Children can learn to protect themselves by becoming alert and aware of people in their environment when in familiar and unfamiliar situations by avoiding deserted areas, and by learning to discuss problems encountered with someone who can provide help.

Illinois has a toll-free child abuse hotline that operates 24 hours a day, 7 days a week (1-800-252-2873). Illinois children can learn this number by remembering 1-800-25ABUSE. Your state may also provide a toll-free hotline service.

The school nurse, school counseling department, police, Child Abuse Hotline, Local Social Service Agency and Public Health authorities are local service agencies

that may be available in your area. The Child Welfare League, Children's Division of the American Humane Association, National Center for Prevention and Treatment of Child Abuse, Parents Anonymous, and Childhelp USA are a few of the national organizations available to provide assistance and information.

Your State Department of Children and Family Services may provide free booklets and brochures useful in teaching. The booklets are separated into sections on family violence, child abuse, child neglect and sexual abuse. The brochure "Life is precious. Talk is cheap"⁴ is an informative guide relating to the reporting process and describes what happens to the child once a case has been reported.

One of the major causal conditions of child abuse and neglect is the lack of parenting skills. Other causal conditions include: parental immaturity, unreasonable expectations, social isolation, unmet emotional needs, poor childhood experiences, and problems with drugs and alcohol. All of these causal conditions are common stressors among the "indicated" cases of abused and neglected children. Due to the types of causal conditions, home economics is an appropriate subject in which to teach the awareness and prevention of child abuse and neglect. Home Economics is a family-oriented program and is designed to deal with the stresses and critical transitions that transpire throughout the family life cycle.

Although research on the topic of child abuse and neglect is considerable, most of the available research is concerned with the forms and causal conditions of abuse and neglect, the identification and reporting procedures for suspected cases, and descriptions of the various protection agencies for both abused and abuser. In my literature review, I found limited research regarding school inservice programs for the purpose of educating school personnel on the procedures of identification and reporting of suspected cases of abuse and neglect. I also found limited research relating to integration of child abuse and neglect into existing school curricula. The variety of teaching resources is vast.

As teachers, we need to discuss with our administrative and counseling staff the need for a program for all school personnel to identify abuse cases. As home economics teachers, we should incorporate this topic into all areas of our subject matter and become a useful resource in our school system in suggesting appropriate learning activities for all teachers. A prevention program is essential for decreasing the cases of abuse and

⁴Illinois Department of Children and Family Services.

neglect and for educating children about the developmental stages of childhood. Due to the orientation of Home Economics, child abuse and neglect can be effectively integrated into all of the curriculum areas. What's going on in your school?

Articles regarding school involvement, the home economics teacher's responsibility in teaching the topic of abuse and neglect, and suggested learning activities have been published in past issues of the Illinois Teacher. Examples follow:

- Block, M.A., What is Child Abuse? Can Home Economics Education Help Prevent It? XXIV (3), 1981.
- Dean, D., Emotional Abuse of Children. Reprinted with permission of editor and author from Children Today, July-August 1977 XXIII (5), 1980.
- Hanrahan, T., Legal Aspects of Child Abuse. XXI (4), 1978.
- Illinois Office of Education, Portrait of a Child Abuser. Reprinted with permission of the Illinois Office of Education XXI (4), 1978.
- Price, S. M. We Can And Must Prevent Child Abuse. XXI (4), 1978.
- Richards, L. A., Can the Schools Help Prevent Child Abuse? XVII (1), 1973.

New Resources:

Child Abuse and Neglect, by Marilyn Mastny, UHE 6001... \$1.00.
This is a unit designed for student's use. Its information is based around eight questions.

Child Abuse and Neglect, Teacher's Guide, by Marilyn Mastny, ZHE6001. . \$1.00
This guide accompanies the unit to suggest ways of using it to best advantage. It includes objectives, lesson plans and background information when necessary.

Order from:

Vocational Education Service
University of Illinois
1401 South Maryland Drive
Urbana, Illinois 61801

Vocational Education Service is a nonprofit program funded by the State of Illinois located at the University of Illinois. VES is providing materials to their pilot test schools which contain current technical information along with current trends and issues in several vocational fields. Besides information from business, industry and other educational sources, VES develops units of information on topics pertinent to the vocation teacher. For further information you may call VES at 217-333-3873.

Students Rock
"Failure to Thrive" Babies*

It started out as a field trip by a Child Development class. The Little Rock Central High School students were touring local facilities committed to the healthy development of children when they visited the Children's Hospital.

Dr. Bryon Hawks talked to the students about the various services of the hospital. He startled the students when he said that almost eighty percent of the children who were admitted for treatment were "salvage" children. He further explained that those children were being treated for consequences suffered in the prenatal and perinatal stages of development. He cited high risk causes such as the young teen mothers, closely spaced children, alcohol and drug syndrome births, malnourished mothers and babies born to mothers who had not had proper prenatal care.

The students toured the burn, cancer and orthopedic wards. They had been prepared to see sick children but were shocked when they toured the "Failure to Thrive" ward. They learned that these were babies who had decided not to live. They were told that the main reason for this was simply that the babies were not getting enough love and attention to justify development. Many babies refused to eat. The babies needed to be talked to, rocked or patted. They needed people to give them attention and love. When babies were given love they learn to trust and feel that they have value. They then relax, eat and, hopefully, live.

Twelve Child Development students volunteered to take a short course on the procedure for working with the "Failure to Thrive" and designated the days they could work at the hospital. They agreed that if they were going to be "significant people" in the lives of these babies they would have to be responsible and committed. The students now go to the hospital on their own time, two or three times a week to contribute to the needs of these children.

Some babies have begun to eat, some have returned to their families but some have died. The Child Development Students have felt a sense of worth. They know that they have contributed to the life of another human being. They have also been able to understand the value of good prenatal and perinatal care. Parenting has become more than a new term to memorize.

Joan Dietz, Home Economics Teacher

*Reprinted by permission from Arkansas Vocational Visitor, Vol. 56, No. 2, Feb. 1980.

Improving Self Image: An Adolescent Perspective

Arminta Jacobson
Assistant Professor
School of Home Economics
North Texas State University

As egocentrism develops in adolescents, they find it difficult to distinguish between their own thoughts and feelings and those of others.¹ When they feel inadequate or unsuccessful, they imagine others feel the same way. When they feel good about themselves, they believe others admire them as well.

It is important for teachers to appreciate the preoccupation of teens with themselves and their difficulty in seeing themselves as others "really" see them. The home economics teacher can utilize classroom experiences to help students grow in their emerging thinking about self and others and to foster self esteem.

Everything that has gone on before in a teenager's relationships with others and the world are part of the mirror which tells young people whether or not they are acceptable. It is easy to see how children faced with rejection, disappointment, and failure grow up with distorted images and feelings about self worth. However, young people with healthy family and school environments can also develop negative feelings or distorted perceptions of self. Poor communications and unrealistic expectations from adults can contribute to an exaggerated and often inaccurate sense of self in adolescents.

As an example of distorted communication, consider a hypothetical scene from a foods lab. A student suffers an accident with a new appliance. The teacher becomes very upset and questions the student angrily about the accident. The teacher is really angry at herself, frightened and feeling guilty for failing to demonstrate the appliance. However, she fails to express these feelings to the student. The student, typically egocentric in thought, feels clumsy and angry with him/herself and assumes the teacher feels the same way. In some students these feelings of poor self-esteem may lead to avoiding tasks which might bring further embarrassment. The teacher may perceive the student as

uncooperative and/or unmotivated. More negative comments may be made by the teacher and an ongoing struggle develops.

A pattern of unmet, unrealistic expectations can also set the stage for some very negative feelings of self. It is important that assigned tasks are within the grasp of students. Teachers, especially new ones, are often unprepared for the reality that though a student has learned something, s/he does not always consistently maintain the practice. When fatigue, common in adolescence, or other strains on defenses cause mistakes, the teacher's evident disappointment can be an ego-flattener for many students. The stress of perceived failure by the student may lead to more mistakes and more disappointment.

What can be done to avoid distorted communications and help teenagers grow in their ability to think more accurately and positively about themselves and others? Ambivalent communications with teenage students should be avoided. Expectations and evaluations should be clear to students and they should be helped to evaluate themselves more accurately.² We can:

- recognize admirable qualities and the good things students do; deemphasize the negative.
- reward approximate success toward a goal or expectation.
- distinguish verbally to students the meaning of negative feelings you may experience.
- distinguish your disappointment in an act from your feelings about a student's worth.
- be sensitive to inaccurate or downgrading statements a student may make about him/herself and correct, giving evidence if necessary.
- consistently signal to students your expectation of their success.

The following learning approaches can help students grow in their ability to understand themselves better while improving communications with others.

To help students develop self-awareness and esteem, we can:

¹Elkind, David. Children and Adolescents: Interpretive Essays on Jean Piaget. (New York: Oxford University Press, 1974).

²Beane, James A., Lipka, Richard P., and Ludewig, Joan W. "Synthesis of research on self concept." Educational Leadership, Association for Supervision and Curriculum Development, 38, 1 (Oct. 1980): 84-89.

Where Are the Materials for Middle School?

Nancy M. Porter
Home Economics Teacher
Towanda, PA



There I was on my soapbox again! At a recent teacher in-service, I questioned the lack of mention of middle schools and the absence of appropriate materials for this level. "If we think it is such a good idea--where are the materials?" I asked.

Like many of my colleagues, I didn't start out to teach middle school. I obtained my degree about the time the middle school idea was beginning. I began my career as a high school teacher and moved into the middle school later when there was no alternative in a convenient location. After nine years of struggle and tears, my question remains, "Where are the materials?"

Middle schools have been in existence for nearly twenty-five years; there was a surge in number in the early 1970's. My review of literature has produced numerous research reviews, books, and magazine articles on the subject of middle school education dated in that period. The provision for unified arts (home economics, industrial arts, music, and art education) was a bonus for the middle school concept of grade organization.

In 1971 Dr. Susan Weis' "Report: Home Economics in the Middle Schools,"¹ stated several concerns and difficulties faced by the emergence of the middle school as expressed by a survey of state supervisors of home economics, as follows:

- 1) The programs that were developing were often just adapting secondary curricula to the middle school.
- 2) The variations in grade levels and internal school organization caused difficulties in developing materials which are adaptable to all schools.
- 3) There were home economics teachers who had not been prepared to teach students at the middle school level. Broader pre-service and in-service education was needed.

- 4) Experienced teachers felt nervous about mastering innovations necessary to teach middle school home economics.

State of the Art Today

The "state of the art" of middle school home economics programs is difficult to define because recent literature is sparse. Frances King, Georgia State Supervisor of Home Economics Education, summed up the problem by stating simply, "Capturing this information is like catching quicksilver."²

The advantages of teaching home economics to middle school students are still as valid today as they were in 1971 in Dr. Weis' analysis.³

- 1) Home economics is extended.
- 2) It introduces students to all areas to stimulate continued independent exploration.
- 3) The experimental approach is characteristic.
- 4) There is integration with other disciplines such as the unified arts programs.
- 5) There is instruction for all students--male and female.

A recent polling of selected Pennsylvania home economics middle school teachers indicated that concerns and difficulties still exist in the areas of pre-service and in-service preparation, commercially prepared texts and audio-visual materials are usually inappropriate, and the focus on the high school home economics programs by departments of education for curriculum and funding continues. At times it seems that the entire home economics profession looks down its nose at us when it should, instead, be stressing middle school home economics education. According to Frances King, "We need our strongest and most creative teachers at this level. This is the foundation for all other Home Economics programs. A weak program here is like a house with a weak foundation. Most of our teachers feel that there is more prestige in teaching upper grade levels."

¹Susan F. Weis, "Report: Home Economics in the Middle Schools," Journal of Home Economics, November 1971, pp. 583-587.

²Frances King, Georgia State Supervisor of Home Economics Education, Personal communication, October 25, 1984.

³Weis, op. cit.

Areas of Concern

Many state departments of education do not provide specific curriculum mandates for middle school home economics programs. There are no federal monies available to initiate innovative learning experiences for middle school students, such as the federally funded programs recently offered to high school home economics teachers in Pennsylvania to purchase classroom computers and software.

There are still few special elementary or middle school education course offerings or requirements mandated by pre-service institutions graduating teachers with a certificate to teach home economics in grades K-12. There is a shortage of in-service workshops dealing primarily with teaching middle school home economics. The 1983 Pennsylvania Home Economics Association annual meeting did not offer a single seminar on middle school home economics education.

Textbooks and commercial multi-media materials are often unacceptable for the middle school students due to their reading and maturity levels. Many materials are far too advanced or too elementary to be suitable.

In the 1984 "New Requirements for Pennsylvania Elementary and Secondary Schools,"⁴ it is stated that "Middle schools are no longer considered experimental programs; they are now a recognized option for grade pattern organization by school districts." What have we learned in twenty-five years? There are still inadequate pre-service educational experiences. Middle schools are more varied than ever as to organization and home economics requirements, as different programs are tried. Middle school home economics teachers are still adapting materials to make them appropriate.

The Solution - Create it Yourself!

When the time came to choose a Master's project, I knew what I needed to do--create relevant curriculum for my middle school students. Observing the large amounts of money and spending habits of my students, I chose to develop a formal consumer education curriculum designed uniquely for a coeducational sixth grade population.

Ronald W. Stampfl's Consumer Life Cycle Stages for Childhood and Adolescence⁵ was used as a basis for the consumer education curriculum developed. The consumer elements identified by Stampfl were judged generally appropriate for the students in the four pilot tested coeducational classes in home economics. Student consumer profiles compiled during the class closely paralleled

Stampfl's elements of "consumer characteristics, marketplace concepts and knowledge, marketplace skills, and typical marketplace problems."

In spite of these parallels, it is recommended that the consumer element of "typical products and services" needs to be expanded to include home video games, arcades, hobbies, home computer supplies, cassette tapes, posters, and pet supplies to meet the interests of students in the pilot test groups. My analysis of middle school students also indicates the consumer element "level of resources" may need to be revised to include larger amounts of discretionary income at younger ages than indicated in Stampfl's Consumer Life Cycle.

The consumer education curriculum, including educational experiences directly relevant to the middle school students' lives in values clarification, decision making, management of resources, and development of marketplace skills, was designed to increase the students' awareness of themselves as significant consumers. Joyce Frank, author and classroom teacher at Haslett, Michigan, elementary schools concurs with this early consumer education experience. "It doesn't make sense that most youngsters get their first lessons in consumerism after they reach high school. By that time, buying habits are entrenched. No course in consumerism is going to transform a seventeen-year-old prodigal into a consumer aware of the finiteness of both his wallet and the world's resources."⁶

I felt that my consumer education curriculum clearly met the needs of adolescents in consumer education. Learning experiences were enhanced by high levels of active student participation in discussions, simulations, and actual marketplace practice. Teachers, parents, and students involved agreed the curriculum developed was interesting, effective, and appropriate for the middle school student.

⁶Dee Wyckoff, Joyce Frank, and Rosella Bannister, "Consumer Education for the Elementary School," Social Science Record, Spring 1977, p.31

⁴Pennsylvania Department of Education, New Curriculum Requirements for Pennsylvania's Elementary and Secondary Schools A Summary, Harrisburg, Pennsylvania, 1984.

⁵Ronald W. Stampfl, "The Consumer Life Cycle," Journal of Consumer Affairs, Winter 1978, pp. 209-219.

Two roads diverged in a wood, and I—
I took the one less travelled by,
And That has made all the difference.

The Road Not Taken Robert Frost

Previous articles in Illinois Teacher that may be of special interest to teachers in middle schools or junior high.

Coatsworth, H.I., "Get 'em While They're Young! Nutrition Education K-6," vol. XXIII., no. 4, March/April, 1980, 231-233.

Barkley, M.V. and Monts, E.A., "Career Exploration in Hospitality and Recreation," vol. XXIII, no. 4, March/April, 1980, 207-208.

Barker, S., "Teens Balance Food and Activity for Successful Weight Control," vol. XXIII, no. 3, January/February, 1980, 142-143.

Dierks, S., "Teaching 8th Grade Clothing Consumers: A Slide-Tape Presentation with a Difference," vol. XXIV, no. 4, March/April, 1981, 156-158.

Malsam, M., "Cake Making Research Projects for Gifted and Talented," vol. XXIV, no. 1, September/October, 1980, 35-36.

Ranke, C. and Champous, E.M., "Stimulating Divergent Thinking in Junior High Career Education," vol. XXIV, no. 4, March/April, 1981, 192-195.

Anthony, J., "A Junior High School Teacher Speaks...How I Teach PVE Students," vol. XXIV, no. 3, January/February, 1981, 149-150.

Winter, R.D., J. C. Vaughan, and A. Ritchie, "Home Economics Students Teach, Learn and Have Fun," vol. XXV, no. 2, November/December, 1981, 65-66.

Di Napoli, M.E., "Planning the Middle School Curriculum: Our Approach," vol. XXV, no. 3, January/February, 1982, 122-124.

Spitze, H.T., "Foods and Nutrition - A mini Unit for Grades 6-10," vol. XXVI, no. 1-5, September/October, 1982 - May/June, 1983. (1 lesson in each issue.)

Krupinski, C.W., "Unlikely Partners: Child Care and Energy," vol. XXVI, no. 3, January/February, 1983, 97-98.

Cohn, C., "A First Job Opportunity, Mini-Unit for Grade 7," vol. XXVI, no. 3, January/February, 1983, 110.

Rohlfing, R., "Nutrition Week at Gilmore Junior High," vol. XXVI, no. 4, March/April, 1983, 131-135.

Johnson, B. and B.L. Trout, "Eliminating Stress From Your Clothing Laboratories," vol. XXVI, no. 4, March/April, 1983, 141-143.

Burge, Penny, "Middle Schoolers' Attitudes Toward Dual Role Families: Implications for Home Economics," vol. XXVII, no. 1, Sept./Oct., 1983, 25-26.

Sulkey, S.S., "Values: A Needed Element in Nutrition Education," vol. XXVII, no. 3, January/February, 1984, 92-93.

Armstrong, Audrey, A.S., Brown, Ed., and Burke, Joyce, "A Meaningful Christmas Tea," vol. XXVII, no. 3, January/February, 1984, 102.

Laue, Jacqueline, "The Kansas Middle School Swap Shop," vol. XXVIII, no. 2, November/December, 1984, 89.

Hall, Janet, M., "Is Anybody Home? Latchkey Children: Our Responsibility," vol. XXVIII, no. 3, January/February, 1985, 117-119.

Brink, Carolyn, and Norris, Carolyn, "Middle/Junior High School Home Economics: Keys to Quality Living," vol. XXVIII, no. 4, March/April, 1985, 171.

Olson, Leola M., "Fair Teaches Nutrition at Junior Highs in Fargo," vol. XXVIII, no. 5, May/June, 1985, 193-194.

Boutilier, Laura R., "On Your Own - Decisions for Teens," vol. XXIX, no. 2, November/December, 1985, 47-49.

Yulo, Helen T., "Easy to Read Recipes and Ready, Set, GO!," XXIX, no. 2, November/December, 1985, 64-65.

Fromer, Carol S., "4 H-ers Star on Prime Time," vol. XXIX, no. 2, November/December, 1985, 67-68.

Graves, Dayl M., "Lights, Camera, Action! Middle School Students Act on Consumerism," vol. XXIX, no. 2, November/December, 1985, 71.

Kuchta, Karen, V., "Adolescent Sexuality: When Ignorance Isn't Bliss," Vol. XXIX, no. 2, November/December, 1985, 75-76.

Basham, Pamela, "Nutrition Day Camp for Food, Fun, and Fitness," vol. XXIX, no. 3, January/February, 1986, 117-118.

Horrell, Phyllis and Hamer, Beth, "Good Nutrition Will Jog Your Bod," An Inter-Disciplinary Project, vol. XXIX, no. 3, January/February, 1986, 119.

Spitze, Hazel T., "Helping Students Learn to Think, or the Purpose of the Muffin Lesson," vol. XXIX, no. 3, January/February, 1986, 123-124.

Compiled by: Robyn Ann Sabin
Graduate Assistant
University of Illinois

INDEX

Vol. XXIX 1985/1986

Compiled by Rosemary Jones

Adult and Continuing Education

- Harriman, Lynda. Shifting the odds for excellence in cooperative extension home economics programs. (5) 166-167, 171.
Zilliox, Catherine M. Parent education in the workplace. (2) 77.

Career and Vocational Education

- Gallogly, Fran, Kennedy, Evelyn Siefert, Johnson, Nancy R. Career switch from teaching to business: Three examples. (2) 78-79.
Gamble, Carol, and Kendall, Elizabeth L. Careers: A course for home economics in the world of work. (5) 172-173.
Nicholls, Elizabeth. Ingredients for success -- A food service program that works! (2) 61-63.
Riley, Vera. My chance to help those who need it most. (3) 114-116.

Consumer Education

- Graves, Dayl M. Lights, camera, action! Middle school students act on consumerism. (2) 71-72.
Holden, Annette T., and Syme, Rosemarie J. Focus on consumer issues. (2) 72-74.
Iams, Donna. A fair way to teach housing. (3) 103-104.
Lawhon, Tommie C.M. Consumer: Getting your money's worth from a lawyer. (4) 138-140.
Schiller, Margery, K. Personal finance: A new look at an old friend. (4) 155-156.
Wooldridge, Deborah G. Preparing for the future: Teaching personal savings. (1) 33-34.

Curriculum Development and Issues

- Connecticut Home Economics Mini-Grants. (2) 70.
Fedje, Cheryl G., and Holcombe, Melinda. Teaching thinking--in home economics. (3) 94-96.
Gibbs, Sue, and Wood, Milly. Help for home economics teachers in program evaluation. (5) 182-183, 191.
The Home Economics Coalition Statement. A quest for quality: Consumer and homemaking education in the 80s. (1) 39-43.
Jax, Judy Annette. Home economics curriculum frameworks. (3) 105-108.
Jones, Rosemary. Trying to put theory into practice. (4) 126-128.
Porter, N. Where are the materials for middle school? (5) 199-200.
Reaster, Donna. The teaching of skills for a lifetime. (4) 159.
Radway, Susan A., and Riggs, Ruth F. One way to individualize instruction. (4) 157-158.
Wilcosz, Joan R. Need for educational excellence in a future oriented society. (3) 109-111.

Education Technology

- Burge, Kim. Now showing in home economics 101. (1) 28-30.
Graves, Dayl M. Lights, camera, action! Middle school students act on consumerism. (2) 71-72.

Family Life Education

- Boutilier, Laura R. On your own -- Decisions for teens. (2) 47-49.

- Cobb, Patricia C. How infants in high school keep their parents in school. (2) 50-52.
Dryden, Annabelle, and Jones, Rosemary. Bereavement: Activities that can help students reflect on and cope with grief. (5) 186-191.
Kuchta, Karen V. Adolescent sexuality: When ignorance isn't bliss. (2) 75-76.
Riley, Vera. My chance to help those who need it most. (3) 114-116.
Spitze, Hazel Taylor. Family members as teachers and learners. (1) 27.
Surra, Catherine A., and Asmussen, Linda A. Teaching about marriage: Some principles for effective conflict resolution. (5) 169-171.

FHA/HERO

- Basham, Pamela. Nutrition day camp for food, fun, and fitness. (3) 117-118.
Fromer, Carole S. 4 H-ers star on prime time. (2) 67-68.
Nicholls, Elizabeth. Ingredients for success -- A food service program that works! (2) 61-63.
Shipley, Frances. Star events on the university campus: Encouraging excellence. (4) 141-143.

Food and Nutrition Education

- Basham, Pamela. Nutrition day camp for food, fun, and fitness. (3) 117-118.
Horrell, Phyllis, and Hamer, Beth. "Good nutrition will jog your bod." An interdisciplinary project. (3) 119.
Shoup, Esther. Using your microwave oven: A correspondence course. (5) 184-185.
Spitze, Hazel Taylor. Helping students to learn to think, or the purpose of the muffin lesson. (3) 123-124.
Sweeten, Mary K. Anorexia nervosa and bulimia: A research review. (1) 19-22.

History and Philosophy of Home Economics Education

- Haney, Peggy H., Hughes, Ruth P., Green, Kinsey, B. More philosophy. (3) 86.
Haney, Peggy H. Orienting to the future. (1) 6-11.
Peterat, Linda B. Promoting excellence in home economics education. (1), 2-5.
Spitze, Hazel Taylor. A rose by any other name would not be a rose. (1) 44.
Spitze, Hazel Taylor. Speaking of excellence... (5) 168.
Thompson, Patricia, J. Home economics and the hestian mode. (3) 87-91.

Home Economics Around the World

- Buckels, Joan, and Deming, Mary. Connecticut and British teachers exchange and compare home economics. (2) 83-84.
Clark, Alice K. International home economics: A world wide network. (2) 80-82.

Human Relations

- Bobele, Monte, and Conran, Thomas. Making a referral for counseling services. (4) 150-152.
Cobb, Patricia C. How infants in high school keep their parents in school. (2) 50-52.
Collins, O. Competition and youth: Implications for education. (5) 192-193.

- Dryden, Annabelle, and Jones, Rosemary. Bereavement: Activities that can help students reflect on and cope with grief. (5) 186-191.
- Jacobson, Arminta. Improving self image: An adolescent perspective. (5) 197-198.
- Klein, Joan L., and Piche, Lee-Ann. Merging home economics and special education. (2) 53-54.
- Massier, Elfriede. Take care of "ol' number one." (3) inside back cover.
- Matern, Lavonne, and Love, Cathleen T. Teaching writing through home economics. (5) 176-177.
- Shriver, Thrisha G. You are your own best resource when working with disadvantaged students. (3) 112-113.
- Surra, Catherine A., and Asmussen, Linda A. Teaching about marriage: Some principles for effective conflict resolution. (5) 169-171.
- Willis, Marsha. And still there is child abuse.... (5) 194-196.

Public Relations

- Cummings, Merrilyn N., and Love, Cathleen. Home Economics legislative forum: A model approach. (3) 120-123.
- Fromer, Carole S. 4 H-ers star on prime time. (2) 67-68.
- Hallman, Patsy. 6/6 Recruitment plan. (1) 31-32.
- Scott, Denise M., and Scott, Lavern L. Communicating effectively with administrators: A step toward excellence. (4) 153-154.
- Seymour, Gail E. Home economics is basic -- the best foundation! (2) 46.
- Shipley, Frances. Star events on the university campus: Encouraging excellence. (4) 141-143.
- Spitze, Hazel Taylor. A rose by any other name would not be a rose. (1) 44.

Quality of Life

- Collins, O. Competition and youth: Implications for education. (5) 192-193.
- Cummings, Merrilyn N., and Love, Cathleen. Home economics legislative forum: A model approach. (3) 120-123.
- Jordan, Laura J. Special needs students in home economics classrooms. (3) 97-101.
- Massier, Elfriede. Take care of "ol' number one." (3) inside back cover.
- Shriver, Thrisha G. You are your own best resource when working with disadvantaged students. (3) 112-113.
- Willis, Marsha. And still there is child abuse.... (5) 194-196.

Resource Management

- Shoup, Esther. Using your microwave oven: A correspondence course. (5) 184-185.

Special Needs Education

- Basham, Pamela. Nutrition day camp for food, fun, and fitness. (3) 117-118.
- Cobb, Patricia C. How infants in high school keep their parents in school. (2) 50-52.
- Jordan, Laura J. Special needs students in home economics classrooms. (3) 97-101.
- Kennedy, Evelyn S. A different approach to special needs. (2) 55-57.
- Klein, Joan L., and Piche, Lee-Ann. Merging home economics and special education. (2) 53-54.
- Lee, Virginia. The magical UniCOREinn: An experience for mainstreamed students. (2) 58-60.
- Riley, Vera. My chance to help those who need it most. (3) 114-116.
- Seitz, Janice A. Mainstreaming: Attitudes, adaptations, and recommendations. (1) 23-26.

- Shriver, Thrisha G. You are your own best resource when working with disadvantaged students. (3) 112-113.

Teaching Aids and Teaching Techniques

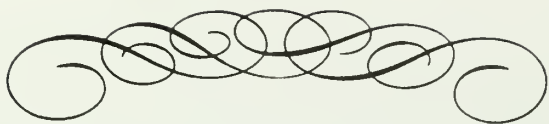
- Balkwell, Carolyn, and Null, Roberta L. Oral history as an integrative teaching strategy for home economics. (5) 174-175, 185.
- Boutillier, Laura R. On your own -- Decisions for teens. (2) 47-49.
- Burge, Kim. Now showing in home economics 101. (1) 28-30.
- Dagenais, Robyn. Role reversal. (4) 137, 140.
- Dryden, Annabelle, and Jones, Rosemary. Bereavement: Activities that can help students reflect on and cope with grief. (5) 186-191.
- Fedje, Cheryl G., and Holcombe, Melinda. Teaching thinking...in home economics. (3) 94-96.
- Franz, Wanda, MacDonald, Nora M., Grocott, Pat. The importance of mathematical and logical skills to clothing construction. (1) 35-38.
- Gamble, Carol, and Kendall, Elizabeth L. Careers: A course for home economics in the world of work. (5) 172-173.
- Horrell, Phyllis, and Hamer, Beth. "Good nutrition will jog your bod." An interdisciplinary project. (3) 119.
- Iams, Donna. A fair way to teach housing. (3) 103-104.
- Jacobson, Arminta. Improving self image: An adolescent perspective. (5) 197-198.
- Jax, Judy Annette. Home economics curriculum frameworks. (3) 105-108.
- Matern, Lavonne, and Love, Cathleen T. Teaching writing through home economics. (5) 176-177.
- Radway, Susan A., and Riggs, Ruth F. One way to individualize instruction. (4) 157-158.
- Spitze, Hazel Taylor. Can we teach assertiveness? (3) 92-93.
- Spitze, Hazel Taylor. Family members as teachers and learners. (1) 27.
- Spitze, Hazel Taylor. Helping students to learn to think, or the purpose of the muffin lesson. (3) 123-124.
- Yulo, Helen T. Easy to read recipes and ready, set, GO! (2) 64-66.

Teaching As A Profession: Issues and Concerns

- Bobele, Monte, and Conran, Thomas. Making a referral for counseling services. (4) 150-152.
- Fley, JoAnn. Networking: You can't do it alone, but.... (4) 129-137.
- Fraser, Linda L., and Burge, Penny L. The counseling role of the home economics teacher. (3) 102.
- Haney, Peggy H. Orienting to the future. (1) 6-11.
- Miller, Sandra W., and Cooke, Gwen C. Achieving excellence in home economics: Improving teaching. (5) 178-181.
- Peterat, Linda B. Promoting excellence in home economics education. (1) 2-5.
- Porter, N. Where are the materials for middle school? (5) 199-200.
- Scott, Denise M., and Scott, Lavern L. Communicating effectively with administrators: A step toward excellence. (4) 153-154.
- Seymour, Gail E. Home economics is basic....The best foundation! (2) 46.
- Spitze, Hazel Taylor. Home Economics teacher of the year. (4) 160-164.
- Spitze, Hazel Taylor. Off to a good start: New help for beginning teachers. (4) 147-149.

Textiles and Clothing

- Brown, Deborah D. Annual fashion show brings rewards. (4) 144-146.
- Franz, Wanda, MacDonald, Nora M., Grocott, Pat. The importance of mathematical and logical skills to clothing construction. (1) 35-38.
- Kennedy, Evelyn S. A different approach to special needs. (2) 55-57.



The Search Committee Would Like Your Help!

Position Vacancy:

DIRECTOR, SCHOOL OF HUMAN RESOURCES AND FAMILY STUDIES
COLLEGE OF AGRICULTURE
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

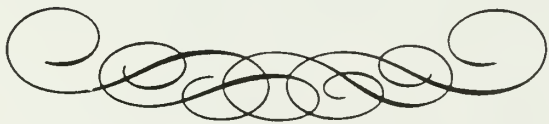
The director provides leadership to the School, a multidisciplinary unit of the College of Agriculture. Program areas include Family and Consumer Economics, Foods and Nutrition, Human Development and Family Ecology, and Textiles, Apparel, and Interior Design. In each program area faculty participate in research, undergraduate and graduate teaching, extension, and public service activities. The School is composed of approximately 50 faculty supported by 18 nonacademic staff. It serves approximately 700 undergraduate majors and 100 M.S. and Ph.D. students at the University of Illinois, a land grant institution.

The Director has administrative and fiscal responsibility for the unit, establishes program priorities in consultation with the faculty, and provides strong leadership and support for the programs within the School. The Director is the administrative representative of the School within the college and on campus. The Director also serves as an advocate for the School with alumni, professional groups, and funding agencies.

Qualifications include Ph.D. or equivalent degree in field relevant to a program area of the School; demonstrated excellence in research, commensurate with rank of full professor at UIUC; strong leadership ability and interpersonal skills; demonstrated administrative ability, commitment to or experience in the multidisciplinary fields within the School; and understanding of and commitment to the land-grant mission. Salary is negotiable.

Starting date is August 21, 1986, or as agreed upon. In order to receive full consideration, letter of application, curriculum vitae, and names and addresses of four references must be received by May 1. Direct applications to: Professor Donald L. Uchtmann, Chair, Search Advisory Committee for Director of SHRFS, 305 Mumford Hall, 1301 W. Gregory Drive, Urbana, IL 61801. Telephone: 217-333-1846.

The University of Illinois is an affirmative action/equal opportunity employer.



ILLINOIS TEACHER OF HOME ECONOMICS
INFORMATION FOR PROSPECTIVE AUTHORS

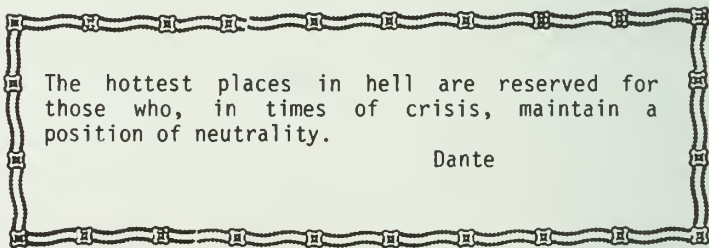
The purposes of ILLINOIS TEACHER are (1) to serve as one means of in-service education for home economists who teach, to help them enrich and expand their teaching and their programs; (2) to stimulate thinking, raise questions, and explore new frontiers in the field; and (3) to contribute toward the continuing growth of the profession.

The majority of our readers are home economics secondary teachers, supervisors, teacher educators who serve classroom teachers through pre-service and in-service education, college students, Extension Home Economists and others who share common interests in home economics education, such as dietitians and public health personnel.

Articles which are received by the ILLINOIS TEACHER office will be reviewed by the editor of the ILLINOIS TEACHER and others designated by the editor. Decisions regarding publication are made by the ILLINOIS TEACHER editor, based on the timeliness of the subject, the suitability of the article for our readers, the overall quality of the content and writing, and whether the topic fits the theme of the current volume and issue.

The editor or the ILLINOIS TEACHER reserves the right to edit articles; however, substantial changes will not be published without the consent of the author(s).

Prospective authors are encouraged to write for information about preparation of manuscripts.



The hottest places in hell are reserved for those who, in times of crisis, maintain a position of neutrality.

Dante

University of Illinois at Urbana-Champaign

ILLINOIS TEACHER
350 Education Building
1310 S. Sixth St.
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED

Non-Profit Org.
U.S. Postage
PAID
Champaign, Ill. 61820
Permit No. 75

40.705
IL

HEX
10-17-86

ILLINOIS TEACHER OF HOME ECONOMICS

Ethics in Today's World

Ethics and Home Economics

Foreword, *Hazel Taylor Spitze* 1

Ethics and Home Economics in an Age of Transition, *Lawrence E. Metcalf* 2

Home Economics Education: An Undergraduate's Philosophy,
Kathleen Kanen 7

A Historical View of Excellence: A Glance Over the Past Thirty Years,
Aleene A. Cross 8

Adolescent Suicide: Can We Help Prevent It?, *Annabelle Dryden and*
Rosemary Jones 12

A Home Economics Perspective on Teaching Economic Concepts, *Marjorie Inana* 16

The Information Age in Education, *Donna Guice* 20

Junior High and Home Economics Education Students Work Together,
Elizabeth L. Kendall, Maureen E. Kelly and Elizabeth Hruby Brock 23

How Do Children With Disabilities Affect Families?, *Eleanor M. Collins and*
Janine A. Watts 26

Teaching Global Awareness Through Clothing and Textiles, *Kendra Brandes* 30

Textbook Selection: A Key to Parenting Education Curriculum, *Elizabeth J. Hitch and*
June Pierce Youatt 32

Snacks: A Help Or A Hindrance to Good Health?, *Tommie C. M. Lawhon* 34

Using Teacher Self-Analysis for Curriculum Change: The Case of Clothing Studies,
Susan G. Turnbull 36

Non-Cognitive Objectives: The Home Economics Contribution, *Hazel Taylor Spitze* 38

Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Hazel Taylor Spitze, Professor and Editor
Norma Huls, Office Manager
Nancy Stone, Graduate Assistant

Other Home Economics Education Division Staff

Mildred Barnes Griggs, Professor and Chairperson
Linda B. Peterat, Assistant Professor

Volume XXX, No. 1, September/October 1986. Published five times each academic year. Subscriptions \$14.00 per year. Foreign, including Canada, \$17.00 per year. Special \$10.00 per year (\$12.00 Foreign) for undergraduate and graduate students when ordered by teacher educator on forms available from *Illinois Teacher* office. Single copies \$3.50. Foreign \$4.00. All checks from outside the U.S. must be payable through a U.S. Bank.

Address: ILLINOIS TEACHER
University of Illinois
350 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217/333-2736

© 1986

Foreword

tt This means that you will find teaching techniques in these articles.

Ethics and Home Economics

This issue begins the thirtieth annual volume of Illinois Teacher, and we have chosen to look at a very serious subject. In each issue this year, we plan to have one or more articles on "Ethics in Today's World," and we begin with Larry Metcalf's "Ethics and Home Economics in an Age of Transition." Dr. Metcalf helps us think about some important concerns for our profession. There are ethical components of several of the other articles, too, and we hope you will look for these implications, even if not stated precisely, and discuss them with colleagues and students.

We are appreciative of each of our subscribers who have helped us reach our thirtieth anniversary, and we hope we have been helpful. We are always glad to have your suggestions of how we can serve you better.

We plan to celebrate this milestone with another national, invitational conference as indicated below.

The Editor

"Ethics in Today's World"

Our third national, invitational conference to celebrate our thirtieth anniversary will be

April 11-14, 1987.

We want to invite home economists in all kinds of educational positions--teachers, teacher educators, supervisors, state consultants, Extension home economists, administrators, those in educational positions in business and industry and others--from every state.

If you would like your "name in the pot" from which invitations are issued, please let us know. You may nominate two others as well. We need to hear from you by Nov. 1, 1986.

Name	Position	Address	Phone
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Send to Hazel Taylor Spitze, 350 Education, U of I, 1310 S. 6th St., Champaign, IL 61820.

Ethics and Home Economics in an Age of Transition

Lawrence E. Metcalf
Professor Emeritus
Social Studies Education
University of Illinois

"We suggest that the most elemental values of all are those associated with biological existence; level of health and length of life. In more specifically ecological terms, but still in the context of world community, or ecosystem, these values can be summed up as the need to make the earth a reasonably safe and salubrious place to live, not only for ourselves but also for our descendants, and not only for one or a few nations but for all."

Harold and Margaret Sprout

"Equality of Rights under the law shall not be denied or abridged by the United States or by any state on account of sex."

Equal Rights Amendment

The term ethics is often used as synonymous with such other terms as morals, values, and ideals. Sometimes terms like standards and norms are also used. The commonsense American assumes that the good society is one that is democratic. In a democracy, he says, people are in on the action. Those affected by a decision have a voice in making that decision. Our courts have ruled in favor of the one person, one vote principle. Our election rules provide for a secret ballot, and stuffing the ballot box is regarded as a crime. Good citizens are registered to vote, and are expected to vote. The good citizen is a social activist, a dissenter, a troublemaker, and a whistleblower. The commonsense American also believes in the dignity and worth of every individual. Consequently, he is the sworn enemy of all bigotry whether it is racial, sexual, national, ethnic, or class. No one is better than anyone else. No one is to be more equal than someone else. Plato put it more clearly in the statement that a slave is a person who serves the purposes of another. He allows the control of his conduct to be determined by the purposes of an elite group.

Of course, all these principles are violated in everyday practice, and the discrepancy between what we say and what we do constitutes a major educational problem. Voters don't vote. Teachers and parents unhesitatingly take on the role of "the boss." There is a continuing conflict between being practical and being idealistic, between being moral and being expedient.

DEMOCRACY AS A WAY OF LIFE

One of the deficiencies in the commonsense conception of democracy is the tendency to limit its meaning to government, politics, and elections. The frenzied anticommunism of the past 60 years has helped to reinforce this narrow conception. As long ago as March, 1916, John Dewey proposed that we look at democracy as a way of life. Democracy as a way of life would evaluate all our institutions--schools, churches, families, governments, economic systems--by asking one question, how democratic are they? In order to answer this question, it would be necessary to have criteria by which to distinguish the democratic from the undemocratic. In this regard Dewey proposed two criteria.

There are many societies, and we all belong to more than one. A democratic society is characterized by the sharing of numerous and varied interests, and there is full and free interplay with other forms of associations.¹ Dewey puts it this way:

If we apply these considerations to, say, a criminal band, we find that the ties which consciously hold the members together are few in number, reducible almost to a common interest in plunder; and that they are of such a nature as to isolate the group from other groups with respect to give and take of the values of life. Hence, the education such a society gives is partial and distorted. If we take...the kind of family life which illustrates the standard, we find that there are material, intellectual, aesthetic interests in which all participate and that the progress of one member has worth for the experience of other members--it is readily communicable--and that the family is not an isolated whole, but enters intimately into relationships with business groups, with schools, with all the agencies of culture, as well as with other similar groups, and that it plays a due part in the political organization and in return receives support from it. In short, there are many interests consciously

¹Dewey, J. Democracy and Education. New York: The Macmillan Company, 1916, p. 96.

shared; and there are varied and free points of contact with other modes of association."²

THE CONFLICT WITH THE PRACTICAL

When it comes to getting the job done, philosophy is given short shrift. A business man, typically, does not consult with his employees or his customers, before making a policy affecting the conduct of his business. He is, indeed, the boss. True, the organization of unions and the process of collective bargaining have forced upon him some concession of power. But we all know of unions who, in the name of practical considerations, fall short of the practice of democratic ideals. Many of the union members do not attend meetings and limit their participation to the payment of dues.

Schools are notoriously undemocratic. "Good" teachers are those who are "in command". They are able to control the most unruly of students. Don't give an inch unless you are willing to concede a mile. Student councils are feeble examples of an attempt to give students a voice in decision-making. Probably the most pervasive of undemocratic school practices is the preference for competition over cooperation. In fact, cooperation may be punished if the teacher treats it as cheating. There is the occasional practice of cooperation as in the instance of older students tutoring the younger, but predominantly the classroom is as competitive as the athletic field. All this commitment to competition ignores evidence from both psychology and anthropology on the superiority of cooperation over competition. It is one of the oddities of modern life that team sports require cooperation for competitive purposes!

The most common violation of Dewey's democratic criteria is our reliance upon experts, and the way that we use them. Although he who wears the shoe knows where it pinches, and although many of us believe that the expert should be on tap, not on top, we regularly leave matters of public policy in the hands of experts. Our society is so complicated that the ordinary person cannot be expected to understand its vital features. Increasingly, we turn decision-making over to appointed bureaucrats. A part of the problem is that we recognize that the New England town meeting is no longer a practical form of democracy but we have not at the same time been able to visualize and create an alternative form. In theory, a democratic society would have purposes derived from the populace, and experts, if used at all, would offer advice on how those purposes might be achieved. Instead, we turn everything over to experts, and blithely ignore their mistakes. No institution is more plagued with experts than the school.

²Ibid., pp. 96-7.

At present, school reform is in the air. Proposals from experts are in plentiful supply. Many of these violate the ideals of the public school, a consideration that does not seem to bother the experts. If they have their way, the schools will be more competitive than ever. Standardized test scores will determine how successful the student and the school are. Teacher-made tests will be dismissed as unreliable and invalid as indeed they often are. But the teacher who assigns student evaluation to outside experts has relinquished an important part of his professional autonomy.

AN AGE OF SOCIAL TRANSITION

One part of the confusion over the proper role of the expert is a reflection of the transition taking place throughout modern society. One can expect inconsistency in both practice and ideals in any society. But the contradictions will be especially acute in a society whose transition has penetrated into the realm of core values. This appears to be the case today. Nowhere is the conflict more noticeable and acute than in the family. This change has been brought about largely by the arrival of the two-paycheck marriage.

From our history we have received a conception of the family as patriarchal and male dominated. The traditional family consists of "a breadwinning father, homemaking mother, two school-age children and a dog named Spot."³ By the 1970's only seven percent of married couples conformed to this pattern. By 1975, women held 42 percent of all jobs, and many of the women were married.⁴

At first glance one would think that the difference between a one-paycheck marriage and a two-paycheck one would be of minor importance. This is not the way that Eli Ginsberg sees it. Ginsberg, a Columbia University professor, and a specialist in human resources, believes that the employment of women outside the home is a truly revolutionary change affecting all our institutions. Caroline Bird agrees. In the 1960's and 1970's "marriages were fewer, later, more fragile, and less fertile."⁵ Women who worked outside the home "were marrying later, were more likely never to marry at all, and much more likely to separate or divorce than women who were wholly dependent on men. Wives who worked had babies later, had fewer of them, and were more likely to have none at all."⁶ More people were spending more of their lives as singles. An economic link between income and divorce became evident. Every \$1,000 increase in a wife's

³Bird, Caroline. The Two-Paycheck Marriage. New York: Rawson, Wade Publishers, Inc., 1979, p. 3.

⁴Ibid., pp. 3-4.

⁵Ibid., p. 11.

⁶Ibid., p. 11.

earnings increased her chances of divorce by two percent."⁷

EXPLOITATION OF WOMEN

The fact that some wives chose not to leave the home for work on the outside does not mean that they were not working. They were unpaid workers. According to one study, women who performed unpaid labor in the home would, if paid, add \$4 trillion to the world economic product.⁸ The severity of this deprivation has been documented by two studies, one by Ruth Leger Sivard,⁹ the other by Rosemarry Sarri.¹⁰ According to Sarri, women comprise more than half the world's population, labor more than two-thirds of its worktime, own less than 15 percent of its property, and receive only 10 percent of its income.¹¹ Sivard claims that women in manufacturing industries receive hourly wages that average three-fourths those received by men.¹² The contrast is greater when all occupations are included. Here we find that female workers are paid 59 cents for every dollar paid to male workers.¹³ Sivard in a summing up, puts it this way:

Whether in the economy, education, health, or government, there is no major field of activity and no country in which women have attained equality with men.¹⁴

Even though the two-paycheck marriage is soon to become the norm, our society continues to be male dominated, and many wives prefer the traditional family. This preference is particularly strong among born-again Christians. One homemaker who opposed the Equal Rights Amendment said, "My husband and I both are born-again Christians. We believe that a wife should work only (1) if it does not interfere with family life, and (2) there's an emergency such as medical bills, or the husband can't work. Working should not make her financially independent. Your husband should always feel completely responsible for providing for the family."¹⁵

Another traditional wife said:

"If a woman wants to get married then she should stay at home and make that her career. What I call being a woman and a homemaker is mowing the lawn, making the garden, laying patio blocks for walkways, painting outside

and in, keeping the yard up, washing, ironing, cooking and baking, marketing and bookkeeping, and entertaining. Als being a companion to your husband."¹⁶

A conflict between the traditional and the emergent is to be expected of any age of transition, particularly when the transition involves an institution as fundamental as the family. Clearly, the dismissal of any view simply because it is traditional is not very intelligent. I would be equally unintelligent to accept a view that has been labelled modern, contemporary, progressive forward-looking, up-to-date and so on ad nauseam. Equally fallacious is the dismissal or acceptance of an idea because of its origins. What is lacking in our schools and in society at large is a capacity to handle ideas intelligently.

Many couples have found it necessary and convenient to rely upon two rather than one income. Many women prefer work outside the home for purely philosophical reasons. The Equal Rights Amendment has its support from both men and women who are motivated by reasons other than the economic. At the same time, tradition has an attraction. Old habits die hard. School programs are certain to reflect the social conflicts between the new and the old.

This ambivalence is evident in the results of a recent public opinion poll.¹⁷ Respondents indicated that 93 percent of them supported the belief that in the case of the two-income family husband and wife should share equally the performance of housekeeping duties. But the same poll reported that, in fact, wives were largely responsible for the performance of housekeeping obligations. Only 32 percent reported the practice of equality. In 57 percent of the two-income families the wife was solely responsible for housekeeping, and only four percent of the husbands were solely responsible. The conflict between 93 percent and 32 percent is characteristic of a transitional period. History is replete with examples.

WHAT SHOULD SCHOOLS DO

Everyone these days believes in school reform. Some hardy souls are even willing to pay for it. The movement has affected both the stated purpose of public schools and their content. None have chosen to make the improvement of thinking the major purpose of education. The state purpose is preparation of the young for participation in American culture, and this purpose is to be achieved by increasing the requirements for high school graduation in the so-called difficult academic subjects. The more difficult a school subject the better it is believed to be for

⁷Ibid., p. 13.

⁸Sivard, Ruth Leger. Women, A World Survey. Washington, D.C.: World Priorities, p. 5.

⁹Ibid. Entire volume.

¹⁰Sarri, Rosemarry. World Feminization of Poverty.

¹¹Ibid. Quoted in Parade Magazine, August 4, 1985, p. 15.

¹²Op. cit., Sivard, p. 5.

¹³Issel, William. Social Change in the United States, 1945-1983. New York: Schocken Books, 1985, p. 61.

¹⁴Op. cit., Sivard, p. 5.

¹⁵Op. cit., Bird, p. 26.

¹⁶Op. cit., Bird, p. 26.

¹⁷Associated Press General Media Poll, June 15 1986.

training the mind. The key subject areas are mathematics, English, science, and social science. English is better than Language Arts, social science is better than social studies, and so on. If the reformers are consistent, physiology, biology, chemistry, and physics will be preferred over a course in home economics. Home economics will not be a requirement for graduation. If offered at all, it will be an elective taken by students who have been identified by counselors as slow, or retarded, and incapable of preparation for college. College bound students will receive most or all of their course credits in the academic subjects.

An alternative to this elitist solution to what is wrong with the school is to make vocational courses the hub of general education, as John Dewey long ago proposed. Dewey also warned against that division of labor that parcels out instruction according to the various purposes of schooling. He saw three purposes of education, and to separate one from the others meant to him that all three would suffer from poor performance. Probably no one else has seen as clearly the inseparability of the acquisition of skills, the learning of the facts of history and geography, and the teaching of improvement of thinking.

"And skill obtained apart from thinking is not connected with any sense of the purposes for which it is to be used. It consequently leaves a man at the mercy of his routine habits and of the authoritative control of others who know what they are about and who are not especially scrupulous as to their means of achievement. And information severed from thoughtful action is dead, a mind-crushing load."¹⁸

TEACHING VALUES: A COGNITIVE APPROACH

Transition has its stresses, and this means that thinking clearly is often regarded as a threat to the false security of the status quo. The conservatives who pursue the goals of school reform will receive an undeserved hearing. Nowhere is their ineptitude more glaring than in their approach to moral education. As pedagogy they will practice the candy bar/cattle prod teaching strategy.¹⁹ If a young person does the right thing, he will be rewarded with a candy bar. If he is guilty of wrongdoing, he will be stung with a cattle prod. Teachers who rely upon this strategy define moral education as learning the difference between right and wrong. As they teach this distinction, they invariably teach students their own values, and see nothing wrong with such imposition. Does everyone have a right to his own values? The answer is a resounding, "No!" B. F. Skinner believes in

candy bars without the cattle prod. But whether we practice operant or classical conditioning we are deep into authoritarianism.

To say that teachers ought not to impose their own values upon students, and to say further that everyone has a right to his own values will strike many of us with a feeling of despair. How can any society reproduce itself unless school and other institutions pass on the cultural heritage? Who is to be responsible for guidance of the young? Will children left to their own devices ever make a right decision? How can any adult refuse responsibility for helping the young mature into adults capable of making their own decisions?

An ethical society would communicate democratic values and do this in part through the schools. But such values would have to be taught in ways that would not result in suppression of knowledge. What many teachers and parents have not learned is that democratic values cannot be taught in the same way that authoritarians teach their values. Relatively speaking, authoritarians have an easy time of it. And this difference is culturally determined. What is right in one culture may be quite wrong in another. Since we are moving toward a world community, leaving things up to a culture seems to be as irresponsible as leaving things up to the individual.

There is a real sense in which teaching the young to be right rather than wrong, to be good rather than bad, is an essential part of all education, democratic or authoritarian. This is especially the case with very young children. Without such socialization most infants would not survive, and parents would be frantic over the hazards of every day existence. Children must learn not to play in the streets long before they are capable of imagining the consequences of a collision between human flesh and rapidly moving wheeled vehicles. Even so, this habitual approach to moral education is lacking in one respect. If an individual has a conflict between good and evil, he might be able to handle it. He would simply consult within himself, and act accordingly. He will not be as well equipped to deal with conflicts between good and good. This kind of conflict is most troublesome because there is nothing to look up. Such conflicts are all too common in any society, and particularly so in a society that is undergoing fundamental change. Also, the more mature individuals will be troubled more than the immature who have not seen through the flimsiness of early socialization. The good vs. good conflicts are of two kinds. Some exist between individuals as in the case of roommates who have conflicting desires. One want to practice his violin when the other wishes to study for a math exam. This conflict may occur late at night after the library or some other facility is unavailable. An equally troublesome

¹⁸Op. cit., Dewey, p. 179.

¹⁹From a lecture by Harry S. Broudy.

conflict may reside within an individual. One such individual is the student who wants to stay in school long enough to graduate. But his parents need additional income, and he feels obligated to take a job even though he will be forced to drop out of school.

We have the same kind of conflict in the government official, or politician who promises all things to all people. To promise more services without an increase in taxes is all too common. The sincere government official may also have a conflict of the good vs. good variety. A recent report from the Federal Deposit Insurance Corporation claimed that a successful effort to reduce the size of the fiscal deficits of the Federal Government would have as one of its consequences an increase in the number of bank failures. It is good to bring down the interest rate by reducing deficits. It is also good not to increase the number of bank failures. Note in this latter case that the conflict will not exist in those who lack the relevant knowledge. This is, of course, no excuse for suppression of knowledge.

CONFLICT RESOLUTION AND VALUE ANALYSIS

For those conflicts that exist between and among individuals the skills of negotiation, mediation, and compromise need to be learned. It is particularly important that students learn that compromise is not a confession of weakness. To gain a little it may be necessary to give up a little. Without compromise wars are fought and marriages are terminated by divorce or separation. Friends are lost and relatives denied. Behind every compromise achieved through negotiation or mediation are the caring people who were able to bend with the wind. The skills of conflict resolution are so important to Elise Boulding, the 1985 John Dewey Lecturer, that she recommends that they be taught at all grade levels, and in all school subjects.

The skills of conflict resolution can probably be taught most effectively if the instruction includes value analysis as a component. Value analysis is especially important to the resolution of those value conflicts that exist within an individual.

VALUE ANALYSIS: AN EXAMPLE

A male student has expressed the opinion that "woman's place is in the home." In doing so he has not expressed a fact. Rather he has stated a preference for a certain state of affairs. What should the teacher who wants to address directly the beliefs of his students do? What would proper treatment be? Several questions could be raised by the teacher. (1) What does the statement mean to the student who made it? (2) How many students in the class agree with his statement? (3) How many disagree? (4) What reasons are given for agreement? (5) For

disagreement? (6) What are the consequences of acting upon the statement? (7) Are those consequences desirable or not? (8) How does one determine whether consequences are desirable or undesirable?

The last question in the above list can expose an important difference between matters of fact and value considerations. Many teachers have not learned to distinguish facts from values. They treat all statements as true or false. If a factual statement turns out to be true, then, it becomes a fact. Many factual statements when examined carefully are proven to be false. Value statements are different in that they are neither true nor false. They simply are, and express preferences, not factual states of affairs. The expression, woman's place is in the home, is obviously not a statement that describes a situation but rather someone's preference. Someone wants women to stay at home rather than to take a paying job outside the home. How does one defend, justify, ground a value judgment? Assuredly, facts have a role to play. We are prone to ignore the judgments of people who do not know what they are talking about. When people express a strong liking for something, we hope that they have a great deal of factual information about the object of their preference. But factual knowledge, however necessary, is not a sufficient basis for liking or disliking something. In addition to facts we need criteria.

If someone says that a good meal is one that includes the four food groups (meat, fruits and vegetables, dairy products, and cereals) because such meals are nutritious, the criterion is nutritious meals. Few will quarrel with the criterion. Some may want to question the desirability of any food that has harmful effects. Some may object to certain dairy products on the ground that their effect is to elevate cholesterol levels in the blood. But whether dairy foods have an effect on cholesterol levels is a factual matter, and not a matter of criteria.

Disputes over criteria usually arise in cases of mixed consequences. It is not unusual for a policy to have more than one effect. A policy that has several effects, some of which are seen as good, others as bad, is what we mean by a case of mixed consequences. In such cases, additional value analysis is necessary. This process is further explained in the 1981 Yearbook of the National Council for the Social Studies.²⁰

IN SUMMATION

We live in an age of transition marked by fundamental changes in the family. The rise of the two-paycheck family
(Continued on page 7.)

²⁰Metcalfe, Lawrence E., editor. Values Education: Rationale, Strategies, Procedures. Washington, D.C.: National Council for the Social Studies, 1971.

Home Economics Education: An Undergraduate's Philosophy

Kathleen Kanen
Undergraduate Student
University of Southern Mississippi

Since the early days of Catherine Beecher and Ellen Richards, home economics has enriched the lives of the citizens in this country and around the world. Although the field is continually being updated to meet the needs of an ever-changing society, the mission of home economics remains the same--to improve the quality of life for individuals and families. This challenging task is accomplished by providing education in nutrition and foods, child development and parenting education, marriage and family relationships, clothing and textiles, consumer education, housing, and home/resource management.

Education and home economics go hand in hand because home economics, by its nature, is an "educating" field. Education and home economics share the same goals--to provide vocational efficiency and to encourage self-fulfillment. Home economics is important in the elementary and secondary curriculum because it teaches skills from which both males and females can benefit for the rest of their lives. Home economics courses emphasize basic skills in reading, writing, oral communication, science, and mathematics.

(Continued from bottom of page 6.)

clashes with our traditional notion of the family consisting of breadwinner husband, and the wife as mother and housekeeper. A teacher of home economics can help students to understand a transition that is not yet complete. Many students believe in many features of the new family while continuing to value the traditional family. Consequently, students have conflicts among and within themselves. A teacher who addresses directly the beliefs of students will serve to increase the students' understanding of their changing world. Students can be motivated to think about their beliefs, as teachers bring to the surface discrepancies in students' beliefs. To do this successfully, a teacher ought to possess the skills of conflict resolution and value analysis. These skills include a recognition of the difference between factual claims and value claims. This kind of moral education is the only kind that serves the purposes of a democratic society.

Most home economists, whether they are employed in business, education, or extension service, are educators. The role of home economists in the classroom and community is important. Their students can be children, teen-agers, middle-aged adults, or senior citizens. The teacher is responsible for facilitating the learning of a variety of skills and knowledge in the six home economics areas previously mentioned. It is through home economics that a student learns methods of coping with the challenges and struggles of everyday life.

The first step in becoming a successful and effective teacher is to become a true professional. A professional is knowledgeable in the subject matter to be taught and continues to learn more by belonging to and actively participating in organizations that support the field. By belonging to these organizations, a home economics educator can meet other people and discuss problems, ideas, and successes. Students benefit from the knowledge and new ideas that the teacher has gained through being a professional. A home economics teacher can prepare students for becoming professional themselves by encouraging them to belong to organizations such as 4-H Club or Future Homemakers of America.

The home economics classroom should be an environment in which students can feel comfortable about participating in activities and discussions. The teacher can accomplish this by using positive reinforcement and by not stereotyping specific roles to male and female students. Teachers should communicate clearly their expectations of their students. They should also know what the students expect of them. The teacher should not become a "pal" with the students but should be someone to whom they can come with their questions and concerns. When a student talks to a teacher about a particular concern, the teacher should not be judgmental towards the student; but s/he should be ready to give advice and support if needed. Sometimes students are not seeking advice, but they need someone to listen to their problems. It is important for a teacher to know the difference.

Classroom discipline, if used correctly, should not be the negative term that many people associate with it. Proper discipline is defined as "a system of rules and methods that develops self control, character, and

(Continued on page 11.)

A Historical View of Excellence: A Glance Over the Past Thirty Years

Aleene A. Cross
Head, Home Economics Education
University of Georgia

Vocational home economics educators have to some degree always strived for excellence, or so it seems as I look back over the past thirty years. There appear to be cycles of intensive striving for excellence and of comparative complacency. We are sometimes jarred out of a comfortable state by a new law or a renewed emphasis on the academic. However, not all of the efforts by home economics educators to achieve excellence have been prompted by outside forces. They have also resulted from awareness of needed innovations or been prompted by new educational movements or societal needs.

The various changes in vocational home economics may refer to populations served, programmatic emphases or educational approaches. Each of these will be discussed with the influences on excellence that were apparent at the time of occurrence, as I remember them.

POPULATIONS SERVED

Generally, additional populations have resulted from legislative mandates, but one must remember that laws frequently result from societal needs recognized by professionals in the field as well as by legislators. Vocational home economics has expanded from serving only high school girls to serving all persons regardless of sex, age, or ability.

The Smith-Hughes Act of 1917 made it clear that Home Economics was for female students. In fact, Mrs. Dudley M. Hughes was known to have tugged at her husband's coat sleeve and to remind him "not to forget the girls." Her efforts evidently made an impact on the Congressman.¹ For many years secondary home economics remained a course of study mainly for girls although the enrollment of boys gradually increased.

Boys became a target population as the 1976 Amendments to the Vocational Act mandated elimination of sex stereotyping. The need had already been recognized by home economics educators since special classes for boys were in existence at that time, sometimes with catchy titles such as "Bachelor Living." As a result of the law, these titles had to be eliminated. It seems to me that

the combination of boys and girls in the same class prompted home economics educators to redesign programs and critically review expectations and techniques. The result was more relevance and, therefore, a greater degree of excellence.

Students with special needs became a new population to be served slightly earlier. The Vocational Education Act of 1963 recognized these neglected persons, but it was not until the 1968 legislation that the leaders in Vocational Education realized the urgency to change programs. There were two distinct categories named in the legislation--disadvantaged and handicapped. Home economics educators felt that the handicapped needed the most attention. Perhaps it was because disadvantaged students were already being served. The Education for All Handicapped Children Act of 1975 placed additional pressure, and mainstreaming was traumatic for teachers who had just been trying to make their courses more academically respectable. Teaching the mentally retarded and the physically handicapped had positive results, however, and we began to utilize a wider variety of teaching techniques and more individualized activities. Instruction became more relevant as home economics educators identified the essential skills for a homemaker to perform at a minimum level. Furthermore, students of every ability level learned to work together and to respect individual differences.

The Supreme Court ruling to eliminate segregated schools had the greatest impact in the southern states. Just prior to mainstreaming handicapped students, teachers in that geographic area had been adjusting to students of a different cultural background in their classes. Teachers of both races had almost identical apprehensions. The combining of Future Homemakers of America (FHA) and New Homemakers of America (NHA) had to be handled skillfully so that students, as well as teachers, would accept the inevitable. A backward glance at that time indicates that in most states the officers of the two organizations set an example for their advisors as well as fellow members. The comparative ease with which this was accomplished was due to the leadership of state supervisory staffs. FHA/NHA was too important to an excellent program to be eliminated. Whether or not integration contributed to excellence is still debated. No one can deny that overall vocational home economics

¹American Vocational Journal, May 1960, 35(5), 3.

education is better than twenty-five years ago. Perhaps that traumatic process made all of us recognize what we valued most and to strive for excellence for all students regardless of race.

There are other populations named in the 1976 and 1985 Amendments to the Vocational Acts. Outreach programs gave home economics educators an opportunity to serve additional groups of adults. The naming of school-age parents in the 1976 legislation and single parents in the last vocational act has resulted in increased funds for special programs for these growing populations. The aging population is an emerging group that is yet to be served, and home economics educators will meet that challenge as it has all the other challenges.

Each time we reach out to expand our educational programs to another population we reach another level of excellence. These mandates and/or opportunities have resulted in innovative approaches and more relevant instruction.

PROGRAMMATIC EMPHASES

Thirty years ago the emphasis was on the work of the homemaker, including the providing of food and clothing for the family. There were children that required care and there were housekeeping chores to perform, but instructional programs did not appear to reflect that as a major emphasis. One can speculate that there was less emphasis on these two areas than was perceived since both were time-consuming to teach. A Girl and Her Home,² a textbook published in 1932, contains chapters on relationships, management, children, and the house, as well as health and leisure. The need to expand program emphases was evident in this book that contained neither foods nor clothing.

One issue that persisted for a number of years was whether areas such as family relations and personal finance should be separate units. Coon³ stated that "many times consumer education, management, home art and family and social relationship are taught as integral parts of other units or courses." At least two of these, family relationships and consumer education, have emerged as separate courses.

Family relationships as an area of study was first highlighted in the late 1940's and early 1950's and has continued to be important in the curriculum. Some school systems now have a graduation requirement of a semester course for all students, sometimes with a title like "adult living" or "psychology for living." Both the 1976

and 1985 legislation pointed out education for parenthood as a priority.

Consumer education received additional attention beginning in the early 1960's. The Department of Home Economics of the National Education Association, always alert to current trends, published a pamphlet, "Consumer Education for Family Life," in 1962.⁴ In-service education was provided for teachers who felt inadequate to teach in this area. Curriculum guides were developed. Textbooks and other resource materials appeared on the market. There have been legislative mandates in numerous states. The 1968 legislation even changed the name of the field to consumer and homemaking education.

There has also been a de-emphasis on some subject matter content. Although a large portion of time is still spent on clothing, more emphasis is being given to selection and care and less to construction. Because "sewing" is very visible, it frequently appears to be more important than it is. Teachers now admit that a person can be an efficient and effective homemaker without constructing clothing. They have come to realize that a student cannot become a skilled seamstress in one or two clothing units. Programs reflect that male, as well as female, students need to learn to choose, launder and mend clothing. The homemaker who is employed full-time outside the home, whether male or female, has limited time for constructing clothing. All these changes in life styles have made home economics educators more aware of a need to de-emphasize construction of garments by all students.

There have also been changes in emphases in foods and nutrition, although less dramatic than in clothing. The high cost of food laboratory experiences may have been a factor in reducing food preparation laboratory classes. Awareness of lack of good nutrition and the current food fads have encouraged home economics educators to emphasize nutritional knowledge and food uses as well as management of resources.

The emergence of an emphasis on home economics-related occupations in 1963 was probably the most traumatic change of all. That legislative mandate forced leaders, as well as teachers, to develop programs that seemed in conflict with their commitment to preparation for homemaking. The challenge did result in a number of excellent programs across the country and in an awareness of the interrelationships of the work inside and outside of the home.

All of these programmatic changes have contributed to excellence. Home economics is more relevant today than ever in the past. Programmatic changes will occur in the

²Trilling, M. B., and Nicholas, F. W. *The girl in her home*. Boston: Houghton and Mifflin Company, 1932.

³Coon, B. I. *Home economics instruction in the secondary schools*. Washington, DC: The Center for Applied Research in Education, Inc., 1964, p. 47.

⁴East, M. *Consumer education for family life*. Washington, DC: Department of Home Economics, National Education Association, 1962.

future. The aging population will demand change as will new technologies. Deciding what to eliminate as the new is added may be a challenge.

EDUCATIONAL MOVEMENTS THAT AFFECTED EXCELLENCE

There are four specific educational movements that have made an impact on programs of vocational home economics education. These are concepts and generalizations, taxonomies of educational objectives, behavioral objectives and competency based education. Although interrelated, each stands on its own merit. The emerging emphasis on computerized instruction may be a fifth one.

The movement to identify concepts and generalizations was probably influenced by the emphasis placed on math and science which followed the Russians' success in putting an artificial satellite into orbit in the 1950's. One can parallel the current back-to-basics movement with what followed the launching of Sputnik. Not only did this event create a renewed emphasis on math and science, but also made evident the need to highlight principles in the teaching of vocational courses.

The Home Economics Branch of the U.S. Office of Education initiated a project in 1961 to identify concepts and generalizations at the secondary school level. Seven workshops were held over a period of four years. The five content areas were human development and the family, home management and family economics, foods and nutrition, textiles and clothing, and housing. The American Home Economics Association published the identified and agreed-upon concepts and supporting generalizations.⁵ The soaring seagulls on the cover design led to the "nickname," the Bird Book, for this publication. Still the only comprehensive review of home economics subject matter, this publication has been widely used as a basis for planning curricula. Students preparing to teach found it a useful reference for identifying what to teach. Three major concepts were highlighted which "contribute to the overall purposes of home economics and unify the content of all its subject-matter areas." These were (1) human development and interpersonal relationships, (2) values and (3) management. It seems to me that today's vocational home economics educators need to hold tightly to these unifying concepts as a part of our heritage.

The taxonomies of educational objectives made a definite impact on the thinking of many teacher educators and eventually on their students. Three domains of learning were identified in Taxonomy of Educational

Objectives--Handbook I: Cognitive Domain.⁶ These (1) cognitive, which deals with knowledge and intellectual skills; (2) affective, which includes interests, attitudes and values; and (3) psychomotor, which represents the manipulative or motor skill area. Krathwohl et al.⁷ developed the handbook on the affective domain, and Simpson⁸ developed the schema for the psychomotor domain. The result of these divisions of learning was to break learning objectives and classroom activities into segments. Evaluation techniques differed for each, and observational devices were more effectively used for the affective and psychomotor domains with paper-pencil tests left to the cognitive domain. The longer I worked with these three domains, the more interrelatedness appeared to me. A psychomotor skill may be the primary objective for a series of learning experiences, but a secondary cognitive objective can represent the supporting principles of the skill. Since we are concerned with values and attitudes, another secondary objective may be needed to create the desired whole.

The cognitive domain is arranged in a hierarchy of were increasing complexity, and there have been efforts on the part of teachers to plan learning activities in that same sequence, though they do not expect all students to reach the highest level in every lesson. The cognitive domain has made a difference in the level of difficulty of test items and that is certainly a plus. The understanding of the affective and psychomotor domains created a better grasp of how to help students to internalize their values and to recognize levels of motor-skill development.

Almost concurrently with the taxonomies the behavioral or performance objective movement occurred. Mager wrote an entertaining little book, Preparing Instructional Objectives,⁹ and although prepared for programmed instruction, it had a profound impact. The first objectives I can remember were global and frequently more teacher-oriented than student-oriented. The directness of the performance objectives pinpoints exactly what a student is expected to be able to do. The use of behavioral/performance objectives has forced us to achieve a higher degree of excellence in curriculum guides, lesson plans, teaching skills and evaluation techniques.

Competency based education was a natural step to follow performance objectives. Competencies, like the

⁶Bloom, B. S. (Ed.) Taxonomy of educational objectives: The classification of educational goals, Handbook I: Cognitive domain. New York: McKay, 1956.

⁷Krathwohl, D. R., Bloom, B. S., and Masia, B. B. Taxonomy of educational objectives: The classification of educational goals, Handbook II: Affective domain. New York: McKay, 1964.

⁸Simpson, E. The classification of educational objectives, psychomotor domain. Illinois Teacher, Winter 1967, 10(4), 110-145.

⁹Mager, R. F. Preparing instructional objectives (2nd ed.). Belmont, CA: Fearon, 1975.

⁵American Home Economics Association. Concepts and generalizations: Their place in high school home economics curriculum development. Report of a national project. Washington, DC: AHEA, 1967.

concepts in the Bird Book, provide a broader framework than do performance objectives. Competencies can include all three of the education taxonomies. Task analysis is another way of identifying needed skills and competencies. The broad competencies or skills were identified by the Coalition for Vocational Home Economics Education in 1979.¹⁰ These were (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) managing financial and other resources. Having helped formulate these and having obtained field consensus, I believe these have proven to be useful for structuring curricula. A higher degree of excellence has occurred as we focused instruction on the competencies and skills needed by a homemaker whether male or female.

SUMMARY

Our challenge is to achieve excellence! Change is one impetus to do so although change can be disturbing. Our heritage is a great one! In thirty years we have progressed from an overemphasis on providing food and clothing construction to programs that focus on the competencies and skills necessary to be an effective homemaker. We have capitalized on the emerging acceptance of males as homemakers until the proportion of boys to girls is more nearly equal. We have reached out beyond the classroom to other populations. We have used FHA to supplement classroom activities and to develop leadership skills. We have served the handicapped and the disadvantaged. We have developed effective occupational programs. We have utilized performance objectives and the domains of educational objectives as well as competency based instruction to plan more effective learning strategies. We have, indeed, come a long way.

The future stands before us. The current "back to basics" movement is providing home economics educators with another opportunity to contribute to academic excellence. The computer is already becoming a useful instructional tool. Home economics educators possess four strengths identified by East.¹¹ She wrote that home economists (1) are energetic, (2) are organized and rational, (3) have a power base and (4) have a dream. The challenge is yours!

¹⁰Coalition for Vocational Home Economics Education. Coalition statement--vocational home economics education. Washington, DC: Home Economics Education Association, 1979.

¹¹East, M. Home economics - past, present, and future. Boston: Allyn and Bacon, Inc., 1980.

(Continued from bottom of page 7.)

efficiency. The results are orderly conduct."¹ Punishment is defined as "any act that causes someone or something to suffer a loss, or to undergo pain."² It may also mean to treat in a harsh, severe, or greedy manner. Firm discipline, as opposed to harsh punishment, is preferred in the classroom.

Motivating students must be a high priority in the teaching profession. Students who are not motivated to study and to actively participate in class will not perform as well as highly motivated students. Successful teachers frequently use a combination of intrinsic and extrinsic motivation. Highly motivated students have a positive self-concept, trust people, and can handle everyday problems. It is important for a teacher to recognize these signs and to work to stimulate high motivation in students.

Home economics curriculum can be incorporated in the schools at all levels. At the elementary level, home economists usually work as consultants to other teachers in the schools. The home economist may also teach some of the classes herself on occasion. Home economics courses should begin in the elementary school because even children at that age can benefit from a study of nutrition, decision making, and other aspects of home economics.

Home economics education at junior and senior high is more common than at the elementary level. Junior high schools usually have general home economics programs. These programs are exploratory in nature and are usually funded through state and local general education funds. At the senior high school level, two types of home economics programs exist--consumer and homemaking programs which prepare students for the occupation of homemaking and occupational home economics education which prepares the student for gainful employment. Many home economics programs in senior high schools are funded through vocational education funds. Home economics is considered a part of vocational education because it prepares students for gainful employment and for the occupation of homemaking; hence, it receives vocational education funds.

I was first exposed to home economics education through my involvement in the 4-H program and later through my high school home economics classes. It was through my involvement in these programs that I learned the most about myself and the world around me. I want to teach home economics because I thoroughly believe in its mission and hopefully I can improve the lives of my students through home economics.

¹Funk and Wagnall's Dictionary, 1982, Publishers International Press. New Jersey, p. 363.

²Funk and Wagnall's Dictionary, p. 1023.

* * * * *

Adolescent Suicide: Can We Help Prevent It?

Annabelle Dryden and Rosemary Jones
Doctoral Students, Home Economics Education
University of Illinois at Urbana-Champaign

1. Jack's mother was concerned. He had been moody, listless and uninterested in school and friends for weeks now. In fact, a few weeks ago Jack had given away some of his prized records and tapes. He had seemed to have adjusted very quickly when his dad had committed suicide last year. Of course, Mrs. Bisson had been terribly upset and really needed Jack to be strong for her. Now she was back at her job and had even begun dating an old friend. Tomorrow was the first anniversary of Mr. Bisson's tragic death. Mrs. Bisson was going out now for the evening. As Jack hugged his mother sadly goodbye, she knew that tomorrow she was going to suggest that he might like to see a counselor. When Mrs. Bisson was gone Jack called to talk to you.

Rationale

Self-destructive behavior takes many forms, some of which are smoking, excessive alcohol intake, drug abuse, over eating, anorexia nervosa, bulimia, reckless driving, risk taking activities, acceptance of abuse by others and adolescent suicide. This series of lessons focuses on the latter.

Suicide is a complex act of man shrouded in mystery and shame. Ray and Johnson¹ suggest that when a young person believes that his or her only effective means of expression and communication is a self-destructive one, suicide is the resulting act. For Western societies the most common sense and popular means of suicide is the intention to kill oneself.

It is a tragic means of resolving the difficulty of living. Parents must deal in their grief with a feeling of somehow being responsible for not having prevented it. They are left with feelings of hurt, remorse and bitterness.² Reisfeld³ further elaborates on the stigma

associated with suicide. It is still considered a crime in some states. This fact forces families to search into the problem in private, covering it up to escape public condemnation. Even the physicians will help to cover it up. This attitude perpetuates ignorance and superstition about why it happens. This leaves us unprepared to detect and prevent potential suicides. According to Sudak, Ford and Ruskforth⁴ almost all cultures recognize adolescent suicide as a threat to social cohesiveness. It should be a concern of everyone. As home economics educators we need to explore the myths, causes, warning signs and classroom techniques for suicide prevention. The aim of these lesson plans is to have students explore and discuss these aspects of adolescent suicide as a means of coping with their depressive or suicidal feelings and as a preparation for them to help their peers. Although adolescents seek out their peers in a common bond of shared needs and respect for confidence, these peers are often unprepared for the rescuer role. These lesson plans can be part of an extended effort to help these peers deal more effectively with such critical encounters.

Goals

These lesson plans on concerns regarding adolescent suicide can be used as an individual unit or as part of a larger unit on concern regarding the quality of life of adolescents.

Objective 1

Using the definition given, clarify the conceptual meaning of suicide.

Activities

(a) Record your thoughts of each lesson in a journal of personal responses to be written throughout this unit. This journal will reflect your personal thoughts on each lesson. Due to its nature any entries you wish NOT to share may be concealed before the journal is handed in at the end of the unit.

(b) In small groups discuss the following definition by addressing the following situations: Suicide is the act of willfully causing one's own death in order to

¹Ray, Lynda Y. and Johnson, Norbert. (November 1983). Adolescent suicide. The Personnel and Guidance Journal, 131-135.

²Duval, Evelyn. (1977). Marriage and Family Development. Philadelphia: J. B. Lippincott Company.

³Reisfeld, Jon. (June 1980). Suicide ends four lives. Baltimore Magazine.

⁴Sudak, Howard S., Ford, Amasa, B., and Rushforth, Norma B. (Eds.). (1984). Suicide in the Young. Boston: John Wright PSG Inc.

escape a condition of living that one considers intolerable.⁵

1. Martyr for a cause--burns himself--dies
2. Long time alcoholic persists in driving car while drunk. This happens often. Finally an accident happens. The man dies. It is found out that his wife of ten years has filed for divorce.
3. A young person who is jealous and angry drives her car at breakneck speed and hits a tree. She dies.
4. Smoker has lung cancer. Continues to smoke. Dies. All her friends were smokers.
5. Usually careful mountain climber falls to his death. He had been out of work for six months.
6. CIA agent is a captive of war. He takes a suicide pill. He dies.
7. A parent goes into a burning building to save her child. She throws the child to the police and dies of smoke inhalation. The parent had left the child alone while she went to a movie.
8. A brother with a weak heart volunteers to give a kidney to his sister for transplant to save her life. The brother dies of heart failure on the operating table. The brother had been depressed about his forced early retirement.
9. A mother knows the possible consequences of continuing her pregnancy. If she aborts her baby, her husband will leave her. If she does not, she may die giving birth. She dies.
10. An adolescent hangs himself in his parent's basement. He leaves a note apologizing for failing his math course.

Suggested evaluation

(a) Note extent of participation of individuals in discussion using a check list such as the following and rating 1-5:

- Listens to directions
- Works at a steady pace
- Suggests ideas to group
- Accepts ideas of others
- Helps others in the group
- Finishes the task

(b) Answer the question of whether you think the victims committed suicide. State reasons for your answer considering these factors:

- (1) Circumstances--martyr, possible accident, sacrifice, happened over time, deliberate decision and action
- (2) Values that may have influenced the victim
- (3) In whose interest the victim died
- (4) What the victim might have taken for granted

(c) Write your definition of suicide. Justify your reasons for keeping the given definition or for changes you have made.

(d) Share response with the class. Hand in to the teacher your written responses.

* * * *

Objective 2

Probe the students' assumptions about suicide through debating how the myths of suicide could be believed.

Activities

(a) In small group discussion (1) argue how the myths below could be believed, providing circumstances and reasons, and (2) argue why the statements are myths by explaining the real facts.

Myths⁶

1. Adolescence is a trouble-free time of life.
2. People who talk about committing suicide never do.
3. There is a "suicidal type" of person.
4. Suicidal people are fully intent on dying.
5. Once a person is suicidal, s/he is suicidal for ever.
6. Improvement following a suicide crisis means that the suicide risk is over.
7. All suicidal individuals are mentally ill; suicide is always the act of a psychotic person.
8. Suicide happens without warning.
9. Suicide is inherited or "runs in the family."
10. A suicide attempt means that the attempter will always entertain thoughts of suicide.
11. Suicidal persons rarely seek medical help.
12. If you talk about suicide it will "plant the idea" in an adolescent's head.

(b) Provide students with appropriate resources. Have each group present a few arguments. Have each student hand their arguments in. Continue to have students record their personal thoughts of the lesson in their journal.

⁵Henrl, Blocker. (1979). "Suicide is Sinful" in Is Suicide Ever Justified? Bender, David, L. (Ed.). Grenhaven Press Minnesota. P. 113.

⁶Ray and Johnson, op. cit.

Background Information for the Teacher

Myths and Facts

Adolescent suicide has been shrouded in denial and myths. The attitudes promoted by these myths continue to leave us unable to detect and prevent potential suicides. Following are some myths with facts to discredit those myths as outlined and discussed by Ray and Johnson.⁷

Myth 1: Adolescence is a trouble-free life.

Facts:

This period of time in a teenager's life is filled with many changes and rapid growth, physically, mentally, socially and emotionally. The shift from the role of the child to that of the adult creates many ambivalent feelings and problems. Although suicide seems to be the only way out of this dilemma for some youths, many do not really want to die.

Myth 2: People who talk about committing suicide never do.

Facts:

Talk about committing suicide is a cry for help and should never be taken lightly. Of any ten persons who kill themselves eight have given definite warning signals.

Myth 3: There is a "suicidal type" of person.

Facts:

Suicide crosses all boundaries of class, age, race, sex, economic background and mental and physical states. No one group is more susceptible than another. Young people can, however, be influenced by peers or family members who have committed suicide. They may use this as a learning model for ways of dealing with their problems.

Myth 4: Suicidal people are fully intent on dying.

Facts:

Most suicidal people are hoping to be saved. Almost no one commits suicide without letting someone know how s/he is feeling.

Myth 5: Once a person is suicidal, s/he is suicidal forever.

Facts:

Suicidal people feel this intensity and desire for only short periods of time.

Myth 6: Improvement following a suicide crisis means that the suicide risk is over.

Facts:

This time of improvement allows the suicidal person to put his/her energies into a new attempt and can be a dangerous period.

Myth 7: All suicidal individuals are mentally ill, and suicide is always the act of a psychotic person.

Facts:

The suicidal person may be depressed and unhappy but is not necessarily mentally ill.

Myth 8: Suicide happens without warning.

Facts:

Studies reveal that the suicidal person usually gives many clues and warnings regarding his suicidal intentions.

Myth 9: Suicide is inherited or "runs in the family."

Facts:

Suicide is not hereditary. It is an individual pattern.

Myth 10: A suicide attempt means that the attempter will always entertain thoughts of suicide.

Facts:

Often, a suicide attempt is made during a particularly stressful period. If the remainder of that period can be appropriately managed, then the attempter can go on with life.

Myth 11: Suicidal persons rarely seek medical help.

Facts:

In retrospective studies of committed suicide, more than half had sought medical help within six months preceding the suicide. Of 5,000 teenagers who committed suicide, one third sought help from a physician.

McBrien's⁸ (September 1983) own experience has proven false the myth that if you get someone to talk about suicide it will "plant the idea" in his or her head. On the contrary, young people seem relieved to discuss it. They feel safe and secure as they realize that it is acceptable to process frightening thoughts of suicide. It permits them to view their suicidal thoughts more objectively while providing the helping person with data to plan appropriate intervention strategies.

Suggested evaluation

1. Rate extent of participation of individuals in discussion.
2. Evaluate written responses to the debate. Check for reasons and justifications.

* * * *

Objective 3

Identify reasons and recognize warning signals associated with adolescent suicide and analyze the three scenarios.

Activities

Read scenarios two and three below and the one at the beginning of the unit (page 12), and discuss the questions that follow.

2. The family dinner party for Cherry's little sister's birthday had been fun. Cherry had baked the cake and

⁷Ibid.

⁸McBrien, Robert J. (September 1983). Are you thinking of killing yourself? Confronting students' suicidal thoughts. The School Counselor. 75-82.

decorated the dining room. Everyone was much more relaxed now about Cherry. Their deep concern had started when Cherry had taken a bottle of pain killers and left a note telling of her emotional pain. She felt ridiculed and left out of sports and games because of her shortened leg. The doctor had prescribed the pills because he leg had sometimes ached unbearably. Fortunately Cherry's mom had found her in time to save her. Cherry had been quiet when she recovered but once home she had tried to take her life again. This time she had taken her dad's hunting knife and slashed her wrists. Again she was found in time and rescued. She has had some counseling and seems to be improving. Her interest in the birthday party seemed evidence of this. Cherry had just come to your house to talk with you about her plans to take her life while her parents and sister are away for the day Saturday. She will be alone because she feels she is so much better now.

3. It was 2:00 a.m. and the police were at the door. Mr. and Mrs. Wilson knew it must be about Randy, their youngest. Lately he had not been eating properly and was up all hours of the night. He had been ticketed a few times for reckless driving under the influence of alcohol. Whenever Mr. and Mrs. Wilson tried to discuss his driving, his recent low marks at school, or for that matter anything concerning responsibilities, Randy refused to listen or communicate. He was constantly hostile and rude. His behavior was out of control, and Mr. and Mrs. Wilson were at their wits' end. Their other children had never behaved this way and as a matter of fact neither had Randy until a month ago when he had not made the debating team. They were going to talk to the leader of a TOUGH LOVE group tomorrow and get help for Randy and for themselves. Randy has used his one phone call to contact you and confided that he is considering committing suicide when he gets out of jail.

Questions:

Discuss in small groups, and each student answer:

1. What is the cause(s) of the possible suicide attempt in each scenario?
2. What are the warning signs in each scenario?
3. What are the parents in each case taking for granted?
4. What assumptions do you think Randy, Cherry and Jack had about their worth to others?
5. What do you think Randy, Cherry and Jack's intentions were when they contacted you and why do you think this?
6. What beliefs do you think Randy, Cherry and Jack held about life, living and the pursuit of happiness?

7. Consider the impact of outside influences, e.g., rock music, movies, newscasts, literature, etc., on Randy, Cherry and Jack's state of mind and explain how you think they might have had a hearing on each situation. Hand in written answers to teacher.

Suggested evaluation:

Evaluate discussion

Evaluate written answers above

* * * *

Objective 4

Strengthen the disposition to be aware of others' emotional distress and practice care-giving skills.

Activities

(a) Having discussed causes and warning signs and having thought through the circumstances, consider how you might implement the following interventions (if someone called you in a state of emotional stress) and explain why.

- (1) believe the person
- (2) talk to the person about his/her feelings
- (3) listen and be supportive
- (4) follow up conversation at a later date
- (5) get help⁹

(b) Referring to the three scenarios in objective 3, role play each situation to completion after Randy, Cherry and Jack contacted you. Consider the above interventions and possible endings in your role play.

(c) As a class, share your feelings during the role play.

(d) How would this sharing foster your understanding of others' feelings about suicide.

(e) Make your final entry in your journal and hand in.

Suggested evaluation

Evaluate role plays and journals.

⁹Nowakowski, Sandra. (March 1985). Preventing suicide: Help your friends in need. Current Consumer and Lifestudies, Volume 9,7, 11-13.

References for further readings:

Johnson, Wanda Y. (Winter, 1985). Classroom discussion of suicide: A intervention tool for the teacher. Contemporary Education. Vol. LVI, 2; 114-117.

Klagsburn, F. (1972). Too young to die. Boston: Houghton Mifflin.



A Home Economics Perspective On Teaching Economic Concepts

Marjorie Inana
Home Economics Education
University of Maryland

Economics concerns us all, in many of our different roles, as family members, as workers and as consumers in the larger society. Individual decisions, family decisions, business and government decisions all have economic implications in our daily lives. Generally, educators agree that for students to be informed, participating citizens, a basic understanding of economics is necessary.

Home economics, along with many other subject areas in the schools, includes economic concepts. Presently, in the rush to integrate economic concepts into the curriculum, unproductive disputes have arisen among subject matter specialists with each claiming to provide students with superior economic education. Therefore, my purpose here is to (1) illustrate how a home economics approach to economic education differs from, but can complement, the approaches used by other subject matter areas, (2) briefly review a number of economic courses, and (3) provide recommendations for integrating economic concepts into home economics courses.

A HOME ECONOMICS PERSPECTIVE ON ECONOMIC EDUCATION

Economic content has traditionally been taught in such areas as business, home economics, and social studies. It is also covered in consumer education courses which may be taught by instructors whose subject matter specializations vary. For this reason, it is important for home economics teachers to be able clearly to understand and articulate the similarities and differences between economics as taught from a home economics perspective and economics taught from other perspectives. In this way, home economics teachers can communicate a clear rationale for how their contribution to the teaching of economics enhances the contributions of other subject matter areas. By fully appreciating the unique contributions of all subject matter areas to economic education, an articulated curriculum can be developed which will provide students with the opportunity to become "economically literate."

Home economics and economics as taught by other subject matter areas share a common concern: helping

students develop critical thinking skills so that they can become effective decision makers and responsible citizens. To achieve these goals, home economists and other economic educators differ in their focus. Economics taught in areas outside of home economics primarily focuses on individuals and on society along with their interdependence on one another. In contrast, home economics places its primary emphasis on the family. In home economics, emphasis is placed on the relationship between families and individuals and on the relationship between families and society.

Both home economists and educators teaching economic concepts in other subject areas ascribe to the goal of helping students become effective decision makers. Because home economics education has a family focus, decision making is taught in relationship to the family. Decision making within the family implies that interpersonal communication skills and a focus on self understanding are to be emphasized. In contrast, educators in other subject matter areas look primarily at individual and societal decision making. Within this context, interpersonal communication skills are not emphasized.

Both home economists and other economic educators view scarcity as a problem. Scarcity is the overriding organizing problem for the discipline of economics. In contrast, home economics views scarcity as only one of many problems facing families and in fact examines scarcity in a variety of problem contexts for its implications for family life.

Home economics, as a profession, has a mission to help families build and maintain three systems of action: technical, communicative and emancipatory. Technical action focuses on enabling families to manage their resources so that goals will be met. Communicative action focuses on both self understanding and interpersonal communication so consensus regarding norms of conduct can be reached. Emancipatory action focuses on enabling families to develop and use critique and reason so that, as much as possible, exploitation which causes human suffering can be eliminated. Emancipatory action is also concerned with helping families to develop strategies and to act on them. This system of action moves beyond

analyzing "what is" to examining what "could be" or "should be." With these three systems of action, home economists view families and provide professional services in a holistic manner and from a multidisciplinary perspective.

Other subject matter areas teach economic concepts from a different perspective. As noted previously, family decision making with its emphasis on interpersonal communication skills is not generally emphasized by these educators. Rather, decision making tends to be viewed in technical terms: a fixed sequence of steps to follow. Such a view misses the inherent complexity of arriving at consensus for action both within a group of individuals such as the family or between groups in society.

A second way in which a home economics perspective differs from other economic educators is in the area of emancipatory action. By its very nature, economics as a discipline is geared to helping students understand, explain and predict. This emphasis calls for students to master facts and understand concepts. In contrast, home economics, as a profession, is concerned with action based on reasoned judgments. In home economics, students have opportunities to explore economic decisions in the context of their family life. They have opportunities to understand and analyze the implications of economic decisions as they and others are affected within the family. Because of these experiences, students acquire critical thinking skills as they form judgments regarding what should be done to improve family life.

To summarize this section, teachers of economics regardless of their area of specialization, share a common goal: helping students become effective decision makers and responsible citizens. Students will benefit most by curriculum planning which is articulated throughout the grades. Curriculum planners and administrators need to be committed to infusing economic concepts into a variety of subject matter areas. In this way, students get increased practice in using, applying and evaluating economic concepts in relationship to individuals, to society, and to families. Without the family focus which home economics provides, students will miss something needed by participating citizens.

ECONOMIC CONCEPTS WHICH ARE RELEVANT TO HOME ECONOMICS

Although there is a variety of economic concepts which could be integrated into home economics courses, the following concepts seem to be most relevant.

Economic Wants

The discipline of economics begins with the reality that all people have economic wants. Within the family, these wants include adequate food, clothing and shelter.

Other wants may include the maintenance of a particular level of living based on having an income so goods and services can be acquired. For some families, a standard of living also includes achieving a balance between work and leisure time. Some wants are individual, while others are collective in the sense that the entire family desires certain things. The process of satisfying wants is called consumption while the people whose wants are satisfied are called consumers. Consumption is a basic function of all families since it is not possible to produce everything that the family wants or needs.

Productive Resources

Economics is concerned with three types of resources. Natural resources are those we get from nature (land, water, minerals). Human resources are the physical and mental capabilities of individuals. Capital resources are those created by people in the past which are used to produce goods and services for the future (e.g., factories, tools and machines).

Home economics is concerned with all of these productive resources since they have the potential to affect the quality of family life. Typically, home economists emphasize human resources because these are the ones which are most important within the family. These human resources include, but are not limited to, time, physical energy, skills, talents and intelligence of individual members.

Scarcity and Choice

All resources are limited, so we all have a problem of scarcity. Most of us desire more goods and services than we can obtain, so we make choices about how to use scarce resources to achieve a desired quality of life.

Within the family, time, money and physical energy are limited. Therefore, family members work to achieve consensus as to how best to allocate these resources. Not only do family members make choices regarding the use of scarce resources, but society does, too. Families are often affected when society decides how to allocate scarce resources. For example, when changes are made in social security benefits or tax laws nearly every family is affected in some way.

Opportunity Costs and Trade Offs

Opportunity costs refer to what must be given up when a decision is made to choose one good, service or activity instead of another. For a family, the opportunity cost is what must be given up when a decision is made to purchase, say, a car instead of new furniture. Here, the furniture is the opportunity cost. When a family compares the costs and benefits of alternatives and makes a choice, the members are making a trade off. That is, they are choosing

from among competing alternatives based on their values and goals.

Specialization and Division of Labor

Modern economic systems are based on specialization because it permits scarce resources to be used more efficiently. Within the domestic economy, regions of the country specialize in producing those goods and services for which they are best fitted given their productive resources. When productive tasks are divided among workers so as to take advantage of worker specialization, division of labor results.

Within the family setting, both specialization and division of labor occur. When one spouse consistently performs a particular household task because of special skill, interest or knowledge, specialization is taking place. An example of this is when a wife does the grocery shopping and the husband prepares the meals.

When families negotiate responsibilities for household duties, division of labor occurs. In many dual career families, work sharing systems are being instituted in order to get routine household chores accomplished. When family members agree to complete specific household chores, a division of labor with the family occurs.

Voluntary Exchange

Often individuals agree to exchange some good or service for another so that all will benefit. This is voluntary exchange. It occurs because individuals, groups or regions specialize in the production of particular goods or services. By producing more of these goods or services than they wish to consume, they have a surplus which can be exchanged with others so that all can have more of what they want than they could if each attempted to produce all needed goods and services independently.

Voluntary exchange forms a basis of family life. In a traditional family, husbands provide the financial security in exchange for wives performing homemaking and child care duties. In many dual career families spouses negotiate how the finances and services will be exchanged.

Interdependence

When an economy is based on specialization and exchange, people become interdependent. The American economy is highly interdependent among households, business, industry, and government. For example, usually one or more family members earn a wage from work. This wage is spent in the market place to buy goods and services from various businesses and industries. At the same time, wages are taxed so that the government can provide services which benefit all citizens (e.g., police protection, highway construction, medical research).

businesses and industries use income received from individuals to develop and manufacture new products, to invest in capital goods and to pay workers a wage.

Within the family, individuals are also interdependent, particularly with regard to services. Homework, which includes the maintenance of both the physical environment and the psychological environment, by its very nature requires that family members be interdependent. Families are also interdependent in the larger economy with business and government. Families physically and psychologically maintain present workers and produce and nurture future workers. They also save and invest. Business and government use the productive resources generated by the family to produce other goods and services which are then consumed by individuals and families.

Government Intervention and Regulation

In our mixed market economy, the government plays a key role in the allocation of resources. In some areas, the government controls much of the production of goods and services (e.g., defense, highways, and our judicial system). In other areas, the government intervenes with regulations and controls so as to improve goods and services (e.g., consumer protection, worker protection and public utilities). Finally, through its activities of taxing and spending, government redistributes goods and services among individuals (e.g., social security, public schools and public health and welfare).

Increasingly, government is intervening and regulating in areas of family life which were once considered to be private. Some of these areas include: medical care, retirement, education and income maintenance. As government intervention and regulation increase, higher taxes usually result.

Concepts For Evaluating Economic Actions And Policies

One of the goals of economic education is to help students make rational, informed choices from among competing alternatives. When alternatives are considered, individual, family and social goals must be recognized. Frequently there is conflict among societal goals. Some of these competing goals include (1) freedom to allocate scarce resources so goods and services can be produced, (2) efficiency, so that minimum input will result in a maximum output (3) equity, so that all receive equal impartial treatment in decisions and (4) security, so individuals and groups are protected against economic risks such as inflation, unemployment and poverty in old age.

When individuals and families make economic decisions, trade offs among goals are often inevitable

since various groups value competing goals. For this reason, it is important for students to be able to examine the consequences of individual and family decisions in relationship to societal decisions and vice versa. Since decisions are based on goals and values, it is important to explore the trade offs between goals at both the individual or family level and the societal level.

INTEGRATING ECONOMIC CONCEPTS INTO THE HOME ECONOMICS CURRICULUM

With an understanding of basic economic concepts that are relevant to home economics, it is possible to provide suggestions about how these concepts might be integrated into home economics courses. The fact that home economics is family focused suggests that within home economics all economic concepts should be taught within a context that is family focused. Whether we are explaining concepts as they relate to individuals or to society, these concepts should eventually be explored in relationship to the family.

Economic concepts in home economics should be explored in light of decision making within the family, which is a complicated process that requires both self understanding and the development of interpersonal communication skills. Effective instructional strategies would require students to practice communication skills at the same time students are working to understand economic concepts.

Decision making, whether it is done by families or by society, is influenced by values and goals. Therefore, within home economics, economic concepts must be taught through instructional strategies which highlight competing values and goals. Students should have an opportunity to explore their own values and goals and those of others. One of the ways to do this is to design units and curriculum around practical problems which families face. These problems ultimately can be answered only in a way which takes into account competing values and goals. By structuring the curriculum in this way, students have an opportunity to understand and critique not only "what is" but also to explore "what could be" and "what should be."

Finally, home economics education should emphasize the development of critical thinking skills. This suggests that the curriculum and instructional strategies must go beyond providing students with facts and knowledge. Students need to develop, among other skills, the ability to analyze, synthesize, apply, and evaluate.

In summary, economic concepts can be integrated into home economics by structuring the curriculum around practical problems which families face so that students develop abilities in using the technical, communicative and emancipatory systems of action. When these three systems of action are emphasized, students develop and

practice decision making, interpersonal communication skills and critical thinking skills. All of these are necessary if students are expected to be informed, participating citizens in a world where economic issues affect the quality of family life.

The following provides some sample practical problems which home economists might address along with relevant economic concepts.

ECONOMIC CONCEPTS

1. Economic Wants
2. Productive Resources
3. Scarcity
4. Opportunity Costs and Trade Offs
5. Voluntary Exchange
6. Specialization and Division of Labor
7. Interdependence
8. Government Regulation and Intervention
9. Concepts for Evaluating Economic Decisions

PRACTICAL PROBLEMS

PARENTHOOD EDUCATION

What should we do regarding the childbearing decision?
 What should we do regarding the integration of work and family life?
 What should we do regarding childcare options?

CONSUMER EDUCATION

What should we do regarding housing options?
 What should we do regarding the use of consumer credit?
 What should we do regarding consumer protection?

FAMILY RESOURCE MANAGEMENT

What should we do regarding the division of labor within the home?
 What should we do regarding retirement planning?
 What should we do about energy conservation?
 What should we do regarding the management of family financial resources?

NUTRITION EDUCATION

What should we do regarding food choices?
 What should we do about government intervention in food production and processing?
 What should we do about the use of technology in food production?

FOR FURTHER READING

- A Framework For Teaching Economics: Basic Concepts. New York: Joint Council on Economic Education, 1977.
- Banaszak, R. and Brennan, D. Teaching Economic Content and Strategies. Menlo Park, California: Addison Wesley Publishing Co., 1983.
- Bannister, R. and Monsma, C. Classification of Concepts in Consumer Education. Chicago: South Western Publishing Co., 1982.
- Brown, M. What is Home Economics Education? Minneapolis: University of Minnesota, 1980.
- Clow, J., MacDowell, M. and Royer, G. "How Are Career, Consumer and Economic Education Related," Educational Leadership. March 1980, p. 518-522.
- Consumer Education and Economic Education in the Public Schools. Judith Brenneke (Editor), New York: Joint Council on Economic Education, 1981.
- Rogers, J. "Well Educated Consumers Are Assets in Today's Economy," Illinois Teacher. Jan./Feb. 1983, p. 94-96.
- Simpson, E. Educating for the Future of Family Life. Columbus, Ohio: National Center For Research In Vocational Education, 1981.
- Teaching Personal Economics in the Home Economics Curriculum. New York: Joint Council on Economic Education, 1971.
- The Household As Producer A Look Beyond the Market. Colien Hefferan (editor). Washington, D.C.: American Home Economics Association, 1980.

The Information Age in Education

Donna Guice, Graduate Student
Virginia L. Clark, Ph.D., Assistant Professor
College of Home Economics
Louisiana Tech University

There is general agreement that the information age is here. Naisbitt¹ cited the shift from the industrial society to the information age as the first and most important of ten trends restructuring the society. Toffler² stated that the society that made the factory a "cathedral" is dying. In the way that cars were once mass-produced, now information is being mass-produced and is the driving force of the economy. Looking back, it is easier to see the 100 year shift from an agricultural society to the industrial age than it is to see the restructuring from the industrial society to the information age. The shift to the information age is happening so rapidly that there is little time to react. Understanding the present and anticipating the future is the best plan of action in the information age.

Lewis³ discussed four ways in which the information age differs from the industrial era:

- 1) The core of the industrial age is powered machinery; the core of the information age is the computer.
- 2) The industrial age replaced manual work and magnified physical strength; the information age enables us to replace mental work and magnify mental capabilities.
- 3) Goods produced in the industrial age are expended; information, the product of the information age, cannot be depleted.
- 4) Energy (oil, coal, nuclear power) is the driving force in the information era.

How does the shift from industrial age to information age affect education? Lewis⁴ pointed out that education, a handmaiden in the industrial age, is the foundation of the information age.

We shall attempt to identify important elements in the shift to the information age and give evidence of how education is affected by, or is following, the trend to the information society.

Combs⁵ stated several certainties about the future and what these certainties mean to education. The information explosion is the first certainty. This explosion can be seen in the 100,000 technical journals, and in the great number of scientists today. Gone is the day when the teacher was one of the most educated people in the community. Radio, television, computers, and other inventions have put vast amounts of information into the hands of the public quickly and efficiently. Today some students may be better informed on some subjects than the teacher.

Computers

One important element in the information society is the computer. Toffler⁶ stated that computer technology is to the information age what the machine was to the industrial society. Naisbitt⁷ suggested that basic computer skills are a necessity in the new age. Not having these skills will be like wandering around a collection the size of the Library of Congress with all the books arranged in random order and no Dewey Decimal system, no card catalog, and no librarian to help!

Slowly, but surely, computers are being incorporated into the public school systems. Home Economics Education: A State-by-State Report⁸ revealed that 93 percent of the responding educators are either using a computer now or will be soon. Many schools are requiring familiarity with computers. Literacy will be a new requirement for future teacher educators, early childhood through secondary. Kindergarten is not too young for children to begin feeling comfortable with computers. Burg⁹ incorporated a microcomputer into her classroom of kindergarteners. She found the computer to be a valuable educational tool that provided developmentally appropriate

⁵Combs, A. W. "What the Future Demands of Education." Phi Delta Kappan (January, 1981): 369-373.

⁶Toffler, op. cit.

⁷Naisbitt, op. cit.

⁸"Home Economics Education: A State-by-State Report." Forecast, (May, 1984): 39-51.

⁹Burg, K. "The Microcomputer in the Kindergarten: A Magical, Useful, Expensive Toy." Young Children, 39 (March 1984): 28-33.

¹Naisbitt, J. Megatrends: Ten New Directions Transforming Our Lives. New York: Warner Books, 1984.

²Toffler, A. The Third Wave. Toronto: Bantain Books, Books, 1981.

³Lewis, A. J. "Education for the 21st Century."

Educational Leadership 41(1): 9-10.

⁴Ibid.

experiences. In the dramatic play and housekeeping areas, and among the building blocks, children were learning to "play" with a new toy, the computer.

Not all aspects of the computer are positive. Burg¹⁰ pointed out that a major problem is the ratio of computer cost to the number of children who can use it at one time. Several authors also stated that educational software quality is consistently low, even though more and more computers are being used in the classroom.^{11,12} There is evidence that as teachers become exposed to computers through pre-service or in-service courses, they tend to become very interested in promoting the growth of their computer skills to develop their own teaching software.¹³

Another problem educators face as they bring computers into classrooms is determining the role computers play in educational institutions and family life. Wagschal¹⁴ compared computer popularity to television popularity in the education system. During the later 1950s and early 1960s schools purchased television sets with the intention of using them to improve the quality of education. There seem to be three reasons for the failure of television in public schools: 1) schools did not plan for the costly repair work or maintenance; 2) schools did not prepare teachers to integrate television into the instructional program; and 3) teachers have a snobbish attitude towards commercial television.¹⁵

In family life, comparisons between the computer and television are proposed by Dede.¹⁶ He stated that family time was lost to sitting as isolated T.V. screen spectators. Dede proposed that computers may have even a greater effect because users will be able to be participants. The coming decade will determine whether the computer will follow the same path that television did in the schools and home.

Expectations educators have for computers will need to become more realistic for the computer to be useful in a classroom situation. Jorde¹⁷ found that some teachers are disillusioned with a classroom computer; the computer did not miraculously solve all of the teacher's problems. Teachers and supervisors must understand that computers are only a tool to help make tasks easier.

Several authors have differing opinions on the future of computers within the educational systems. Naisbitt¹⁸ stated that in public education two languages will be required: English and computer. On the other hand, Van Til¹⁹ believed the computer will be used in education as a technological resource, much like the radio, television, and film. Deringer²⁰ summed up the computer's role best when she stated that the power of the computer to transform learning is only as beneficial as the resourcefulness of educators within the information society. Supervisors with the foresight to make available computer resources will be able to promote computer learning of teachers and students within the classrooms of today's schools.

Basic Skills

Naisbitt²¹ stated that "The generation graduating from high school today is the first generation in America to graduate less skilled than its parents." Some evidence of this statement can be seen in the National Assessment of Educational Progress survey in which 13 percent of 17-year-old students could not perform reading tasks that are considered to be minimal for functional literacy. Twenty-eight percent of students were not able to answer questions that tested their literal comprehension of what they read.

In the last decade, the proportion of public high school students enrolled in science and mathematics courses declined from 60 to 48 percent. Half of all high school graduates took no mathematics or science beyond the tenth grade. A survey of remedial mathematics enrollments at four colleges showed that enrollments increased 72 percent between 1975 and 1980, while the number of students going to college increased only 7 percent in the same period.²²

Action for Excellence²³ reported that the U.S. Office of Education found 40 to 50 percent of all urban students have serious reading problems. Since minority children are concentrated in urban school districts, improving educational abilities of minorities should be a priority in educational systems. Unless the quality of education is improved for the minorities, the social fabric of the society will be threatened because a large number of minority citizens are either not contributing productively to the economy or are not participating meaningfully in the affairs of the democratic system.²⁴

¹⁰Ibid.

¹¹Caldwell, R. M. "The Computer as a Teaching Tool." Journal of Home Economics 74 (Fall 1982): 45-47.

¹²Joiner, I. M., S. R. Miller, and B. J. Silverstein. "Potentials and Limits of Computers in Schools." Educational Leadership 37(6): 498-501.

¹³Ibid.

¹⁴Wagschal, P. J. "A Last Chance for Computers in the Schools." Phi Delta Kappan (December 1984): 252-254.

¹⁵Ibid.

¹⁶Dede, C. J. "Computers: Impact on Families." JC Penney Forum (January 1984): 20-21.

¹⁷Jorde, P. "Before You Leap into the Computer Age: Some Points to Ponder." Child Care Exchange (January, 1985): 15-18.

¹⁸Naisbitt, op. cit.

¹⁹Van Til, W. "One Way of Looking at it." Phi Delta Kappan 59(4): 272-276.

²⁰Deringer, D. K. "New Directions for Education?" Educational Leadership 41(1): 25.

²¹Naisbitt, op. cit.

²²"Action for Excellence (excerpt from the Task Force Report)." Educational Leadership 41(1): 14-18.

²³Ibid.

²⁴Usdan, M. "New Trends in Urban Demography." Education and Urban Society (August 1984): 399-414.

Compare the dismal facts stated above to the facts that Smith²⁵ found: the United States ranks fourth - behind the Soviet Union, West Germany, and Japan - in overall scientific literacy; the Soviet Union, with college enrollments less than half that of the United States, is graduating six times more engineers each year.

What are basic skills in the information age? Dede and Allen²⁶ suggested a list of skills that may be vital in the next 30 years:

- 1) reading/writing/editing
- 2) listening/seeing/computer usage
- 3) speaking/logic
- 4) mathematics/analytical problem solving
- 5) the scientific method/general systematic approaches
- 6) graphics/media usage/forecasting and prediction
- 7) pattern recognition/managing information overload
- 8) generalizing/deciding

They also asked the question: Should there be minimum requirements for participation as a full-fledged citizen of America?

Educational deficits in specific areas that are closely related to technology and the information age, such as mathematics and science, are a concern for educators as well as employers in the technological fields.^{27,28} More schools are acting to correct these deficits by adding new mathematics and science requirements as seen in the Home Economics Education²⁹ survey.

Smith³⁰ gave two plans of action to the nation's leaders that would restore America's competitiveness in this technological economy. First, he suggested that President Reagan should summon a White House conference of selected leaders from education, industry, labor, and business and declare that a state of emergency exists in America's efforts to educate its people in the age of high technology. Special attention should be focused on science and mathematics training. Secondly, a national policy for the development of future engineers, scientists, technicians, and other highly skilled workers should be commissioned by the President. A goal of education should be to produce people who have learned how to learn. An ultimate purpose of education should be to promote pupil growth and hence the improvement of the rapidly changing society.³¹

²⁵Smith, C. E. "Education, the Workplace, and High Technology." *National Forum* 64(2): 44-46.

²⁶Dede, C. J. and D. Allen. "Education in the 21st Century: Scenarios as a Tool for Strategic Planning." *Phi Delta Kappan* (January 1981): 362-366.

²⁷Naisbett, *op. cit.*

²⁸Action for Excellence, *op. cit.*

²⁹Home Economics Education: A State-by-State Report, *op. cit.*

³⁰Smith, *op. cit.*

³¹Sergiovanni, T. J. and R. J. Starratt. *Supervision: Human Perspectives*. New York: McGraw-Hill Book Co., 1983.

Communication

The information society also demands interpersonal skills, such as communicating effectively. Even in the computer age, skills in communicating with other people need to be taught and practiced. While the industrial age was task-specific and factual in communication, in the information age communication is more organic, requires more inferences and judgments, is much faster in pace, is more graphic, and is more technologically directed.³²

LaConte³³ suggested six skills which may be indicative of communication skills that currently are neglected in the educational and supervising process:

- 1) message compression
- 2) decoding and interpreting condensed messages
- 3) kinesics (meaning of body language)
- 4) synthesizing information
- 5) visual literacy (reading pictures)
- 6) rapid analysis and evaluation of message validity

Implications and Summary

Education is redefining and rethinking some "out-of-date" goals for students, classroom teachers, and supervisors. With increasing demands being made on the educational product (students) changes are occurring in all areas of education; curricula, roles, requirements, and many other aspects of the system. Smith³⁴ said that "the torch of leadership in the field of education will inevitably pass to those teachers, principals, superintendents, and presidents who heed the call for reform and get on with the business of restoring quality to our nation's school systems."

Evidence points to the fact that America is now within the information age. The changes that have taken society out of the industrial age to the information age are apparent in every area of life--home, work, school, and social. The trends within society provide the only map we have of the future. It is the responsibility of educators--teachers, supervisors, and administration--to determine the direction of education in the coming year. Naisbett³⁵ remarked that like a horse, a trend is easier to ride in the direction it is going. If the decision is to buck a trend, it is helpful to know the trend is there. Glines³⁶ provided a listing of several references on futuristic topics, such as societal futures, educational futures, information groups, and classroom resources, which can be helpful to all professionals in education.

³²LaConte, R. T. "Communication Skills for the Future." *JC Penney Forum* (November 1982): 29-30.

³³*Ibid.*

³⁴Smith, *op. cit.*

³⁵Naisbett, *op. cit.*

³⁶Glines, D. "Resources on the Future." *Educational Leadership* 41(1): 45-46.

Junior High and Home Economics Education Students Work Together

Elizabeth L. Kendall*
Maureen E. Kelly
Assistant Professors
School of Family and Consumer Resources
The University of Arizona

Elizabeth Hruby Brock
Family Care Coordinator
Flagstaff, Arizona

"That was great!" How many times have teachers or teacher educators heard such a statement from their students? In the Fall, 1985, senior home economics education students were invited to work with and teach a unit to junior high home economics students at Tortolita Junior High School. This invitation was offered for several reasons. Many of our university graduates' first teaching assignments are in junior high schools. Yet our student teachers do their practice teaching in a vocational home economics high school setting. This provides little opportunity for the college students to work at the junior high level.

The University of Arizona home economics teacher educators accepted this invitation. This experience would provide valuable practical experience at this level as they prepared and presented lessons to junior high students and critiqued themselves after the experience. Moreover, by combining the college methods class unit on how teachers organize for teaching with the unit on resources for teaching, preservice students would have first hand experience with a home economics teacher who was using a computer in her classroom. In fact, this junior high school teacher, Elizabeth Brock, teaches both computer literacy and home economics courses. Thus, the unit was planned to incorporate these components:

- acquire teaching skills that are appropriate for junior high school learning.
- develop skills necessary for teaching and using the computer in the classroom.

To provide baseline data on their readiness to teach, the seniors completed an assessment instrument which recorded their perceived attitudes and knowledge of

teaching skills. The experiment also included a pre- and post-test on their experience and attitudes toward computers. Afterward, the seniors had an awareness session as to what junior high students are like.

The Project

The big day arrived! It was time to go to the junior high school. Everyone was excited but approached the experience with mixed emotions--five preservice seniors, two teacher educators, a home economics teacher and 18 junior high students in the same classroom! To aid in the transition period, the seniors had visited the junior high class the Friday before they were to teach. This enabled the preservice students to see the teacher interact with her students, get a sense of the classroom environment, and to observe the behaviors of junior high students. This initial visit was an excellent idea, as the junior high students were curious about why so many university people were in their classroom on one day.

When the university seniors and teacher educators arrived the following Friday, most of the curiosity stage had passed. However, now the junior high students wondered about all the video equipment that had suddenly appeared. Two sets of video equipment were utilized to assist in evaluating the performance of the senior students and the behavior of the junior high students. One recorded the seniors, while the other scanned the junior high students to record their behaviors and reactions as the lesson was being taught.

To aid in the evaluation of this project, similar pre- and post-tests were given to both the preservice students and junior high students. The preservice students were asked to identify their thoughts when they found out they would be teaching junior high students. Afterward, they were asked their opinion regarding the experience of working with the junior high students. The junior high students were asked their initial thoughts when they learned that university students who wanted to be home economics teachers would be coming to observe them. Also, they were asked what they thought of the experience after the seniors had taught the class.

The reactions of both groups were intriguing. The thoughts before the experiences from the preservice students included:

*The authors are indebted to Mr. Scott Mundell, Principal of Tortolita Junior High School for his cooperation and support of this project.

--It was exciting to receive first hand experience on observing and teaching before I student teach next spring.

--I was excited about going to observe but was afraid about the actual teaching of a lesson.

--I was eager to observe how the coordinating teacher handled her class.

--It would be interesting to see the students and how home economics could be incorporated into computer lessons.

--I was interested, a little self-conscious, curious.

--I was not too sure what was going to be expected from us...I felt nervous, scared, anxious...I really didn't know what to expect from the students --how would they feel about me?

The thoughts after the teaching experience included:

--I still feel like I want to teach older (high school) students; computers are great!

--I think it would be challenging and fun to teach junior high students.

--I'm glad we were able to observe and participate in the teaching process. It has taught me some things like organization, planning, timing, etc. Computer use was also fun. It can help a teacher in getting lesson plans in a short time especially if you're well organized and have planned out the lesson.

--Positive about junior high students but still unsure how I would react on a daily basis.

--After our initial contact I began to relax some, but the idea of teaching--so soon--was and is still scary. I feel a difference in computer usage. I am not as frightened by the use of the computer because of my introduction to it. The students are not as bad as I thought--I had this notion at the beginning that it would be pointless to teach but not any more. I feel it is up to me to relax and get more comfortable with students and put aside the notions of what I think may happen. If I want to be afraid of the computer it will not help me. I need to work more with it and learn to use it in the classroom.

The junior high students also held strong positive opinions about the experience. Prior to the experience, 76% thought it was "a nice thing," "great," "cool," and "neat," while 24% indicated they didn't care. Representative individual responses included:

--It's really nice to have people who care about future jobs and want to make them better. If it will help in any way I would enjoy having them come.

--I think it's neat. Then we have a chance to show-off. Show them what we know.

--I feel it is a nice thing to do. I don't mind people observing me while I work. They can learn how we work, how you teach, etc. It is an o.k. thing, I'd say. I don't mind at all! If it will help them to learn, I'd be glad to help.

--I thought it would be cool 'cause they get to see how it really is in a classroom and we get to see how they react to us! HA-HA-HA-HA! If they need an example, I wouldn't mind being one for them.

--I do not really give a care--not one bit.

--I don't care--if they want to be teachers--let them. It gives me a day of not working on anything!

After the teaching by the university students, 89% thought it was a "positive," "great," or "nice" experience while 11% were indifferent or didn't care. A few personal comments included:

--I thought that they did very well teaching home ec "for the first time." I wouldn't mind having one of them for a teacher someday. I learned a lot from the lessons they gave us (me!) and they made it very interesting. They also seem easy to get along with.

--I felt as if they were my teachers. And I knew them really well. Although I think we tried to impress them too much. Any class would have talked and not listened very well.

--I feel as if I should be a different kind of student. I feel I was myself when they were here. It was neat because they were real neat teachers! When they taught for the first time! They were good and I'm proud of them!

--It was interesting to study how adults act in a group of kids. It's really quite funny! Ya know.

--I liked it but the funnest [sic] time was the computer part. (We should do it more often.) They taught well.

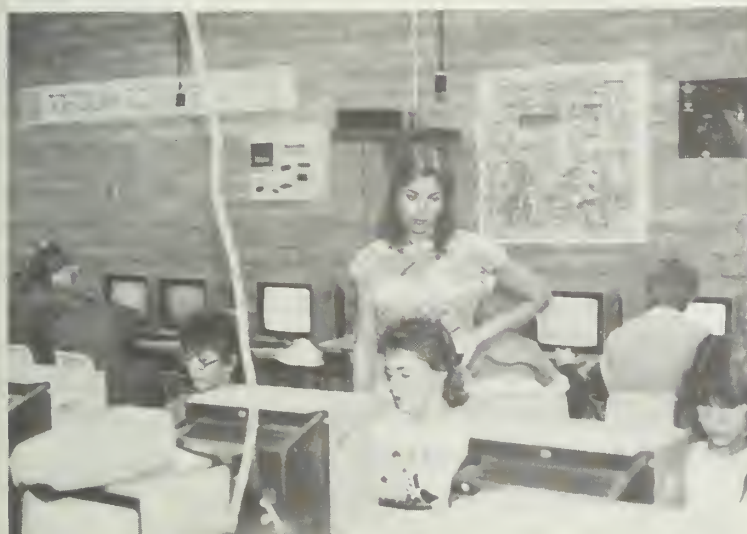
It should be obvious that we (the authors) enjoyed this experience. As we wrote this article we frequently paused to tell stories of the differences we're seeing in the preservice students who are now doing their student teaching. Clearly, they are more confident, have greater classroom presence, and exhibit more enthusiasm toward teaching than previous student teachers. It is also gratifying to note that some student teachers are using a computer to generate and store their lesson plans.

Even with all the anxieties, this made a valuable link between theory and practice, both for the preservice students and the university teacher educators. Moreover, these students had hands-on experience before the beginning of student teaching. For us, the project was a very rewarding experience and one we want to continue.

1) The home economics class and preservice teachers at the beginning of a lesson on budgeting using a computer simulation.



2) Diane Wheeler is observing the progress of the junior high school students.



3) These students called for help. Mrs. Brock and Dr. Kendall to the rescue.



4) Mrs. Brock encouraging a student during her first experience working with a computer.



Now available!

Vocational Home Economics Curriculum: State of the Field, the 6th Annual Yearbook of the Teacher Education Section of the American Home Economics Association, has just been released. Edited by Janet F. Laster and Ruth E. Dohner of the Ohio State University, the book:

Reflects latest knowledge, philosophical views, and cultural contexts of curriculum,

Examines a wide range of curriculum alternatives,

Synthesizes varying perspectives regarding basic curriculum components, and the development, implementation, and evaluation of curriculums, and

Offers diverse points of view to stimulate dialogue and creativity in curriculum for the future.

The book is a comprehensive curriculum-building resource for home economics curriculum planners. It would be a valuable addition to your personal or school library and an excellent reference for home economics curriculum courses. It can be ordered from Bennett & McKnight Publishing Company, 809 W. Detweiler Drive, Peoria, IL 61615 for \$15.00. Previous yearbook editions, also available from the publisher at \$15.00 each, include the following: 1985, Home as a Learning Center; 1984, Knowledge, Technology, and Family Change; 1983, Nontraditional Home Economics: Meeting Uncommon Needs with Innovative Plans; 1982, Seventy Significant Leaders; and 1981, Sixty Significant Years.

How Do Children With Disabilities Affect Families?

Eleanor M. Collins
Associate Professor

and

Janine A. Watts
Assistant Professor
Department of Child and
Family Development
University of Minnesota, Duluth

Parenting a child with a disability can have a dramatic impact on a family. Although not every family experiences the dilemma directly, it is a stressful situation found in all socio-economic and cultural groups throughout the world. The attitudes of the parents and other relatives can profoundly influence the acceptance and adjustment by the child and the family. In a recent study of attitudes toward family members with disabilities, we found that many young adults expressed negative feelings toward parenting a handicapped child. In addition, we learned that their preparation in high school for parenting or for interacting with persons with a handicap was inadequate. While all of these young adults may not have been in secondary home economics classes, their response points to a critical area of need in the secondary curriculum.

A child's disabling condition, whether it is physical, intellectual or emotional, generally causes stress for family members.^{1,2} Home economics classes provide opportunities for students to consider the possibility of this occurrence as well as various means for successful family functioning. Child development and parenting classes can discuss ways of meeting the needs of disabled children and their parents, while classes in other content areas can examine the impact from a consumer point of view.

Historically, families have felt emotional and financial strains when a child was born with or developed a handicapping condition. These children were frequently

hidden in the home or placed in institutions where conditions of squalor, deprivation or neglect often existed. Children with disabilities were often forced to live as outcasts in society. Parents had few choices in meeting the child's needs. Whatever choice was made, parents and children often found themselves stigmatized.

Fortunately, many in society no longer view the presence of a disability in a child with the sense of repulsion common in years past. The impact on the family is still serious, however, as family members attempt to meet their own needs while also having to adapt to a child's special needs. Negative attitudes and stereotypes exist which frequently consider the family dysfunctional. While changes in legislation have eased certain parenting functions, these changes have also complicated the lives of families involved. The necessity of protecting the child from the cruelties of the "outside world" has generally been minimized through greater public acceptance and education, though parents of children who are severely handicapped will still find protection to be a necessity. Federal legislation and social policies have provided more opportunities for children with disabilities, while at the same time creating levels of bureaucracy for parents to deal with on a frequent basis.³

While legislation, medical advances, educational opportunities and financial assistance have greatly assisted many families of children with disabilities, relatively few researchers have comprehensively addressed the psychological and emotional impact on families. The initial realization that their child may have a disability is generally experienced by parents at birth, at a developmental point after birth, or following an illness or injury. Today with amniocentesis and other prenatal diagnostic techniques, prospective parents may have indications prior to birth that their future child may have a serious problem. Parents with this dilemma may be faced with a decision of whether to continue the pregnancy. This choice has potential moral and ethical ramifications in addition to physical and emotional considerations. Counseling services are often available to parents as they contemplate their future.

¹Gallager, J.J., Beckman, P., and Cross, A. H. (1983). Families of handicapped children: Sources of stress and its amelioration. *Exceptional Children*, 50(1), 10-19.

²Thompson, E. H., J., and Doll, W. (1982). The burden of families coping with the mentally ill: An invisible crisis. *Family Relations*, 31, 379-388.

³Public Law 94-142, Education for All Handicapped Children Act. (1975).

Parents are diverse in their responses, both initially and over the long term. Some researchers believe parents go through stages while others describe their experiences as crises to overcome.^{4,5} The initial responses of parents to the reality of a disability in a child frequently include shock, disbelief, and a "why me?" attitude. Depression is common as parents grieve the loss of their hopes and dreams for a child that fulfilled expectations of being "healthy, perfect, normal" or "just average."

Parents are often wrought with guilt from considering how they may have brought about the disability. In response, they may try to overcompensate the child or bargain with higher spiritual powers to ease the uncomfortable feelings. Inner conflict may exist from attending to the needs of the child with the disability at the expense of their own freedom or needs of other children in the family. Parents frequently feel drained of the nurturing and love which should be shared among all family members.

Assistance by medical, social and other support systems can aid parents in adjusting to their child's disability and reaching a level of acceptance. The time span for acceptance will vary widely; acceptance is more likely to be a gradual process than a recognizable point in the parents' lives.

Other members in the family where there is a disability may also differ in their ability to cope with stressful situations. While siblings without disabilities can be supportive, they may become resentful if they feel deprived of their share of the family resources. Attitudes toward the distribution of love, attention and material goods which siblings feel are rightfully theirs can add to the stress and tension experienced in the family system.⁶

Grandparents and other relatives in the extended family system can be a source of frustration or support. Fear and lack of understanding may lead some to ignore the affected family. However, extended family members can and do help to ease the stress by providing emotional support, care and attention for parents and children involved. They often provide the critical difference in helping parents cope with the stress.

Despite the many problems and stressors involved, many families with a disabled child do function in a

productive manner. Attention in the media, by clinicians, and even in some professional research often leads people to believe that family dysfunction is the normative pattern when a child is disabled.⁷ There needs to be greater awareness of the realities that marital conflict and parenting problems exist in nearly all families, not just in those with disabled children. Attention given to successful means of adapting and of creating support systems in families with disabilities might lead to a more positive image and greater acceptance.⁸

Home economics, with its traditional emphasis on the family and its well-being from a pro-active perspective, has a great deal to offer. Our profession can continue to address needs related to the physical well-being, education and quality of life for persons with disabilities. Home economists in various human service positions can assist families in working together as a supportive, functioning system, since each individual is inextricably embedded in a network of relationships. Emerging perspectives in psychology and sociology reflect the increasing recognition that a narrow view of treating individuals is not justifiable; a wholistic view of the family ecosystem is essential for facilitating adjustment for individuals. Thus, to assure that any child, regardless of a disability, is not deprived of parental love, attention or family resources at the expense of another is a challenge to society and to family units. It is certainly a challenge which home economists can address in working with parents, with the schools and within the community.

Students in home economics classes can and should discuss the possibility of a disability occurring to a child or other family member. Teenage students need to understand the role of good prenatal care and health habits in prevention of disabilities. Child care and parenting classes offer opportunities for students to explore ways of meeting needs that are similar for all children or that might differ depending on a disability. Audio-visual aids are available which illustrate various disabilities and practical ways of coping within a family setting. The case study approach works well to involve students in problem solving. Role playing and simulation laboratories offer opportunities to explore feelings and reactions. Classes which focus on consumer issues should also include information related to disabilities. For example, simple clothing adaptations for physical disabilities, specialized kitchen and household equipment,

⁴Earhart, E., and Sporkowski, M. (Eds.). (1984). The family with handicapped members (Special issue). Family Relations, 33(1).

⁵Wikler, L. (1983). Chronic stresses of families of mentally retarded children. Family Studies Review Yearbook, 1, 143-150.

⁶Grossman, F. K. (1972). Brothers and Sisters of Retarded Children. Syracuse, NY: Syracuse University Press.

⁷Longo, D. C., and Bond, L. (1984). Families of the handicapped child: Research and practice. Family Relations, 33, 57-65.

⁸Davidson, B., and Dosser, D. A., Jr. (1982). A support system for families with developmentally disabled infants. Family Relations, 31, 295-299.

and budgeting concerns can easily be incorporated into secondary curriculums.

Further research and development of prevention and intervention programs are still needed to assist families of children with disabilities. Integration of knowledge, values and attitudes toward children with disabilities into home economics programs will promote progress toward a better quality of life for all families. Home economics can have a significant, positive impact in how children with disabilities affect families by reducing negative attitudes and focusing on strengthening family systems.

SUGGESTED LESSONS

OBJECTIVES

- To realize that any person may at some time experience a handicapping situation, either personally or in the family
- To introduce students to the challenges and frustrations of being disabled
- To explore and analyze the effects on family members when one member is disabled
- To identify ways in which the needs of children with disabilities are similar to the needs of all children
- To explore ways of meeting special needs for children with varying disabilities

PRINCIPLES

- Children who are disabled in some way have needs which are the same and needs which are different from non-handicapped children.
- The special needs of a handicapped child may put extra stresses on the family.

These stresses will affect all of the family members, including the handicapped child.

The stresses will include personal relationships and interaction, demands on time and energy and consumer aspects, e.g., the use of the family resources.

- If a person is aware of his/her own attitudes and ways to cope with a handicap, it will be less stressful if a disabling situation should arise in his/her own life.

LEARNING ACTIVITIES

1. Unit introduction.

Class or small group discussion. How would you feel/what would you do if:

- a girl in a wheel chair asks for help with a reading assignment?
- a blind person came to visit your sister at home?
- you find out that your baby brother cannot hear anything except very loud noises?
- your older brother has an accident which leaves him paralyzed from the waist down?

- a person with cerebral palsy wants to help you with a school project?

- you have surgery on your throat, and will not be able to speak for 3 weeks.

Note: If necessary, suggest possible words for responses to get discussion started, such as: concerned, hopeless, full of hate, troubled, sad, warm, understanding, loving, nervous, afraid, unsure, frustrated, untouched.

2. Simulation activities.

To sensitize students to the problems and challenges of being or working with someone who is handicapped, include a lesson on "What is it like to be ----?" Use props which are readily available: a wheel chair or desk chair on casters, blindfolds, slings, bandages, ear plugs or crutches.

Working in pairs, students take turns doing tasks while simulating various handicaps: dressing (outer garments, shoes, etc.); cleaning or picking up litter; washing dishes; preparing food; verbal communication with others or writing a letter.

Discussion following these activities should identify difficulties encountered, how adaptations could be made and aspects which are NOT affected (such as verbal communication for a person who is blind). Each student may share, either orally or in writing, how s/he felt about being handicapped and about working with the handicapped person.

3. Case studies

- Carolyn is a very active four year old who is partially deaf. She seems to be most disruptive and demanding of attention when her mother is trying to prepare a meal.

- Nine year old Andy cannot see very well, but loves to take things apart to examine them. He cannot put them back together again. Many things at home are not working because of Andy's activities.

- Susan, who is six, has the use of only one arm because of a birth injury. She has problems with eating and other tasks. She is messy at the dinner table and gets frustrated when she cannot manage her food, especially when other family members want to help her.

Discussion:

- How do these behaviors affect what other family members do? How would you feel if this child were your brother or sister?

- What influence does this child have on the family resources of time and money?

- What "solutions" would you recommend to help these situations?

- 4. View filmstrips which focus on disabilities in families. Discussion can follow from either parent or sibling point of view.
 - 5. Visit a day-care or rehabilitation center where there are handicapped children.
- Oral or written reports by each class member illustrate specific ideas they learned about relating to persons with handicaps.

EVALUATION

Keep notations of individual or small group responses that have a positive approach to each situation. An end-of-unit discussion of the topics similar to those used to introduce the course would indicate growth in awareness and appreciation of handicapping situations which may be encountered in a family or classroom. Students could write their own case studies, after viewing the filmstrip, "When 'I've Told You a Thousand Times' Isn't Enough," showing how a disabling situation might be handled in a positive manner. A multiple-choice test to select the most appropriate responses to situations involving handicapping conditions could conclude the unit. Feedback discussion after the test would reinforce learnings and identify reasons why the other response choices were inappropriate.

AUDIO-VISUAL RESOURCES

Converting Conflict to Calm

When "I've Told You a Thousand Times" Isn't Enough

Filmstrips with cassettes from series entitled TROUBLES AND TRIUMPHS AT HOME
 High/Scope Educational Research Foundation
 600 North River Street
 Ypsilanti, Michigan 48197

Behavioral and Emotional Disabilities: Part 3, The Parents' Role - Intellectual Disabilities: Part 3, Parental Involvement - Educational and Language Disabilities: Part 4, The Family's Responsibilities

Filmstrips and cassettes from series entitled CHILDREN WITH HANDICAPS: WHAT MAKES THEM SPECIAL?

Working with Handicapped Children: A Special Need, A Special Love

Part 1 - Parent to Parent
 Part 2 - Parent to Child
 Part 3 - Brothers and Sisters
 Part 4 - Relatives
 Part 5 - Neighbors and Friends
 Filmstrips and cassettes from series entitled SUPPORT

FROM THE FAMILY. Both series above from:

Guidance Associates
 Communications Park
 Box 3000
 Mount Kisco, NY 10549

AM I NORMAL?, New Day Films, 22 Riverview Drive, Wayne, NJ 07470, (201)633-0212. 16 mm, 3/4 inch U-Matic Video-cassettes and 1/2 inch VHS or Beta. Rental Price \$45.00 (plus \$7.00 handling), Purchase Price - \$425.00 (Plus \$7.00 handling) 24 minutes.

This film is a situation comedy about the experiences boys go through during puberty. The main character, Jimmy, a small thirteen year old boy is confused about all of the changes taking place in his body and he asks his father and friends to help him understand them. After minimal results, he begins his own search for the facts which takes him to the library, the school nurse, and the zoo where he solves his problem. The film ends with Jimmy telling his 2 friends and a crowd of others that, "You can't be cool on the outside, if you don't know what your insides are doing."

It is an excellent film for providing needed information to adolescent boys and girls. It is informative without being didactic and its humor helps minimize the anxiety that boys, girls, parents, and teachers may have in discussing sexual issues in Home Economics, health, and physical education classes. The film deals with male growth and development in a reassuring way and raises important issues about masculinity, identity, and peer pressure so students can use their own values to analyze it.

DEAR DIARY, New Day Films, 22 Riverview Drive, Wayne, NJ 07470, (201)633-0212. 16 mm, 3/4 inch U-Matic Video-cassettes and 1/2 inch VHS or Beta. Rental Price \$45.00 (plus \$7.00 handling), Purchase Price - \$425.00 (plus \$7.00 handling). 24 minutes.

DEAR DIARY is the female sequel to the male adolescence film, AM I NORMAL?. It focuses on the concerns of young girls as they enter puberty in a factual, true-to-life, yet sometimes humorous manner. The main character, Janie, relies on her peers as well as on her mother for answers to her questions about menstruation, breast development, and interactions with boys. After minimal success, as in the case of Jimmy, Janie turns to her local librarian, her physical education instructor, and after having a note intercepted by her biology teacher during class, to him. This section, in particular the part regarding menstruation, is done in a very effective manner due to the male teacher's ease in presenting the strictly female topic to the class and in his comfort in answering questions by the inquisitive, yet apprehensive, females and males in the room.

Janie's open pursuit of her concerns assures adolescents that it is normal to be curious and that it is fine to admit one's worries about his/her changing body. The humorous manner in which it is presented will help students feel at ease in discussing their adolescent concerns following viewing of the film.

Both "AM I NORMAL," and "DEAR DIARY" should be useful tools for teachers of both adolescents and pre-adolescents in such areas as Home Economics, Health, and Physical Education, as well as means of presenting the need for such adolescent education to parents, administrators, and school board members.

Several departments or schools within a district could join together to purchase these films which are not likely to become outdated.

REVIEWED BY:

ROBYN DAGENAIS
 Former Graduate Student
 Home Economics Education
 University of Illinois



Teaching Global Awareness Through Clothing and Textiles



Kendra Brandes
Department of Home Economics
Bradley University
Peoria, IL

Current thinking in the area of clothing and textiles reflects an awareness of the need for a "global" approach in our teaching. When Marshall McLuhan introduced the phrase "Global Village" in 1968, he gave a name to the growing realization that the societies of our world are becoming increasingly interdependent. The realities of everyday life for the average high school or college student help illustrate this fact. Today's students take for granted that world events will be flashed on their T.V. screen as they happen. They attend rock concerts coordinated simultaneously between several locations around the globe through the high technology of our mass media. They have come to view goods produced in the far corners of the earth as consumer staples. When they graduate and enter the world of work, it is very likely that many will have jobs requiring international involvement of some type. Yet, despite this growing trend toward global interdependency, it has been reported that today's high school student is less prepared than ever for understanding other cultures. A few statistics point to the problem. The percentage of American high school students studying a foreign language dropped from 24% in 1965 to 15% in 1979. As few as 5% of American teachers reported taking courses in international affairs or foreign culture at any time during their career. Over 20% of American high schools offer no foreign language courses. In those schools offering courses in foreign language, many of the students quit before obtaining competency.^{1,2}

While it is important to consider this loss in foreign language skills among our students, one should also remember that communication is visual as well as verbal. An area in the school curriculum with potential for teaching cultural awareness through nonverbal communication

is that of clothing and textiles. It has long been recognized that clothing is a form of communication. Many experts are beginning to speak of the "language" of clothing. The clothing of other cultures then becomes a "foreign language," an area worthy of study. As Lurie³ states, "The appearance of foreign garments in an otherwise indigenous costume is similar in function to the use of foreign words or phrases in standard English speech." Just as the English language is sprinkled with words and phrases from foreign languages, so too is our manner of dress. The study of cultural origins of specific garments or types of fabric can reveal to the student an intriguing overlap of cultures. For example, an examination of the tartan can help the student see a link between current fashion trends and events in British history. A brief knowledge of the paisley design leads the student into a study of textile production that might begin in a 19th century Scottish town and stretch back to ancient Asian cultures. How many students are aware that the fabric of the ever popular American blue jean can be traced to France? A review of fashion fabrics on today's market could initiate a discussion of the current import issues and the Reagan Administration's economic policies toward textiles and apparel.

It is often argued that study of foreign language is not as necessary as it was at one time. English is becoming a universal language. There can be no argument, however, that communication has become increasingly important. If one realizes that first impressions are often formed within the first 30 seconds,^{4,5} and are based primarily upon appearance, then clothing may be seen as a fundamental means of communication. In the study of language, a knowledge of the origin of any word gives a broader understanding of that word and all of its variations. An understanding of the origin of an item of dress or a fabric also expands knowledge of the communication system of clothing. High school students are naturally interested

¹Carlson, C.A. Foundation News. July/August, 1980, p. 8.

²Wass, Betty M. "Relevance of Cultural Studies to Retailing/Merchandising Students." ACPTC (Association of College Professors of Clothing and Textiles) Combined Proceedings, of the 1982 Annual Meeting, p. 53-55.

³Lurie, Alison. The Language of Clothing. New York: Vintage Books, 1983, p. 7.

⁴Allport, Gordon. Personality - A Psychological Interpretation. New York: Henry Hold and Company, 1937, p. 500.

⁵Horn, Marilyn and Gurel, Lois M. The Second Skin. Boston: Houghton Mifflin Company, 1981, p. 158.

in clothing. If we seek ways to broaden their clothing vocabulary, we can expand their cultural awareness. We can test our students' clothing vocabulary skills with such examples as:

CHANTILLY LACE

From Chantilly, France, this bobbin lace became very popular during the 17th century. During the French Revolution this lace and many other fine fabrics became associated with the oppressive ruling class. Many lace makers in Chantilly were killed during the revolution because of their association with the wealthy. Originally made of linen and silk, today we use this lace made of silk, nylon and other fibers. It is no longer limited to the wealthy few.

CORDUROY

The name comes from the French "cord-du-roi" or cord of the king. The fabric gained wide acceptance during the 17th century as rugged outdoor fabric for the king's servants. Today it is widely accepted for work clothing as well as sports wear.

DENIM

The fabric of the very American blue jean was originally called "serge de Nimes." It was a twill weave fabric made in the town of Nimes, France. The name was shortened over time to the "demin" we use in everything from pants to upholstery fabric.

ETON JACKET

This is the name given to a type of jacket that is waist length with a straight cut and fairly wide collar and lapels. It was the jacket worn by the underclassmen of Eton College in England until 1967. Eton College is the location for several scenes in the current film Young Sherlock Holmes.

JACQUARD FABRICS

Many of our current dress and blouse fabrics are called "Jacquard." The fabric is named for the man who invented the loom that made these dressy fabrics possible. A jacquard fabric is one in which designs or patterns are woven into the fabric. Prior to the early 1900's these fabrics were very costly and available only to the wealthy. With the invention of the jacquard loom by the Frenchman Joseph Marie Jacquard in 1801 these fancy weave fabrics became available at a very affordable cost.

PAISLEY

Paisley is the name we give to a design that resembles a curved tear drop. The name comes from the town of

Paisley, Scotland, where wool shawls with this design were manufactured during the 1800's. The actual design, however, is many centuries old and comes from Egypt, Persia and other parts of the ancient world. Different theories list the origin as either a religious or fertility symbol. To most Americans this is simply a fashion trend of the mid 1980's.

TARTAN

The 1980's have borrowed the tartan idea once again as a fashion idea. Tartan is the name for a fabric design consisting of intersecting color bars. We commonly call this design a plaid. The original meaning of the word "plaid" was a rectangular piece of fabric used as a shawl. The correct name for the design is tartan, and it is best known as a symbol of the clan system of the Scottish Highlanders. Due to political unrest in Great Britain during the 1700's, wearing the tartan was forbidden by law. Many highlanders were considered undesirable, were rounded up and sent to the British colonies (the United States). It was not until many years later that the ban on wearing the tartan was lifted and the design once again became popular. If there seem to be many American families that claim a direct line of descent from a highland clan it is because of these early highlanders who were forcibly sent to America.

TWEED

Tweed fabrics are a class of wool fabrics, usually a twill weave, that have a somewhat hairy surface and often have soft flecks of color. The name of the fabric comes from the river Tweed which separates England from Scotland. These fabrics were originally woven in the cottages of the people living near the banks of this river. Today tweed fabrics are considered classic fashion fabrics.



Announcement

Ruth F. Riggs, Home Economics teacher in a middle school and co-author of "One Way to Individualize Instruction" in the Mar/Apr 1986 issue of Illinois Teacher has offered to make available to those interested further information on how she set up her program and the learning packets she uses. Her address is C. E. Murphy School, Chesterfield Road, Oakdale, CT 06370 or P.O. Box 1684, New London, CT 06320.

Textbook Selection: A Key to Parenting Education Curriculum

Elizabeth J. Hitch
Department of Home Economics, Family Life
and Consumer Education
Central Michigan University

June Pierce Youatt
Department of Family and Child Ecology
Michigan State University

Every few years many home economics teachers have the opportunity to participate in the time-honored ritual of selecting a new textbook. The ceremony varies by district; it may involve an advisory committee, curriculum committee, librarian, or textbook review committee, but it is almost without exception met with enthusiasm by the teacher. What role does the textbook play in the classroom? A tool for motivating and stimulating students? A source of "backup" information to expand what has already been disseminated via the teacher? Just one of many instructional resources available to students? Or does it have a much more significant influence in the classroom?

The textbook may actually serve as a curriculum "divining rod." This use of the textbook was brought to our attention through our 1984 survey* of 299 Michigan secondary home economics teachers with parenting education classes who were asked what content was included in those classes, and what factors influenced the inclusion of particular topics. Teachers were asked whether they included twenty-one topical areas in their course. If so, they were requested to identify the factor most influential in their decision to include the topic. Possible factors included textbooks, curriculum guides, advisory committee, personal experience, student interest and "other." The textbook was the most frequently cited reason for including 14 of the topics and second or third for six more. The only topic for which the textbook did not rank in the top three was "contraception" which was not covered at all by 54% of the teachers.

This finding raises some questions. Is the textbook relied upon more heavily in parenting than in other courses? Are teachers who may not have had professional preparation in a content area more likely to rely on the textbook? How might we account for this heavy reliance upon the textbook?

*Unpublished study. For further information, contact the authors.

While this finding may suggest questions about the appropriateness of the textbook in curriculum decision making, it definitely underlines the need for careful selection of the textbook. If the textbook in parenting education and other courses guides the direction and content of the course, then it becomes imperative to evaluate textbooks on other variables besides reading level, interesting illustrations, and the like.

Consider the following:

Comprehensiveness: Does the textbook cover the range of appropriate topics, particularly those which have special relevance to your program? Does its table of contents match your list of issues and the foundation material that you believe should be covered in your course?

Appropriateness: Does the book handle sensitive subject matter in a manner that will generally be acceptable in your community? An example may help to illustrate this point. While teaching home economics in a rural secondary school, one of the authors, after some enjoyable browsing, ordered five copies of a particular textbook. Upon arrival, I noticed the textbook was attracting an inordinate number of interested students. There, tucked away in the chapter on "Adjustments in Marriage," were two pages of illustrations of positions for sexual intercourse!

Lasting Value: Are the data, demographics or statistics soon to become outdated and inaccurate? For example, quotations on the number of children abused annually, the costs of raising a child, or the annual salary of day care providers may be outdated almost before the book is delivered.

Relying on the textbook for determining the content of parenting education courses is debatable. Nevertheless careful and deliberate selection of the textbooks is of extreme importance. The following rating scale may assist in evaluating potential selections.

TEXTBOOK EVALUATION FORM*

SA A N D SD

Directions: For the textbook you are reviewing, circle the appropriate number by each statement (5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree). Compute a total score for each textbook reviewed and use the total score for comparison purposes. Pay particular attention to the subtotal for each category, particularly "Appropriateness."

<u>Appropriateness and Scope</u>	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>
The author's point of view is acceptable to the school and community.	5	4	3	2	1
The author's point of view is in agreement with the home economics program philosophy.	5	4	3	2	1
The content is at the appropriate reading level.**	5	4	3	2	1
The content covers a range of appropriate objectives/competencies/achievement indicators of the home economics course/program.	5	4	3	2	1
SUBTOTAL					

<u>Accuracy</u>	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>
The author is qualified to write the book.	5	4	3	2	1
The content is research-based (cites sources of information and authority).	5	4	3	2	1
The content is up-to-date and timely.	5	4	3	2	1
The content will not quickly become outdated.	5	4	3	2	1
The content is accurate.	5	4	3	2	1
The content is sufficient to cover fundamental areas.	5	4	3	2	1
SUBTOTAL					

*Developed by the authors.

**Formulas for calculating are available, e.g., see Ill. Teacher vol. XIV, no. 2 and vol. XV, no. 2.

REFERENCES

AHEA, A Guide for Evaluating Consumer Education Programs and Materials, n.d.

Blankenship, M. L. and Moerchen, B. D. Home Economics Education. Boston: Houghton Mifflin Co., 1979.

Eseff, P. M. and Eseff, M. S. Developing Instructional Materials. Columbia, MD: Educational Systems of the Future Press, 1974.

Tyler, L. L. and Klein, M. F. Evaluating and Choosing Curriculum and Instructional Materials. Los Angeles: Educational Research Associates, 1974.

Format

The book format is attractive (appropriate mix of text and illustrations).	5	4	3	2	1
The printing is clear and easy to read.	5	4	3	2	1
Illustrations are well-designed and well chosen.	5	4	3	2	1
Photographs are interesting and appropriate (not used primarily as "fillers").	5	4	3	2	1
The binding and cover are attractive and durable.	5	4	3	2	1
The text is organized to facilitate learning.	5	4	3	2	1
The index and table of contents are sufficiently detailed.	5	4	3	2	1
There are clear explanations.	5	4	3	2	1
The writing style is interesting.	5	4	3	2	1
Suitable vocabulary is used.	5	4	3	2	1
There are provisions for individual differences in interest and abilities.	5	4	3	2	1
There are reviews and summaries in appropriate places.	5	4	3	2	1
There are suggestions for self-evaluation.	5	4	3	2	1
SUBTOTAL					

Bias

There is <u>no</u> evidence of:					
job denigration	5	4	3	2	1
sex-role stereotyping	5	4	3	2	1
age discrimination	5	4	3	2	1
racial bias	5	4	3	2	1
ethnic bias	5	4	3	2	1
religious bias	5	4	3	2	1
SUBTOTAL					



A Message to
Student Members of AHEA

You can have an impact on your profession by keeping up your membership and encouraging other students to join. You might also ask your professors if they are members!

Snacks: A Help Or A Hindrance to Good Health?



Tommie C. M. Lawhon, Professor
School of Home Economics
North Texas State University

Eating between regular meals is a part of the American lifestyle, and learning how to snack is important to the development of healthy food habits. When evaluating snacks, one needs to consider the total daily food and beverage consumption.

Food patterns are changing and Americans may be starting to view snacks in a different way. That is, snacks may replace a part or all of a main meal, rather than supplement three main meals a day. This change is expected to affect not only the number of snacks eaten, but also the types of foods and beverages that will be seen as acceptable. With the skipping of meals on the increase, snacks will become increasingly important to the diet.

Millions of Americans are striving to improve their diets, and one way to accomplish this is to analyze the fat, salt, and sugar contents of the diet, including those items thought of as "snack foods." High levels of sodium consumption may be hazardous for persons who have high blood pressure, sugar increases the risk of tooth decay, and diets high in fats may increase the risk of a heart attack.¹ Proper diet, including snacks, also helps to prevent or retard the onset of obesity, which can increase the risk of diabetes in those who have the genetic tendency toward it.²

Sugar, Salt/Sodium, and Fat

Snacks high in sugar, salt, and fat need to be discouraged. Refined sugars provide energy but no other nutrients. Health problems can result from the excessive consumption of sugar. The consumer who is concerned about sugar may check labels for the following which are other

names for sugars: dextrose, sucrose, fructose, maltose, lactose, corn syrup, molasses, sorghum, honey, maple syrup, maltodextrin, fruit sugar, raw sugar, and brown sugar.³

Sodium, naturally present in many foods, is needed by everyone, but many Americans consume more than the daily recommended amount. Using less salt at the table or when preparing foods is one strategy for reducing excessive sodium intake.

Consumers who wish to avoid foods containing a high level of sodium may check the labels when purchasing foods, especially bouillon cubes, some cheeses, ready to eat cereal, canned and instant soups, catsup, mustard, prepared horseradish, salt seasonings, or Worcestershire, barbecue, and soy sauces. Foods prepared in brine such as sauerkraut, pickles, and olives have a high sodium content. Other sodium-laden foods include salty, pickled, cured, or smoked meat products like bologna, corned or chipped beef, frankfurters, luncheon meats, ham, salt pork, sausage, smoked tongue, herring, sardines, smoked salmon, salted and dried cod, anchovies, and caviar. Additional high-sodium foods are salted nuts, saltine crackers, and salted potato chips.⁴

Teaching students to decrease fat intake in meals and snacks can be crucial to health development. Fats are found in such foods as salad dressings, meats, some dairy products especially butter, and eggs. Some ways to reduce fat in the diet are to provide low-fat milk; trim fats from meats; skin poultry; and bake, broil, or boil snacks and other foods rather than fry them.^{5, 6}

Changes in the Market Place

Changes are taking place in the market place. For example, some companies are producing a variety of canned vegetables without adding salt, while others have cut the amount of sugar in syrups used in canned fruits or are using the natural juices. One major company has decreased the amount of sodium in condensed soups. Americans are

¹U.S. Department of Agriculture and U.S. Department of Health and Human Services (1985, August). Nutrition and Your Health Dietary Guidelines for Americans. (Bulletin No. 232). Washington, D.C.: U.S. Government Printing Office, pp. 15-21.

²Hamilton, E. M. N., Whitney, E. N., & Sizer, F. S. (1985). Nutrition: Concepts and Controversies. New York: West, 419.

³U.S. Department, op. cit., pp. 17-20.

⁴Williams, S. (1981). Nutrition and Diet Therapy. St. Louis: C. V. Mosby, 619.

⁵Marotz, L., Rush, J. & Cross, M. (1985). Health, Safety, and Nutrition for the Young Child. Albany, New York: Delmar, 268.

⁶U.S. Department, op. cit., p. 16.

cutting back on beef and increasing their consumption of chicken and fish. There are also decreases in the consumption of butter, eggs, and coffee. Certainly some of these changes are related to the desire to be healthier.⁷

Recommendations

Selective purchasing, coupled with adequate preparation of snack food items is essential to a good diet. What, then, are some recommendations regarding snacks that may aid in lowering the notches on the belt, fighting the fat, and helping one feel better about one's self?

1. The consumer may choose to evaluate personal snack patterns. One can eat three nutritious meals a day and still ruin the effect with poor selection of between-meal treats.
2. Individuals who read labels before making a purchase may be surprised by the ingredients. Reading will involve more time at the market, but it is essential if one desires to modify the diet.
3. The consumer may consider using fresh vegetables as snacks. They are nutritious, and low in calories.

Common vegetable snacks are celery and carrots, but have you tried turnip sticks, broccoli, cauliflower, bell pepper, or green beans? What about brussel sprouts, cabbage, lettuce, squash, or strips of sweet potatoes? Fresh spinach, when free of chemicals, can be an excellent snack. Cherry tomatoes are bite size and delicious. Fresh cucumbers are tasty and low in calories. However, some of the dips and salad dressings provided for fresh vegetables are loaded with sodium, fat, sugar, and/or other additives and may contain more calories than a meal. These dips may camouflage the true flavor of the vegetable and decrease the enjoyment of the uniqueness of the various textures, colors, and flavors provided by nature.

Fruits can be excellent snacks, too. The consumption of a small bunch of grapes may satisfy some while others will eat a pound or more at one sitting. The latter individual may need to purchase only a small quantity at a time.

Snack time is often accompanied by a beverage. Many drinks contain caffeine, and some also contain sugar, sodium, and other additives. One may consume substantial amounts of caffeine in soft drinks, tea, chocolate, and coffee. Heavy users of caffeine may suffer side effects,

⁷Thornton, J. (1982, November 29). U.S. News and World Report, 93(22), 65-66.

and some are sensitive to even small amounts. Side effects experienced may include but are not limited to insomnia, nervousness, and increases in heartbeat, stomach acids, and excess urine production.^{8, 9}

Alcoholic drinks can be high in calories and aid in adding notches to your belt.¹⁰ For a beverage break have you considered low-fat milk, carrot juice, mixed vegetable juices, hot apple juice, other fruit juices, or hot water with a few drops of orange or lemon juice added for flavor? Evaluating and changing beverage consumption during snack times can help improve one's eating habits.

The Students

How can a home economics teacher assist the students in becoming "snack-wise"? A student's interest in healthy snacking habits can be increased in numerous ways. Some possible activities that could encourage a student of any age to evaluate eating habits are to:

1. Have students make a collage using pictures of food items that are usually high in sodium, sugar, and/or fat. A second collage could include more nutritious snacks.
2. Invite an inspector from the health department to speak on food poisoning or "Keeping Cold Snacks Cold and Hot Snacks Hot." If s/he can't come, a student could interview and tape record for the class.
3. Have each student demonstrate the making of one snack and give an analysis of its nutritive values and disvalues.
4. Have students list or display nutritious snacks that can be safely utilized for camping trips or picnics where refrigeration is unavailable.
5. Have students interview senior citizens to discover what their snacking habits were in their younger years and contrast these with their snacking habits today.
6. Have students interview a dietitian about nutritious snacks for children in day-care centers and nursery schools.
7. Invite the school dietitian to speak about the value of planning the daily food intake so that snacks are included.
8. Ask the County Extension Home Economist, or someone from the electric or gas company, to present a demonstration on popular nutritious snacks.

(Continued on page 37.)

⁸Caffeine: How to consume less. (1981, October). Consumer Reports, 46(10).

⁹Caffeine: What it does. (1981, October). Consumer Reports, 46(10).

¹⁰U.S. Department, op. cit., p. 21.

Using Teacher Self-Analysis for Curriculum Change: The Case of Clothing Studies



Susan G. Turnbull
Associate Professor
Home Economics Education
University of New Brunswick
CANADA

Things will never be the same again. The lessons of history tell us that our society is not static; change is always a dominant force that ensures a difference in ourselves, in our social and material environments, and in our organizational structures.

It does not follow that change is totally beyond our control. In fact, strategies have been designed to help us order change. The elements most often identified as being of critical importance to delineate are the forces of change,¹ the people affected by the change² and the desirable ends of the change process.³ Several of these strategies are specific to the educational change process.^{4, 5}

In the province of New Brunswick, educational change is a predominant theme. The N.B. Office of Government Reform has recommended steps that may well alter the delivery systems of social and educational services.⁶ As part of the school offerings, the home economics curriculum will be affected. Already a home economics high school evaluation has been completed that infers that an enforced change for the constituent subject areas is not far away.⁷ In addition to this outside pressure, the

field of clothing in home economics, has itself recognized an inherent need for alteration. Having roots in the social and traditional sciences, clothing specialists have long been cognizant of the need for clothing education to be as relevant and as timely as possible.^{8,9,10}

What will the future changes be for home economics in the school system? Will the important "players," namely the teachers, have an opportunity to affect future changes? The pilot study reported here addresses this question by concentrating on one aspect of the field of home economics presently taught in N.B. schools, that of clothing. Using the rationale that an identification of possible barriers to desired change and a concentration upon accruable benefits will aid in achieving a desirable future, a general normative forecasting technique was used to help home economics teachers examine their clothing classes and surrounding environmental conditions. This information would then form the first step in outlining a plausible plan of change in which the teachers would have a degree of control.

The objective of the pilot study was to consider the strengths, weaknesses, opportunities, and threats perceived by home economics teachers in relation to the clothing curriculum in New Brunswick. The frame for this process, known as the SWOT technique (Strengths, Weaknesses, Opportunities, Threats) has been used for many futures discussions in different disciplines.¹¹

Methodology and Findings of the Study

The data reported here were results collected at the Spring 1984 Home Economics Subject Council meeting in New Brunswick. Membership in the council is composed of

¹Dyer, John. (1984). Deterrents to Change. Education Canada, 24(1), 28-33.

²Cox, P.L. (1983). Complementary roles in successful change. Educational Leadership, 41(3), 10-13.

³Winn, Ira. (1983). High school reform: Stuffing the turkeys. Phi Delta Kappan, 65(3), 184-185.

⁴Renfro, W.L., and Morrison, J. L. (1984). Managing change in education organizations. Education Digest, 49(6), 40-42.

⁵Boulding, D.E. (1984). The fallacy of trends. National Forum. The Journal of Phi Kappa Phi, 55(3), 19-20.

⁶New Brunswick Office of Government Reform. (1985). General overview of policy directions on educational services. Unpublished manuscript.

⁷Department of Education. (1984). An evaluation study of the nature and status of home economics programmes in the senior high schools of New Brunswick. Fredericton, NB: Author.

⁸MacCleave-Frazier, Anne and Murray, Eloise C. (1984). The private worlds of clothing teachers. Illinois Teacher, 27(5), 200-203.

⁹Margerum, B. J. (1981). The clothing scene--A teaching guide. Journal of Home Economics, 73(1), 45-47.

¹⁰Turnbull, S. C. (1982). Is sewing for spinsters and grade 8 home economics classes? The Winds of Change. Publication of the Home Economics Subject Council of the N.B. Teachers' Association, 12(1), 3.

¹¹Horn, Marilyn J. (1984). Clothing and textiles: Future by emergent design. Clothing and Textiles Research Journal. 2(2), 1-6.

nglo-speaking teachers of home economics in the public school system.

Teachers were asked to identify the strengths, weaknesses, opportunities, and threats evident in the clothing classrooms of the province. The directions included encouragement to consider all aspects of the learning environment including subject content, physical surroundings, and human resources. It was noted that

Despite many variations across individuals, schools, and school districts, consistently similar words were used. A total of 30 separate strengths were listed, 80 weaknesses, 13 threats, and 45 opportunities, all related to the teaching of clothing in N.B. schools.

Of the perceived strengths, approximately 42% pertained directly to the curriculum content. About one third of the strengths related to general resources, including material (time periods, space, and equipment), human resources (teachers and pupils), and administrative structure (coeducational classes, compulsory course in grade 8). One quarter of the strengths related to teacher-identified personal benefits derived by the students from clothing classes, such as giving a sense of accomplishment, improving self-concepts, and encouraging creativity.

Weaknesses noted were in similar categories, with the largest number being in curriculum and activities such as the high cost of clothing class, the appropriateness of construction projects, and the amount of time spent on sewing. Additional problems included such factors as clothing classes having a low in-service priority, antiquated attitudes of teachers, outdated equipment, and teachers without continuing professional development. Weaknesses also included student lack of interest, student frustration, excessive female orientation, and having too many students in one classroom.

The threats were fears such as elimination of home economics from the public school system, a general decreasing interest in home economics, unsuitable teaching expertise of instructors, and the feminine leanings of home economics. Other minor threats noted were high pupil-teacher ratios, and an overall lack of understanding by the administration. The teachers also mentioned elements such as less expensive ready-to-wear, family concerns regarding expensive sewing projects, increasing emphasis upon technology and less upon home production, and the "back-to-basics" movement.

Opportunities in clothing seen by the teachers included viewing the curriculum as a vehicle for change, to make the content more relevant and to help to correct those weaknesses identified earlier. Specific changes suggested

were laboratory textile work, outdoor clothing and career education.

Opportunities focusing upon the student as an individual were also mentioned, for example, clothing studies provide an artistic outlet, practical skills, and help to self-concept. Other opportunities related to new teaching milieus (e.g., night school) and computers.

Having given some thought to overcoming hurdles and using opportunities in the best possible manner, one can utilize a futures outlook as a frame from which to effect change. Home economics teachers, along with other teachers, must be aware of their own abilities to help effect positive and useful change in schools. Policy makers must recognize the contributions that can be made by teachers and the power of teachers in implementing new curriculum.

The pressures of the 1980's are forcing change to evolve quickly. Educational change is part of this evolution that challenges us all. Who will answer the call?



Snacks: A Help Or A Hindrance to Good Health?
(Continued from page 35.)

9. Invite a physician or dietitian to speak on the possible effects of nutrition, including snacks, from prenatal development through the aging stage.
10. Have students keep a log of their snacks and meals for a few days. Evaluate nutritive value and discuss nutritional needs.
11. Have each student choose a snacking habit that s/he will modify or eliminate for at least a few weeks.

Conclusions

We can benefit from an evaluation of our total food intake including snacks. We are also capable of changing or modifying bad habits. However, breaking a bad habit is easier when a good one replaces it. Therefore, replacing snacks that are overloaded in sugar, sodium, and fat with nutritious food items may be easier and more beneficial than giving up snacks. Feeling that you are in control of your diet rather than having the diet in control of you will aid not only your health but your outlook on life and your self esteem.



Non-Cognitive Objectives: The Home Economics Contribution

Hazel Taylor Spitze

"Take that!" yelled the former right tackle as he slammed his big hand against the baby's face, and striding over to his wife, he added, "And you, too." He gave her a loud slap. "I'm tired of being tied down by you two. I have other things to do with my money and other places to spend my time." His wife sobbed, picked up their crying baby, and left, saying "You've done it again and you're cold sober."

Fortunately, he didn't hurt either one in this role play in a home economics family living class because the "baby" was the home economics doll and as a thespian he knew how to simulate a slap with both his hands near the "victim's" face. But the stage was set for some interesting discussion. It became lively as questions were asked and alternatives considered.

What should the wife do? Where can she go--temporarily and for the longer term? What is her financial situation? Does she have any job skills? Does she have relatives nearby? Any friends to turn to? Where can she get help?

The teacher filled in details of the simulated situation during the discussion. No, the nearest relatives were 400 miles away. The neighborhood was not one where making friends was easy and they had not lived there long. Both parents were unemployed. Yes, there are social agencies that offer help in such situations.

Questions continued. Why did he do that? Has the police ever been called when he behaved this way? How old is this couple? Is the baby a wanted child? How much education do they have?

The home economics teacher led the class to increased understanding of the societal problems of child abuse, displaced homemakers, unemployment. She directed the discussion to pertinent laws and asked if new legislation was needed; she pointed out the need for all persons of both sexes to be able to earn a living; she stressed the importance of every student's developing a positive self-concept and asked the students what they thought they could be doing now to strengthen their own. She mentioned the importance of families in today's society.

* * * * *

"The meeting is called to order," announced the young FHA president, "At our last meeting we decided that our main service project this year would be to help improve the quality of life of the older folks in our community. Last year we tried to help children, as you remember, and I think we succeeded in helping ourselves as well as them, and we learned a lot."

"Marcia, is your committee ready to report on your visit to the Flick Nursing Home?" Marcia reports that they visited the nursing home, talked with the social worker and the recreational director, and toured the facility. It was a sad experience. They were surprised to learn that so few of the elderly live in institutions and that it cost \$1,600 per month to live in this one. The social worker pointed out the loneliness of the residents as a principal problem.

There followed a discussion of whether each one of the FHA members could "adopt a grandparent" and relieve some of the loneliness, whether the residents would like to play games, have someone come and eat with them, or receive letters. Could they accept phone calls? Flowers? Would it be interesting to ask them questions about their families, about life in the "olden days," about what they think of TV and what people did before there was any?

Then Madam President asked for other reports and ideas from members about other ways to interact with the elderly and help them have a better quality of life.

"I'm going to spend more time with my grandparents. They live close by and they may be lonely, too" said Janie.

"I'm going to visit my older neighbors and ask if I can do some errands for them," offered Sue.

"I've heard that some elderly people are abused and I want to see what I can find out about that and why it happens," added Karen.

Jim and Meg decided to go together to visit the Senior Citizens Center and see what it offered and whether they needed volunteers there. Bob and John thought they'd like to provide a free service to those who had no one to call when they needed a light bulb changed or some other job that was difficult for the elderly but so easy for them.

"Whoops, there's the bell," interrupted the President. At our next meeting we'll hear what you have

done with these ideas and any new ones you've had, and we'll decide whether there are speakers you'd like to invite later. We'll also start planning our Christmas party. Let me know if you have other agenda. Meeting adjourned."

The home economics teacher, as the sponsor of this Future Homemakers of America Chapter, listened, provided information, offered encouragement, and met with the executive council later to plan the next meeting.

* * * * *

These two scenes provide examples of how home economics contributes to the non-cognitive objectives of the school.

The need is emphasized by the headlines in every day's newspaper: White Collar Crime Booming Again, Low Marks for Executive Honesty, U.S. Department of Agriculture Holding Ethics Classes for Officials, Drunkenness: Ugly Pastime for Some Baseball Fans, Case Against Exxon Sticks--to the Tune of \$1.9 Billion, Illegal Mortgage Methods Studied (a story of a man who obtained 16 mortgages on his house, telling all but the first lender that he was getting a second mortgage), Mother Kills Child and Self, Violent Crime Rate Soars, Third Suicide in Local High School.

These problems demonstrate to me the need for objectives in the school such as these:

- (1) The development of social responsibility, which means abilities:
 - (a) to accept the obligations of a family member, including some responsibility for the next generation
 - (b) to earn a living
 - (c) to take care of own health, physical and mental
 - (d) to develop consumer skills
 - (e) to protect the environment
 - (f) to respect the worth and dignity of all human beings and to have concerns for the human condition
 - (g) to value honesty, dependability, trust, justice, fairness, equity, cooperation
 - (h) to accept the obligation for continued lifelong learning
- (2) The development of a positive self concept, which is influenced by abilities:
 - (a) to experience joy in living and
 - (b) joy in learning,
 - (c) to use leisure constructively,
 - (d) to see work as a means to achievement and to have pride in accomplishment,
 - (e) to gain skills for everyday living, and
 - (f) to be both a leader and a follower.

- (3) The development of a love and appreciation of freedom and a democratic society, which entails:
 - (a) understanding the difference between freedom and license, and
 - (b) understanding both the rights and responsibilities of citizens in a democratic society.
- (4) The development of aesthetic appreciation which is enhanced by:
 - (a) appreciation of beauty in all of its forms including human relationships, and
 - (b) ability to create beauty in own near environment.

Home Economics can make a contribution to all of these objectives, but to some more specifically and uniquely. Some are met primarily by the content, some by the manner in which it is taught, but most by a combination of the two.

Home Economics also makes a significant contribution to the cognitive objectives of the school, and in focusing here on the affective, we recognize that they are not entirely separable.

In the thousands of home economics classrooms around the country, teachers are contributing, as illustrated in the scenes described above, to students' understanding of social problems and ways to deal with them, of democratic living as they experience it in class or club and prepare to promote it in their future families, of the need to be employable, of the importance of family.

The focus of the home economics profession and field of study is the family. In preparing youth for their present, and later adult, family roles we can help to prevent some of our most serious societal problems, such as child abuse and neglect, violence between spouses, and abuse and neglect of the elderly and handicapped. By removing some of the causes of negative interactions in the family, we can help reduce divorce rates and the consequent problems of single parents and their children. We teach principles of human relationships and child development, management of family resources, and consumer education. We use actual "play school" situations, role playing and other simulations, actual and simulated consumer decisions, field trips to such places as courts, financial institutions, recycling centers, or nursing homes, and actual problems in budgeting, record keeping, or calculating the cost of a house with a mortgage. We help people understand that planning for resource use includes substituting one resource for another (e.g., time and skills for money), the sharing of resources and the use of community resources. We teach skills that help people keep down the costs of food, clothing, housing, and energy use.

We help people to stay healthy by teaching nutrition, sanitation and food safety and by stressing rational decision-making in relation to life styles. We use laboratories, games, discussion, simulations, and, of course, reading and writing exercises.

We provide success experiences in classes and in FHA which help build a positive self-concept and leadership skills. We sponsor FHA service activities for special groups, social activities to promote constructive use of leisure, fund raising activities and plans for use of the funds to enhance abilities to manage resources.

Our consumer education classes include attention to the effect of consumer decisions on the environment and the question of whether to buy as well as what, where, when and how to buy. Consumer credit and insurance are topics for study. We use demonstration, discussion, simulation and the student's real consumer decisions in choosing techniques.

We try to make learning enjoyable, especially to help students "experience the joy of discovering intellectual relationships" as Bruner¹ put it about a quarter-century ago. We feel that this will promote continued learning as well as self-esteem. Student involvement in planning the curriculum enhances this effort.

Our students have opportunities in class or FHA to take pride in a job well done and to feel satisfaction from work, which may result in a product (e.g., a child's toy made from an item that would have gone to the landfill) or in a service or a new relationship.

We develop aesthetic appreciation by teaching fundamental principles of art and applying them to clothing, interior design, or even food service. We recognize the beauty of cardinals on the window sill as well as expensive draperies, of hand tailored garments as well as Gucci shoes, of human relationships as well as material possessions. We also recognize, a la Maslow,² that aesthetic needs arise only after several other needs in the hierarchy are met, and we help meet these physiological, safety, love and esteem needs so that they may emerge.

We help people become employable in some of the ways already noted. As I have outlined previously,³ employability requires a positive self-concept, positive human relationships, positive attitudes toward work, physical and mental health, and management skills, e.g.,

¹Bruner, Jerome. The Process of Education. Cambridge, Mass.: Harvard University Press, 1960.

²Maslow, Abraham. Motivation and Personality. New York: Harper and Row, Publishers, 1954. Chapter 5.

³Spitze, Hazel Taylor. "The Place of Home Economics in Vocational Education." Illinois Teacher of Home Economics, 26 (Jan/Feb., 1983):116-117.

the management of one's time. A harmonious family life increases one's ability to obtain and hold a job and to get promotions, too. As students learn to use and care for the equipment in the home, they cope more ably with technology in the work place. As they learn to use the rational decision-making process at home, they can make better decisions in regard to work. Emotional stability developed in the family affects absentee and accident rates on the job.

Since characteristics such as honesty, dependability, trust, justice, fairness, equity and cooperation are usually learned first in the family, we contribute toward their development by helping people establish harmonious families, and, of course, by demonstrating them as teachers.

We stress responsibilities as well as rights in human relationships, and we help students learn to be assertive so they can handle both. We encourage freedom of thought in class discussion and club planning meetings.

We are fortunate to have as our content so many areas of interest and direct use for everyone. We are fortunate, too, that in our heritage we have people like Caroline Hunt,⁴ who told us at the Third Lake Placid Conference in 1901 that "the final test of the teaching of home economics is freedom."

We are pleased to be able to contribute in so many ways to the non-cognitive, as well as the cognitive, objectives of schools. When Home Economics is not a part of the secondary curriculum, there is a serious void. If Home Economics did not exist today, it would have to be invented!

⁴Hunt, Caroline. "Revaluations." Washington, D.C.: American Home Economics Association. Lake Placid Proceedings, 1901:79-89. Reprinted in Illinois Teacher Vol. XXIII, No. 3, Jan/Feb. 1980, p. 120-126.

Say Yes To NCFR's 1986 Annual Conference

"Family Politics" (Macro and Micro Issues)
November 3-7, 1986
Hyatt-Regency Dearborn Hotel Dearborn, Michigan

KEYNOTERS:

<input checked="" type="checkbox"/> Special Plenary Sessions "Human Rights and the Family: Research, Practice and Action" "The Government's Role in Family Life"	<input checked="" type="checkbox"/> Presidential Address Joan Aldous, 1985-86 NCFR President "The Intergenerational Ties of the Middle Aged and the Middle Class"
<input checked="" type="checkbox"/> Hundreds of Section Sessions, Round Tables, Posters, Workshops, Receptions	<input checked="" type="checkbox"/> Exhibits, Meet The Authors, Employment Service

Write: Conference Coordinator, National Council on Family Relations,
1910 West County Road B, Suite 147, St. Paul, MN 55113 (phone: 612-633-6933)

Publications That May Enhance
Your Professional Effectiveness
from

Home Economics Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

COMMUNICATING THE CONTRIBUTIONS OF HOME ECONOMICS EDUCATION. Cathleen T. Love & Susan F. Weis. (Stock No. A261-08466) \$4.00	COALITION STATEMENT I: VOCATIONAL HOME ECONOMICS EDUCATION. (Stock No. A261-08436) \$1.00
COMPUTERS IN THE HOME ECONOMICS CLASSROOM. Ruth Browning and Sandra Durbin (Stock No. A261-08462) \$6.00	COALITION STATEMENT II. A QUEST FOR QUALITY: CONSUMER AND HOMEMAKING EDUCATION IN THE 80s. (Stock No. A261-08464) \$1.00
VOLUNTARY SIMPLICITY: A LIFESTYLE OPTION. Ruth Pestle (Stock No. A261-08460) \$4.00	CHILD PASSENGER SAFETY: A FAMILY AFFAIR. J. Cunningham & S. W. Miller (Stock No. A261-08440) \$2.00
LEARNING CENTERS: A PERSONALIZED APPROACH TO MAINSTREAMING. B. Babich and C. Thompson (Stock No. A261-08458) \$4.00	THE INDIVIDUAL AS TEACHER: CARING, CREATING, AND COPING. S. H. Cooney & S. A. Bagby (Stock No. A261-08434) \$3.00
WHAT DO YOU LIKE ABOUT YOURSELF??? DEVELOPING A POSITIVE SELF CONCEPT!!! Shirley Slater and Lee Cibrowski (Stock No. A261-08456) \$5.00	CONCOMITANT LEARNINGS: HIDDEN INFLUENCES IN THE CLASSROOM. S. A. Wallace, Editor (Stock No. A261-08432) \$3.00
PROJECTING A PICTURE OF HOME ECONOMICS...PUBLIC RELATIONS IN SECONDARY PROGRAMS. E. P. Anderson, C. J. Ley, R. A. Mears (Stock No. A261-08454) \$4.00	THE HANDICAPPED: OUR MISSION. S. S. Redick & K. M. Lazzell (Stock No. A261-08444) \$2.50
POSITIVE APPROACHES TO CLASSROOM DISCIPLINE. Betty B. Martin & Joan Quilling (Stock No. A261-08452) \$4.00	CHANGING SOCIETAL ROLES AND TEACHING. R. McNabb Dow (Stock No. A261-08428) \$2.50
TECHNIQUES FOR MEETING NUTRITION EDUCATION NEEDS. Wendy L. Way & Susan A. Nitzke (Stock No. A261-08450) \$4.00	CHOOSING EVALUATION TECHNIQUES. H. T. Spitze & M. B. Griggs (Stock No. A261-08424) \$3.50
FOUNDATIONS OF OCCUPATIONAL HOME ECONOMICS. S. F. Weis, E. A. Carlos & J. R. Kreutzer (Stock No. A261-08446) \$3.00	HOME ECONOMICS FOR LEARNERS WITH SPECIAL NEEDS. L. C. Halchin (Stock No. A261-08426) \$3.50
CREATING CHANGE. J. I. Nies & S. V. LaBrecque (Stock No. A261-08448) \$3.50	FAMILY LIFE EDUCATION: FOCUS ON STUDENT INVOLVEMENT. K. B. Green (Stock No. A261-08420) \$3.00
TEST ITEM CONSTRUCTION IN THE COGNITIVE DOMAIN. K. B. Green (Stock No. A261-08442) \$2.00	DIMENSIONS IN CREATIVITY. D. Gade (Stock No. A261-08418) \$4.00
KNOWING THE ELDERLY IN YOUR COMMUNITY THROUGH HOME ECONOMICS. R. Pestle (Stock No. A261-08438) \$2.00	TEACHING FOR EMPLOYABILITY. P. D. Murphy (Stock No. A261-08414) \$1.00
CHOOSING TECHNIQUES FOR TEACHING AND LEARNING. 2nd Edition. H. T. Spitze (Stock No. A261-08402) \$2.50	TEACHING FOR CHANGED ATTITUDES AND VALUES. J. B. Ruud (Stock No. A261-08378) \$1.50

University of Illinois at Urbana-Champaign

ILLINOIS TEACHER
350 Education Building
1310 S. Sixth St.
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED

Non-Profit Org.
U.S. Postage

PAID

Champaign, IL 61820

Permit No. 75

640,705
IL
30:2 N-D 1986

HEX

HEX-
10-29-86

Volume XXX, No. 2
November/December 1986

Library
OCT 24 1986
University of Illinois
at Urbana-Champaign

ILLINOIS TEACHER OF HOME ECONOMICS

Ethics in Today's World Enhancing Learning Effectiveness

Foreword, <i>Alberta M. Dobry</i>	41
Creating A Classroom Climate of Equity: A Look at Teacher Behaviors, <i>Alberta M. Dobry</i>	42
Join the Winning Circle, <i>Jennette Dittman</i>	46
Teaching Reading in Home Economics, <i>Karen Lundstrom</i>	50
Tools of the Profession: Learning and Teaching Styles, <i>Ruth E. Martin</i>	54
Creativity in the Home Economics Classroom, <i>Charlotte Bennett, Patti Rai Smith,</i> <i>and Sam Quick</i>	57
Learning About Family Life from <i>The Great Santini</i> , <i>David A. Dosser, Jr. and</i> <i>Ann K. Mullis</i>	59
Learning Activities for Parenting, <i>Alma Nelson</i>	63
Working Cooperatively with Other Departments in Your School System, <i>Karen Roach</i>	65
The Teenager, Personal Finance, and the Microcomputer, <i>Mary Margaret Whan and Sheila Mammen</i>	66
Decision Making Education: A Model Based on Evaluation of Window Treatment Factors, <i>Helen Lunde and James A. Lindley</i>	70
Using Outside Resources in Extension Programming on Aging, <i>Jane W. Winge</i>	73
Promoting Reality Education in Home Economics and Getting the Message Out: A Home Economics and Health Fair, <i>Debra D. Gebeke</i>	75
Resumé Writing: Teaching A Life Skill, <i>Beverly K. Slotten</i>	76
FHA/HERO Project: Dog Licenses, <i>Jane Brown</i>	79

Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Hazel Taylor Spitze, Professor and Editor

Norma Huls, Office Manager

Nancy Stone, Graduate Assistant

Other Home Economics Education Division Staff

Mildred Barnes Griggs, Professor and Chairperson

Linda B. Peterat, Assistant Professor

Volume XXX, No. 2, November/December 1986. Published five times each academic year. Subscriptions \$14.00 per year. Foreign, including Canada, \$17.00 per year. Special \$10.00 per year (\$12.00 Foreign) for undergraduate and graduate students when ordered by teacher educator on forms available from *Illinois Teacher* office. Single copies \$3.50. Foreign \$4.00. All checks from outside the U.S. must be payable through a U.S. Bank.

Address: ILLINOIS TEACHER
University of Illinois
350 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217/333-2736

© 1986

Foreword

Enhancing Learning Effectiveness

The recent upsurge of public interest in improving the quality of education and providing effective educational opportunities for all prompted the theme of this issue, "Enhancing Learning Effectiveness." Although quality education and effective learning tend to be pervasive concerns of educators, the renewed public interest has prompted us to redirect our attention to the basic outcome of our programs--learning.

Learning is a complex phenomenon. Operationally, learning may be viewed as a relatively stable mental change that makes it possible for individuals to exhibit behavioral modifications or changes which serve as indicators of learning. Aside from physical growth and maturation which promote mental changes, learning occurs through interaction between the learner and the environment. Because of this, learning constitutes a transactional process. It involves some type of exchange.

In teaching and learning situations, the most critical variable for controlling the effectiveness of the learning environment and transactions within it is the teacher. It is from this perspective that authors responded to the theme of this issue. Thus, this issue of the Illinois Teacher is devoted to a variety of approaches for enhancing learning effectiveness through effective teaching.

All of the primary authors of articles for this issue reside in North Dakota. Although this is basically a "North Dakota issue" of the Illinois Teacher, we view ourselves as friendly and open to the ideas of others. Thus, a few articles from collaborative efforts with out-of-state residents are included as well.

The approaches presented in the articles come from a variety of perspectives including that of the secondary classroom teacher, the extension home economist, and the university instructor. Applications include classroom, co-curricular, and outreach experiences. Some of the applications are in terms of content across a spectrum of areas in home economics while others are focused on the teaching-learning process. In all cases, attention to the teacher's role in creating an optimum environment for enhancing learning is a fundamental point.

Alberta M. Dobry
Guest Editor



Editor's Note:

We are most appreciative of the work of our Guest Editor, Dr. Alberta Dobry, and for colleagues in North Dakota in this issue of Illinois Teacher. We believe you'll find some articles that bear on our ethics theme even though the word is not in their titles, for example, the one on sex equity. Likewise, in the items that we have inserted between the articles, notions of ethics may be waiting to be discovered.

We want to hear your ideas on our theme, too. See below.HTS

You don't have to have a degree in philosophy

to have ideas on our Theme, "Ethics in Today's World."

We'd like to hear from you with a one-sentence definition of ethical behavior or a paragraph on how your own ethics affected a decision you made, or a page on your beliefs about ethics in education.

We want to hear from teachers, students, teacher educators, state staff, supervisors, Extension home economists--all of us.

Don't delay!

The Editor

Creating A Classroom Climate of Equity: A Look at Teacher Behaviors



Alberta M. Dobry, Chairperson
Department of Home Economics Education
School of Education
North Dakota State University

More than a dozen years have passed since 1972 when legislation regarding Title IX of the Education Amendments went into effect prohibiting schools from discriminating against students because of their sex. During that time span, a generation of school children passed through the doors of our classrooms. Given our experience with that generation of children, how far have we come toward achieving sex equity in our teaching?

The Equity Challenge Persists

Based on recent reports, more work toward achieving sex equity remains to be accomplished. The emphasis on equity in the Carl D. Perkins Vocational Education Act of 1984 brought renewed attention to this issue. The challenge to attend to equity in vocational education programs was re-emphasized by the National Commission on Secondary Vocational Education in their publication The Unfinished Agenda.¹ Further, the need for "reducing the gender gap" was recently cited as one of the "critical issues" in vocational teacher education.² Thus, the equity issue continues to permeate all levels of education.

What Is Equity?

Clarification of the meaning of equity may serve as a basis for redressing the issue. Very simply equity means justice, fairness, or impartiality. In terms of sex equity, the meaning may be interpreted as freedom from sex bias or stereotyping.³ In this sense it may be viewed as nonsexist treatment. It also means freedom from subordination, exploitation, or role assignment because of

femaleness or maleness. This includes attending to attitudes, actions, or institutional structures which may directly or indirectly impact upon sex equity.

Why Be Concerned About Sex Equity?

As educators in an era of demands for excellence, our basic concern may be that sex equity practices in the classroom have been reported to have an ultimate impact on student achievement.⁴ This conclusion was drawn from a number of studies focused on standardized test scores of large numbers of students. Although most of the studies related to mathematics, physical science, and sometimes social studies, the results may have implications for home economics because of its rootedness in these disciplines.

Conclusions from the studies were based on achievement comparisons of students by sex across all grades and abilities (rather than just the college bound). Those comparisons showed that, for the elementary school years, more similarities than differences existed in achievement scores between females and males. The few differences revealed higher scores for females. In the middle and junior high school years, some differences between the sexes were found to emerge with males taking the lead. For the high school years, many differences were found between females and males in achievement scores with higher scores for males, especially in mathematics. Additional evidence has suggested that the disparity increases in post-secondary years. Thus, a long term view shows that female standardized achievement scores, in general, begin to decline during or directly after the middle and junior high school years. The result is that, although females start out scoring slightly ahead of males, they lose ground as they progress through the educational system. These results are correlational, not causal. Clearly, being female does not cause achievement differences.

Additional research aimed at providing insight into the unusual phenomenon of female and male achievement differences has been approached from a variety of perspectives. One approach has been to examine affective variables considered fundamental to learning. Confidence

¹The National Commission on Secondary Vocational Education, The Unfinished Agenda (Columbus, Ohio: The National Center for Research in Vocational Education, 1985), p. II.

²Ronald D. Zellner and Linda H. Parrish, "Critical Issues in Vocational Teacher Education," Vocational Education Journal, 61, no. 2 (1986): 39-40.

³Jeanne Wirtenberg, Susan Klein, Barbara Richardson, and Veronica Thomas, "Sex Equity in American Education," Educational Leadership, 38, no. 4 (1981): 311-319.

⁴Patricia B. Campbell, "What's a Nice Girl Like You Doing In a Math Class?" Phi Delta Kappan, 67, no. 7 (1986): 516-519.

is one of these variables. Fennema and Koehler⁵ defined confidence as believing that one can learn and execute skills. They found that student confidence in learning and performing was positively correlated to achievement. Their results showed that females not only tended to underestimate their own abilities, but also that they had less confidence in their abilities than did males.

Significant for teachers is the added evidence that students' expectations are related to their success and feelings of confidence. Fennema and Sherman⁶ found that both sexes had lower expectations for female success in mathematics along with lower female confidence to do well in mathematics. These factors were found to exist for females before their achievement scores began to decline. Thus, it was a precondition to the achievement decline.

The sex-related differences in expectations are not surprising. Students expect what they have learned to expect. Those expectations are transmitted to them through numerous messages every day. Although we have little or no control over the messages transmitted outside the classroom, we can do something about what transpires in our classrooms.

However unintended, if teachers send messages of sex-differentiated treatment to students which, in turn, influence student confidence and expectations resulting in sex-differentiated achievement, then those messages are incongruous with the teaching mission. Despite what little influence teachers may feel they have on students, 58% of the teenagers from one study reported that one or more teachers were among those individuals who influenced them to become the kinds of people they are.⁷ If the quality of our influence as teachers can be enhanced by avoiding sex inequity messages transmitted through our teaching tasks, behaviors, and interactions, then where do we begin?

Promoting Equity

Equitable teaching involves attending to every aspect of the learning environment. In addition to the development of nonsexist lessons, units, and learning experiences, this includes the following:

⁵Elizabeth Fennema and Mary Koehler, "The Affective Variable: Confidence in Learning Mathematics," paper presented at the annual meeting of the American Educational Research Association, New York City, 1982.

⁶Elizabeth Fennema and Julia Sherman, "Sex Related Differences in Mathematics Achievement and Related Factors: A Further Study," Journal for Research in Mathematics Education, 9 (1978): 189-203.

⁷Mihaly Csikszentmihalyi and Jane McCormack, "The Influence of Teachers," Phi Delta Kappan, 67, no. 6 (1986): 415-419.

1. Insuring freedom from bias in classroom arrangement and organization

Included in this aspect is assessing conditions which tend to promote sex segregation. For example, home economics classrooms are frequently equipped with tables and chairs. If there is either student or teacher initiated clustering of all females at some tables and all males at others, then a contradiction to nonsexism is being established. Sex-segregated seating, assignment to work stations, and work with laboratory equipment are subtle forms of bias that may go unnoticed because they seem "natural."

2. Selecting and using bias-free instructional materials

Instructional materials include textbooks along with everything else from simple posters to complex computer disks. The vast array of choices among possible instructional materials can be viewed as either a blessing or a burden for the instructional decision maker. In addition to all of the other factors to consider when making selections, recognition of sexist messages is an essential step in promoting sex equity.

Although most teachers are aware of stereotypic and linguistic bias, there are other forms of bias as well. Following is a synopsis of the six basic forms of bias that tend to appear in instructional materials.

FORMS OF INEQUITY IN INSTRUCTIONAL MATERIALS⁸

a. Omission: Some groups are underrepresented in certain instructional materials. The extensive omission or low visibility of any group implies that the group does not have a significant role to play or contribution to make. Infrequent appearance of a group in photos or print conveys a message of lesser importance or value.

b. Stereotyping: By assigning traditional and rigid roles (such as dominant/subordinate), behaviors (such as fearful/brave), or attributes (such as strong/weak) to a group, instructional materials stereotype and limit the abilities and potential of that group. Stereotyping denies students a knowledge of the diversity, complexity, and variation of any group of individuals. Students who see themselves portrayed only in stereotypic ways may internalize these stereotypes and fail to develop their own unique abilities, interests, and full potential.

c. Imbalance/Selectivity: Bias is introduced when only one interpretation of an issue, situation, or group of people is presented. An imbalanced account restricts the knowledge of students regarding the varied

⁸Myra Pollack Sadker and David Miller Sadker, Sex Equity Handbook for Schools, (New York: Longman, 1982), Chapter 3.

perspectives that may apply to a particular situation. Selective presentation distorts reality and ignores complex and differing viewpoints.

d. Unreality. Instructional materials frequently present an unrealistic portrayal of contemporary life experience. Unreality is presented when controversial topics, discrimination, and prejudice are glossed over or avoided. This type of unrealistic coverage denies students the information needed to recognize, understand, and deal with such issues.

e. Fragmentation/Isolation: By separating issues related to minorities or one sex from the main body of the text, such as by different colored type or boxed-off lines, the implication is that these issues are less important or not part of the mainstream.

f. Linguistic Bias: Instructional materials frequently reflect the discriminatory nature of our language. Masculine terms and pronouns, ranging from "forefathers" to the generic "he," promote an attitude that denies the participation of women in our society. Further, occupations such as "policeman" are given masculine labels that deny the legitimacy of women working in these fields. On the other hand, the term "housewife" denies the legitimacy of men in this role. Imbalance of word order and lack of parallel terms that refer to females and males are also forms of linguistic bias.

3. Attending to equity in verbal and nonverbal classroom language and interaction.

Subtle sex-biased classroom interactions at all levels of education have been reported by a number of researchers. The resounding evidence is that teachers, however unconsciously, treat female and male students differently.⁹ Of special interest are the following behaviors that teachers were unaware of committing until they were pointed out.

In general, the findings showed that teachers pay more attention to male students and spend greater amounts of interaction time with them than they do with female students. The more aggressive and demanding students were also males which may contribute somewhat to this phenomenon.

Observers found that males received more praise and criticism than females. Further, the nature of the feedback given to males was more precise. This meant that

male students received more meaningful instructive and evaluative feedback from teachers. The type of praise also differed. Teachers tended to praise male students for their academic efforts but females for their neatness and promptness.

With operational skills, teachers gave male students more detailed directions on how to carry out the operations. Thus, males learned the skills and concomitantly learned independence. On the other hand, with female students, it was found that teachers were more likely to do the operational task for them. Thus, dependence rather than skill achievement was the consequent learning for female students.

With complex and more difficult tasks, teachers spent more time checking work of male students and giving extended words of encouragement in prompting them to try harder. In contrast, when females had trouble with a task, teachers tended to make comments like, "I know you're doing the best you can."

Another interesting difference was that teachers expected female students to follow rules of form in terms of classroom behavior and assignments more often and more closely than male students. Thus, males learned they could break some rules and get by with less attention to some standards or expectations.

A final note of interest was that, when presented with the question of equity, most teachers responded that they believe they treat female and male students alike. Follow-up observations have indicated that it takes some type of objective feedback to determine whether teacher beliefs and behaviors match. The Sadkers¹⁰ found that many teachers who were willing to have their teaching videotaped or observed by colleagues were stunned to discover the need for change.

Summary

A summary checklist is provided to assist in assessing sex equity teaching behaviors and interactions. The items on the checklist may appear to be small, subtle at times, and individually inconsequential. The long term achievement trends for females, when compared to males, denies this to be the case. There is a detrimental impact from repeated and cumulative inequitable treatment in the classroom. Our challenge is to examine our teaching behaviors and interaction patterns, thereby creating a classroom climate of equity and advancing student achievement.

⁹Roberta Hall and Bernice Sandler, The Classroom Climate: A Chilly One for Women? (Washington, D.C.: Project on the Status and Education of Women, Association of American Colleges, 1982); see also Myra and David Sadker, "Sexism in the Classroom," Vocational Education Journal, 60, no. 7 (1985): 30-32; Myra Sadker and David Sadker, "Sexism in the Classroom: From Grade School to Graduate School," Phi Delta Kappan, 67, no. 7 (1986): 512-515; Wirtenberg and others, op. cit.

¹⁰Myra and David Sadker, "Sexism in the Classroom," op. cit., p. 30; see also Sadker and Sadker, "Sexism in the Classroom: From Grade School to Graduate School," op. cit., p. 514.

CHECKLIST FOR SEX EQUITY TEACHING
BEHAVIORS AND INTERACTIONS*

Directions: Circle the Y for "yes" and the N for "no" preceding each of the following statements.

- Y N 1. Do you use words that make jobs sound like they only apply to one sex, e.g., saleslady for sales clerk or mailman for letter carrier?
- Y N 2. Do you talk as if fathers are the only ones who work outside the home?
- Y N 3. Do you talk as if what mothers do is less important than fathers?
- Y N 4. Do you talk as if mothers are more freely available during the day for school related activities than fathers?
- Y N 5. Do you say things that indicate males should act differently than females by making statements like "boys will be boys," "act like a lady," "don't act like a sissy," "stop acting like a tomboy"?
- Y N 6. Do you talk as if certain tasks were specific to sex roles with statements like "help your mother with dishes," "babysit for your mother," "mow the lawn for your father," or "wash the car for your father"?
- Y N 7. When discussing careers, do you emphasize that career choices are equally important for both sexes?
- Y N 8. Do you treat female students who are strong, big, or good leaders as unusual?
- Y N 9. Do you tend to put down or discourage emotional or caring traits displayed by male students?
- Y N 10. Do you call upon female students directly by name as frequently as you call male students by name?
- Y N 11. Do you ask male and female students the same kinds of questions?
- Y N 12. Do you encourage females as much as males to think for themselves?
- Y N 13. Do you give females as much informal feedback, encouragement, or praise as males for their intellectual abilities?
- Y N 14. Do you praise male students as frequently as female students for following the rules of form?
- Y N 15. Do you encourage female as much as male students to try harder?
- Y N 16. Do you praise male students as frequently as female students for promptness and neatness?
- Y N 17. During class discussions, are male students interrupted as often as female students?
- Y N 18. In general, are performance expectations equal for female and male students?
- Y N 19. Are privileges granted equally to male and female students?

- Y N 20. Are special responsibilities granted equally to female and male students?
- Y N 21. When asking questions of the class, do you make the same amount of eye-contact with female as with male students?
- Y N 22. During class discussions, do you use sexist humor to spice up a topic?
- Y N 23. Do you discipline female students as frequently and harshly as male students?
- Y N 24. Do you give female students the same amount of individual attention, direction, and time that you give to male students?
- Y N 25. Do you give equal amounts of academic criticism to male and female students? (Or, are males admonished for not trying hard enough while females are criticized for lack of ability?)

A perfect sex equity score is reflected with answers of "No" for #1,2,3,4,5,6,8,9,22 and "Yes" for all other items.

*Unpublished instrument created by the author.



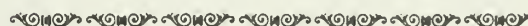
True Freedom

All whose boast it is that we
Come of forebears brave and free,
If there breathe on earth a slave,
Are we truly free and brave?
If we do not feel the chain
When it works another's pain,
Are we not base slaves indeed,
Slaves unworthy to be freed?

Is true freedom but to break
Fetters for our own dear sake,
And with leathern hearts forget
We owe humankind a debt?
No, true freedom is to share
All the chains that others wear,
And, with heart and hand, to be
Earnest to make others free.

They are slaves who fear to speak
For the fallen and the weak;
They are slaves who will not choose
Hatred, scoffing, and abuse,
Rather than in silence shrink
From the truth they needs must think.
They are slaves who dare not be
In the right with two or three.

From: Hymns in New Form for Common Worship
Commission on Common Worship
Unitarian-Universalist Association
Boston, 1982.



Join the Winning Circle



Jennette Dittman, Associate Professor
Department of Home Economics Education
School of Education
North Dakota State University

DON'T MISS THIS SPECIAL!

A tested teaching method that promises to...

- *arouse students' interest and participation
- *help students learn content as well or better than other methods
- *stimulate critical thinking
- *enhance students' self concepts
- *facilitate development of communication and interpersonal skills
- *improve intergroup relations

AND

- *adapt for use in all classes
- *be easy to learn and inexpensive to implement

TRY CIRCLES OF LEARNING

If you saw this advertisement would you be interested in hearing more? If so read on!

Circles of learning using cooperation in the classroom have been tried and endorsed by thousands of teachers in elementary through post secondary classrooms. Their experience is backed by a solid body of research verifying that cooperative or team learning does work!¹

This approach is especially adaptable to home economics classrooms and curricula. Home economics teachers frequently use groups for discussion, projects, and for laboratory activities. So, you may ask, how is this different? Cooperative group methods differ from these in several distinct ways² as shown in Figure 1. These differences provide greatly expanded opportunities for student learning as will be shown in the following descriptions of the what, why, and how of cooperative learning.

¹David W. Johnson, Roger T. Johnson, Edythe, J. Holubec, and Patricia Roy. Circles of Learning (Washington, D.C.: Association for Supervision and Curriculum Development, 1984); see also Robert E. Slavin, Cooperative Learning: Student Teams (Washington, D.C.: National Education Association, 1982.)

²Johnson and others, op. cit., pp. 9-10.

Figure 1

Comparison of Cooperative Learning Groups and Traditional Classroom Groups

Cooperative Learning Groups	Traditional Classroom Groups
Heterogeneous membership	Homogeneous membership
Group membership stable	Group membership changes frequently
Function over extended period of time	Meets once or for short term
Positive interdependence facilitated	Interdependence not promoted
Individual accountability stressed	Individual accountability not stressed
Shared leadership	One leader
Interpersonal and communication skills directly taught	Interpersonal and communication skills not directly taught
Responsible for content and group functioning	Responsible for content
Receive feedback on content goals and group process	Feedback, if any, limited to content

What is Cooperative Learning?

Cooperative learning is a way to structure the class and instruction so that students work together in small heterogeneous groups to accomplish a common goal. The key to the success of cooperative groups is the interdependence and mutual support that is developed among the group members as they work together over an extended period of time. Furthermore, they develop problem solving and communication skills at the same time that they master class content. In this way the power of constructive peer relationships is used as a motivator for both cognitive and social development. This approach is in contrast to a class with a competitive or individualistic structure. When interpersonal competition is stressed, students work against each other to achieve the goal. Students are

motivated to win. But, for each winner, there are hundreds of losers. For every success, many others see themselves as failures. Although competition may energize the more competent student, it can make others "give up" because they see no chance to win. We recognize that competition is an important part of our business and social structure and needs to be a part of students' school experiences. However, it does not need to be the only way to motivate others.

In contrast, a class organized for individualized instruction allows students to work with specially designed materials at their own pace and level toward individually prescribed goals. Although this class structure can help students develop important independent learning skills and individual interests, social interaction and support are minimized.

What becomes apparent is that all three class structures, cooperative, individualistic, and competitive, are needed. American schools in the past half-century have emphasized only competitive and individualized learning. This has ignored the fact that students are a part of and will need to function in cooperative groups (families, neighborhoods, religious organizations, clubs, teams, tribes) all of their lives. In these groups, the ability to build and maintain positive relationships is essential. Thus, involving students in supportive and meaningful relationships with their classmates and the school staff and helping them to develop the skills for these relationships can be one of the most important things school can do for students. Knowledge is of limited value if it can't be used and applied in cooperative interactions with others. The use of cooperative learning offers an alternative for teachers to use along with individualistic and competitive structures.

Why Use Cooperative Learning?

Surveys of a wide range of research studies comparing the effects and learning results of students working cooperatively or independently have provided strong support for the use of cooperative learning.³ It was found that students' cognitive learning was equal to or better than when other methods were used. Greater competence in critical thinking was also promoted. At the same time, important communication and interpersonal skills were developed. Students felt more liked and accepted by others and they also liked others better. There was an increase in students' self esteem. More positive attitudes toward school

³Johnson and others, *op. cit.*, p. 12-23; see also Robert E. Slavin, "Synthesis of Research on Cooperative Learning," *Educational Leadership*, 38, no. 8(1981): 655-660; see also Robert E. Slavin, *Student Team Learning: An Overview and practical Guide*(Washington, D.C.: National Education Association, 1983).

and the subject matter were generated. What teachers do not desire all of these outcomes for their students?

In addition, one of the most consistent findings from these studies was the improvement of intragroup relations. The cooperative learning approach was successful in increasing respect, empathy, understanding, and friendship among students of different racial, ethnic, or ability groups. This is of particular interest as our communities and the students in our home economics classrooms have become increasingly diverse. Students with differences face very real barriers to their full participation in schools.

For example, evidence from research on desegregation has shown that placing students from different ethnic groups in the same school or classroom does not assure that they'll interact in productive ways or that they'll develop positive attitudes toward each other. Ethnic separateness does not automatically decrease.⁴ Rather, steps need to be taken to promote constructive relationships among students with differences. One of the most promising developments is the use of cooperative groups or teams in classrooms. "Regardless of the ethnicities involved, the cooperative learning strategies apparently make it possible for students to see one another in a positive light and to form friendships based on human qualities rather than skin colors or accents."⁵

Although positive effects of cooperative learning methods aren't found in every study for every method, the overall conclusion is that students working cooperatively on learning tasks benefit academically, emotionally, and socially. Because the potential positive results from cooperative learning reinforce home economics goals for enhancing individual development and interpersonal relationships, this is a particularly appropriate method to be incorporated into home economics classroom.

Cooperative Learning in Home Economics Classrooms

Cooperative learning strategies can be used in home economics classes at all levels and in all classrooms or learning environments. Basic to the cooperative learning is the organization of students into small heterogeneous groups or teams of four to five members. Differences among members make the group function. Teachers are advised to balance the numbers of students with specific characteristics (sex, ethnic group, academic achievement) in each group so that each group represents a cross section of the

⁴David W. Johnson and Roger T. Johnson, "Effects of Cooperative and Individualistic Learning Experiences on Interethnic Interaction," *Journal of Education Psychology*, 73, no. 3 (1981): 444-449.

⁵Slavin, Robert E. *Cooperative Learning: Student Teams*, *op. cit.*, p. 24.

class. Members of the groups work together to achieve the assigned goal.

Let's look at the experiences of three students in home economics classrooms using cooperative learning.

Student Teams Achievement (STAD)

Jan is a tenth grader in the Consumer Skills class. Yesterday, Ms. Taylor introduced the unit on consumer credit. Today, in preparation for tomorrow's quiz, Jan is meeting with the three other members of his cooperative team, the Sharpies, to study the types of credit and credit terminology. Together they will complete the questions on the STAD worksheet. They'll use as reference the information from Ms. Taylor's presentation and their text. It is Jan's turn to be monitor. He'll be responsible for picking up his team's packet, writing the answers on their worksheet, watching the time and then returning the packet to Ms. Taylor at the end of the period.

Sarah, another one of the Sharpies, has been designated as the observer for the day. She will watch the team's interaction as they work using a cooperative skills observation form. This week their team is working particularly on asking for clarification when they don't understand an idea or answer given by another team member.

As they get started the team members use their notes and the text assignment to answer the questions on the worksheet. Jan feels good that he can explain to his team members the differences between an open or revolving charge account. When they finish the worksheet, Jan takes out the answer sheet from their packet so they can check themselves. The Sharpies complement each other as they missed only one question. Jan and the other team members then quiz each other to see how well each understands the information on credit.

Eight minutes before class is over Jan reminds the group that they have just enough time for Sarah to give them feedback from her observation. Sarah points out that all but one of the members had asked to have another's answer explained in more detail. All members had given reinforcement to at least one other member for a contribution they'd made. As the bell rings, Jan, Sarah, and the other Sharpies leave feeling confident they'll do well on the quiz tomorrow. They hope to raise their team standing from third to second or first place.

Example of Jigsaw II

Marcy's Family Life class recently began a mini-unit on teenage suicide and its impact on families. Ms. Baker is using Jigsaw II to structure the learning experiences. Yesterday, Ms. Baker handed out an expert sheet containing four main topics related to suicide: (a) current status, changes and trends in teenage suicide, (b) characteristics of potential suicides, (c)

impact of suicide on others, (d) ways to prevent teenage suicide.

Each member of Marcy's cooperative team, the Bombers, was assigned one topic on the expert sheet. The teams had the rest of the period to find the information for their topic. Marcy was given "b", characteristics of potential suicides. After looking at several resources, she found two articles that gave her a good amount of information for her topic. She took notes so she would have accurate information for her team the next day.

Today, Ms. Baker announced that the students would meet first in expert groups to compare and discuss what they had found. Marcy joins the students from other teams who had also been assigned topic "b." The expert group members talk for about 15 minutes sharing what each had found on characteristics of people who may or do commit suicide. Ms. Baker then asked the students to return to their cooperative teams.

Marcy and the other Bombers sit together at their assigned table where each team member "teaches" the others his/her topic. Jim starts out by giving some of the current statistics and trends for teenage suicide. He had drawn several bar graphs to show changes in the number of teen suicides in the past years. This helped Marcy and the other members understand these statistics. Joe asked why there had been such an increase. Jim gave some causes he'd found as did Marcy and Jim. She said that they'd see that her information on preventative measures was related to the causes given. Marcy then went on to present her topic followed by the other group members. After each presentation the Bombers asked questions about points that weren't clear or in which they were specifically interested. As the teams were presenting and discussing, Ms. Baker moved from team to team answering questions and observing the interaction among the members. After talking about ways to prevent suicide, each team was to generate a preventative measure they could take in their school. The Bombers decided to write an article on teen suicide for their school paper so other students could learn some of what they had studied. Ten minutes before the end of the period Ms. Baker announced that it was time for the quiz. Sue, the monitor, passed out a quiz to each member to take individually. The members then each corrected their own quizzes using the answer sheet in their packet. Marcy got all the questions right except the one on the impact of a suicide on brothers and sisters in the family. She asks Jill, the "expert" on that topic, if she'll explain some more as they walk to their next class.

Example of Teams-Games-Tournaments (TGT)

Becky, an eighth grader, is excited about going to home economics today. Her class has been using TGT

(Teams-Games-Tournaments) for studying about food for fitness. Her team, the Whizzes, have studied hard, for they'd like to beat the first place team, the Fantastic Four, in the Tournament.

As the students arrive, Mrs. Webster assigns each student to a tournament table where they'll compete to earn points for their team score. Becky is placed at a table with two students from other teams who scored similarly on their last quiz. The TGT game is made up of questions based on what they have been studying about food additives. Each student draws a card to see who will go first. Dan picked the card with the highest number (14) so he becomes the first reader. Dan looks at his game sheet for #14 and read it out loud. "Which food, a peanut butter sandwich or a brownie provides the most concentrated form of energy?" He thinks a few seconds and answers, "brownie." Becky, sitting at Dan's left has the option to challenge. Becky says, "I think the answer is the peanut butter sandwich because peanut butter is a fat." Sally checks the answer on the answer sheet. "Becky, you are right. The answer is peanut butter sandwich." Becky keeps the card showing that she earned one point. She then picks the next card giving the number of the question to be answered. The play continues around the table until just before the end of the period. Each player counts his/her cards. Becky has seven cards so she'll contribute seven points to her team score. Sally had the most points with nine cards.

Becky gets together with the other Whizzes to figure their team score. Although Becky had not been high scorer at her table, two of her team members had. When they tell Mrs. Webster their score, they are elated to hear that they tied the Fantastic Four!

Key Components and Features

The descriptions illustrate three of the most frequently used Cooperative learning methods, as described by Slavin.⁶ Figure 2 includes a summary of the key components of each method. The examples also illustrate the main features of cooperative learning. First, heterogeneous groups or teams were the central organization feature. Second, positive interdependence was developed among the team members. They find they are important resources for their own and the other team members' learning. As members work together for their own and the other team members' success, mutual interest and support develop along with a feeling of team spirit. Third, as they learn course content, students also are acquiring and strengthening essential skills for relating to and getting along with others.

⁶Slavin, Robert E. Student Team Learning, op. cit., pp. 9, 13-33.

Figure 2

<u>Student Teams-Achievement Division (STAD)</u>			
Teach and/or Individual Study	Team Study	Test	Recognition
<u>Teams-Games-Tournament (TGT)</u>			
Teacher and/or Individual Study	Team Study	Tournament	Recognition
<u>Jigsaw II</u>			
Study	Expert Groups Talk	Team Report	Test

These are not accidental outcomes. Through the organization of the cooperative teams and the structure of the specific methods, the teacher sets the stage for achieving multiple learning goals. In the home economics classrooms just described, the teachers' primary roles were those as an organizer, facilitator, and monitor of learning rather than as a dispenser of knowledge. In these roles the teacher determines the learning goals and group tasks, selects the cooperative method, and organizes the resources needed. In structuring the classroom setting, the teacher selects the group size, assigns students to groups, and arranges the classroom. As a monitor, the teacher is alert to each group's interactions and functioning, intervening when necessary to assist the students as problems among students develop or in completing the group task.

The home economics teacher will also find that the use of cooperative learning facilitates classroom management. Each team has its individual packet which a member picks up at the beginning of the class period from a container designated by the teacher. This packet contains the directions, worksheets, and often the resources for that class period. Papers which are to be returned to students are also placed in the packet. At the end of the class session completed worksheets and quizzes are placed in the packet and returned to the teacher. If a student is absent, his/her handouts remain in the packet until they are picked up the next class period. This procedure greatly simplifies the process of distributing and collecting papers and allows more time for learning.

As noted, collaborative skills are emphasized throughout the cooperative group learning as in the TGT tournaments or in the competition among the teams. However, the competition is structured so that many of the negative effects are reduced. First, in TGT, students of the same ability compete with each other. Thus, each student has an equal chance to win. The number of winners is also maximized by having many small groups competing. The situations are not seen as being of great importance so students can better accept winning or losing. If they do

(Continued on bottom of page 53.)

Teaching Reading in Home Economics



Karen Lundstrom
Assistant Professor
Department of Home Economics Education
North Dakota State University

What? Me teach reading? You must be kidding? I'm not a reading teacher. I don't have any education in that area. I wouldn't know where to begin.

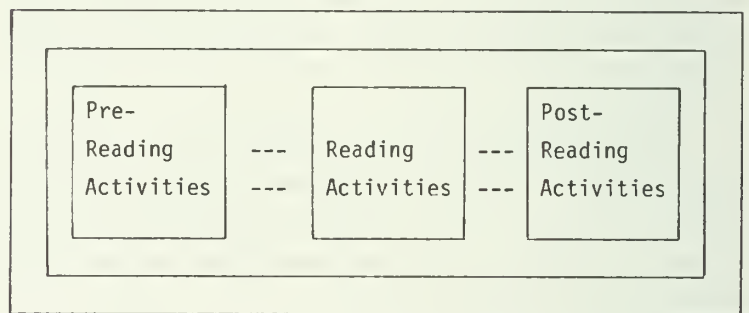
Recent reports of education such as A Nation at Risk emphasize the need to strengthen basic academic skills.¹ Both the Carl D. Perkins Vocational Education Act and the The Unfinished Agenda, the report of the National Commission on Secondary Education, support the need to integrate basic skills into vocational programs.² One response to this identified need has been to require all teachers to teach reading in their courses. Some states have passed legislation to this effect, thus making all teachers responsible for teaching reading.

However, teaching reading in home economics does not mean teaching decoding and other elementary-level reading skills. Teaching reading in content areas is more appropriately viewed as the application of reading skills to content area materials. Herber³ identified this application process as functional reading instruction. That is, the skills taught are those which must be used by readers to understand the content of the materials they are assigned to read; the skills are taught as the students read the materials; and the materials are assigned to teach the content they contain, not to teach the reading skills they require. Functional reading instruction is teaching students the process they can use to understand the materials they are assigned to read as they are actually reading the materials. Reading skills are taught as means to an end, not as an end in themselves. Such real life applica-

tion makes learning much more meaningful and aids both motivation and retention. Home economics, with its emphasis on practical daily life skill situations, becomes a more appropriate setting for functional reading instruction.

One type of functional reading instruction is to provide structured reading activities to guide students through the reading of their content area texts.⁴ These activities can occur before, during, and after the reading. Such activities help students understand and retain what they read. It is the opposite of simply assigning textbook pages and telling students to read them. The strategy for structured reading activities is illustrated in Figure 1 (below).

Figure 1. Structured Reading Activities*



*Source: Adapted from Michael F. Graves, Rebecca J. Palmer, and David W. Furniss, Structuring Reading Activities for English Classes (Urbana, IL: National Council of Teachers of English, 1976), p. 2.

Activities that occur before students read content materials prepare students for what is to come. In no way are all of the activities described to be used in any one lesson. Activities selected depend on the reading selection--its difficulty and the purpose for the reading--and on the students. For example, if the reading selection is difficult for the students, more prereading activities will be needed. In classes with a wide range of reading levels, some choices may need to be made available in the reading selections. The pre-reading activi-

¹National Commission on Excellence in Education, A Nation at Risk (Washington, D.C.: Government Printing Office, 1983).

²National Commission on Secondary Vocational Education, The Unfinished Agenda: The Role of Vocational Education in the High School (Columbus, OH: The National Center for Research in Vocational Education, 1984).

³Harold L. Herber, Teaching Reading in Content Areas (Englewood Cliffs, NJ: Prentice-Hall, 1978), p. 26.

⁴Michael F. Graves, Rebecca J. Palmer, and David W. Furniss, Structuring Reading Activities for English Classes (Urbana, IL: National Council of Teachers of English, 1976).

ties will then vary according to the difficulty levels of the several reading selections.

Motivational Activities

Teachers are well aware of the importance of learner motivation. Unfortunately many students are apathetic readers who view reading assignments as something to avoid. "As a result, before guiding students through content materials, you need to convince them to begin the journey."⁵ The sole intention of motivational activities is to pique students' interest in the upcoming reading. This can be done by capitalizing on students' curiosity. The subsequent reading is then designed to satisfy the curiosity. Open-ended questions such as "What do you think makes a good or responsible parent?" or real or fictitious "Dear Abby" letters can generate interest in a topic. Another motivational device is the humor of cartoons.

Preview Activities

Preview activities provide students with information directly related to the reading selection. The ability to learn new information depends on how much one already knows about the topic. In addition to being familiar with

the content of a text selection, students' knowledge also needs to be activated.⁶ Even if students possess the appropriate background knowledge relevant to the text selection, they need to be reminded of it.

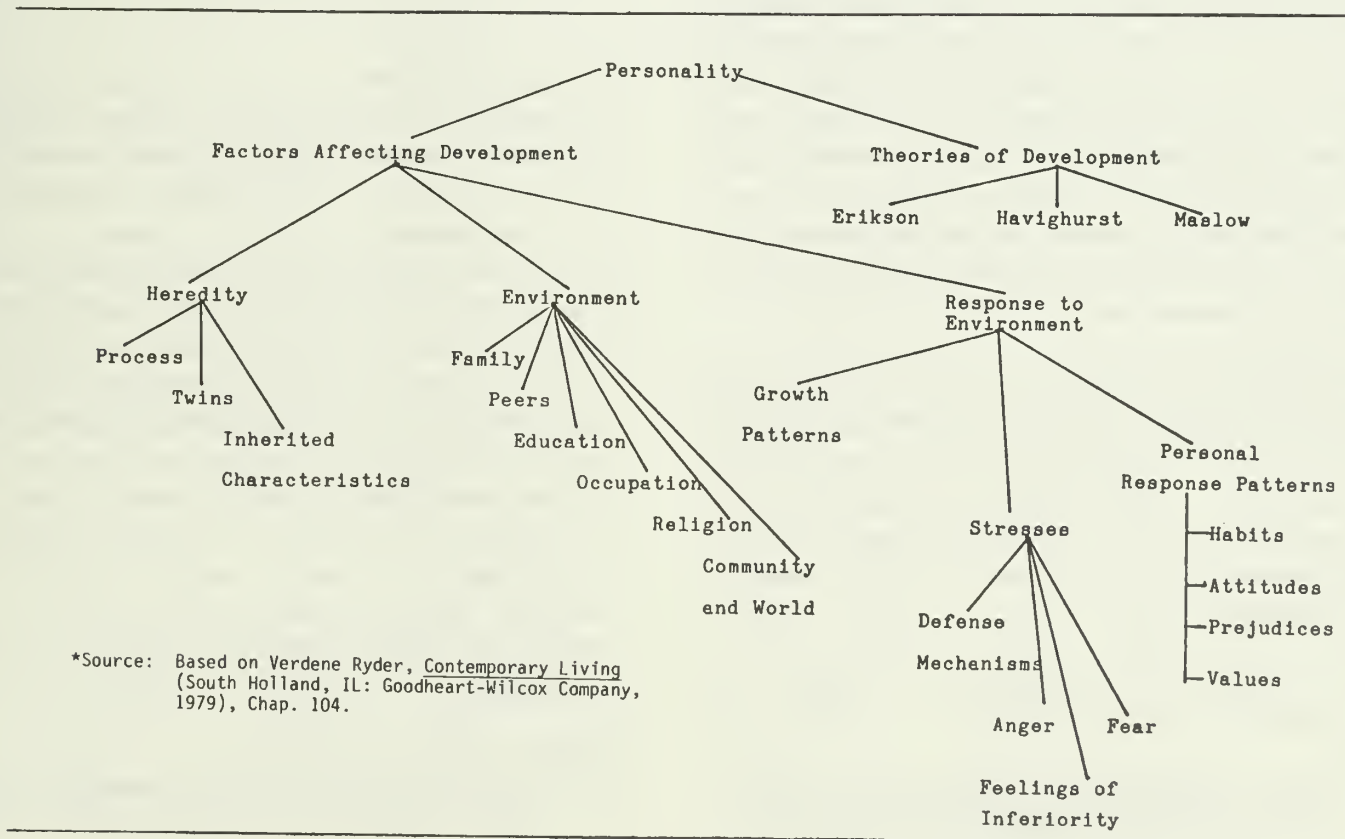
A preview for nonfiction text could consist of the following steps.

1. Start with an interest building which is a few sentences used to introduce the text selection. It could flow from the motivational activity or it could be the motivational activity itself.
2. Provide students with whatever background information they need in order to understand the passage. This information could come from the teacher's knowledge of the content or it could be drawn from students' experiences related to the content. Part of this step is to place the concepts of the text selection within a framework of related concepts. An advance organizer consisting of a hierarchical framework of related concepts could be used to provide a context into which the new information can be fitted.⁷ Such a framework or advance organizer is illustrated in Figure 2.

⁶John D. Bransford, Human Cognition (Belmont, CA: Wadsworth Publishing, 1979).
⁷Herber, op. cit., pp. 152-157.

⁵David W. Moore, John E. Readence, and Robert J. Rickelman, Prereading Activities for Content Area Reading and Learning (Newark, DE: International Reading Association, 1982), p.2.

Figure 2
Advance Organizer *



*Source: Based on Verdene Ryder, Contemporary Living (South Holland, IL: Goodheart-Wilcox Company, 1979), Chap. 104.

Several variations in the use of an organizer are possible.⁸

- * An overhead transparency can be utilized to present the organizer. The teacher talks the students through the organizer as the diagram is gradually uncovered.
 - * An incomplete organizer can be provided to students. They would then fill in the missing concepts as they read the selection.
 - * After some experience with this process, students can construct their own organizer as they read a selection. Students could compare their diagrams in small groups and be encouraged to defend their choices. Students need to be cautioned that there is no one "correct" diagram as long as the organizer adequately depicts the concepts and relationships among concepts.
3. A review of previously learned information that has a bearing on the new information to be presented in the text will also help students better understand the new information.
 4. Provide information on the content of the text selection itself. During this step, purposes for reading are established. What are students to be looking for when they read? Are they to be identifying some specific facts or definitions of major concepts? Are they to discover the author's conclusions about the topic? Purposes for the reading can be stated by the teacher or elicited from students through the structure established in the previous step.
 5. Give students directions for their reading. How should they read the passage? Students might be given some direction as to how to use the organization of the book to aid their reading. For example, they might be told, "As you read try to see what each section says about its heading." They could be told to look for the author's implication as well as what is actually said. Students are given guidance in how to read the particular selection in order for the concepts to be acquired.

Vocabulary Activities

Some difficulty with reading at the secondary level can be traced to students' unfamiliarity with the meanings of words.⁹ Research has established the relationship between knowledge of word meanings and comprehension.¹⁰ Because students learn in a variety of ways, successful vocabulary instruction requires the use of a number of different techniques.

⁸Moore, Readence, and Rickelman, op. cit., pp. 50-55.

⁹Herber, op. cit., p.132.

¹⁰F. B. Davis, "Research in Comprehension in Reading," Reading Research Quarterly, 3 (1968), 499-545.

One possible technique is to help students learn to infer word meanings from context. All good readers use context to provide clues to word meanings. Students who are not efficient readers, however, may fail to use this process. The following strategy, Learning Word Meanings Through context, actively involves students in discovering the meaning of unknown words at the same time it allows the better readers to model the process of using context.¹¹

Learning Word Meanings Through Context entails the following steps:

1. Select a few words that are essential to comprehending the reading selection and that may present problems to students.
2. Write a sentence or two which uses the word and which provides description and clues to the meaning of the word. If such a sentence occurs in the text, use that sentence. For example, a sentence for the word *maladroit* might be, "Because she frequently dropped things and seemed to be accident-prone, Sally was described as a *maladroit*."
3. Present the words to the students and ask them to guess the meaning of each word. Have several students volunteer their guesses. Guesses may be humorous or "off-the-wall" but that is part of the process of learning to use context.
4. Present the word and its sentence. Again ask students to guess the meaning of the word and defend their definitions by explaining which words helped. In this way students serve as models of the reading process for one another.
5. A student then consults a dictionary to verify the guesses by class members. Students should discover that although context may not provide a complete meaning for a word, it does give important clues to word meanings.

Graves and Bender used a similar procedure to produce a significant increase in reading comprehension.¹² For each word in the vocabulary lesson, the teacher (a) pronounces the word, (b) presents the word in a four sentence paragraph, and (c) allows students to choose the correct meaning of the word in a multiple choice item. After completing this procedure for all words, students are given one rehearsal through either a multiple choice quiz or an oral review of all words. Students should be tested for retention before too much time has elapsed. An example follows for the word "exemplary." A possible four sentence paragraph:

¹¹J. W. Cunningham, P. M. Cunningham, and S. V. Arthur, Middle and Secondary School Reading (New York: Longman, 1981).

Because Bob's behavior was exemplary, the teacher wanted everyone else to behave the way he did. His behavior was an example of the way others should behave. Exemplary means very good. Exemplary describes something that is so good it should be copied by others.

A possible multiple choice item: Exemplary means

1. a good idea.
2. the best example.
3. the way to behave.
4. to set apart.

In the paragraph, the vocabulary word should be used several times. The format should be "The 'word' is somewhat like" rather than "The 'word' means." In the multiple choice items, the distractors should use completely wrong meanings and the correct response should use a different synonym than used in the paragraph if possible. All alternatives should be of similar length and the same parts of speech.

Another way to teach vocabulary is as a concept attainment strategy.¹³ This technique is especially effective when the words are either not in students' oral vocabulary or are words for which students need a richer definition. The procedure involves giving the students a definition and then showing several examples and nonexamples. An example follows for the concept "socialization." Socialization is the process of educating someone to act in acceptable ways within our society. Socialization takes place when people are taught how to act and behave in acceptable ways.

Examples:

Mom and Dad use acceptable table manners, and they encourage their children to use table manners by telling them to wipe their fingers on their napkins and showing them how to cut their meat with a knife and fork.

Heather and Johnny; three-year-olds, have been fighting over toys. The daycare teacher talks to them about sharing and has them each choose one of the toys to play with now and sets a timer for five minutes at which time they will exchange toys. Nonexamples:

The Johnson children are never asked to help with any of the work at home. When they grow up they may not realize that everyone needs to do their fair share of the tasks to be done.

When Todd and Alice get gifts from their grandparents, their parents do not remind them to write thank-you notes. Consequently Todd and Alice never sent thank-you notes.

Pre-Questioning Activities

Posing questions prior to the reading can help students focus on the essential information to be gained from the reading selection. The disadvantage of this activity is that it can result in students looking up the answers to the questions rather than reading the entire selection. Nevertheless, if the choice is between students gaining nothing from a selection with the resulting feelings of frustration and discouragement and students being at least successful in answering a few questions, it may be a worthwhile activity.¹⁴

Questions may be specific to information found in the selection and be either a short-answer or multiple-choice format. Such questions may be given only to those students whose reading levels are lower than the level of the reading selections. It also may be more appropriate to pose more general questions which require students to focus on the overall meaning of the selection or to make inferences based on the reading. This would be true when the reading selection is not too difficult or the students are at least adequate readers.

Conclusion

Teaching reading in content areas is functional reading instruction. One type of functional reading instruction is to provide pre-reading activities which prepare students to be more successful when reading text selections. Pre-reading activities consist of motivational activities, preview activities, vocabulary development, and pre-questions. Which activities and how many a teacher would use for any reading selection depend on the difficulty of the reading selection, the purposes of the reading assignment, and the abilities of the students. The use of pre-reading activities can enable the home economics teacher to teach reading in the content area.

¹⁴Graves, Palmer, and Furniss, op. cit., pp. 16-18.

Dittmann (Continued from page 49).

lose, the loss is shared by the group which tempers the negative impact. In the inter-team competition, group scores are based on the improvement scores of each student rather than the test score. Thus even a low achieving team member has an opportunity to contribute to the team score.

Yes, as the advertisement claimed, cooperative learning can help critical thinking, facilitate the development of communication and interpersonal skills and improve intergroup relationships.

¹²Michael F. Graves and Suzanne D.Bender, "Preteaching Vocabulary to Secondary Students: A Classroom Experiment," Minnesota English Journal, 10 (1980), 27-34.

¹³M. David Merrill and Robert D.Tennyson, Teaching Concepts: An Instructional Design Guide (Englewood Cliffs, NJ: Educational Technology Publications, 1977).

Tools of the Profession: Learning and Teaching Styles



Ruth E. Martin, Associate Professor
Department of Home Economics Education
School of Education
North Dakota State University

We can study until old age...and still not finish.
Chinese proverb

To provide optimum learning experiences for students, there is evidence that, in addition to considering teaching styles, attention to individual learning styles is useful. Teaching may be enhanced as more insights are gained about how each student responds to the teaching/learning process and how learning style and teaching style are interrelated.

Learning Style

Students are diverse in many ways including the means by which they intake and process information. Differences in individuals exist and some of our teaching methods are inappropriate for many students.¹ An example of such processing differences is found in learning styles. "Learning styles are characteristic cognitive, affective, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment."² These different behaviors mean that students vary in their responses to any given teaching method. Learning style is defined "as a generic term, an umbrella concept, and a name for recognizing individual learning differences."³ In Gregorc's words, "Learning style consists of distinctive behaviors which serve as indicators of how a person learns from and adapts to his environment. It also gives clues as to how a person's mind operates."⁴ James W. Keefe, coordinator of research for the National Association of Secondary School Principals stated that "Learning

style is much more than just another innovation. It is a fundamental new tool with which to work. It is a new way of looking at learning and instruction..."⁵

Among the researchers who have studied learning styles of different learners, are Dunn and Dunn⁶ who identified 18 elements from basic stimuli which affect individuals' response to their immediate environment and their ability to learn. Questionnaires have revealed that students' self-perceptions are influential in identifying individual learning style and, in turn, the recommended learning environment. In contrast, Hunt's approach is definitely informal as teachers use trial and evaluation of results to determine how much structure students need to learn efficiently.⁷ Studies on matching learning and teaching styles have shown inconsistent academic achievement.^{8,9}

Gregorc hypothesized that each individual mind has a predominate set of mind channels which facilitates the person's relationship with self and the world.⁹ Each person uses mind channels to express natural energy that stems from personal essence.¹⁰

Four types of mediation abilities are perceiving, ordering, processing, and relating. Each of us has the (a) perceptual ability to perceive the world in concrete and abstract form and the (b) ordering ability to order the world in sequential (linear) and random (nonlinear) ways.

Studies of overt behavior indicated that some learners' minds operate best in concrete situations

¹James W. Keefe, Ed., Student Learning Styles: Diagnosing and Prescribing Programs (Reston, Virginia: National Association of Secondary School Principals, 1979), p. 1.

²Ibid, p. 1.

³Kathleen A. Butler, Learning and Teaching Style in Theory and Practice (Maynard, Massachusetts, Gabriel Systems, Inc., 1984), p. 3.

⁴Anthony F. Gregorc, "Learning/Teaching Styles: Potent Forces Behind Them," Educational Leadership, 36, no. 4 (1979): 234.

⁵James W. Keefe, "School Applications of the Learning Style Concept," in J. W. Keefe, ed., Student Learning Styles: Diagnosing and Prescribing Programs (Reston, Virginia: National Association of Secondary School Principals, 1979), p. 131.

⁶Rita S. Dunn and Kenneth J. Dunn, "Learning Styles/Teaching Styles: Should They...Can They...Be Matched?" Educational Leadership, 36, no. 4 (1979): 238-244.

⁷David E. Hunt, "Learning Style and the Interdependence of Practice and Theory," Phi Delta Kappan, 62, no. 9 (1981): 647.

⁸K. Ann Renninger and Samuel S. Snyder, "Effects of Cognitive Style on Perceived Satisfaction and Performance Among Students and Teachers," Journal of Educational Psychology, 75, no. 5 (1983): 668-676.

⁹Anthony F. Gregorc, "Style as Symptom: A Phenomenological Perspective," Theory Into Practice, 23, no. 1 (1984): 51-55.

¹⁰Butler, op. cit., p. 7.

whereas others function best in abstract, and others in both. Some people prefer to order sequentially, others demonstrate a nonsequential preference. Some use both sequential and nonsequential ordering. Some people function best in a group activity whereas others are most productive when they are independent. Others can function well in either environment.¹¹

Thus, individuals vary in the balances of these four qualities--concreteness and abstraction, and sequentialness and randomness. The way individuals express these four qualities demonstrates their learning styles. These are presented in Figure 1.

Figure 1
LEARNING STYLE COMPARISON¹²

FOUR LEARNING STYLES	DISTINGUISHING CHARACTERISTICS	CREATIVE ENERGIES
Concrete Sequential	orderly, realistic, methodical, deliberate	high quality product
Abstract Sequential	intellectual, logical, analytical, rational, studious	orderly and sequential approach; term papers written reports
Abstract Random	emotional, perceptive, sensitive, holistic, thematic	abstract format; art, poetry, literature, music
Concrete Random	originality, experimental, futuristic, risk takers	realistic approach; experimental problems

One particular learning style is not necessarily superior to another style. Most students use all four learning styles to some degree, yet they have preference for one learning style. Most people use one or two learning styles 90% of the time.¹³ However, if a learning style is not dominant, it can be developed and broadened by applying the characteristics of the less dominant learning style in various educational settings.

Learning styles can be determined by written tests, by observation, and by discussion. Care should be taken

¹¹Anthony F. Gregorc, "Learning Style/Brain Research: Harbinger of an Emerging Psychology" in *Student Learning Styles and Brain Behavior* (Reston, Virginia: National Association of Secondary School Principals, 1983): 3-10.

¹²Anthony F. Gregorc, *Gregorc Style Delineator: Development Technical and Administration Manual* (Maynard, Massachusetts: Gabriel Systems, Inc., 1982).

¹³Keefe, op. cit., p. 1.

to prevent the labeling of students; they need to be treated as individuals.

Teaching Style

As adults, each teacher brings professional beliefs and values to the classroom. These views have an influence on the learning styles and the teaching style. Teaching style has been identified as

- a set of attitudes and actions that open a format and informal world of learning to students. The powerful force of the teacher's attitude toward students as well as the instructional activities used by the teacher shape the learning/teacher experience and require of the teacher and student certain mediation abilities and capacities.¹⁴

As teachers guide the educational environment through formal and informal contact, they perceive concretely or abstractly and organize sequentially or randomly. Although everyone may not fit into one category, the following information will help in determining teacher style.

Figure 2
TEACHING STYLE COMPARISON¹⁵

Teacher Style	Teacher Style Traits
<u>Concrete Sequential</u>	<ul style="list-style-type: none"> - Operate an orderly classroom; follow a schedule - Value practical learning, concrete experiences - Stress hands-on learning experiences - Strive to reach objectives, cover subject matter - Dependent on conventional process; teacher-centered class - Insist on perfection - Assign structured projects
<u>Abstract Sequential</u>	<ul style="list-style-type: none"> - Stress the intellectual component; promotes the analytical approach - Emphasize logical reasoning, relies on ideas and concepts - Operate with straight-forward manner; consistent rules - Rely on lecture, extended reading, term paper.

¹⁴Butler, op. cit., p. 52.

¹⁵Ibid., pp. 73-117.

Teacher Style	Teacher Style Traits
<u>Abstract-Random</u>	<ul style="list-style-type: none"> - Use conventional classroom, enjoy large time blocks - Depend on introspection, self understanding - Use student input for curriculum, little advance planning - Function in an open classroom with limited regard for schedules - Share emotions and respond freely, value variety and change - Foster attention on positive relationships, gives support - Stress self-expression, non-traditional classroom - Relate to the real world, encourages students to interact with the real world
<u>Concrete Random</u>	<ul style="list-style-type: none"> - Avoid conventional patterns, no standard schedule or rules - Urge students to develop critical thinking skills, explore alternatives - Foster creativity, provides background for leadership development - Expose students to a variety of activities and people to promote learning - Actively involve students with search for solutions, problem-solving

When a teaching style is identified, questions can be raised:

- How can teachers select the appropriate teaching style that is congruent with their natural inclinations?
- How can teachers select the learning/teaching style that will satisfy all students?

As teachers distinguish their teaching style, they are more able to understand their approach to students and the classroom. From this understanding of teaching style, teachers should be able to respond to the educational process more effectively.

Alignment

Gregorc stated "Every environment places demand upon individuals for adaptation."¹⁶ These adaptations have

¹⁶ Anthony F. Gregorc, "Learning/Teaching Styles: Potent Forces Behind Them," Educational Leadership, 36, no. 4 (1979): 234.

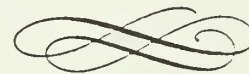
meaning for teachers as well as their students. When teachers select a method of presentation, students are forced to adapt to the demands being placed on them by the teaching method. For example, a 50-minute laboratory could require such adaptive qualities as inductive reasoning, independent skills, and working cooperatively in small groups. Actually, each teaching method has unique characteristics which demand certain adaptations from the learners.

Every teacher organizes the learning environment and makes specific requirements of students through classroom guidelines and expectations. Students respond to these demands in different ways depending on their natural abilities, whether they prefer order and structure or, at the other extreme, a random and abstract environment. By comprehending the demands as well as the nature of the demands required of students, teachers may be able to meet student needs through flexing their teaching style.¹⁷

Summary

Students have to make numerous adjustments to the learning process. The relationship of teacher, students, and the environments becomes even more unique. Becoming cognizant of the action and reaction of the teacher, student, and environment can open new levels of understanding for teachers as they strive to become more effective. By understanding teaching and learning styles, we can be more assured that as we gain insights into student behavior, optimum learning experiences can be provided.

¹⁷ Leonard Davidman, "Learning Style: The Myth, The Panacea, The Wisdom," Phi Delta Kappan, 62, no. 9 (1981): 641-645.



Do-It-Yourself Humidifier

Does dry air give you respiratory problems? Here's a tip which should keep your living room from being as dry as the Sahara desert.

Take an empty coffee can, and fill it with water. Then take a rolled-up newspaper, bound by rubber bands, and insert into the can. Capillary action will force moisture into the paper, and it will evaporate into the room, change newspaper periodically. Place your do-it-yourself humidifier near a radiator or heat vent for maximum effect.

Best of all, it won't increase your electric bill and it makes no noise!

Creativity in the Home Economics Classroom

Charlotte Bennett
Dean and Professor
College of Home Economics
North Dakota State University

Patty Rai Smith
Program Specialist for Home Economics
and
Sam Quick
Human Development and Family Relations Specialist
Cooperative Extension
University of Kentucky

Home economics classes have the potential to be an exciting birthplace of creativity. With interdisciplinary and applied themes in our curricula, our classes almost demand creative thought and action. Add to these themes the necessity of preparing today's students for an adult life well into the twenty-first century, and we find a clear-cut motivation for instilling creativity.

Do most home economics teachers give creativity a high priority in the classroom today? Very few according to M. Rehm's study. She found that the curtailments to creativity were low morale, student fear, peer pressure, repetitive tasks, and being socialized to arrive at one correct answer.¹

In addition to these curtailments, the teachers reported that they believed learning factual information was much more important. Albert Einstein once disclosed that when he examined his methods of thought, he came to the conclusion that the gift of fantasy meant more to him than his talent for absorbing positive knowledge. He also gave more importance to imagination than knowledge.² Both fantasy and imagination are springboards to creativity; the power to bring something new and useful into existence. Creative imagination is itself a basic tool in the acquisition of knowledge.

The Creativity Profile

The challenge confronts us as educators to develop ingenuity, initiative, and resourcefulness in nurturing

that creative spark in our students. Would you like to motivate students to express their vast creative power? The Creativity Profile (See Figure 1, below) will serve as a beginning by measuring students' creative profile.³ Both strong and weak areas in their ability to express creativity will become evident through this instrument. In addition to completing the profile, students may be asked to underline the creative characteristics they would like to strengthen.

Figure 1

A CREATIVITY PROFILE ©

Most people have a mixture of both creative and uncreative qualities. For each item below, decide if you are closer to the creative or noncreative side. Then circle the "X" that best describes you.

NONCREATIVE	1	2	3	4	5	6	7	CREATIVE	
Desire to Help Only Self	X	X	X	X	X	X	X	Desire to Give & Serve	Inspirational Factors
"Don't Care" Attitude	X	X	X	X	X	X	X	Enthusiastic	Sub-Total
Lack of Confidence, Fearful	X	X	X	X	X	X	X	Confidence in Self & Others	<input type="checkbox"/>
Sees Only What Presently Exists	X	X	X	X	X	X	X	Holds a Positive Vision of What Can Be	<input type="checkbox"/>
Restless, Agitated, Tense	X	X	X	X	X	X	X	Calm, Relaxed, Alert	Recapitulatory Factors
Insensitive, Unaware	X	X	X	X	X	X	X	Sensitive, Aware	Sub-Total
Egotistically Proud	X	X	X	X	X	X	X	Humble, Unassuming, Yet Aware of Strengths	<input type="checkbox"/>
Immediately Critical of New Ideas, Has Closed Mind	X	X	X	X	X	X	X	Open-minded, Able to Withhold Early Criticism	<input type="checkbox"/>
Little Exposure to Experiences & Ideas	X	X	X	X	X	X	X	Much Exposure to Experiences & Ideas	Activating Factors
Not Curious	X	X	X	X	X	X	X	Curious, Looks for Better Ways	Sub-Total
Rarely Thinks in New Ways	X	X	X	X	X	X	X	Often Thinks Imaginatively	<input type="checkbox"/>
Afraid to Experiment	X	X	X	X	X	X	X	Willing to Experiment	<input type="checkbox"/>
Pessimistic	X	X	X	X	X	X	X	Optimistic	Emerging Factors
Sad, Depressed	X	X	X	X	X	X	X	Enjoys Life, Smiles & Laughs	Sub-Total
Overly Serious, Rigid	X	X	X	X	X	X	X	Playful, Spontaneous	<input type="checkbox"/>
Afraid of What People Might Say or Think	X	X	X	X	X	X	X	Inwardly Guided, Can Disregard Negative Opinions	<input type="checkbox"/>
Uses Poor Judgment, Doesn't See Connections	X	X	X	X	X	X	X	Uses Good Judgment, Sees Connections	Management Factors
Uses Time Poorly	X	X	X	X	X	X	X	Uses Time Well	Sub-Total
Neglects Health	X	X	X	X	X	X	X	Takes Care of Health	<input type="checkbox"/>
Cannot Tolerate Uncertainty	X	X	X	X	X	X	X	Able to Tolerate Uncertainty	<input type="checkbox"/>
Very Little Willpower	X	X	X	X	X	X	X	High Degree of Willpower	Follow-Through Factors
Unable to Concentrate	X	X	X	X	X	X	X	Excellent Concentration	Sub-Total
Overconcern about Results	X	X	X	X	X	X	X	Not Overly Attached to Results	<input type="checkbox"/>
Confusing Environment, Negative People & Surroundings	X	X	X	X	X	X	X	Good Environment, Positive People & Surroundings	<input type="checkbox"/>
									Total Score <input type="checkbox"/>

©1984, J.C. Penney Company, Inc., Consumer Education Services, FORUM, "Education: New Visions for the Future," p. 24. Reprinted with permission.

¹Rehm, Marsha. "Creativity: Its Significance and Meanings to Home Economics Teachers," University of Minnesota, AHEA Research Abstracts, June 24-28, 1985, p. 84.

²Osborn, Alex F. Applied Imagination. (New York: Charles Scribner's Sons, 1963), p. 1.

³Quick, Sam, and Smith, Patty Rai. "Creativity as a Way of Life." Forum, May 1984, p. 24.

1. After finishing, place the number in the box to the right of each item.
2. Next, add the four numbers in each category and place the total on the subtotal line.
3. Then, add up the subtotals and put this grand total in the total score box.
4. Then, going in order from top to bottom, draw a line connecting your Xs. This line represents your creativity profile.

How to Strengthen Creative Qualities

The qualities in the Creativity Profile can be characterized as those of inspiration, receptivity, activation, energizing, management, and follow-through (see Figure 2, below). Traits exist within each of these qualities. For example, "enthusiastic" is a trait leading to an inspirational quality. Suggestions are offered in Figure 2 of ways to increase the positive aspects of each trait.⁴ These could be used for class discussion to emphasize the value of creativity. Once the students' awareness of creative thought is heightened, an integrative curriculum approach could be quite effective in inspiring creativity in your classroom.

⁴Quick, Sam, and Smith, Patty Rai. Increase Your Creative Powers, University of Kentucky, Cooperative Extension Service Bulletin, H.E. 7-115, pp. 5-7.

Figure 2

INCREASING YOUR CREATIVITY

To increase traitism: Try one of these suggestions:

- | | |
|--|---|
| <p>INSPIRATIONAL QUALITIES
Desire to Give and Serve</p> <p>Enthusiastic</p> <p>Confidence in Self and</p> <p>Holds a Positive Vision of What Can Be</p> <p>RECEPTIVITY QUALITIES
Calm, Relaxes, Alert</p> <p>Sensitive, Aware</p> <p>Humble, Unassuming, Yet Aware of Strengths</p> <p>Open-minded, Able to Withhold Early Criticism</p> <p>ACTIVATING QUALITIES
Much Exposure to Experiences and Ideas</p> <p>Curious, Looks for Better Ways</p> <p>Often Thinks Imaginatively</p> | <ul style="list-style-type: none"> - Take something you value and give it to someone who will appreciate it. Leave the best for the next person. - Exercise in the fresh air. Visit a friend who has lots of positive energy. - List seven things you can do well and review your list at least three times during the next 24 hours. - Think about what it would be like to live without war or crime. Bring to mind an unwanted personal habit and visualize yourself free of it. - Picture a very difficult situation and see yourself handling it calmly. Listen to soothing music or do some relaxation exercises. - Be aware of the next person with whom you interact. Close your eyes and be aware of first your breathing and then your heartbeat. - Think about the positive aspects of your life. Bring to mind a personal accomplishment and mentally thank the people who helped make it possible. - Spend time becoming friends with a person from a different background. Read an article about a topic you normally give no attention. - Without spending extra money, give yourself three new experiences. Read a book about a very creative person. - Look at an item near you (a stapler, a zipper) and try to figure out exactly how it works. Ask yourself some "I wonder why...?" questions. - Pretend you've been given \$7 million to lessen world hunger. How would you do it? Think of a place you would like to be, then mentally see yourself there. |
|--|---|

1. These suggestions are based on four assumptions: Within each person is the great inventive power of creativity.
2. Nearly all people are expressing some degree of creativity already.
3. The art of expressing creativity can be broken down into a series of tangible skills that can be easily understood and developed.
4. The more creative we become, the better we can do almost everything.

Summary

Creativity is the power to bring something new and useful into existence.⁵ Administering the Creativity Profile is a useful first step in developing a student's awareness of creativity traits and ways to increase the positive aspects of creative qualities. The teaching strategies are based on four assumptions related to inherent creative abilities.

⁵Ruth Kline, Imagination: The Springboard to Creativity, A Guidebook (Washington, D.C.: John F. Kennedy Center for the Performing Arts).

- | | |
|---|---|
| <p>Willing to Experiment</p> <p>ENERGIZING QUALITIES
Optimistic</p> <p>Enjoys Life, Smiles and Laughs</p> <p>Playful, Spontaneous</p> <p>Inwardly Guided, Can Disregard Negative Opinions</p> <p>MANAGEMENT QUALITIES
Uses Good Judgment, Sees Connections</p> <p>Uses Time Well</p> <p>Takes Care of Health</p> <p>Able to Tolerate Uncertainty</p> <p>FOLLOW-THROUGH QUALITIES
High Degree of Willpower</p> <p>Excellent Concentration</p> <p>Not Overly Attached to Results</p> | <ul style="list-style-type: none"> - Do one of your regular activities in a different way (e.g., go to work a new way). Experiment with some of the items you normally throw away and see what you can make. - Find something that you really like in the next three people you meet. Think about a problem situation and find something good about it. - Think of how each moment of life goes by so quickly and therefore is special. - Go out of your way to help others experience a little joy. - Pick up a child's toy and play with it for a while. Practice saying what is on your mind, but do so with kindness. - Avoid peer pressure by thinking things through on your own. - Picture yourself doing something you know is best even though everyone around you is behaving differently. - Before making a decision, be as calm as you can and listen for inward guidance. Think about some past bad choices in an effort to learn from them. - Consider how you use your time and then pick out two things you would like to stop doing. Pick out two things you would like to start doing with your time. - Design a personal exercise plan and guidelines for healthier eating. Make one small change in your life that will lead to a healthier lifestyle. - Don't invite uncertainty, but when it comes, practice being comfortable with it. Look at conflict and uncertainty as an opportunity for learning and growing. - Think of something that you want to do but have been putting off, and do it before the day is over. Do at least five minutes of energizing exercises in the morning. - Look at a single object (flower, leaf, pencil) and concentrate on it for three minutes. With your eyes closed, bring to mind someone you love and respect, and then for three minutes fully concentrate on your mental image of his or her face. - Make excellence a habit by always doing your best. Practice staying happy and even-minded regardless of the situation. |
|---|---|

Learning About Family Life from *The Great Santini*

David A. Dosser, Jr., Assistant Professor, and
Ann K. Mullis, Associate Professor
Department of Child Development & Family Science
College of Home Economics
North Dakota State University



David A. Dosser, Jr.



Ann K. Mullis

Family Life classes can be exciting for both students and teachers because the content is interesting and relevant. Most people would agree that we are like we are to a large extent because of our family experiences. Our values, beliefs, attitudes, and styles of behavior are all greatly influenced by our experiences within our family of origin. In addition, our family experiences teach us about relationships and greatly influence how we relate to others. Learning and teaching about families are important for these reasons.

In spite of the importance and potential popularity of family life classes, teachers can become frustrated as they attempt to get students to personalize the material, using it to make decisions and changes in their own lives. At times it might seem like students do not see any relation between the course content and their personal experiences. Further, it can be difficult to get students to identify with events and behaviors they have not experienced directly, and so they can easily dismiss important information because it does not immediately apply to them. At these times, students may learn the material on an intellectual level but not on an emotional level. Thus the likelihood of this information being incorporated in student decision making or to change their behavior is diminished.

Most family life professionals would agree that the value of family life education is realized only when students can apply the knowledge they gain in making decisions and changing behavior to improve the quality of their lives. Mace¹ suggested that the route from information reception to sustained behavior change is a difficult one, including the intermediary steps of personal insight and experimental action. Further, he argued that mere "information-giving" as the sole means of "teaching" is usually ineffective and certainly not cost-effective. This is why we believe telling is not teaching.

it is important to discover ways to help students to deal with family life information on an emotional and experiential level. In other words, our goal as family life educators is to help students learn to personalize the information so that they are constantly asking themselves, "What does this mean to me"? and "How can I use this information in my life"? We believe the most effective way to encourage students to personalize family life material is by providing opportunities for them to connect with the material on an affective level. One way of encouraging these connections is to bring students to ask themselves, "How do I feel about that"? and "How would I feel if that happened to me"?

Telling Is Not Teaching

It is easier to motivate students to ask such questions and struggle with information on an affective level if the content is presented in a dramatic and interesting fashion and is a good match with students' cognitive level.² As students and teachers alike agree, many texts are rather boring and difficult to read. This is true, despite the nature of the topical content which would be rated as highly interesting and relevant by most people. One problem seems to be the way in which this content is presented. Usually family life texts begin with brief presentations of theories used to explain family phenomena and then shift to descriptions of specific family problems or concepts. These descriptions include reviews of demographics and the research literature in these areas. The writing style of most texts, in spite of the inclusion of case studies and many examples, tends to be dry and stuffy for most high school and beginning undergraduate students. Students often complain

¹David Mace, "Marriage and Family Enrichment - A New Field?" *Family Relations*, 28, no. 3 (1979): 409-420.

²Joseph McVicker Hunt, *Intelligence and Experience* (New York: The Ronald Press Company, 1961).

about the irrelevance of theory and research. Even the most "functional" texts may be perceived by students as containing information that does not seem to be relevant to them. Our intent is not to criticize the writing style of family life texts; certainly, there are well written, comprehensive, and even exciting texts available. At least, texts do vary in this regard and teachers can select texts which best meet their particular needs. Our intent is, however, to suggest several ways we have discovered to organize family life classes that help us encourage students to consider the material on an affective and personal level. These suggestions include reading assignments that supplement the text and writing assignments that require students to apply course content to their own family experiences.

Use of Popular Literature

Our first suggestion is to use literary portrayals of family life to arouse the feelings of students. We have found that novels and short stories used as supplemental reading assignments can be useful in stimulating discussions of family concepts and issues. Family theory can be presented to students to explain family phenomena that were dramatically represented in the novel. We have found that students respond well to theory when presented in this fashion and when it is held up as a tool for their use in better understanding family life. In a sense, lectures or class discussions and the primary text can then become resources for helping students to understand the family and family problems that are described in the novel. Another value of this approach is that, initially, students learn to apply theory and family life concepts to a family with whom they are not intimately involved.

One novel that we have used successfully is entitled The Great Santini and is written by Pat Conroy and published in paperback by Avon. Students typically respond very favorably to this book and report enjoying reading it. The only complaint received about the book was regarding the language, which is "earthy" but consistent with the context. Using this book has allowed us to introduce students to a variety of family concepts and issues in an exciting and dramatic fashion. It is difficult to avoid an emotional response when reading this book. It is easy, then, to get students to discuss issues and their opinions and feelings about these issues. In short, using The Great Santini allows us to "hook" students affectively, and, we believe, increases the likelihood that they will personalize the information presented to them.

The Great Santini is a novel about the Meecham family. Members of this family include: Bull, the father

and a marine fighter pilot; Lillian, the wife and mother; and the four children, Ben, Mary Anne, Karen, and Matt. Conroy introduces us to this family as they adjust to a move to a new town so that Bull can begin a new job. At the time the story begins, the family is also adjusting to Bull's return to the family. He had been away for an extended time on duty overseas. Both of these events place stress on the entire family that quickly creates problems for them. The presentation of these problems is in a style that is clear, forceful, and has emotional impact for the reader. The reader is forced to deal with the material on an affective level. For example, in one scene Conroy describes the abusive nature of Bull toward Lillian and Ben, and Ben's confusion over his mother's denial of this problem:

'What ever gave you the idea that your father hits me? He never hits me,' Lillian said, looking directly at Ben. 'Gee, Mom, ol' crazy me thought he kicked up today.' 'That wasn't much. But I'd leave a man who hit me.' 'I've seen him hit you,' Ben said, looking into his mother's eyes, and holding his gaze steady. 'You're upset, Ben,' Lillian said.³

Despite Lillian's continued denial and efforts to convince him otherwise, Ben is able to produce evidence. The evidence is a t-shirt spattered with dried blood. Ben calmly reviews the events of an evening that led to his t-shirt being covered with his mother's blood. Lillian confronted Bull when he returned home drunk. This confrontation leads to the following episode as described by Ben.

'He started hitting you in the face. I ran in and grabbed his legs. He started punching me in the head. Mary Anne came in, and started screaming. He left the house. Your nose was bleeding, and that's how I ruined this t-shirt. I've kept it, Mama, because I wanted it as proof. This is your blood, Mama. Your blood.' 'He never hit me,' Lillian insisted. Ben threw up his hands in exasperation, almost despair. 'Then I'm a liar.'⁴

This scene causes the reader to question how Lillian can continue to deny the violent side of her husband against such irrefutable evidence. At this point, we believe it is possible to introduce a summary of the theory and research on family violence. Now, this theory and research serves students as a tool, helping them to understand a poignant and confusing situation.

³Pat Conroy, The Great Santini (New York: Avon Books, 1976), p. 147.

⁴Ibid, p. 147-148.

There are many other such scenes, allowing the teacher to introduce other family issues including: family structure and function, gender roles, family roles, father absence, discipline, sibling relations, birth order, marital relations, parent-child relations, adolescence, sex, power, race, family mobility, independence and individuality, authority, family ritual, boundaries, boundary ambiguity, religion, and family life cycle changes and stress. With each of these issues, questions are aroused in students that can be addressed using text and lecture material as resources. Further, students' emotions are elicited causing them to deal with the content on a different and more personal level.

There are other novels about family life that might work as well or better than The Great Santini depending on the particular characteristics of the class, teacher, and students. We recommend The Great Santini because we have used it effectively with undergraduate students. Most of our students have been familiar with this story because of the popularity of the movie by the same name which has been on both cable and network television. In addition, short stories, plays, and even newspaper and magazine articles might serve the same function. Whatever the vehicle, we believe there is great value in arousing the students' feelings about family issues through the use of popular written material.

Class Activities

We believe this approach is particularly useful if reading and lecture are accompanied by written assignments and discussion exercises designed to require students to deal with the material on an affective and personal level. These exercises work well when students are required to communicate formally (in writing or orally) their affective reactions to the content of reading assignments and lectures. We have also found it useful to ask students how, in the future, they intend to use the material they have learned personally and professionally. We would encourage a continual effort to stimulate discussion among students about their reactions to the material being presented. These efforts to stimulate discussion should also be designed to require students to integrate information contained in the primary text and lectures with what is happening with the families described in the popular material.

A variation on class discussion activities that we have found useful in teaching about family life in a way that helps students to personalize the concepts presented is the use of role playing. With role playing, the teacher can use a novel, such as The Great Santini, as a script and require students to play the roles to enhance discussion of a particular family issue. Students could

also be asked to project their roles into the future to explore what the Meecham family would be like later in the family life cycle, following the conclusion of the book. In addition, role playing can be used independently of any reading assignments to address a specific topic such as the family life cycle. Fullmer⁵ has described an effective model for teaching the family life cycle using simulated families. His ideas can be adapted for use in a variety of classroom settings. Our experiences tell us that students, after some initial discomfort, enjoy participating in simulated families and become more keenly aware of issues related to family developmental changes. Role playing seems to encourage students to apply the course content to their own family experiences. Successful experiences with role playing also seem to increase the level of students' participation in subsequent class discussions.

Written Assignments

Although efforts to encourage students to communicate orally their thoughts and feelings is usually an ongoing process, written assignments are more discrete and limited in frequency. Much has been written about using writing assignments to increase student learning. We do not intend to review that literature, but only to suggest two types of writing assignments that have been used in conjunction with our use of novels about family life. Both of these assignments are designed to require students to deal with the material cognitively and affectively as well as professionally and personally.

The outline for the first example is presented in Table 1. This assignment is used for each popular book or article that is assigned.

The second example (Table 2) is designed to require students to apply family concepts they are learning to their own family of origin.

Table 1
Outline for Papers Related to Stories

- I. SUMMARY - Briefly summarize the major points of the book.
- II. CRITIQUE - What did you learn about family life? What are the strong points, weak points of the book?
Does it accurately represent families? Why or why not?
Do the findings generalize to other families at other times and in other settings?

⁵Richard H. Fullmer, "Teaching the Family Life Cycle: A Guide for a Workshop Using Simulated Families." The American Journal of Family Therapy, 11, no. 4 (1983): 55-63.

- III. PERSONAL REACTION - What did you think and feel about the book?
 How did the information affect you?
 How will you use the information personally?
 How will you use the information professionally?

Table 2
 Second Example

Suggested Outline for Paper Related to Own Family

- I. GENERAL DIRECTIONS: Determine the subject of your paper. You may consider your own family of origin or you may consider the families in your home town in general. Either way it is hoped that you will look more closely at a family situation with which you are very familiar by considering it in terms of some of the major concepts in family studies. This assignment is not designed to cause you to be critical of your own or other families. The purpose is to get you to consider these families objectively. It is hoped that you will experience this activity as a valuable and worthwhile exercise. If you would like to discuss this assignment with your teacher for any reason, please feel free to contact him/her.
- II. OUTLINE FOR PAPER:
- A. Introduction to family or families (subject group)
 1. Describe in detail the subject group of the paper.
 2. Why was this subject group picked?
 3. Describe your own position in this group.
 - B. Select five of the major concepts included in your textbook and describe the subject group in terms of these concepts. Possible concepts include but are not limited to the following: family disruptions; family violence; family size and family planning; old age; love; sexual relationships; social mobility; family functions; definition of marriage and family.
 - C. In general, how does the subject group compare to other families with which you are familiar?
 - D. What will your own family (mate, children) be like in terms of the five concepts that you selected? Why will this be the case?
 - E. What have you learned from this experience? Has it been helpful?
- III. FINAL INSTRUCTIONS: Roughly outline your reflections on the issues that we discuss in class as the course progresses. Then outline the paper before beginning to write. Papers will be evaluated on organization as well as content and evidence of your understanding of the concepts. Your paper should demonstrate a clear understanding of five concepts of family studies.

Caution must be exercised in using this assignment because it may be difficult and painful for some students to consider their family of origin in this fashion. We are sensitive to this possibility and remain open to alternative assignments if students request them, includ-

ing the possibility of their writing the paper on an alternative family or the families from their home town in general. We also make ourselves available should students have concerns before, during, or after the assignment.

Other writing assignments have been helpful as well. We have had students compare and contrast two families from novels (e.g., the Meecham family and the Brice family⁶ on several dimensions of family science. In another variation of these general ideas, we have had success asking students to compare their own family with the Meecham or the Brice family in several areas.

Summary

In all of these cases, our intent is to get students to consider the content of family science in a more exciting and personal way. We believe these ideas are consistent with the goal of family life education--to provide individuals with the knowledge, skills, and resources to improve the quality of life for families.⁷ We are stressing the need for assignments and activities that promote student participation and the application of course content, and we feel that more methods like these are needed. We believe our suggestions can easily be adapted for use in a variety of settings.

⁶Augustus Y. Napier and Carl A. Whitaker, The Family Crucible (New York: Bantam Books, 1978).
⁷R. T. Daly, "Family Life Education in the Cooperative Extension Service," Family Relations, 30, (1981), 537-542.



Have you seen . . .

A new book for young readers that may help them deal with the problem of sexual abuse?

Promise Not to Tell, by Carolyn Polese

The catalog (Human Sciences Press, Inc., 72 Fifth Ave., NY, NY 10011) says it "points out with clarity and sensitivity the dynamics of child sexual assault and the conflicting emotions which often prevent children from reporting sexual abuse..."

"Young readers will empathize with the main character, Meagan, who must decide whether or not to reveal what happened to her...when her riding instructor led her away from camp and into the forest. She tricks him into letting her escape but..."

The Editor

Learning Activities for Parenting

Alma Nelson
Home Economics Teacher
Bismarck (ND) High School

At Bismarck High School "Parenting" and "Child Development" are offered as two separate classes. "Parenting" is approached from the parent's point of view, while the focus of "Child Development" is on the importance of the developing child.

The class in Parenting is designed as a very practical approach to parenting, and books, periodicals, and other materials are used as references, rather than concentrating on one author or one textbook. Two major points are stressed in the class: first, that parenting should be a conscious choice and, second, that parenting is forever.

Future Graphs

In order for students to understand the change in the family structure over the past generations, where such events as divorce were uncommon and a mother dying in childbirth was fairly common, students are asked to study their own family in the "olden days." They begin with the marriage of their original parents and then add all of the events that occurred within the family, such as divorces, re-marriages, half siblings, step brothers and sisters, work patterns, new homes, education, empty nests, and others that may have individual meaning. This includes the occurrences of death within the family. All these events are graphed by the student.

The next step for each student is to carry out the same kind of scenario for themselves. They are encouraged, according to statistics on longevity and divorce, to view the scenario realistically. It is interesting to note, that in doing these future graphs, not one student has ever foreseen a potential divorce ahead. Many students have commented, "I want to be married to only one person, like my grandma and grandpa, not like my mom and dad." After the graphing is completed, the students do a comparison with their parents concerning such things as number of children, how long those children attended school, work patterns, and retirement.

Experiencing Stress

In another unit, the topics of stress and child abuse are combined with the emphasis on the stress rather than

on the abuse because high school students tend to glamorize the problem. As an introduction to this unit, a tape of a baby crying is turned on at quite a high volume while the students are working on an assignment that takes considerable concentration. The teacher purposely leaves the classroom for a short time during this and, usually, upon returning will find a variety of responses ranging from those who have not been able to start work because of the noise level to those who seem to be able to tune it out. On occasion, there are those students so bothered by the noise that they actually shut off the tape player.

Later, the students are asked to write about how they felt during the baby's crying. Responses range from those who wanted to scream, those who felt they wanted to pick the baby up, those who felt like shaking the baby, and those who said it did not bother them at all. Students are also asked to comment on what kind of decisions have to be made when a baby is really crying. Student responses run the gamut: let the dinner burn, feed the baby, don't answer the phone, let the other parent handle it. Finally, students are asked how the situation might change in a single parent household and how this may or may not lead to stress, and in some cases, abuse.

A Baby Maybe

Because of the changing society in which young people live today and because of the impact on families, students are introduced to a unit called, "A Baby Maybe." Lessons in this unit include family planning, and the roles of biological, adoptive, and foster parents. Students analyze their own life styles to try to determine whether they are parent material by using a variety of techniques, questionnaires, and, always, human resources. The first step in this process is to have each student interview two couples who have become new parents. The "Interview with New Parents" includes the following questions:

1. What surprised the new parents the most?
2. In what ways were they well prepared and in what ways were they not well prepared?
3. How has the coming of the child affected their marital relationship?
4. Who has been the most help to them?
5. What do they wish they had done differently?

6. What things are they glad they did just the way they did them?
7. How do they divide up the care of the child?
8. Who has had to change the most, and in what ways?
9. What advice do the new parents have for other couples?

In the second step of the process, students are asked to analyze their life styles using their own daily schedules and the information from the "Interview with New Parents" as references. The life style analysis is a written assignment including the following questions:

1. If you had a baby, what would be the first change you would have to make at this time? Why?
2. What kind of feelings do you have about the change at this time?
3. How would this change be different according to your marital status?
4. What do you find most rewarding in your life at this time?
5. Would that thing you find rewarding need to be changed if you were a parent?
6. Will the activities you are now engaged in always be as rewarding to you? Explain your feelings.
7. At what point in your life would parenthood have the most meaning to you? Why?
8. How would your parents and family feel if you elected to become a single parent?
9. How would you handle the fact that you have elected not to be a parent?
10. What is the most important factor for you personally to consider before deciding on parenthood? Why?

Observations

Real life observations are used so that students are able to analyze various situations. Such observation situations may include general shopping, grocery shopping, eating out, and playing in recreational areas. Students are encouraged to compare what is happening today with what might have been true in the past. For instance, years ago, the sight of a child on a leash could have horrified onlookers. However, in today's society, with its fear of child kidnapping, students might feel that such restraints are acceptable for the safety of the child. Students or groups of students are also encouraged to develop their own guidelines for the observations to center on areas of interest such as exhibits of emotion by parent and child, freedom and control or discipline, or interactions between child and parent or others.

Journals

As part of the Parenting class, students are asked to write journals which force them to take a stand on an issue. In a discussion, it is easy for them just to shake

or nod their heads along with other students and not really make their own commitment.

An example of what is distributed to students to help explain the use of a journal follows:

A journal is--

1. a record of the experiences of this class,
2. a place where you can talk freely to yourself,
3. a personal notebook for observation, reactions, ideas, and questions, and
4. a record of special reactions requested by the instructor.

Why keep a journal?

1. By recording observations and interviews, you will begin to notice patterns in human behavior, especially in class presentations.
2. By assembling and organizing information in your journal, events which seem unimportant by themselves may begin to "fit in" as part of a larger, more significant trend.
3. By keeping a record of your actions and reactions you will be able to think things through more easily. You will also have a record of your development through the year.
4. By keeping a record of the activities you plan and carry out, things that work and make relationships positive can be distinguished from things that don't. You will be able to share what you have learned in a more effective way.
5. By keeping a record of the things that bother you or the things you would like to talk to someone about, time with your classmates and/or teacher can be used effectively.

Grading:

1. Please date each journal or diary entry.
2. Grading will be done randomly throughout the term.
3. You will receive a raw number score by the teacher, such as 25 points weekly rather than A or B, etc.
4. If at any time you feel that you do not want anyone to see the entry, fold the page and tape it shut before handing it in.
5. Those entries that are specifically assigned will be evaluated.

Summary

In conclusion, while Parenting is basically a "classroom class," it can still be a "hands on" class by using a variety of resources and techniques throughout. Students nearly always come away from the class saying that they did not realize that parenting was so complex and so much work. If, in the long run, the class helps students to realize that parenting should be a conscious choice and that parenting is forever, then the experience has been a success!

Working Cooperatively with Other Departments in Your School System



Karen Roach
Vocational Home Economics Teacher
Hope (ND) High School

Public relations is a vital part of any vocational home economics program. In these times of budget cuts, public relations is more important than ever. Working with other departments in a school system is one way to help other teachers learn about the home economics curriculum.

Extending an Invitation

In an effort to take the initiative on a new public relations approach, on the first day of school I made an announcement to the other teachers: The home economics department is interested in working cooperatively with other departments. The teachers were told that any idea would be considered.

Following that announcement, the kindergarten teacher approached me about helping test the students in kindergarten. The test on shape, sound, and letter recognition was scheduled to be given in the spring of the year to help with recommendations for the kindergarten students. With this response, the cooperative venture was established.

The plans were to have a home economics comprehensive class do the testing on a one-on-one basis. One of the requirements was that all the kindergarten students were to be tested at the same time. To carry out the testing, it was decided that the kindergarten teacher would instruct the home economics students on how to administer each section of the text.

In planning this cooperative activity, many other ideas were generated and carried out which were to the benefit of both departments. These activities included new food experiences, food around the world, toy selection, and creative play for children.

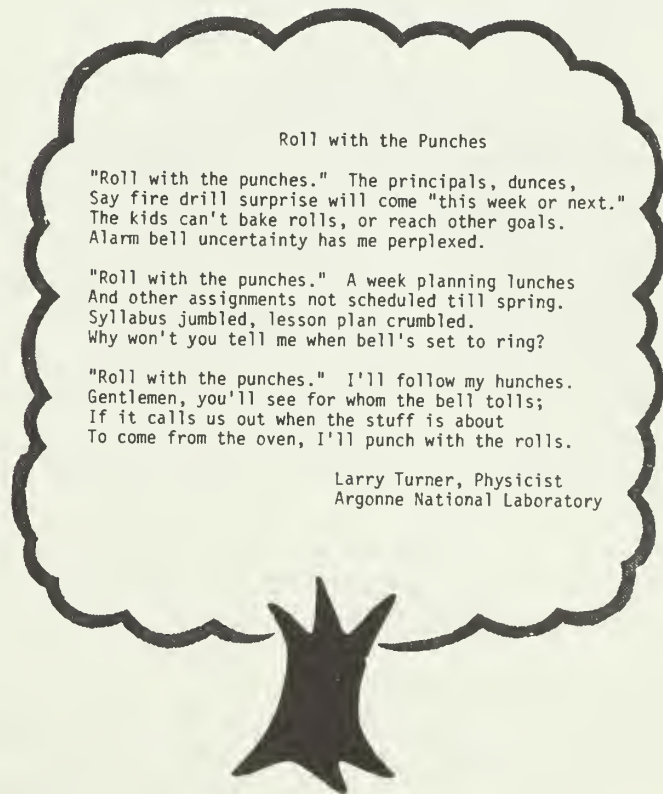
The gains to the home economics department in working with the kindergarten students were multifaceted. The kindergarten students became exposed to home economics

The gains to the home economics students were in relation to their study of child development. They learned information about the expectations of five and six year-olds. By working on a one-to-one basis during the testing, the home economics students also gained new insights into how they relate to children in this age group.

Summary

Many areas are open for cooperative learning. By exploring some of these areas, the image of home economics can be improved. Many people believe the curriculum is still cooking and sewing, and those ideas are hard to change.

Through positive exposure at a young grade level, or in other subject areas, the concept of home economics will change. Working cooperatively with other areas in a school system is one way to improve exposure and gain support. As supporters in a community increase, the demand for home economics increases.



Roll with the Punches

"Roll with the punches." The principals, dunces,
Say fire drill surprise will come "this week or next."
The kids can't bake rolls, or reach other goals.
Alarm bell uncertainty has me perplexed.

"Roll with the punches." A week planning lunches
And other assignments not scheduled till spring.
Syllabus jumbled, lesson plan crumbled.
Why won't you tell me when bell's set to ring?

"Roll with the punches." I'll follow my hunches.
Gentlemen, you'll see for whom the bell tolls;
If it calls us out when the stuff is about
To come from the oven, I'll punch with the rolls.

Larry Turner, Physicist
Argonne National Laboratory

The Teenager, Personal Finance, and the Microcomputer

Mary Margaret Whan, Associate Professor, and Sheila Mammen, Assistant Professor
Department of Child Development
and Family Science
College of Home Economics
North Dakota State University

Teaching teenagers the skills necessary to increase consumer competency is necessary but challenging. This has never been more true than it is today since so many teenagers have large discretionary income. The majority of teenagers have jobs, a lot have large allowances, while none of them pay for the house, utilities, or the car. There are 12.8 million teenage girls and among this group alone, the spending range is as high as \$30 billion a year. It has been estimated that the average teenage girl indulges in a wardrobe that costs more than \$1,000 annually. One-quarter have checking accounts of their own, one-third have the use of at least one charge card.¹ Though teenagers may suffer from growing pains and a fragile sense of self-identity, they are armed with tremendous buying power. However, not all teenagers are sophisticated in financial matters as evidenced by the average score of 57% among seventeen-year olds in a national consumer education test.²

Workshop Overview

In light of these conditions, a workshop focused on personal finance was developed for young women twelve to thirteen years of age. This workshop was part of a larger "Expanding Your Horizons" Conference held at North Dakota State University, April 13, 1985. The overall conference was designed to expose junior high women to the fields of mathematics and science. The more specific purposes of the workshop were to enable students to learn the practical applications of personal finance and consumer economics and to learn basic skills in using the microcomputer.

Content of the workshop was selected according to recommendations of financial advisors. Their advice to teenagers is to establish spending plans to cover their

¹J. Koten, "Teen-Age Girls, Alas, Are Big Consumers But Poor Customers," The Wall Street Journal, November 9, 1984.

²D. R. Leet and J. Driggers, Economics Decisions for Consumers (Belmont, California: Wadsworth Publishing Company, 1983).



Mary Margaret Whan



Sheila Mammen

expense and savings needs.³ To accomplish this, the following five steps, generally cited in setting up a spending plan or budget, were used as a basis for determining content of the workshop:

1. Setting goals.
 - a. Stating goals in terms of specific goods and services.
 - b. Establishing some order of importance as to when goals will be accomplished, and/or which are most valuable to the individual.
2. Estimating total income from all sources.
3. Estimating fixed expenses to be made (fixed in amount or time) and establishing savings as a fixed expense.
4. Estimating flexible or variable expenses.
5. Evaluating the effectiveness of the plan.

Methods of Delivery

After reviewing a variety of approaches, the case study was selected as an effective method to teach the concepts of personal finance and consumer economics. Secondly, the microcomputer was chosen as a useful tool to enhance student learning. The ultimate aim was to achieve consumer socialization. This is the process by which young people acquire knowledge, values, standards, attitudes, and skills to make personally satisfying decisions regarding the use of their available resources in the present and, later, as adults.⁴

³W. Yu, "Child's Play: Teaching Youngsters About Finance Should Begin Early," The Wall Street Journal, August 15, 1985.

⁴M. Whan, "Buying Skills of Rural Children Ages Five Through Twelve," Unpublished Ph.D. Dissertation, Purdue University, 1976.

Why The Case Study?

Why was the case study deemed more effective than other methods to teach this subject matter? When developed as near to reality as possible, the case study provides a means for students to gain insight into facets of their own lives. At the same time, it involves students in objective problem solving.⁵ An advantage of the case study is that it provides a common basis for a problem situation, yet allows for individual decision making. Thus, all students are working within the same framework. This facilitates the teaching process and allows the teacher to focus attention on common factors or individual students as needed. The case of Toni Armstrong was developed for the workshop. This case was designed to be realistic, following income and expenses typical of teenagers in the area.

Why the Microcomputer?

Out of the many reasons for choosing the microcomputer as a teaching tool, the basic ones included the following:

- * Each student would be an active participant.
- * Students could see the total plan immediately, examine alternatives, and obtain instant feedback or a printout.
- * Students could use the same disk many times and at different class periods without losing data.
- * Students' accuracy would be improved due to fewer mathematical errors.
- * Student time spent would be reduced when compared to completing the experience as a paper and pencil exercise.

Three major issues were considered in selecting the use of microcomputers for the workshop:

1. The limitation of class time to be spent on learning how to operate the microcomputer and use the software. The microcomputer was viewed as a teaching tool, not the end in itself.
2. Finding appropriate software that was user-friendly, compatible with the IBM-PC machines available, and from which multiple copies could be made. PC-Calc,⁶ a spreadsheet, was the software package chosen to be used since it met these criteria and is a "shareware package" allowing users to make copies and distribute. (Licensed copies must be registered with the author.) The software was also less expensive

than other spreadsheets, and the documentation was easy to understand and clearly written.

3. Facilitating ease of use. The software was configured so that students could easily and quickly prepare the budget. Each disk was prepared with DOS and PC-Calc, plus the formatted case budget.

Workshop Implementation

Although a microcomputer per student is not necessary, each participant was provided with one. The sessions included everything from turning on the machines to working with the expense plan. Any apprehension students expressed using the microcomputer was dissipated quickly during the session.

All students made value and goal judgments of their own through the planning process. Consequently, each budget was personalized to meet the goals cited by the student. This provided each student the opportunity to be mentally and creatively involved in the case. Whether applying this method in the workshop format or in the traditional classroom format, the application would be the same.

Each participant was assigned a microcomputer and given the software disk and case study to read. All participants were instructed to turn on the microcomputer, load the software, and bring up the program. The following steps were then used in the workshop:

1. Discuss the case with the group.
2. Discuss goals cited in the case. Cite values held and their influence on goal setting. Place priorities on these goals.
3. Discuss the concepts of income and amount of income available in the case study. Discuss the concept of fixed and flexible expenses; how each expense category is established; and how savings can improve future purchasing power. As each category was discussed the dollar amount and category heading (e.g., entertainment, food, gifts, etc.) were entered into the microcomputer.
4. Reconcile goals with expenditures and adjust budget as necessary.
5. Evaluate why this adjusted budget appears to be appropriate or inappropriate.
6. Discuss the personal finance and consumer economics concepts learned.
 - a. Budget - a spending plan
 - b. Goals - the desired end product
 - c. Values - individual's beliefs and ideals which determine goals
 - d. Needs - something necessary to the well-being of the individual

⁵V. Chamberlain and Joan Kelly, Creative Home Economics Instruction (New York: McGraw-Hill, 1975), p. 85.

⁶PC-Calc(tm), A Spreadsheet Program for the IBM Personal Computer, Jim Button, ButtonWare, P.O. Box 5786, Bellevue, WA 98006.

- e. Wants - something not basic to life but desired by the individual
- f. Decision making - action taken after evaluating a variety of alternatives
- g. Income - total or expected income from all sources: earnings, interest on savings, money gifts, etc.
- h. Savings - money put aside currently to improve future purchasing power
- i. Emergency fund - money put aside in a special fund to meet unexpected emergencies or buy things you must have, but for which you have not provided
- j. Debt - amount owed

During the "hands-on" experiences, the authors found a kind of "walking around and teaching" approach effective as it gave students an opportunity to ask questions. The teacher was able to assist with any problems. Students performed surprisingly well and needed little assistance.

Conclusion

In recent years the impact of teenage buying power has grown tremendously. Marketers have targeted teenagers as a prime audience and are aggressively seeking them through advertising. There is little doubt this group needs to be taught the fundamentals of personal finance and consumer economics. The case study is an appropriate teaching tool, especially when used with the microcomputer. Groups of students may work through the case at the same pace, yet be innovative. Students who have not used microcomputers previously can be given adequate instruction in two, 50-minute class periods to accomplish the assignment described. However, as students become more adept at using microcomputers and various types of software, little or no computer instruction would be necessary. In addition, more complex financial analysis would be appropriate for beginners.

Case of Toni Armstrong

Toni Armstrong is a thirteen-year old eighth grader living with her family in the Red River Valley of North Dakota. Her family is made up of her father, mother, and eight-year old brother.

As a typical eighth grader, Toni has many wants. She receives a \$5.00 weekly allowance from her parents. From this allowance she is expected to give \$.50 to Sunday School each week and to pay for her entertainment, such as movies, swimming, and sporting events. She is a "paper carrier" who delivers the evening paper each day and the Sunday paper. For this, she receives approximately \$100.00 every four weeks.

Toni's parents provide most of her clothing. However, she buys the extras such as jewelry and hose. One of the items her parents will not provide, which she feels is essential, is the MTV channel on cable television. Her parents pay the basic cable fee and she pays \$6.00 per month for the MTV channel.

Basically Toni spends her money for snacks after school, presents and gifts for her friends and relatives, magazine subscriptions, books, cassettes and records, sheet music for the saxophone she plays, and entertainment such as movies, basketball and football games plus the MTV channel. Toni is currently saving for a "jam box" which she has priced at a local store for \$125.00. She thinks the sooner she gets this the better!

Toni thinks she has many demands on her income. Nearly every month a relative or friend has a birthday. She also tries to save \$10.00 each month for her Christmas shopping. Toni also likes to read. She subscribes to four magazines: Teen (\$12.95/yr); Seventeen (\$11.95/yr); Bananas (8 issues for \$9.50); Highwire (9 issues for \$6.00). She also buys "on the average" two paperback books each month through the Junior Scholastic book-buy program. In addition, she purchases a record album or cassette every month as well as some sheet music.

The case of Toni Armstrong will be used to help you understand how to set up a financial plan. Toni's plan runs from April 1 to June 31st. Please note that a financial plan can begin at any time of the year. (Some persons wish to establish their plans quarterly, others on a 6-month basis, and some yearly.) Remember, a financial plan is developed to meet the needs of the individual(s) involved so it can start and stop at a time the individual(s) feels is appropriate.

To facilitate Toni's financial plan, the figures have been rounded to the nearest dollar. Any dollar figures in parentheses represent negative amounts.

Toni wants to evaluate her budget so that she can "hurry up" and buy the "jam box." One thing she doesn't want to distribute is the money she sets aside each month for Christmas gifts.

Toni Armstrong's Income and Expense Record

April 1, 198_ - June 30, 198_

<u>Income by month</u>	Current \$ amount	Projected \$ amount
Allowance \$5.00/week		
x 4 weeks	= \$ 20.00	
Paper Route	= \$100.00	
	-----	\$ 120.00
120.00 x 3 mo. = \$450.00		

Fixed Expenses by month

MTV	= \$ 6.00	
Sunday School \$.50/wk		
x 4 weeks	= \$ 2.00	
Christmas Fund Savings	= \$ 10.00	
Savings	= \$ 0.00	
		<hr/>
		\$ 18.00

Flexible Expenses by month

Entertainment

4 movies per month		
(\$3.75 x 4)	= \$ 15.00	
Basketball & football		
games 4 per month	= \$ 4.00	
Swimming pass (\$12.00		
every 3 months)	= \$ 4.00	
		<hr/>
		\$ 23.00

Food

Snacks - \$1.50/day		
= \$10.50/wk		
x 4 weeks)	= \$ 42.00	
		<hr/>
		\$ 42.00

Gifts

Friends & Relatives	\$ 15.00	
		<hr/>
		\$ 15.00

Reading Material

Magazine Subscriptions		
Teen	\$ 1.00	
Seventeen	\$ 1.00	
Bananas	\$ 1.00	
Highwire	\$ 1.00	
Books - 2		
paperbacks/mo.	\$ 5.00	
		<hr/>
		\$ 9.00

Music

Records & Tapes		
(1 per month)	\$ 8.00	
Sheet music	\$ 5.00	
		<hr/>
		\$ 13.00

Clothing/Accessories

Jewelry	\$ 5.00	
Hose/socks	\$ 5.00	
		<hr/>
		\$ 10.00

HOK (Heaven Only Knows)	\$ 2.00	
		<hr/>
		\$ 2.00



Is there ethics in the choice of curriculum content?

Preparation for the Wedding or Preparation for Marriage?

If you teach a "unit" on preparation for the wedding, could you expand it to include preparation for the marriage and make clear that the most important preparation needed is understanding of human relationships, ability to handle conflict constructively, cooperative planning in regard to household tasks that results in fairness to all, shared decision making in money management, mutual respect and equity?

If you leave it to the local "bridal consultants" to assume major responsibility for the wedding (in their places of business), you'll have more time at school for preparation for the marriage.

A beautiful, formal, expensive wedding based on long and careful planning may do little to promote a lasting, harmonious marriage, but planning for the marriage could do so.

Activities that might be appropriate, cutting across all home economics subject areas and integrating them, include:

(1) A simulation of a bridal shower which includes the identification of basic needs in a household and comparison shopping for the "gift" each person brings.

(2) A recipe "shower" or a "bridal cookbook" of recipes that promote good nutrition and cut costs while meeting the needs of a dual career couple for quick meals and take into account the amount of fuel needed to prepare the dish.

(3) A discussion, perhaps with a guest speaker to moderate or be interviewed, on causes of disharmony between spouses and some ways to prevent or handle them.

(4) A discussion based on student interviews with couples having long and satisfying marriages, identifying principles of human relationships which they had applied. Such questions as the following could be asked of the interviewed couples:

- (a) Who makes the big decisions in your family? Who makes the little decisions? Who decides which ones are big, which ones little?
- (b) Have you found that the more money you have, the happier you are? Why or why not?
- (c) How did you decide whether to have children or how many to have and when to have them?
- (d) What skills do each of you have which have been helpful to your marriage?
- (e) Did you do any planning before you married that has helped make the road easier?
- (f) How have you handled conflict?
- (g) What have been the chief causes of conflict?
- (h) How have you divided up the work of the household and child care?
- (i) What kinds of records do you keep?
- (j) Do you spend leisure time together? If so, what do you do?
- (k) Do you like to work together? If so, what do you do?
- (l) Do you both work outside the home? Why or why not?
- (m) Have either of you had any health problems? If so, describe.
- (n) What are the main reasons you feel that your marriage has been harmonious?

The Editor

Decision Making Education: A Model Based on Evaluation of Window Treatment Factors

Helen Lunde, Assistant Professor
Department of Textiles and Clothing
College of Home Economics
North Dakota State University
and

James A. Lindley, Associate Professor
Department of Agricultural Engineering
North Dakota State University



Helen Lunde

Most families strive to create a comfortable, attractive, and satisfying environment in which to live.¹ Because many families spend from 6 to 10% of their consumption expenditures each year on home furnishings, effective planning can help consumers select goods that meet household needs.² Home furnishings such as window coverings or treatments require careful consideration as families try to control light, provide privacy and insulation, and enhance decor.³ A wide variety of window treatments is available in today's marketplace and represent widely different prices, opacity, insulation capability, ease of handling, and attractiveness.

Over the past ten years, because of high fuel prices, insulating characteristics of window treatments have become increasingly important to families who live in frigid climates. Cukierski and Buchanan⁴ estimated that between 25% and 50% of residential heating is lost through windows, and that properly insulated window treatments could reduce this amount by half.

Homemakers, confronted with seemingly endless window treatment choices, are concerned about the relative importance of selection factors. Family life educators can assist consumers with making rational selection decisions.

To do this it has been recommended that decision making instructional units be designed to include both information (content/substance) and the decision-making process in order to have lasting meaning for students.⁵

The steps in the decision-making process as identified by Boyd and Stovall⁶ are as follows:

1. Inquiry Process (information gathering)
2. Valuing (comparison making)
3. Decision Process (decision making)
4. Action Process (carrying out the decision)

These four steps readily provide a framework for teaching a unit on consumer decision making using window management factors. Step four in the model may be changed to "Evaluation Process (evaluating the decision)" in order to accommodate the constraints of the classroom.

Application of this model would be appropriate with the following goal and audiences in mind.

Goal: to involve students in decision-making experiences through examination of window treatment research data and visuals.

Audiences: high school or college students, 4-H clubs, adult learners

To demonstrate an example of how this model could be applied, each of the decision making steps will be presented followed by a summary of the background information on window treatments.

1. Inquiry process (information gathering)

The information gathering process requires providing the students with access to background information on the topic in question (in this case, window treatment research). Such information may be disseminated through lecture, printed handouts, overhead projection, or other suitable means.

This step in the example accommodates the utilization of the results of recent energy-conserving window treatment research to provide information on which to make

⁵Fannie Lee Boyd and Ruth Stovall, A Handbook of Consumer Education (Boston: Allen and Bacon, Inc., 1978).

⁶Ibid, p. 10.

¹Bettye B. Swanson, Introduction to Home Management (New York: Macmillian Publishing Co., Inc., 1981).

²Paulena Nickell, Ann Smith Rice, and Suzanne P. Tucker, Management in Family Living (New York: John Wiley & Sons, 1976).

³Pauline Garret, Consumer Housing (Peoria, IL: Chas. A. Bennett Co., Inc., 1972).

⁴Cukierski and D. R. Buchanan, "Effectiveness of Conventional Modified, and New Interior Window Treatments in Reducing Heat Transfer Losses," Proceedings of the 4th National Passive Solar Conference (Newark: University of Delaware, American Section of the International Solar Energy Society, 1978), p. 402-406.

decisions. Students can be made aware of the value of research-based consumer information. Students are not always aware that all information comes from some type of research.⁷ The research data provided for this example are located in Tables 1, 2, 3, Figures 1, 2, 3, and the List of Heat Loss Reduction Capabilities of Window Treatments.

2. Valuing Process (Comparison making)

For this step, students are to study the data presented or gathered during the inquiry process. The following experiences are suggested for this example:

- a. Examine and discuss the significance of Figures 1, 2 and 3 that show heat loss reduction of all the window treatments. Which window treatments were most effective? Which were least effective?
- b. Study and discuss Table 2, Descriptions of Management Ease, Light Filtering, Appearance. Also study and discuss Figure 4, Line Drawings of Window Treatments. How important is light entering through windows? What are some implications of shutting out the light? How important are "management ease" and/or "storage"? How concerned should homemakers be about the attractiveness of window treatments? Which treatments appear to be most difficult to manage? Which the easiest to manage? Which treatments look least attractive? Which are most attractive?

3. Decision Process (decision-making)

This step may be implemented by providing students with rating sheets for each window treatment. Using a five-point scale rate each of the following criteria:

1. Management ease
2. Appearance
3. Opacity (light reduction)
4. Installation cost
5. Cost effectiveness by percent heat loss reduction
6. Initial cost

4. Evaluation Process (evaluating the decision)

Students will total their own scores for each window treatment. Added insights may be gained through discussion regarding the relative importance of each criterion. Discussion of individual differences or preferences may also be useful.

Conclusions

Consumers are faced with considering many variables when making decisions about window treatments. The relative importance of energy conservation, management ease, costs, and aesthetics will vary with individuals and families. Rational decisions can be made if information is gathered, studied, compared, and evaluated before choices are made. Persons who have learned to use the decision-making process by analyzing a specific teaching model can utilize the process with other applications.

Summary of Data Regarding Cold Climate Window Treatments Research Study

A study was developed to compare several different types of window types treatments in terms of energy conserving capabilities under extremely cold weather conditions. Cost effectiveness of the window treatments was examined, and management ease and aesthetics were also considered. All treatments not flush with the wall were tested with and without a covered wooden cornice.⁸ The results are presented in the following tables and list.

Table 1

Descriptions of Window Treatments

Number	Description
A. Draperies:	
1	Rayon/acetate antique satin pinch pleated, lined
2	Cotton/rayon pinch pleated, coated insulated, unlined
3	Cotton/acrylic open weave pinch pleated, unlined
4	Roclon insulated pinch pleated, unlined
5	Polyester sheer casement curtain, triple width shirred heading
6	Drapery liner, removable
B. Roller Shades:	
1	Mylar backed, installed inside frame
2	Room darkening, vinyl, installed outside frame
3	"Home Energy," metallic back, magnetized installation, sides & bottom, outside frame
C. Roman Shades:	
1	Coated nylon rip-stop cover (1 1/2 oz) with aluminized mylar needle-punched polyester fiber as filler
2	Cotton/polyester broadcloth cover, 2 layer CS-100 thinsulate, vinyl film vapor barrier as filler
3	Cotton/polyester broadcloth cover, with 10 oz. Fortrel Polyguard fiberfill as insulation
4	Window Quilt: Commercially quilted insulated shade, side channel installation
D. Films:	
1	Warp's coverall plastic, 4 mil, polyethylene
2	Warp's flex-o-glass, 6 mil, polyethylene
E. Other:	
1	Two framed wooden insert shutters with hanging strips. Cardboard insert, insulated with one layer of CS thinsulate filler and covered with cotton/polyester broadcloth.
2	Levelor type, metal movable blind, side channel installation
3	Extruded polystyrene board (1"), friction fit into window frame

⁷Richard H. Klemmer and Rebecca M. Smith, Teaching About Family Relationships (Minneapolis, MN: Burgess Publishing Company, 1975), p. 39.

⁸J. Lindley and H. Lunde (1984 Jan/Feb). "Window Treatments for Energy Savings in a Cold Climate," North Dakota Farm Research (Fargo, ND: North Dakota State University, Agricultural Experiment Station, 1984 Jan/Feb), p. 12-18.

List of Heat Loss Reduction Capabilities of Window Treatments

Table 2

<u>Description of Management Ease, Light Filtering, Appearance</u>	
A. Draperies	
Lined draperies	
light:	open-good light closed-dim or dark
management:	move smoothly on traverse rod
appearance:	traditional, pinch pleated
Unlined draperies	
light:	open-good light closed-dim light
management:	move smoothly on traverse rod
appearance:	traditional, pinch pleated
Sheer curtain	
light:	open-good light closed-filtered light
management:	open/close manually
appearance:	traditional, gathered on rod
B. Roller-Shade	
light:	open-good light closed-dim or dark
management:	pull down/raise up
appearance:	plain surface
C. Roman-Shades	
light:	open-good light closed-dark
management:	cords pull shade up
appearance:	varied bulk, pleated in up position
D. Films	
light:	clear, good light
management:	none, after installation; remove in warm weather
appearance:	slightly shiny
E. Other	
<u>Shutter</u>	
light:	open-good light closed-dark
management:	open/close in center
appearance:	wood frame, fabric inserts
<u>Metal, moveable blind</u>	
light:	open-good light closed-dim light
management:	rotate rod to open/close
appearance:	rotate, horizontal slats
<u>Polystyrene board</u>	
light:	removed from window--good light in place in window-dark
management:	friction fit; stored when not in place
appearance:	white opaque foam

1. Non-bulky roller shades may provide similar heat conserving capabilities as bulkier, less convenient window treatments.
2. Roller shade heat conserving capabilities may be doubled if edge sealing devices are installed.
3. Home constructed roman shades may provide similar heat conserving capabilities as a commercially quilted shade for about half the cost.
4. All draperies, including insulation models, provide little protection against heat loss.
5. A sheer casement curtain, shirred to triple fullness across a window may provide similar energy conserving capabilities as an insulated draw drapery. Also, filtered light is admitted to the room.
6. The levelor type, movable blind may not be an effective heat loss barrier, although it is often advertised as "energy conserving."
7. Draperies installed over a movable blind do little to improve heat conserving capabilities.
8. Inexpensive polyethylene films may perform more effectively as heat loss barriers than several more expensive and less convenient window treatments.
9. A combination of casement sheer curtain over a polyethylene film does not necessarily increase heat loss effectiveness over the film used alone, but does increase aesthetic acceptability.
10. A wooden frame shutter with insulated filler appears to provide similar heat loss reduction with a thin (4 mil) polyethylene film.
11. A covered cornice is an ineffective means of attempting to reduce heat loss.

Table 3

<u>Cost of Window Treatments</u>		
Treatment	Window	*Cost Effectiveness by %
A. Draperies		
1. Antique Satin	\$28	2.95
2. Coated back	20	3.45
3. Open weave	23	5.11
4. Roclon insulated	25	5.56
5. Sheer	15	3.75
B. Roller Shades		
1. Mylar backed	25	3.57
2. Room darkening	4	.47
3. "Home Energy"	42	1.12
C. Roman Shades		
1. Mylar /polyester fill	18	1.03
2. Thinsulate	18	.75
3. Polarguard fill	18	.83
4. Window Quilt	38	1.10
D. Films		
1. 4 mil film	1	.06
2. 6 mil film	4	.17
E. Other		
1. Shutter	45	2.14
2. Movable blind	50	2.56
3. Extruded polystyrene	2	.03
F. Combinations		
1. Antique & Sheer	43	4.53
2. Antique & Liner	38	7.17
3. Coated & Liner	30	3.75
4. Coated & Movable	70	7.37
5. Open Weave & Movable	83	10.92
6. Sheer & 4 mil film	16	.76
7. Antique & Room Darkening	32	1.45

*Cost effectiveness is calculated on installation cost and percent heat loss reduction; the higher the percent, the less cost effective is the window treatment.



Be yourself.

Who else is more qualified!

Using Outside Resources in Extension Programming on Aging



Jane W. Winge
Extension Specialist, Home Economics
North Dakota State University

Adult educators are constantly being challenged to address the problems identified by their clientele. In the North Dakota Cooperative Extension Service, the county Extension home economist and/or university Extension home economics specialist define the problem areas in terms of needs and resources available to alleviate these problems through educational programming.

Constant concerns are budget limits, staff whose training is limited to specific subject areas, scheduling, and a ready delivery system. Perhaps you experience some of the same concerns in your teaching.

It's invigorating to translate a different mode of programming into one suited for your own situation. The break from traditional methods often spawns a wide variety of novel educational ideas. Consider how the following could fit into your educational programming.

"Aspects of Aging," "Aging Showcase," and "Housing Alternatives for the Elderly" are three programs presented in different formats which provided educational opportunities recently across North Dakota. Each was organized around the problem of not having "in house" Extension experts to provide the programs.

Aspects of Aging

Early in 1983, county staff were keenly aware of the need for their clientele families to assist older relatives and friends. There were questions such as: What happens when people age normally? How can the family help these formerly independent folks? In a state with a large proportion of the aged, the needs are intensified. Some North Dakota counties have nearly 30% of the population over the age of sixty.

A committee of state and county staff identified the specific problems for adults with aging parents and asked for a staff development program to be offered at an annual conference which would describe what happens when an adult ages. A three-hour seminar was developed using outside resource persons: a medical doctor who dealt with the

physiological aspects, a psychologist, and two sociologists, one of whom presented a theoretical viewpoint and the other an applied viewpoint. A panel of four retired Extension workers reacted to the program and added their own comments on being older and the attendant problems. All speakers donated their time. Travel costs were reimbursed.

The first spin-off was a workshop using the physiological aspects section for three requested programs out in the state. County Extension home economists planned these county programs using physicians and nutritionists who did not charge for their services. Also free was the university exercise physiologist, our 'circuit rider,' who spoke on exercise for the elderly at all three locations.

The Extension nutrition journalist served as a resource person and provided literature: Extension Circular HE-193, Osteoporosis, and Extension Circular HE-194, Nutrition for the Later Years, with accompanying slides. A list of visuals and other educational materials was also compiled for use by the staff, the clientele, and their families.

Other statewide programs on the topics have been requested by county staff. As a result of the publicity, other agencies have repeated parts of the program elsewhere in the state, indicating the timeliness and interest aroused by our sessions.

Aging Showcase

An Aging Showcase series of lunch 'n learn programs was initiated with the enthusiastic cooperation of NDSU faculty from the Departments of Child Development & Family Science and Sociology. Purposes of the showcase were the following:

1. To identify campus staff who were interested in the area of aging and had information to offer.
2. To provide timely information aimed at enhancing the quantity and quality of life for the elderly.
3. To make the area of aging more visible on campus and in the community.

All sessions were open to the public and the campus community including students.

The series met every other week with 21 sessions in all. There were no expenses other than the publicity

flyers. In addition to faculty, some outside speakers were used. Several class assignments included reports on these programs.

In the event a student couldn't attend, an audiotape was available on loan. These tapes have been used statewide by others. They are available through a nationwide computer reference system.

Other resources were also developed. For example, involvement of one outside speaker led to the development of a series of three Extension circulars and slide sets on exercise for the elderly. More are planned. Thus, working with other professionals was an added bonus when planning and carrying out these educational ventures.

Housing Alternatives for the Elderly

A third program focused on the need for information about housing for the elderly. This topic was chosen because housing often takes a large percentage of the economically-disadvantaged older person's income. A lowered housing cost would mean more money available for other necessities and even a few pleasures.

An advisory committee of local professionals was formed to provide program direction. On-campus members included an Extension specialist in home furnishings/housing, an Extension specialist in buildings from agricultural engineering, an architect, and a community and regional planner. Advisory committee members from the community included an architect whose firm specialized in housing for the elderly, a banker who makes housing loans, the county public housing coordinator, a health systems specialist, and a nearby regional aging services coordinator with specialized training in senior housing needs, the major cooperater in the program.

This advisory committee was essential for providing a well-rounded view of the entire program area. In addition, the community via committee members became informed on the educational activities we were providing across the state. The committee also legitimized the event in the eyes of those they represented and thus encouraged attendance and support for the program.

Educator-theorists disseminate information and practitioners apply it daily in their work. With both kinds of professionals on the committee, a desirable melding took place leading to successful completion of the task.

While the elderly themselves have been informally helping with the planning of these programs, the next effort will have them represented on the formal planning committee. They represent almost a third of our clientele, the people of North Dakota.

A search for the most qualified speaker was soon ended when Leo Baldwin, senior coordinator of housing, American Association of Retired Persons (AARP), was identified. He became a marvelous one-man show with a seemingly endless fund of relevant information delivered in an enthusiastic manner. Local input was provided by public housing officials at each of the four area sites.

Much excellent free literature was also available from AARP on housing. This has been distributed to county Extension offices, aging services offices, and senior centers. The literature was useful in several ways. It reinforced what the participant heard and will serve as a reference at a later date. Those who could not attend were also able to learn by acquiring and using the reading materials.

Another accompanying problem, too large to be accommodated during this program, was adapting existing housing to meet the needs of the elderly and handicapped. Plans are underway to develop and deliver a similar program on adapted housing.

Summary

All of these programs were audiotaped. The housing program in Fargo was videotaped as well. Tapes are being used by staff and students at NDSU, in addition to the usual statewide distribution. An Extension gerontology specialist from Mississippi has duplicated the audiotapes and is publicizing them nationwide.

Perhaps you can use community resource people, school personnel, and students to form advisory committees which will construct stimulating programs for your students using minimal funds, yet obtaining the expertise needed to inform and even encourage career exploration in the field of aging.



For your child development or family living class...

The Wisdom of Children: A True Story

The five year old boy (we'll call him Tommy to protect his privacy) was, on a continuing basis, being too rough with his baby sister. Finally the young mother said to him, "I think we'd better have a family council meeting", and parents and son sat down to talk.

"Tommy," the mother asked, "do you have any suggestions of what we might do to keep you from being too rough with your little sister?"

"Well," said Tommy after a few moments of thought, "you might send me to the next room, but not to my room." The latter was upstairs and apparently too far away to suit him.

After some discussion of this matter, Tommy had a question about another matter. "Now," he asked, "do you and daddy have any suggestions of what you can do to keep from yelling at me?"

The Editor



Promoting Reality Education in Home Economics and Getting the Message Out: A Home Economics and Health Fair

Debra D. Gebeke
Home Economics Teacher
Dakota High School
Hunter, ND 58048

At our State Vocational Education Conference in the fall of 1983, we were presented with the challenge to be more visible in our communities and to involve our students in more public relations events which would reflect the value of our classes. That challenge generated work on an idea that was a spin-off of the popular health fair concept. This led to the development of an annual event called the Home Economics and Health Fair.

The project combined several goals for home economics. These goals were to:

1. Improve the image of home economics and provide more public exposure to this image,
2. Update our community about the home economics curriculum,
3. Provide a form of academic competition for students with concrete rewards and recognition,
4. Provide students with an opportunity to explore one aspect of home economics and develop the knowledge and self-confidence to present this to the public, and
5. Emphasize how home economics subject matter relates to the improvement of quality of life using non-traditional topics for competition.

Lacking an FHA chapter, we enlisted help from an organization called The Student Body. All members participated and worked with some phase of the Fair. Students enrolled in home economics had the requirement of developing a display booth or a working demonstration as a class project. All work began one month in advance of the Fair.

To provide some structure for the Fair and to avoid traditional baking and sewing projects, four categories for displays or demonstrations were identified. Some of the project topics chosen by students for each of the areas included the following:

1. Food Science and Fitness: Athletic Pre-Game Meals, Eating Disorders, Bacteria and Food, World Hunger, Taste Buds, Cholesterol and Its Effect on the Body, Cooking a la Heart, NutraSweet Versus Sugar, Water and Its Importance to the Body, Food Additives.

2. Consumer Education: Convenience Foods: Worth the Price?, Supermarket Traps, Nutritional Nonsense, Truth in Restaurant Menus, Fast Foods, Influences of Advertising, Mail Order Shopping, Small Claims Court.

3. Child Development: Day Care Controversy, Children's Books and Their Influences, TV and Its Effects on Children, The Gifted Child, Dyslexia and Children, Sudden Infant Death Syndrome, Prenatal Development.

4. Family Life Education: The Family Life Cycle, Family Law Update, Violence in the Home, Traits of a Healthy Family, Divorce--How it Works Today, Adoption, Abortion, Grandparenting.

Besides receiving a grade for the class projects, there was the added incentive that the two top projects in each of the four categories would receive recognition and awards in the form of achievement plaques. Judges were members of the advisory committee who used criteria established by the teacher for judging exhibits and demonstrations during the Fair.

Concurrent with planning the Fair, work on publicity was underway. Publicity channels included articles in the local paper, notices on school bulletin boards, posters in business places, and announcements in church bulletins. To accomplish the first objective of the Fair, it was necessary to entice other students in the school and people from the community to attend the event. With the cooperation of local businesses, door prizes were the promised enticement. The fact that there would be door prizes was mentioned in all of the publicity.

By the time of the Fair, all was ready. As people entered the gym where the Fair was set up, they registered for door prizes. Drawings were held every twenty minutes during the evening. People really enjoyed this bonus. The students participating were required to remain with their display and help educate the people as they passed by the various booths. This provided the students with an opportunity to express what they had learned and explain display posters, charts, experiments, or materials that they had used. It also helped to erode some of the old ideas about what is being taught in the home economics classroom today!

In summary, the Fair was considered a big success by all who were involved in any way. Due to its initial success, the Home Economics and Health Fair has become an annual event that the entire community looks forward to attending. Because of the strong community support, businesses willingly donate products or cash to buy door prizes to add to the festivities of the Fair each year. Thus, everyone benefits--the school, the community, the students, and the home economics program.

Resumé Writing: Teaching A Life Skill

Beverly K. Slotten*
Education District Planner
West Central Educational Cooperative
Service Unit of Minnesota



With increasing competition in the workplace, it is becoming difficult for young people to find part-time work in both the paid and volunteer job markets. For many students, summer jobs are an initial step into the adult world. Most part-time work provides the following benefits:¹

1. Exploring careers to test out career interests
2. Broadening understanding of the working world
3. Developing work habits that contribute to success in full-time work

Improving communication and job-hunting skills are vital areas to include in career education programs for high school students.² Of particular relevance is that "the purpose of schooling is not just preparation for more schooling, but also and especially preparation for life."³ Resumé writing is a useful skill, the first step in the job-hunting process.⁴

Entering the job market with a superior resumé can have an immensely favorable impact on students' overall job-seeking success. It is a tool that students can use to "create their own breaks" and get interviews "at the right time."

What is a Resumé?

Barlow referred to a resumé as "you in print" and defined a resume as a "technically written description of

*At the time work was started on this article, Beverly Slotten was at North Dakota State University on an administrative internship.

¹Grady Kimbrell and Ben S. Vineyard, Succeeding in the World of Work (Bloomington, Illinois: McKnight Publishing Company, 1981), p. 19.

²Linda L. Fraser and Daisy L. Cunningham, "Career Education: It's a Natural for Home Economics," Illinois Teacher of Home Economics, 28, no. 5 (May/June 1985): 207.

³Hazel Taylor Spitze, "Yes, Our Nation Is At Risk, But...", Journal of Home Economics, 76, no. 2 (Summer 1984): 51.

⁴Nancy McCarthy Folse and Marilyn Henrion, Careers In The Fashion Industry, What the Jobs Are and How to Get Them (New York: Harper and Row, Publishers, 1981), p. 210.

in less than two pages."⁵ It also can summarize a person's career goal, employment objective, education, accomplishments, and capabilities. The end result is a well organized and visually attractive presentation. The resumé is like a written advertisement capable of creating interest in its product,⁶ and is a person's "image on paper."⁷ Jackson described the perfect resumé as "a written communication that clearly demonstrates your ability to produce results in an area of concern to potential employers, in a way that motivates them to meet you."⁸

When Are Resumés Needed?

Resumés are being requested for part-time employment. The following is an example which appeared in a local newspaper.

HELP WANTED
RETAIL

PART TIME sales position at local Yarn Shop. Needlework experience required. Send letter of application and resume to Yarn Loft, West Acres Shopping Center, Fargo, ND 58103.

Today, the use of resumés extends through all employment levels from professionals to hourly workers. To the employer, they are a time-saver in screening candidates for positions. For the position announced in the example, only those who will take the time to write a resumé will apply.

How Are Resumés Used?

Resumés can be used in a variety of situations including the following:

1. To respond to an employer's request for a letter of application and a resumé. Here the resume stands alone as a "sales presentation." The employer uses it in the screening process to measure the abilities, accomplishments, and

⁵Lawrence E. Barlow, The Job-Seekers Bible (Lakeside, California: Vocational and Career Assessment Publishing Division, 1981), p. 199.

⁶Adele Lewis, How To Write Better Resumés, Second Edition (Woodbury, New York: Barron's Education Series, Inc., 1983), p. 3.

⁷Folsey and Henrion, op. cit., p. 213.

⁸Tom Jackson, The Perfect Resumé (New York: Anchor Press/Doubleday, 1981), p. 10.

capabilities of each candidate. Selections for interviews are frequently based solely on the quality of the resués.

2. To have ready at a personal interview. This shows the potential employer that the person to be interviewed is well-prepared. The interviewer may scan it and use it as a basis for discussion.
3. To leave with a potential employer after the interview.
4. To hand to a busy potential employer so that qualifications can be quickly assessed. In this instance, a person may be investigating whether employment is available in a firm of particular interest.
5. To attach to an employment application.
6. To give to persons used as employment references.

Why Teach Resués Writing?

Tom Jackson, author and lecturer in career development, has this to say about resués: "Today, more than in any job market we can remember, your resués needs to stand out, and communicate who you are and what you have to offer that suits a potential employer's needs."⁹ Although resués writing is part of the English curriculum in some schools, many students still need assistance in learning how to "market" themselves more effectively, particularly in identifying how home economics-related and other skills and interests contribute to employability.

Working on resués writing at the beginning of the school year allows the teacher and students to "get acquainted" and learn of each other's dreams, accomplishments, and career interests. Revising the resués at the end of the semester or school year (a) further develops the writing skill, (b) reinforces how each student has personally developed during that period of time, and (c) emphasizes that resués need to be continually updated as additional skills are acquired from work and personal experiences.

The learning activity stresses writing and editing skills which show the application of academic skills. Academic Preparation for College outlines the broad intellectual skills essential for effective work in all fields of college study.¹⁰ Even though all high school students do not pursue post-secondary education, basic academic competencies are still essential. In a resués writing activity, students have the opportunity to develop

some essential competencies. Included are the abilities to:

- * conceive ideas about a topic for the purpose of writing,
- * organize, select, outline, and relate ideas,
- * write with correct capitalization, punctuation, possessives, plural forms, and other mechanics,
- * vary one's writing style, including vocabulary and sentence structure, for different readers and purposes, and
- * improve one's own writing by restructuring, correcting errors, and rewriting.

Resués-Related Concerns

In addition to the mechanics of resués-writing, students generally need assistance in the following:

1. Understanding how resués and application forms differ.
2. Understanding the meaning of employability characteristics such as initiative, responsibility, dependability, and pride in work and how they might be communicated on a resués.
3. Identifying target positions of agencies/firms which are most likely to have entry-level or volunteer positions available and appropriate for high school students.
4. Understanding the value of volunteer work experience.
5. Analyzing the advantages and disadvantages of both paid and volunteer work.
6. Expanding thinking of career options as well as skills and abilities already developed.
7. Identifying persons for employment references and letters of recommendation--emphasizing the positive interactions and networking contacts.

Resources For Resués Writing--How To Get Started

Where can a teacher find resources? The Subject Guide to Books In Print 1984-1985 had over 50 references under the topic heading, "resués" (Employment).¹¹ Browsing through references in bookstores or libraries may help teachers determine which may be most useful for their students. Each publication focuses on different aspects of resués preparation, so teachers may want several references available for planning a unit on resués writing. Sample job applications and job appraisal employerrating forms can be requested from store managers or personnel directors. Once employers realize a teacher's interest in helping high school students to be more successful in the

⁹Tom Jackson, "Writing The Targeted Resués," Business Week's Guide to Careers, Volume 1, no. 1 (Spring 1983): 26.

¹⁰Academic Preparation For College, What Students Need to Know and Be Able To Do (New York: The College Board, 1983), pp. 7-10.

¹¹Subject Guide to Books In Print 1984-1985, Volume 4, Q-Z (New York: R. R. Bowker Company, 1984), p. 4895.

job search process, they are generally most cooperative and may even offer their services as guest speakers!

The First Step In Resumé Preparation

Fraser and Cunningham emphasized that "developing an awareness of their own interests and abilities and of the world of work is the first step in a lifelong involvement with career education."¹² Before anything else, each student needs to understand self and his/her potential. This sets the stage for developing clear and realistic goals. Careers don't just happen--they are planned. Teachers can work with students to identify strengths and to determine achievable goals. The process of resumé writing can help a student focus on self and his/her work life.

Encourage students to "think like an employer." The reason an employer gets interested in a person is "the value of that person" in what s/he can offer an employer.

To acquaint students with employer expectations, descriptive rating scales used by employers in appraising employees may be used as a basis for class discussion. One helpful resource is the publication, Home Economics Occupational Education Evaluation Device: General Aspects of Employment.¹³ Employers, too, are often willing to share appraisal forms for classroom use.

"Hidden Messages" in Resumés

Some of the "hidden messages" of desirable employability characteristics that a resumé can portray are the following:

<u>Hidden Messages</u>	<u>Evidenced By</u>
"cooperates with others"	--participation and teamwork in organizations
"is dependable"	--rarely tardy or absent from school
"pays attention to details"	--accurate and neat written work
"is adaptable"	--involved in a variety of activities
"has leadership potential"	--a leader in school and community activities
"has a sense of direction for his/her career and life"	--states career goal and employment objective
"has pride in work"	--a high quality resume

¹²Fraser and Cunningham, op. cit., p. 205.

¹³Home Economics Occupational Education Evaluation Device: General Aspects of Employment, A cooperative effort of the Department of Community Services Education, Cornell University, and the Department of Home Economics Education, Iowa State University (1978), pp. 43, 45, 47, 49, 51. Available from The Iowa State University Bookstore, Ames, Iowa 50011.

Preparing A Resumé

Generally, a resumé is written for one specific job type or position. It requires an understanding of what skills and abilities are needed for that job. If a student is interested in three different positions, then three resumés may be required. Each student will organize his/her resumé differently. Generally, information will fall in certain basic categories including:

- personal data: name, address, telephone number
- career objective or occupational goal
- educational background
- work skills
- special assets
- special interests

The following is an example of a resumé format. The features were adopted after reviewing the literature and consulting personnel in career planning and placement positions of post-secondary institutions.

SAMPLE RESUME OF A HIGH SCHOOL JUNIOR

(targeted for a specific job area in community
-capitalizing on fashion interests and
fashion-related activities)

CHRIS EDWARDS
712 Hickory Street
Fargo, North Dakota 58102
(701)236-5012

CAREER INTEREST

Fashion Merchandising; plan to attend North Dakota State University, Fall 1987

EMPLOYMENT OBJECTIVE

Part-time Salesperson in Fashion Store

EDUCATION

Central High School--will graduate June 1987
Central Region Vocational Center--
Fashion and Textile Careers Class

ACTIVITIES

Member of HERO (Home Economics Related Occupations) youth organization
Participated in State Leadership Conference Job Interview Event

FASHION-RELATED INTERESTS

Keep up with fashion trends
Enjoy coordinating apparel--colors and fabrics

TECHNICAL SKILLS

typing; computer; sewing

PERSONAL QUALITIES

Ambitious; enjoy meeting and working with people; patient; even disposition; enthusiastic

VOLUNTEER WORK EXPERIENCE

May 1986 (one week) Marianne's Fashion Store assisted in sales, display and stockroom work

November 1985 Store Coordinator (Braun's) for class-produced Fashion Store

October 1983 Model for Vanity's Fashion Show

Some Resumé Writing Suggestions To Offer Students

- * Accumulate a large data base of information and then reduce it into key points.
- * Be sure every phrase conveys worthwhile information.
- * Put strongest statements at the top.
- * List the most recent or most important data first.
- * Use simple terms.
- * Keep sentences and paragraphs short.
- * Avoid use of "I."
- * Remember the area code, zip code, and telephone number.
- * Differentiate key categories by underlining or use of capital letters.
- * Make maximum use of space without becoming overcrowded and difficult to read.
- * Check for accurate spelling, punctuation, and grammar.
- * Limit to one page if possible.
- * Type or have printed and make several photocopies.

The goal is to have a perfectly typed one-page resumé. If a student doesn't have typing skills, encourage resourcefulness in "getting the job done." Parents and friends can get involved too! Emphasize that, even after the typist has finished the final copy, it is the student's responsibility to carefully proofread it again.

A Note on Employment References

Generally, names of references are not listed on resumé's; however, references are requested on job application forms. It is possible that a student may want different references for different positions. Students may need assistance in identifying appropriate references to use. Work, school, and professional references are preferred and at least three or four confirmed references are usually requested. The need for students to contact references personally and to ask permission before listing any names on job application forms can't be overemphasized. This is an opportunity, too, for networking and building contacts as students think about their career/life plans.

Helping Students Prepare A Personal Employment File

Encourage each student to begin a file folder to be used for keeping all important papers (including resumes) for the job-hunting process. The following are suggestions for contents of the file:

1. Social security number.
2. Up-to-date record of all work experiences, both paid and volunteer including name, address, and

telephone number of firm; dates employed (month and year); duties on-the-job; supervisor's name.

3. List of references with correct spelling of names, addresses, and telephone numbers (including zip codes and area codes).

Summary

Teaching resumé writing to improve communication and job-hunting skills involves students in an activity that is relevant, meaningful, and enjoyable. According to Hazel Taylor Spitze, "We need teachers who can help students develop self-esteem, a love of learning, the ability to think, pride in accomplishment, self-discipline, a commitment to work, and a feeling of wanting to do their best."¹⁴ From the author's classroom experiences, working with students in developing personal resumé's will help achieve these student outcomes.

¹⁴Spitze, op. cit., p. 51.



FHA/HERO Project: Dog Licenses

Jane Brown
Home Economics Teacher
Leeds (ND) Public School

What does FHA/HERO have in common with dog licenses? The Leeds FHA/HERO Chapter discovered this relationship when they were asked by the City Council to perform an unusual public service.

This project started when the Leeds City Council realized that unlicensed dogs were running at large. The time came to enforce this city ordinance. A member of the city council contacted me and asked if the FHA chapter would like to take a survey of the town to determine dogs and dog owners. The freshman FHA/HERO mini-chapter immediately accepted the idea and, using IMPACT, started the planning and implementation of this project.

Students mapped out the town, divided themselves into groups, and decided when they would do the survey. As they surveyed the town, the students also sold dog licenses to those who wanted them.

The city council had originally agreed to give the FHA chapter \$2 for every license sold. Since this was a community service project, students planned to spend the money earned to purchase books for the Leeds City Library. After the City Council reviewed the results of this project, they voluntarily donated \$50 for all the work entailed in completing the project. (Leeds has a population of about 600.) Needless to say, the members and advisor were very pleased to receive the generous check.

The final step on the project, on which students and members of the library club worked cooperatively, was the selection of books for the library. The project concluded with a presentation of the books selected to the Leeds City Library.

What Is a Code of Ethics?
A Lesson Plan Idea

A "code of ethics" is usually thought of as serving a profession. It is a set of beliefs to guide behavior in the direction of serving the society at an optimum level in the area of one's professional expertise.

As a discussion stimulator or a way to provoke thinking, the idea could also be used in other ways. For example, students could examine the code of ethics for several professions and then be challenged to write one for spouses or for parents.

What beliefs and what behaviors would be necessary or desirable in order to serve the chosen role at an optimum level? Are there any conflicting allegiances or calls on our time that have to be adjusted? Students might individually make a chart such as the following and then share the results, discuss with class, revise, and perhaps ask persons already in the role (spouse or parent) to comment upon it. Both husband and wife (or both parent and child) could become involved. The whole process might take several class periods.

The Spouse Role

Beliefs needed to guide behavior in order to fill the role at an optimum level for spouse and self	Behaviors which might follow from these beliefs	Results that might be anticipated from these behaviors

Following this exercise and the discussion and sharing, each student might try writing "My Own Code of Ethics for Spouses."

The Editor

What shall I give her/him for

- Christmas?
- Birthday?
- An Award?
- A Thank You?

How about a subscription to
Illinois Teacher

Address: 351 Education
University of Illinois
1310 S. Sixth Street
Champaign, IL 61820

Make check to: Illinois Teacher - \$14 in U.S.
\$17 outside U.S. (in U.S.\$)

Subscription for: _____

From: _____

SMOKING: A RESEARCH UPDATE, Pleasantville Media, Available through SUNBURST Communications, 39 Washington Ave., Pleasantville, NY 10570, tel.# (800) 431-1934. 2 color filmstrips with cassette narration, 32 page teacher's guide. Catalog #2008-TU, \$109.00, also available on videocassette - Beta II, VHS, or U-Matic, \$119.00

These filmstrips provide students with current information regarding smoking and its effects on smokers as well as non-smokers. They provide opportunity for critical thinking and personal decision making while presenting moral, ethical, health and economic issues.

The two filmstrips should be used together for they show issues relating to both smokers and non-smokers as valid considerations for personal decision making. Fifteen follow-up suggested readings are listed for further student exploration into this timely topic along with 9 suggested activities that may be used to further student interest at either the junior high or at the high school levels.

PART 1 - "The Facts" - Some recent statistics are presented to illustrate smoking trends today for both women and men and the frequency of each group regarding their smoking habits. It also presents some common myths relating to smoking of pipes and cigars, low tar, low-nicotine cigarettes, and chewing tobacco.

PART 2 - "Smoking or Coping" - Illustrates the controversial rights of smokers and of non-smokers. Landmark court cases are presented and students are asked what they would have done if they had been in the judge's place. The tobacco industry as a great financial supporter for many states is noted and a personal moral dilemma regarding smoking is illustrated through Rob, a high school student, who can get a high paying job passing out free cigarettes. He believes that smoking is wrong but needs the money for college. Students are asked to think what they would do if they were Rob and why?

This is a very timely topic which should be considered by teens regarding its effect on their present health and their health in later years. It stresses the bad effects of second-hand smoke on one's health and may be a good means of letting students evaluate how others actions may harm them. It is factual and informative and very understandable for teens of various intellectual capacities.

This series may be used in Health, Comprehensive Home Economics, Family Life Education, Human Development, and Consumer courses.

Reviewed by:
Robyn Dagenais
Former Graduate Assistant
Home Economics Education
University of Illinois

Letter to the Editor

Dear Editor,

You asked for input for Illinois Teacher on our use of computers.

The worst thing about having a computer in the classroom is that you have to eliminate some part of your heretofore-successful curriculum to make room for the instruction of, the working of, and the use of the computer.

My most successful use of the computer has been while the class is busy preparing a foods lesson and I have one or two students without enough to do.

I have used the computer for recording, tabulating and printing all grades earned. This takes time for me to sit down with my record book and punch the information onto the particular disk for each class. The papers have already been checked, graded and recorded in the class record book. The computer print-out is merely an extra for the student and parents during Parent Teacher conference days.

Now, the students are my computer stenographers; they load the proper disk, work together while one reads the names and latest grade and the other types the information into the computer. Students can all receive the necessary help to turn a zero into a new grade by following the directions on the particular menu that accompanies the gradebook version for Apple IIe.

Besides teaching three home economics classes, I teach two English classes and one Science class. I have used the word processor

successfully in my English classes in the following way. This might be helpful to full-time home economics teachers for a writing assignment in any subject level.

There are 14 computers in our Computer Lab, enough to allow two students on each computer.

Basic instructions are given using a large screen television set that is very easy to hook up to a computer keyboard. This allows the entire class to watch and follow along on their own keyboards. It is just as easy for the instructor to walk around checking each monitor to ascertain that the instructions have been followed precisely. This is much easier than looking over 28 shoulders to check a writing assignment. If the student's screen is showing everything grammatically and structurally, it is quite natural to glide on to the next step of the lesson. Several times other students have caught one mistake or another and cued their neighbor about the proper punctuation or spelling and more time has been saved.

I wish I could comment on the use of good computer software in my classes, but the only time I have suggested buying a particular piece, it was delivered to our audiovisual director and never heard about again.

Sincerely yours,

Dolores C. Gaska
Kennedy School
Lake Shore Public Schools
30401 Taylor Avenue
St. Clair Shores, Michigan
480082



LETITIA WALSH FELLOWSHIPS

Letitia Walsh was the founder of the *Illinois Teacher* and a professor of Home Economics Education in the Department of Vocation and Technical Education, College of Education, at the University of Illinois at Urbana-Champaign from 1944 to 1962. During her tenure on the faculty, Letitia Walsh was strongly committed to scholarship and the achievement of women. She left a sum of money in her will to the University of Illinois College of Education, the income from which she wished to be used for fellowships for women in education.

The Letitia Walsh Fellowships for doctoral study in education are awarded annually. The stipend varies from \$4,000 to \$6,000. The fellowships also carry a tuition and fee waiver.

Academic merit, professional experience, and potential contribution to education are the major criteria for selection. Applicants must meet all of the following minimum requirements:

- ★ GPA of 4.0 or higher on a five-point scale in the final 60 semester hours of undergraduate study and 4.5 in subsequent study.
- ★ Test scores, letters of recommendation and other materials which meet the requirements of the admitting department.
- ★ An earned master's degree.
- ★ Commitment to enroll for full-time doctoral study (a minimum of three units) each semester for the academic year.

Prior recipients may re-apply for a second year.

Receipt of the award is contingent upon being admitted to doctoral study in the College of Education at the University of Illinois. To obtain application materials for doctoral study, write to the College of Education, University of Illinois at Urbana-Champaign, 1310 South Sixth Street, Champaign, Illinois 61820, and indicate the area of your interest.

To apply for a Letitia Walsh Fellowship, send a resume, transcripts for all higher education work, three recent letters of reference and a statement of goals to:

Letitia Walsh Fellowship Committee
360 Education Building
University of Illinois at Urbana-Champaign
1310 South Sixth Street
Champaign, Illinois 61820

A cover letter should indicate to which department of the College application for doctoral study has been made or in which the applicant is currently a doctoral student. Applicants are responsible for seeing that all required materials for application are received by February 15 of each year. Awards will be announced by April 1.

Recipients may accept up to a quarter-time assistantship appointment concurrently with the Walsh Fellowship. Recipients may also employ Veteran's Benefits. A scholarship carrying a stipend of not more than \$500 per semester may be held concurrently with the Walsh Fellowship.

The University of Illinois at Urbana-Champaign also offers University Fellowships, research and teaching assistantships and tuition and fee waivers. Inquiries should be made to the department at the time of application for admission.

University of Illinois at Urbana-Champaign

ILLINOIS TEACHER
350 Education Building
1310 S. Sixth St.
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED

Non-Profit Org.
U.S. Postage

PAID

Champaign, IL 61820

Permit No. 75

040.705
IL

HEX
1-20-87

ILLINOIS TEACHER OF HOME ECONOMICS

Ethics in Today's World

Public Relations, Promotion and Publicity:
Let the World Know What Home Economists Are Doing

Foreword, <i>Edna Page Anderson</i>	81
An Exchange of Public Relations Ideas, <i>Edna Page Anderson</i>	82
Students Against Teen Pregnancy: A Home Economics Public Relations Program, <i>Teresa Charters</i>	85
Building a Health Image: The Impact of Community Health Fairs, <i>Marla Bjerke and Susan Smit</i>	86
Using Advisory Councils for Home Economics Relations, <i>Karly Wells</i>	87
I Wonder..., <i>Lois Massa</i>	88
Who Are We? Who Are They? Understanding How Home Economics Fits With Other Content Areas, <i>Ruth Anne Mears</i>	89
Use Special Weeks to Promote Home Economics, <i>Janelle L. Jones</i>	93
Concomitant Public Relations — A Subversive Force in Home Economics Programs, <i>Connie J. Ley</i>	94
How Student Member Sections Can Promote Home Economics, <i>Julie Gullickson Bell</i>	97
Meeting Student Needs In Home Economics At St. Francis Indian School, <i>Denise Knockel</i>	98
"Marketing" Home Economics, <i>Sharry Knock</i>	100
The Proficiency Event: A Public Relations Tool, <i>Brenda M. Bak</i>	102
Promoting Home Economics In Your School and Community, <i>Killeen Jensen</i>	103
Put A Byte Into Your PR, <i>Delores Kluckman</i>	105
A Computer For Your Classroom: Begin With A Needs Assessment, <i>Martha A. Nall</i>	108
The Home Economics Interview As Public Relations, <i>JoEtta Cooper</i>	111
PR For You. . . Promote Yourself, <i>Helen C. Hall and Sharon A. Wallace</i>	112
Family Studies: A Step In The Right Direction, <i>Sandy Head</i>	114
Public Relations Through Curriculum Change, <i>Janelle L. Jones</i>	116
Your Home Business, <i>Linda Manilowske, Grace Backman, M. Carol Walter, and Deanna Boone</i>	118

Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Hazel Taylor Spitze, Professor and Editor

Norma Huls, Office Manager

Nancy Stone, Graduate Assistant

Other Home Economics Education Division Staff

Mildred Barnes Griggs, Professor and Chairperson

Linda B. Peterat, Assistant Professor

Volume XXX, No. 3, January/February 1987. Published five times each academic year. Subscriptions \$14.00 per year. Foreign, including Canada, \$17.00 per year. Special \$10.00 per year (\$12.00 Foreign) for undergraduate and graduate students when ordered by teacher educator on forms available from *Illinois Teacher* office. Single copies \$3.50. Foreign \$4.00. All checks from outside the U.S. must be payable through a U.S. Bank.

Address: ILLINOIS TEACHER
University of Illinois
350 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217/333-2736

© 1987

Foreword

Public relations and marketing are terms often seen in contemporary home economics literature. Browsing through the recent program for the 1986 AHEA annual meeting, I spotted several sessions relating to public relations and/or marketing. Time was when it would have been difficult to find those terms in an annual meeting program or home economics literature. In view of this change, some are asking, Do we need to focus on public relations and marketing to this extent? If we do our job well and work hard, we'll get the deserved recognition and rewards, won't we? We won't need to spend our time and energy in public relations or marketing, will we?

The answer to the previous questions is a resounding "NO". And many of us in home economics have learned that answer from the "school of hard knocks." We have worked long and hard to help students and other clientele learn that which would enable them to be strong family members with strong homes to help build a strong society. And even as we toiled, funding was being threatened or cut, programs were being dismantled or eliminated, other areas were usurping that which had been thought to be "ours," professionals were losing positions, and a wide array of decisions about home economics were being made in the public and private arenas without knowledge and understanding of who we were and what we were trying to do. Often times, we ourselves neglected to tell the decision makers, were unable to articulate the message, or unwilling to assert ourselves.

Public relations and marketing are not "dirty words" nor are they our enemies. On the contrary, they may prove to be our closest friends! They may be the resources we need in regrouping our forces to help both clientele and decision makers understand the value of home economics to people and to the well-being of our society.

The ideas within this issue are intended to assist you in that regrouping, to help you rebuild what has been torn down, to move into new arenas where the work of home economics is needed, to develop a renewed determination to gain recognition for the worthwhileness of enabling families for social action.

South Dakota has been fortunate to have had leadership in the public relations and marketing of home economics. We invite you to learn from our trials and successes as we share our experiences with you through this issue of the Illinois Teacher.

Edna Page Anderson
Guest Editor and Dean, College of Home Economics
and Head, Home Economics Education Department
South Dakota State University

Editor's Note: Many thanks to our Guest Editor and her colleagues for this issue of Illinois Teacher. It should help us all to do a better job of letting the world know of all the good work home economists do!

An Exchange of Public Relations Ideas



Compiled by Edna Page Anderson
Guest Editor

Public relations is communicating. A wide variety of materials has been developed to help make people aware and/or assist them in understanding home economics programs and their benefits. I sought to identify these materials by contacting each state supervisor of home economics and each state home economics association president. These persons were asked to submit materials used for public relations purposes in their state.

Some of the available materials are not specific to a particular state or group. Others are specific but can serve as ideas to be adapted for local use. Prices are given when known. We hope the list will help in promoting an exchange of PR ideas and helps.

- ITEM: 1) Bumper sticker. "Home Economics - Skills for a Lifetime." (** \$1.00 each)
2) 3 X 4 peel away sticker "Home Economics - Not Just a Piece of Cake." (** 50 cents)

SOURCE: Barbara A. Gast, Manager
Arizona Beef Council
Arizona Home Economics Association
5025 E. Washington St., Suite 110
Phoenix, AZ 85034

* * * * *

- ITEM: Folder of materials (single sheets and brochure) on home economics curriculum especially designed for PR purposes. 17 pages. Secondary vocational education program emphasis.

SPONSOR: Home Economics Education Unit
Vocational Education Division
California State Department of Education
721 Capitol Mall, 4th Floor
Sacramento, CA 95814-4785

* * * * *

- ITEM: Marketing Workbook, 190 pages. "A Workbook for Change: Marketing and Communicating Skills for Home Economics."

SPONSOR: Colorado Home Economics Association
c/o Judy Fouret Alexander
975 Estes
Lakewood, CO 80215 \$10.00

* * * * *

- ITEMS: 1) Booklet of resources available through Indiana Home Economics Association (7 pp). "Resource Directory--Indiana Home Economics Association--Home Economics Can Help"
2) Portfolios, 2 sizes (8 1/2 X 6 and 9 1/2 X 12)

SOURCE: Indiana Home Economics Association
c/o Sue H. Whitaker
3009 W. Twikingham Drive
Muncie, IN 47304

* * * * *

- ITEMS: 1. Nine minute video tape
2. Color wall poster
3. 3-fold brochure
4. 6 PSA's (public service announcements)
5. 10 page pamphlet
6. Video tape on how to market Home Economics. In items 1-4, focus is on teens, item 5 is for policy makers; item 6 produced in cooperation with Kansas FHA/HERO.
***Available Fall, 1986

SOURCE: Jan Bower
Kansas FHA/HERO
Home Management Center
Emporia State University
Emporia, KS 66801
(316)343-1200

* * * * *

- ITEMS: Series of 11 pamphlets on different secondary programs and projects and single sheet, "Public Relations Ideas for Home Economics Programs."

SOURCE: Home Economics Education Unit
Office of Vocational Education
21st Floor, Capitol Plaza Tower
Frankfort, KY 40601

* * * * *

- ITEM: 1. Cassette tape. "Song for Home Economics," Emphasis on contributions of teachers. Cost - \$4.00, including postage and handling.
2. Bookmarker. "Focus on Home Economics." General emphasis.
3. Poster, 11 X 17. "Home Economics in Maine."
4. Speakers Bureau brochure. "Ask a Home Economist."

SOURCE: Maine Home Economics Association
c/o Meg Kozier
Bonny Eagle High School
RFD 1
West Buxton, ME 04093

* * * * *

- ITEM: Series of materials describing the "Yes Michigan" campaign, a statewide campaign to promote Michigan and its products.

SOURCE: Joy Schrage
Central Michigan Home Economists in Business
Administrative Center
Whirlpool Corporation
Benton Harbor, MI 49022

* * * * *

- ITEM: 1) Pamphlets. "What Good is a Diploma?" for administrators and counselors; "Life Saver" for multiple audiences.
2) Slide-tape presentation (available on loan basis). "Why Didn't They Tell Me?" Describes life management information vital for today's young adults.
3) Newsletters. "Home Economics Standards Implementer." Quarterly newsletter received by teachers to share with others.
4) Curriculum Guide. "Administrators' Curriculum Guide for Vocational Consumer Home Economics Programs," 62 pages.

SOURCE: Francine Smithson
Consultant, Home Economics Education
Department of Education
Vocational-Technical Education Service
Box 30009
Lansing, MI 48909

* * * * *

ITEM: Pamphlet. "Minnesota Home Economics Association." Describes the MHEA, its members, services and programs.

SOURCE: Marty Rossmann
99 Cambridge
St. Paul, MN 55105

* * * * *

ITEM: Book marker. "Home Economics builds Human Resources in Minnesota." Emphasis on contributions of Home Economics programs in general.

SPONSOR: Minnesota Home Economics Association
Alumni Society
College of Home Economics
University of Minnesota

* * * * *

ITEMS: Brochure, "Focus on Employability" and one page information sheet of facts and figures. Secondary focus.

SOURCE: Home Economics Education
Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, MO 65102
(314)751-2644

* * * * *

- ITEM: 1) Pamphlet. "Will Your Future Be Lopsided?"
2) Informational 4 X 6 card with picture on one side. "Home Economics is Basic Education"
3) Leaflet, 6 pages. "Management Skills for a Lifetime of Change."
All materials emphasize secondary home economics programs. ***Materials not for sale; limited amount available upon request.

SOURCE: Nancy Murdock
Director, Home Economics Education
Nebraska Department of Education
301 Centennial Mall South
Box 94987
Lincoln, NE 68509

* * * * *

ITEM: Packet of student information, brochures, posters. "When Graduation Comes Will You Be All Dressed Up With No Place To Go?" Secondary and post secondary vocational education emphasis.

SOURCE: Rosemary M. Harzmann
Home Economics and Consumer Education Program
Specialist
Division of Vocational Education
Department of Education
225 West State Street
CN 500
Trenton, NJ 08625

* * * * *

ITEM: Five 60-second public service announcements. "Home Economics - It's More Than You think."

SOURCE: Dr. Cathleen Love
Department of Home Economics
New Mexico State University
Box 3470
Las Cruces, NM 88003

* * * * *

ITEM: Issues Management Notebook, 40 pages. Focus on trends and issues management as a PR function. (Each state supervisor will receive a copy.)

SOURCE: Becky Davis
State Supervisor, Vocational Home Economics
State of New Mexico
Department of Education - Education Building
Santa Fe, NM 87501-2786

* * * * *

ITEM: Learning package - cassette tapes and other materials. Focus on changing state of American families. Includes presentations by Gloria Steinem, Elizabeth Kubler Ross and Eleanor Holmes Norton (Chair of U. S. Equal Opportunity Employment commission).

SOURCE: New York State Home Economics Association in cooperation with the Chautauqua Institute
c/o Marilyn Klink
The State Education Department
The State University of New York
Albany, NY 12234

* * * * *

ITEM: Coffee mug with small Betty Lamp imprinted (orange lamps on tan background). The words "The Betty Lamp, Symbol of the American Home Economics Association" are imprinted to the left of the handle. \$4.00 each plus postage/shipping; available in bulk quantities.

SOURCE: Ms. Kathy Rau
New York State Home Economics Association
Long Island District
Cooperative Extension
1425 Old Country Road
Plainview, NY 11803
(516)454-0900

* * * * *

- ITEMS:
- 1) Brochures. "Vocational Home Economics Education" and "The Young Homemaker - The Heart of the Home"
 - 2) Free loan slide-tape. "Back to the Basics in Vocational Home Economics"

SOURCE: Joyce Thompson
State Supervisor, Vocational Home Economics
State Department of Vocational and Technical
Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

* * * * *

ITEM: Poster - 14 x 22. Printed so looks like eye chart. States benefits of enrolling in Home Economics in appealing format and style.

SOURCE: Joyce Thompson
State Supervisor, Home Economics Education
1515 West Sixth Avenue
Stillwater, OK 74074

* * * * *

- ITEM:
- 1) Informational 4 x 6 card; picture on one side. "Home Economics is Basic Education"
 - 2) 12 page booklet. "Home Economics at Risk: A plea to Oregon Education Decision-makers." Pictures and narrative describing why secondary home economics education should be supported.

SOURCE: The Oregon Home Economics Teacher Cadre
Home Economics Specialist
Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310

* * * * *

- ITEM: Brochure. "What is Home Economics? Learning for Life." Secondary program emphasis.
ITEM: Program Guide (38 pp). "Home Economics Education Program Guide." Emphasis on secondary programs.

SPONSOR: South Carolina Department of Education
Home Economics Education Unit
Office of Vocational Education
918 Rutledge Building
Columbia, SC 29201

* * * * *

- ITEM:
1. Booklet: Series on Five Steps to Help You Market Home Economics. Cost - \$1.00.
 2. Planning Guide, 10 pages. "Steps to Market Home Economics." (In this issue, page __.) (60 cents).
 3. Two newsletter articles: "Is Your Boss Your Friend or the Enemy?" and "Make a Supporter Out of Your Coworker." Cost - 35 cents each.

SOURCE: Dr. Barbara Froke
South Dakota State University
Box 2207
Brookings, SD 57007

* * * * *

ITEM: Pamphlet: "We Care About People." Focus on how home economists help improve their quality of life.

SOURCE: Julie Bell
HN 305, Box 2275A
South Dakota State University
Brookings, SD 57007

* * * * *

CANADA

ITEMS: Course description booklets, stationery, poster, button and layout sheet for making buttons. "Family Studies: A Step in the Right Direction."

SPONSOR: Board of Education for the City of Scarborough
140 Borough Drive
Scarborough, Ontario, M1P 4N6 Canada



★ ★ ★

Soon to be released
You may order now
A Special Publication from Illinois Teacher

The Conversation and Company of Educated Women

A Colloquy on Home Economics Education

Linda Peterat, Editor

A collection of papers exploring the philosophy and history of home economics education and initiating a conversation on the future. Contributing authors include Francine H. Hultgren, Patricia J. Thompson, Maureen E. Kelly, Linda Peterat, Gloria M. Williams, Sharon M. Strom and Jane Plihal; and responses from Jane Roland Martin, Ted Aoki, and Donald Herrin.

Cost \$5.00

★ ★ ★

Students Against Teen Pregnancy: A Home Economics Public Relations Program



Teresa Charters
Vocational Home Economics Teacher
Springfield (Ohio) South High School

During the first week of March, 1986, when students in the Marriage & Family, Child Development, and Parenting classes were discussing readiness for parenting and teen pregnancy issues, an idea began to emerge. The students' concern about the growing numbers of teen pregnancies was the foundation for the development of an 80 member group called Students Against Teen Pregnancies. The group's goal was to create an awareness of the increasing numbers of teen pregnancies and births and the impact a child has on a teen's life. Awareness was created through a campaign to be held March 31-April 7, 1986.

An outline of the group's goal and plan of action was presented to the school's principal, who agreed that the group's intentions were worthwhile and offered financial support. The following activities resulted:

1. Students selected slogans:
"Don't Make a Baby If You Can't Be A Parent"
(primary)
"The Biggest Bill of All" (secondary slogan with a stork picture)
2. Students designed buttons (2 styles) and had them produced.
3. Students sold buttons (50 cents each) during lunch periods. Proceeds (approximately \$100.00) went to Columbus Children's Hospital.
4. Students designed posters to be printed.
5. Each member contacted at least one community business or agency and received permission to display a poster. Each student received one free button when s/he returned a receipt saying that the task had been accomplished. Three or more displayed posters earned IEE credit.
6. Students made posters, flyers and banners to be hung around school.
7. Students planned and presented an all school assembly with skits, speeches and a "rap."
8. Students called TV stations and newspapers to arrange for a news conference. Channel 22 interviewed and filmed students and teacher. The news segment aired on the 5:30 news on April 2, 1986. The Springfield News & Sun printed an article and picture the next day.

9. Students participated in a parenting simulation project (egg project) from April 1-7.
10. Students wrote and taped public service announcements for local radio stations (WAZU & WIZE). The announcements were aired during the campaign week.
11. The following classroom activities also occurred during the campaign week:
 - Students viewed and discussed CBS Afterschool Special "Babies Having Babies."
 - Students listened to a speaker on adoption from the Clark County Family and Children's Service.
 - Students listened to a presentation by a panel of teen parents.
12. Prior to the campaign students:
 - read the Time magazine article "Children Having Children"
 - viewed and discussed CBS Special "The Vanishing Family."

Although the campaign formally came to an end on April 7, the effects are still continuing in a very real and exciting way. Students from SATP, supported by funds from the Ohio Department of Health and Human Services, have produced a video about teen pregnancy issues and their organization. The video is being televised four times on a local TV station and it is now available for lending through several sources. SATP was also invited to present at the Upward Bound-Oesterlen Youth Conference at Wittenberg University on July 26, 1986. Due to continuing interest in the group, it has established some future goals which include:

1. the development of a student task force to visit other schools and promote the organization of future SATP campaigns.
2. presentations by students and a teen parent panel to area schools and community groups.
3. continue promotion of SATP through an awareness campaign in the spring of 1987.

Response to the awareness campaign far exceeded our original expectations. Not only did SATP heighten the awareness of the community about teen pregnancy but it also provided an opportunity to link together with other concerned community agencies. The campaign promoted the image of the Home Economics program and it demonstrated how Home Economics can play a valuable and effective role in important societal issues. As far as we know, the Students Against Teen Pregnancy organization is the only one of its kind in the State of Ohio. We hope that we can continue to act as a model program as youths become more involved in the prevention of teen pregnancies.

Building a Healthy Image: The Impact Of Community Health Fairs

Marla Bjerke
Home Economics Teacher
Marion (SD) High School



Susan Smit
Home Economics Teacher
Philip (SD) High School



A community health fair is a large undertaking involving many hours of hard work in order to achieve a successful end result that will improve the public relations of Home Economics, but, taken one step at a time, it can be a realistic goal.

STEP 1: IDENTIFY GOALS

In prioritizing goals we should focus on improving the Home Economics image as number one. Other goals may include:

- a. Creating a partnership between students and community members in the implementation of the project.
- b. Improving knowledge of the wellness concept.

STEP 2: LOCATE FUNDING

The most overlooked source of financial assistance for such a large endeavor is funding through grant writing. Where do we find grants? Possibly the State Public Health Department or the State Department of Agriculture. Grant writing includes spelling out what we want to achieve, how we intend to accomplish it, how we shall evaluate our results, and a proposed budget for our project.

STEP 3: ORGANIZE RESOURCES

a. Utilize Student Leadership

1. Publicity (newspaper, radio, TV, grocery stuffers, car window flyers)
2. Peer Educators (Bod Squad, Pep Squad, Students From Home Economics classes and/or Future Homemakers of America)
3. Facility Arrangements (maps, booth space, electrical needs)
4. Scheduling (student work shifts for lunch booths, health screening, large group mini-sessions, computer health programs, audio-visual showings, baby sitting service)

b. Utilize Adult Leadership

1. Vocational Advisory Council (contacting possible outside presenters)
2. Community Organizations (participation or sponsorship of booth)
3. State or County Health Related Personnel (Blood Testing, Blood Typing, Diabetes Testing, Cancer Testing, Height, Weight, Vision, Hearing Check, Anemia Testing, Blood Pressure Check)

STEP 4: CARRY OUT PROJECT

Approximately 40-50 students were actively involved in managing the activities of the day at our Health Fair. Approximately 40-50 booths were staffed by community organizations, area health related groups and students. The following health issues were addressed:

Eating Disorders	Fitness and Stress Test
Poison Safety	Birth Defect Prevention
Calcium Needs; Osteoporosis	Child Safety Restraints
Drug Abuse Prevention	Breast Cancer Screening
Fire Safety and Prevention	Information on Eye Care and Safety
Drinking and Driving	Pet Health
Bicycle Inspection and Safety	Hospital Care
Ambulance Service	Diabetes Test and Information*
Fast Foods Nutrition	Computer Programs
Beef Nutrition	Determining Your Daily Caloric Need
Rectal Cancer Screening	Nutrition Information for Young Children
Information on Adult Day Care, Home Health, Prenatal Classes, Medicare Reimbursement	Personal Diet Nutrition Analysis
Long Term Health Care	Nutrition Information
Blood Pressure Testing	Personal Diet Sodium Analysis
Blood Typing*	Determining Life Expectancy
Anemia Testing*	Hearing Screening
Height/Weight Check	Vision Screening
Information on Child Immunizations	Reyes Syndrome
Adult Nutrition and WIC Program	Dental Hygiene
Chiropractic Service	Emotional Stress
Health Insurance and Medicare	Drug Abuse
Heart Attack Prevention	Child Abuse
Alcoholism Prevention and Treatment	Sexually Transmitted Disease
	Well-Baby Screening
	Audio-Visual Screening Room

*Minors wanting to be screened or tested must have a consent form with them.

STEP 5: EVALUATE PROJECT

"Super event" were the words heard throughout the day of our Fair as youth and adults worked together to provide service to their community. 100% of the school population was reached as grades K-12 were allowed to attend all or part of the day's activities. A large percentage of the adult community attended but actual numbers varied due to the size and population of the communities involved. Response was positive and the most often heard comments included considering making this an annual event. Many people donated time and energy in order to make the health fair a success. The goal of improving the Home Economics image was definitely achieved and a community need was fulfilled.



Using Advisory Councils For Home Economics Relations



Karlys Wells
Home Economics Teacher
Clear Lake (SD) High School

"You need to avoid becoming too generic in home economics. Concentrate on food, clothing, and child care skills. Almost any teacher on the staff can teach management, consumer education, or personal development." This is my thorn-in-the-side advisory council member speaking.

How did someone with his attitudes find his way onto a secondary school home economics advisory council? I, as instructor, asked him to be a member. Do I wish he would become less thorny? Not necessarily. I view my advisory council as a group for marketing home economics and "Thorny" can be an important part.

TARGET AUDIENCE

When an advertiser wants to sell a product, he chooses a test market of customers which is a cross-section of the larger market. An advisory council serves as that cross-section of the larger market. An advisory council serves as that cross-section of your community and becomes the test market to whom the instructor must sell the home economics program. My "Thorny" then becomes the representative of the tough customer that I must convince of the values of home economics instruction.

I suggest choosing advisory council members with a broad background and a variety of community contacts. They need not be connected to your teaching program as are parents or regular guest speakers. Those kinds of resource persons are ones who already know about our programs and are probably already good marketers of home economics.

Do choose effective spokespersons, i.e., those who are influential, vocal, and in contact with many people. I have had as advisory council members a doctor, a utility company supervisor, a ceramic shop owner, a grocer, a counselor, a waitress, a door-to-door salesperson, the Future Homemakers of America president, a farm wife, a caretaker of the elderly, a minister, a school board member---all of whom also belong to church groups, community and professional clubs, and social groups.

TESTING THE CONSUMER

"What do you think of my product?" might be a question for the test audience (advisory council). An instructor can poll the council to determine their perceptions of the program, identify misconceptions, and find out what the larger community might be thinking.

"What kind of a product do we need to be selling?" This next question gets at the future needs of students for life in our community and what home economics should be supplying for that future.

"Thorny" helps me get these things into perspective. By the time I clarify his concept of home economics, I have a clear idea of my own philosophy and the direction I wish to take.

PLAN THE CAMPAIGN

Working with the advisory council to change outdated perceptions and create awareness of new concepts in home economics is like planning an advertising campaign. Encouraging the advisory council to be involved in the writing of news releases, curriculum summaries, closing reports and the like is a hands-on experience which will make the council members more aware of the home economics program than if the instructor presents these reports to them completed. They will know your content and objectives from the inside out. Advisory council members who are actually involved in sessions to revamp curriculum, who look through potential textbooks, and who scan FHA/HERO plans of work will know your program very intimately. If I can satisfy "Thorny" during this process, I can count on satisfying most of the consuming public.

IS IT SELLING?

When the reviewers come from the state office for program evaluation, from the school board for an accounting of daily contacts, from the school district curriculum committee for an overview of program, invite the advisory council to attend, review, and evaluate, too. What if the reviewers don't like what they see? Don't worry. If the advisory council was integrated in the conception and planning of this program, they will be supportive of the program to the critics. After all, they helped create it! It is a part of them, too. "Thorny" may even surprise you with words of support.

TREAT YOUR CUSTOMERS WELL

A good salesperson remains on top if s/he has a reputation for treating the customer well. Treat the advisory council member like the important person that s/he is by giving invitations and then introductions at FHA/HERO Parent-Member Night, Awards Banquet, and special classroom events. Make them honorary Future Homemakers of America or HERO members. Give them framed certificates or plaques upon retiring from the council. Get their names in the newspaper.

Treating my "customers" well has resulted in some public relations pluses for my department:

- A "yes" vote on material challenged in an academic freedom test.
- Attendance and vocal support at a school board policy meeting concerning sex education and birth control.
- Support during state level program reviews.
- Contacts to school board members when enrollment numbers were a concern.
- Verbal support to the principal for required home economics courses.
- Referrals to my department when resource persons with my qualifications were needed.
- Contacts to civic organizations to schedule FHA members as speakers at their meetings.

Even though we may not all have "Thorny" on our advisory councils, we all have a thorny public to which we must sell our home economics programs. Use your advisory council to target, test, and campaign for a strong home economics in the future.



Come one! Come all!

The 14th Annual Home Economics Education Alumnae(i) Conference will be held March 7, 1987, 9:30-3:30 in the College of Education, University of Illinois at Urbana-Champaign. Everyone is welcome!

Theme: "Action: A Commitment to Making a Difference"

Among the speakers: Dr. Sharon Nichols, New Director of the School of HRFS, and Helen Westlake, Head, Dept. of Home Economics, York High School.

Registration check for \$9.00 including luncheon should be sent at least a week in advance to:

Hazel Taylor Spitze
350 Education, University of Illinois
1310 South Sixth Street
Champaign, IL 61820

I Wonder . . .

Lois Massa
Home Economics Teacher
Custer (SD) Junior-Senior High School

There have been closings of home economics departments across the nation, including South Dakota. When I hear about a department closing, I wonder . . .

I wonder who provides the practical application of math and science such as use of the metric system in everyday living.

I wonder who is providing an understanding of life relationships and how to deal with the conflicts that can be expected.

I wonder who is allowing research in areas of housing/time management, budgets and credit.

I wonder who is explaining to the science honor student who has to bake a pie for the NHS meeting, why the oven has to be preheated.

I wonder who is sharing information with athletes and coaches about the myths, facts and fads concerning their nutrition in their training program.

I wonder who is listening to teenagers' concerns about anorexia nervosa or suicide.

I wonder who is saying to each student that s/he is special - each unique - contributing to his/her family and community to the best of his/her ability, no matter where s/he happens to rank in class.

I wonder who is helping the student develop leadership skills that are part of the integrated FHA/HERO program.

I wonder who is complimenting the students on their appearance and their use of wardrobe planning skills.

I wonder who is helping the future business executive learn how to plan menus and to shop effectively.

I wonder who is speaking about the realities of fetal alcohol syndrome, prenatal care, and genetic engineering.

If no one is accepting these responsibilities and many, many others, how can communities and schools begin to believe they are providing excellence in education for today and tomorrow.

I wonder how high the human costs to our society will be without home economics.

*This material was presented at the 1985 SDVA Conference when Ms. Massa was a candidate for office in the South Dakota Vocational Home Economics Teachers Association. Candidates were asked to give a brief talk on "Excellence in Education for Today and Tomorrow."



Who Are We? Who Are They? Understanding How Home Economics Fits With Other Content Areas

Ruth Anne Mears, Ph.D.
Home Economics Consultant
Clarion, PA

One of the basic principles of advertising and public relations is knowing your product and understanding your audience. Applying this principle to promoting home economics within the school requires a thorough understanding of home economics and an understanding of the purposes of other subjects within the school.

There are three sources of information that assist in determining the focus of subject matter areas: descriptive statements of subject areas, usually in conjunction with professional organizations; courses required to obtain certification in teaching fields; and state certification requirements. In determining subject matter focus I shall use descriptive statements of professional organizations and state teacher certification standards when descriptive statements are not available. Only three subject areas outside home economics were investigated. They are social studies, health, and business education. These are the areas in which overlap with home economics content most often occurs.

Who Are We? HOME ECONOMICS EDUCATION

The Home Economics Education Association has published two descriptive statements for home economics--"Coalition Statement: Vocational Home Economics Education"¹ and "Coalition Statement: A Quest for Quality: Consumer and Homemaking Education in the 80's."² In addition to these statements the American Home Economics Association has published the Brown and Paolucci paper, Home Economics: A Definition.³ Home economics teacher educators have identified Competencies for Home Economics Teachers.⁴ An older publication now under revision, Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development,⁵ is one source

¹Coalition Members. "Vocational Home Economics Education." Home Economics Education Association, Washington, D.C., 1979.

²Coalition Members. "A Quest for Quality: Consumer and Homemaking Education in the 80's." Home Economics Education Association, Washington, D.C., 1985.

³Brown, M. & Paolucci, B. Home Economics: A Definition. AHEA: Washington, D.C., 1978.

⁴Home Economics Teacher Educators. Competencies for Home Economics Teachers. Iowa State University Press, Ames, 1978.

⁵Report of a National Project. Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development. AHEA: Washington, D.C., 1967.

of a framework for the content taught in home economics. These publications refer to the mission of home economics as improving home and family life, and mention content areas of human development and the family, home management and family economics, foods management and nutrition, textiles and apparel, and housing and living environments. The Brown and Paolucci paper proposes the use of the critical science perspective in dealing with perennial family problems. The scope and definition of Vocational Home Economics Education as given by the Coalition Statement is:

Vocational home economics education prepares males and females for (a) the occupation of homemaking and (b) for paid employment in home economics occupations. . . . 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...Home economics occupations for paid employment utilize knowledge and skills related to the above subject matter areas.⁶

In all statements, the focus of the home economics educator is home and family life. This primary focus on the family is unique in high school curricula. School personnel who do not recognize this focus lack awareness of the professional mission of home economics.

Who Are They? SOCIAL STUDIES EDUCATION

As do home economists, social studies educators periodically re-examine the mission of their profession. Several articles in the journals of the national Council for the Social Studies deal with the focus of the field. The "Essentials of Social Studies" statement⁷ describes the basis of the field as follows:

Citizen participation in public life is essential to the health of our democratic system. Effective social studies programs help prepare young people who can identify, understand and work to solve the problems that face our increasingly diverse nation and interdependent world.

To achieve this, knowledge and skills are linked with an understanding of and commitment to democratic princi-

⁶Coalition Statement, 1979, op. cit., p. 3-4.

⁷National Council for the Social Studies Task Force on Scope and Sequence. "In Search of a Scope and Sequence for Social Studies," Social Education. April, 1984.

ples and their application. The field of social studies attempts to link thinking with action. A more recent article identified the areas of knowledge from which information goals for social studies should be selected:

- HISTORY of the United States and the world; understanding of and learning to deal with change.
- GEOGRAPHY--physical, political, cultural, economic; world-wide relationships.
- GOVERNMENT--theories, systems, structures, processes.
- LAW--civil, criminal constitutional, international.
- ECONOMICS--theories, systems, structures, processes.
- ANTHROPOLOGY AND SOCIOLOGY--cultures, social institutions, the individual, the group, the community, the society.
- PSYCHOLOGY--the individual in intergroup and interpersonal relationships.
- HUMANITIES--the literature, art, music, dance, and drama of cultures.
- SCIENCE--the effects of natural and physical science on human relationships.

This statement also delineates a scope and sequence of the content for social studies to serve as a guide to curriculum developers. Grade level examples are included in Chart 1 (see page 92).

Who Are They? BUSINESS EDUCATION

The Policies Commission for Business and Economics Education has published a series of statements concerning "This we believe about..." The statement "This We Believe About Business Education in the Secondary School" states:

Major statements of the purposes of education in America have identified a need for business education. Business education achieves its goals through

specialized instruction to prepare students for careers in business,

fundamental instruction to help students to assume their economic roles as consumers, workers, and citizens, and

background instruction to assist students in preparing for professional careers requiring advanced study.

In an effort to satisfy the needs of all students, secondary schools should provide sound programs of business education that provide instruction for and about business.

Certification standards for teachers also may enlighten the content areas of business education. Pennsylvania issues five certificates: accounting, data processing, marketing, secretarial, and office technologies. Certificates in any of these areas allows one to teach subjects

⁸National Council for the Social Studies Task Force on Scope and Sequence. "In Search of a Scope and Sequence for Social Studies," *Social Education*, April, 1984.

⁹Policies Commission for Business and Economic Education. "This We Believe About Business Education in the Secondary Schools," *Business Education Forum*. October 1970.

such as business English, business law, business mathematics, business economics, principles of business, consumer education, recordkeeping, principles of data processing, microcomputer applications in business, personal financial management, sales, and principles of information systems.

In West Virginia standards are given for business education, secretarial studies, and business principles. As the state standards indicate, business is more diverse than typing and transcribing, a common misconception about the business education field. Business education, like home economics, prepares learners for work and provides information about the business and economic world helpful in personal life.

The statement most interesting to home economists is "This We Believe About Personal Finance in Business Education." Selected components of that statement follow:

We believe that business education plays an important role in consumer economics and economic education...Business education contributes to personal finance through courses offered at several levels of education. At the high school level, personal finance is addressed in general business, consumer education, consumer economics, applied economics, recordkeeping, business/consumer mathematics, and cooperative education-related classes...We believe that instructional program business educators are uniquely qualified to provide relevant experiences and substantive teaching in personal finance.¹⁰

Chart 2 (see page 92) provides elements that business educators see as aspects of personal finance.

Business education shares many components with home economics, including a vocational focus as well as a concern for consumer education. There should be many opportunities for sharing and supplementing instruction related to money management. From Chart 2 the items two, three, and four are also included in the management of household resources, although home economics would tend to substitute family for personal financial planning.

Who Are They? HEALTH EDUCATION

In 1981 Balog stated that health education does not have an agreed-upon concept of health and the role of health education in school. A search of more recent literature did not uncover commonly agreed upon mission or role statements endorsed by health educators. Balog cautioned that unless a definition is developed health education will be "at risk of becoming an aimless discipline that disseminates endless information on whatever subject matter is currently labeled as health related."¹¹ He states that the concept of "health educa-

¹⁰Policies Commission for Business and Economic Education. "This We Believe About Personal Finance in Business Education," *Business Education Forum*. October, 1983.

¹¹Balog, J. E. "The Concept of Health and the Role of Health Education," *Journal of School Health*. September, 1981, pp.462-464.

tion [has] expanded from teaching predominantly about bodily health and the prevention of physical disease in the early part of the century to teaching about the promotion of physical, psychic, social and ecological well-being in modern times. Health educators proclaim that they should function to help in "1) preventing disease; 2) preventing premature death; 3) promoting physical, mental and social well-being; and 4) enhancing a harmonious life between man and his environment."

Governall¹² also recommends the development of an understandable and defensible personal operating philosophy of health education. Core philosophical questions which he states need to be addressed include:

- What is the role and function of a school health educator?
- What makes the school health educator unique and different from school teachers in general and teachers of biology, home economics, and physical education in particular?
- What does health education involve (not content but rather the essence or substance of health education)?
- What are the purposes and goals of health education?
- How does health education relate to general education?

Pennsylvania state certification standards which are descriptive of health content include:

The program shall require that the professional program be supported by background studies in psychology, sociology, anatomy, physiology, educational psychology, education philosophy, speech correction, and educational communication.

The program shall require studies in personal and physical health, community health, disease prevention and control, nutrition, human growth and development, tobacco, alcohol and other drugs, safety and first aid, consumer health and family health, human sexuality, maintenance and promotion of positive mental health.¹³

West Virginia state certification standards define health as

Although it is not a totally measurable condition, health may be conceived as a quality of life which is dependent upon the interaction and integration of an individual's physical, mental, and social potentials and the degree to which they enable him to function. Empirically, it is known that the absence or reduction of the quality of health interferes with the realization and utilization of an individual's potentials and capabilities. Thus, health is seen as not a

goal or end in itself but, rather, as a means toward the achievement of life's goals.¹⁴

From the study of the subject matters so far, a common definition for health education has not been developed by health educators. The reason for this may be the difficulty in defining health. Course requirements of local universities and state certification standards help define this subject area.

WORKING WITH OTHER CONTENT AREAS IN SCHOOLS

As previously stated, knowing the goals of other subject areas helps home economists understand their role in the school, and thus work more effectively with others. Strategies for working with other teachers in schools are given in Chart 3 (see page 92). By reviewing the mission statements of social studies, health, business, home economics teachers can identify the unique features of home economics.

After reviewing the mission of three other subjects at the secondary level, home economists should feel proud of their own professional organization in its efforts to define and delineate who we are and what we do. Not all subjects can make this claim. It is also very clear that each field has a focus. Working with other teachers can be enhanced by understanding the focus of each field.

Social studies and home economics share a process in teaching their learners to think about problems with social studies focusing on societal problems and home economics dealing with family problems. With business a shared concern exists for providing information about consumer education. Business and social studies look at the larger economic picture, whereas home economists value consumer education for family members. As home economists, we share with health educators a concern for the well-being of people. Home economics differs from all other fields in school because the home and family is the focus of the content.

Of course, what the professional literature states and what is practiced probably varies. However, by studying the missions and scopes of other subjects in the schools we can better understand ourselves and our relationship to the total education of the learners. Promoting home economics in the school requires a knowledge of who we are as well as an understanding of other subjects in schools.

¹²Governall, Joseph R. "Health Education and the 'Back to Basics' Movement," *Journal of School Health*. November, 1983, pp. 564-567.

¹³Pennsylvania Department of Education: Standards, Policies and Procedures for State Approval of Certification Programs and for the Certification of Professional Educators for the Public Schools of Pennsylvania, Harrisburg, 1985. p. 39.

¹⁴West Virginia Department of Education: Standards for the Approval of Teacher Education Programs and the Supplement of Educational Personnel, Charleston, 1979. p. 112.

CHART 1 Grade Level Content Examples for Social Studies as Reported by the National Council for the Social Studies*

Grade Level	Suggested Content
Kindergarten	Awareness of self in a social setting
Grade 1	The individual in primary social groups: Understanding school and family life
Grade 2	Meeting basic needs in nearby social groups: the neighborhood
Grade 3	Sharing earth-space with others: the community
Grade 4	Human life in varied environments: the region
Grade 5	People of the Americas: the United States and its close neighbors
Grade 6	People and cultures: the eastern hemisphere
Grade 7	A changing world of many nations: a global view
Grade 8	Building a strong and free nation: the United States
Grade 9	Systems that make a democratic society work: law, justice, and economics
Grade 10	Origins of major cultures: a world history
Grade 11	The maturing of America: United States history
Grade 12	One-year course or courses required: selection(s) to be made from the following:
	Issues and Problems of Modern Society (This should provide numerous opportunities for students to make a critical analysis of enduring social issues. The scope is broadened in order to emphasize the global dimensions of American Problems and issues.)
	Introduction to the Social Sciences (This course should deal with the content and modes of inquiry of the social sciences.)
	The Arts in Human Societies This course should allow students to learn about the cultures of the world through the arts and literature.)
	International Area Studies (As an in-depth cross-cultural study of selected areas of the world, the course focuses on the interaction of different cultures in a defined area of the world.)
	Social Science Elective Course: Anthropology, Economics, Government, Psychology, Sociology
	Supervised Experience in Community Affairs
	Local options

*From: Social Education, op. cit., p. 254-255.

CHART 2 - Generic Elements Business Educators Believe Should Be Included in Personal Finance Instructional Programs*

Generic Elements

1. The role and importance of personal financial planning in our market-oriented economy,
2. The interrelationships among the individual's various roles--namely, consumer, worker, and citizen--and how they affect personal financial decisions,
3. The analysis of one's values and goals and their influence on personal financial decisions including how values and goals change during one's life cycle,
4. The use of the decision-making process in dealing with personal financial problems and issues,
5. The application of measurement and computational skills needed to make personal financial decisions,
6. The impact of federal and state legislation on financial markets and institutions, and
7. A world economic perspective in understanding and dealing with personal financial issues.

*From: Business Education Forum, 1983, op. cit., p. 10.

CHART 3 - Cooperative Strategies for Working with Teachers from Other Subject Areas

SOCIAL STUDIES

- Work with social studies teachers to determine ways governments impact upon families and how to effect changes in governmental policies.
- Serve as a guest in the social studies class and discuss laws that impact on the family with regard to marriage, housing, foods and drugs, consumer credit, toy safety, child abuse, textile regulations, etc.
- Plan a cooperative unit with social studies teachers on the history of the family in the United States.
- When a social studies class is studying another country, have the students in the class serve as resource persons for describing the country. The home economics class might study the food, clothing, housing, and child care practices of this culture. The classes could exchange information.
- Check with the social studies teacher to see what anthropologists have found about the families in different time periods.

Use Special Weeks to Promote Home Economics

Janelle L. Jones

Public relations opportunities go along with designated weeks and months. A few of these include:

National Family Week in November
National Nutrition Month in March
World Home Economics Day in March
National Consumers Week in April

President Reagan has declared National Family Week during Thanksgiving for several years. The SD Home Economics Association decided to use National Family Week to inform the public of ways home economists assist families to solve problems. Tuesday of that week is declared Home Economics Day in South Dakota.

As a teacher, I involve students in emphasizing the importance of family life and the key role of home economics in helping families to prevent problems. Activities have included short student statements on family life which are then made available for use on radio or in local newspapers, a reception and a home economics open house following an all-school variety show, and family posters made by primary students hung in all school buildings and many downtown store windows. The following year, primary students drew pictures of families and declared National Family Week on paper grocery sacks.

As students brainstormed ways to inform the public, the responses ranged from sky-writing to flyers, button, and printed T-shirts. Two students were selected to appear on a noon talk show at the nearest TV station 50 miles away. They worked out details for what to tell about the Parenting Class they had just completed. Their message was that parenting education and home economics are important for the future. They appeared with the SD Home Economics Association president.

A public service announcement was written and read by senior male and female students with the cooperation of the local college radio station. Many marquees around town announced National Family Week or Home Economics Day. One class held a tasting buffet of foreign foods for guest speakers, superintendents, principal, and board members. Another class invited parents for an activity. Two students prepared "table tents" to place on local restaurant tables.

National Nutrition Month is a natural opportunity to inform the public about computer diet analysis projects, teaching about good prenatal nutrition, or a child development unit emphasizing nutritious snacks.

Planning activities around World Home Economics Day can show others that the home economics curriculum includes concern for family life around the world. Foreign students, immigrants, or a dominant heritage in the community can be involved. Home economists can help broaden student understanding of economics, poverty, dress, extended family, and much more. News coverage of activities is appropriate.

Have you ever written a letter to the editor, actually sent it and had it in print? Why not? That is one method of educating the public about home economics curriculum. For National Consumers Week, you could explain student projects to compare the cost of credit or decide whether it would be wise to order something from a magazine advertisement. Students could write statements to include in an article about something being studied or to report on a survey they had conducted. You could offer

(Continued in previous column, this page.)

-- Use the critical science perspective identified in the Brown-Paolucci definition of home economics. Home Economics teachers who share this definition of home economics may find a social studies teacher who also has expertise in the process of developing critical thinking skills. Certainly, the duplication of the process in the social studies class when dealing with broad cultural and societal issues and in the home economics class when dealing with family problems would reinforce and help cement this process for learners.

BUSINESS EDUCATION

- Invite bookkeeping teacher to discuss financial records for families.
- Invite a speaker from the Better Business Bureau to speak to combined business and home economics classes.
- Invite consumer specialists from local companies to speak to combined classes.
- Volunteer to serve as resource for business classes on special consideration for family financial planning or special issues related to women as consumers.
- Volunteer to serve as expert on cost of raising children.
- Plan individualized packages on consumer economics for both business and home economics classes so students can select topics not duplicated in other content area, if consumer education is taught there.

HEALTH EDUCATION

- Share speakers regarding sex education.
- Volunteer to speak about special nutritional needs of teenage pregnancy.
- Visit health class to share how food preparation affects nutritional content of foods.
- Speak to combined classes on consumer health issues with regard to health foods/vitamin supplements.
- Combine classes and invite a dietitian to discuss popular dieting programs.
- Invite school nurse or health educator to discuss early childhood diseases in a parenting class.
- Be a resource for health class on effective ways to communicate with a family member who is abusing drugs.
- Serve as an expert on the causes and prevention of food poisonings.
- Work cooperatively with health in teaching about types of fabrics that make good exercise clothing and factors to consider in planning a home sport center -- floor plans, placement of electricity, water, etc.



(Continued from Column 2, this page.)

pointers about making a consumer complaint in a speech to a club. use sample complaint letters students had prepared.

Other designated "weeks" can also relate to home economics and be used to promote home economics in the community.

Concomitant Public Relations — A Subversive Force In Home Economics Programs

Connie J. Ley
Associate Professor and Chairperson
Department of Home Economics
Illinois State University

Slick Madison Avenue advertisers devote hours of creative energy concocting marketing strategies which when executed will impress and entice the consumer. These million dollar campaigns and their elaborate ads are easily undone by the personal experience of a less than satisfied customer who advertises that dissatisfaction by word of mouth. In essence, the best marketing plan may be subverted by slip-ups or common everyday experiences which give customers and clients a less than polished view of the product being promoted. This is true not only in the billion dollar world of corporate smoothness, but as close to us as our own home economics programs.

In her foreword to the Home Economics Education Association publication Projecting a Picture of Home Economics: Public Relations in Secondary Programs,¹ Joanna B. Smith states: "The ability to plan and conduct a systematic public relations program may well be among the necessary competencies for home economics teachers in these times of declining student population and budgetary constraints." Home economics may take time to plan and execute marketing strategies for their programs, but like the Madison Avenue ad people, even our best planned efforts may be subverted by everyday occurrences which take place in and out of our classrooms.

Even the most outstanding marketing program may be sabotaged by good intentions. I shall point out some situations which I have seen as a teacher educator and analyze these situations for the impact they have upon the view students, administrators and the public have of our home economics programs. Nothing depicted here is fictional, though in some cases the descriptions are composites of situations attributed to different teachers or programs.

CASE 1: THE MOCK WEDDING MUCK-UP

The teacher and students of one adult living program anxiously awaited the article about their class which was

to appear in the local newspaper. When the story appeared in print, it was exciting! The quite lengthy piece covered nearly half of the second page of the first section. Accompanied by a 5 X 7 photo of students cutting a wedding cake, most of the content focused on the mock wedding which had been held in class and touted the baking and cake-decorating ability of the students. Toward the end of the article two or three sentences did discuss the main focus of the unit the class would study: concepts such as marital communication, parenting, family finance, and crises in family life. However, the mock wedding and particularly cake decorating were the prominent ideas shown to the reading public.

THE ANALYSIS: Most of us are pleased when the activities of our program receive coverage in the local press. In fact, we work hard to make it happen. In this case the news reporter, looking for something to catch the readers' eye, focused on the cake used at the mock wedding reception. The picture of students cutting the cake was an eye catching, action photo, something to which readers could relate. What happened in this case was the loss of the essence of the class experience relating to trials and promise of carrying out a successful marital partnership. Hindsight alerted the teacher to the fact that the reporter should have been invited to come to class on a day when other activities were taking place, activities which would focus on the important concepts of the adult living class. As irony would have it, the wedding article appeared during the same week as a series of articles on academic rigor in the public schools. One had to wonder what community residents thought about their tax dollars supporting a mock wedding.

CASE 2: THE GREAT CHOCOLATE CHIP COOKIE CAPER

Twenty-seven excited sixth graders are about to have their first laboratory experience in the exploratory home economics class. The teacher's goals for the day are to have students gain confidence in working as group members to become familiar with the set-up of the lab kitchen in which they will work, to enhance their ability to read directions and practice measuring dry and liquid ingredients. The teacher viewed cookies as a motivator for this lab experience. At home the evening following the lab,

¹Anderson, Edna Page, Ley, Connie J., and Mears, Ruth Ann. Projecting a Picture of Home Economics: Public Relations in Secondary Programs, (Washington, D.C.: Home Economics Education Association, 1982), p. 3.

students report what they did in home economics for their first lab, "We made chocolate chip cookies."

THE ANALYSIS: Using a recipe for chocolate chip cookies was thought to be a great "motivator" for students. Motivating in what sense? Did it motivate students to study nutrition? Did these students really need cookies as a motivator? For most of them, the chance to work in the lab setting was exciting in itself. Most students lost sight of the teacher's goal and saw cookies as the main focus of the day's activities. Parents who hope students will learn good habits may frown upon the poor choice of products which are intended to teach processes. If we want to focus on the process and not the product, processes must be the exciting part of learning.

CASE 3: HANDS-ON WREAKS HAVOC I

In another exploratory class, this time seventh grade, the teacher planned for students to make a backpack as part of their nine-week experience. The teacher expected the project to take four of the nine week exploratory session.

Across the street at the high school, teachers in the home economics program were concerned because the enrollment in home economics classes had dropped since the required exploratory class had been instituted. The teachers came to the conclusion that because students had the required experience they did not elect to take home economics in high school. They began to wonder if having the required exploratory experience was a good idea.

THE ANALYSIS: The exploratory class may be contributing to the decline in enrollment in the high school program, but not for the reason the teachers have decided. Students weren't shunning home economics in high school because they'd already taken it in junior high, but because they hadn't had home economics in junior high. If half the time is taken with a backpack project, when is the class introduced to the breadth of home economics content?

The nine-week introductory class seems to have increased in popularity with school administrators, creating for teachers the dilemma of what to teach in the short time span? The word introductory is the key. When you introduce a concept, you want to give an overview of what is representative of that concept. In a nine-week session, when most activities are product-oriented it is not surprising that this is the view most people have of home economics. First impressions are strong influences which will be remembered throughout that person's life. These early experiences are important if we are to capture students' interest for our elective classes. Teachers responsible for this early exposure are making an impression for a lifetime.

At an American Home Economics Association public policy seminar held in the mid-1970's one U.S. Congressman, a home economics supporter himself, expressed the view that the worst enemy of a positive public view of home economics is the junior high school programs. Junior high, he said, is usually the first and only experience with home economics for most people. It should be in this early, often required, exposure to our subject that students learn concepts which represent the essence of home economics.

CASE 4: HANDS-ON WREAKS HAVOC II

Seventeen students in a Housing and Interior Design class were completing individual projects as a culminating experience for a unit they had been studying on interior space planning. The teacher allowed approximately eight class periods for completion of the project. On the fourth day, students come into class and immediately begin work with their individual materials. For most of the class period there is low-key discussion among students. Some students chat about a math test they'd taken in an earlier class. Another group deliberated their plans for the evening. In another cluster of students a pop rock star is the topic of conversation. The teacher is at her desk most of the period and is approached during that time by several students who pose questions and then return to their work area and their project. A buzzer sounds giving the signal to move on to the next class. Students bustle out of the room continuing many of the conversations they'd begun while working on their projects. Two students are heard to comment about the busy work they have to do for home economics class.

THE ANALYSIS: In clothing construction, housing/interior design, even adult living classes, students sometimes use large amounts of time working on projects which are carried out in the guise of applying principles and techniques. Projects are essential in an applied subject area like home economics. Projects are a way to help students experience the application of principles and build concepts. If projects are truly application experiences they should be well structured and class discussions planned to help each student learn from the projects of other individuals in the class. "Busy work" may be an apt description of unstructured project time.

Several teachers I know have taken steps to eliminate some of these concerns in the classes during project time. First, they decide whether the project is a worthwhile experience. Once a worthwhile project has been planned as part of class they take these precautions to avoid the busy work/personal conversation syndrome:

- Begin and end each class with discussion. This helps students focus on the intent of the projects, the principles it illustrates, and helps them recall important ideas and information they need for the day. In addition, the teacher may alert students about others who are in the same step or in a similar phase of their work. A closing sends students away thinking about the project rather than personal conversations.
- Discussion among students must relate to the execution of the projects. Students may discuss questions with other students before they bring them to the teacher.
- The teacher moves around the room monitoring the progress of student work, asking questions and offering encouragement. While doing this the teacher takes the opportunity to make sure class members know what others are doing. This expands the learning for students because they see application of principles beyond their own experience.

By using some of these techniques, the value of the project as part of the total learning process is more likely to be remembered. It helps to allay the view that such projects are busy work and that home economics is a class where you can go to relax and talk with friends.

CASE 5: WHEN CRAFTY IS NOT CRAFTY

A local school board held hearings on program changes which might be necessary due to budget constraints, and the home economics program was one of several curriculum areas in question. Opponents of the program noted a variety of frivolous activities carried on in home economics classes, particularly the large amount of class time devoted to craft projects. In the audience, the home economics teacher who had mounted a show of support for the program by encouraging parents, students and other local residents to speak for the program, sat working on a needlepoint pillow cover.

THE ANALYSIS: Little needs to be said about this incident. A well orchestrated plan to gain support faltered because what the teacher did provided convincing evidence for the opponents' point of view.

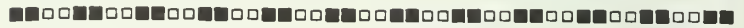
From another perspective, it is difficult for a person to be viewed as serious about the business at hand when a portion of his/her attention is devoted to handiwork. Needlepoint at a conference or knitting at staff meetings raise questions about professionalism.

CONCLUSION

The examples cited are just that. Each reader could add other examples to this list. The bottom line for each

example is (1) we may often be our own worst enemies and (2) we may carry out well-planned publicity and public relations campaigns with our publics only to undermine our efforts with subtle, often unconscious activities.

Thinking back on the many times, as a teacher educator, I have promoted the importance of public relations with both aspiring and practicing home economics teachers, I wonder why I did not spend more time alerting teachers to the pitfalls of the unplanned or subconscious activities. Even the best planned event can be contaminated with an innocent remark or an incomplete view presented to the public.



FILMSTRIP REVIEW

THE INNOCENT ADDICTIONS, Sunburst Communications, 39 Washington Ave., Pleasantville, NY 10570. (800)431-1934. 2 filmstrips with cassette narration, 30 page teacher's guide, free 30-day evaluation, Catalog #426-TB, Price \$109.00. Also available on videocassette, Beta II, VHS, U-Matic, for \$119.00.

Description: These two filmstrips illustrate how items as pretzels, cupcakes, french fries, coffee, nasal sprays, eye drops, diet pills, vitamin pills, and diet drinks, when used to excess, can turn into not-so-innocent addictions.

PART 1 - Foods. Teenager Cindy describes her addition to junk foods which points out some harmful effects of too much sugar and salt in many American diets today. Such medical complications as tooth decay, excess weight, diabetes, hypoglycemia, and hypertension are introduced. Myths related to the need for salt pills by athletes as well as the assumed quality of honey, raw-sugar, etc. are also noted.

PART 2 - Over-the-counter-drugs illustrates the hazardous effects of excess use of drugs as nasal sprays, eye drops, stomach antacids, aspirin, saccharin, diet aids, and sleeping aids, as well as vitamin and mineral megadosing. Statistics of deaths and serious illnesses relating to these items are shown. Alternative actions to alleviate some of the physical problems associated with these remedies are also given.

This filmstrip series with guide provides teachers with suggested questions for follow-up discussion as well as suggested activities to help supplement the materials presented. Charts given on common foods in the filmstrips may be used to stimulate discussion. This series may be viewed in Foods and Nutrition, Family Living, Health, and general Home Economics classes.

This series has earned the Media Review's highest four star rating.

Reviewed by
 Robyn Dagenais
 Former graduate Student
 Home Economics Education
 University of Illinois



How Student Member Sections Can Promote Home Economics

Julie Gullickson Bell
Assistant Professor
Home Economics Education
South Dakota State University

In Cooperation with:

Fran Davey
Mt. Marty College
Yankton, SD

and Paul Holzhauser
SD State University
Brookings, SD

The Student Member Section of the American Home Economics Association (AHEA) is a group which helps the pre-professional develop into the professional. One important part of being a professional is sharing ideas and letting others know what our profession is all about.

The South Dakota Home Economics Association (SDHEA) has developed an active on-going project of "marketing" the profession, and the student member section chapters in the state are participating. They work together to plan for the year's program of work. Officers from each of the two schools with home economics programs develop a budget and plan of action as part of the marketing project.

During 1984-86 SDHEA student section members used the planning process and decision making steps from the Future Homemakers of America to help develop a program of work to market home economics at each of the two schools. Their plan of action was as follows:

SDHEA Student Member Section Plan of Work

Identify concerns and issues --

- Students decided that the issues were:
- What is the AHEA student member section?
 - How can the student members share with others what the profession is all about?



Set goals --

Goals were set that AHEA/SDHEA student members would:

- promote the professional organization to other students.
- promote home economics to individuals outside the field, and
- cooperate with other professionals on the state wide marketing project for home economics.



Form a plan for carrying out the activities --

Plans were made to coordinate with the state-wide promotion of marketing the profession. Each campus student member section was to develop PR activities that were appropriate to the size of the school and type of program in which the students would and could get involved.



Act on the plan --

- The student members prepared a newsletter that shared news of what all the home economics-related clubs were doing. The SMS newsletter was distributed to both members and



nonmembers of the home economics organizations on each campus.

- SMS sponsored a professional seminar for all home economics students which was conducted by Dean Nancy Belck of the University of Tennessee. Fliers and posters were prepared by the members and posted campus wide.
- At a College of Home Economics picnic held at the beginning of the school year, an exhibit was displayed to tell about AHEA and the benefits of membership.
- During Nutrition Month signs were prepared by SMS students and posted in the campus cafeteria to give a nutrition analysis of goods sold for various meals.
- SMS students sponsored fruit sales in dormitories.
- At a campus wide health fair, member calculated via computer and sold nutritional assessments of their diets to fair participants.
- On Campus Homecomings students carried signs and helium balloons. Balloons had home economics careers printed on them and were handed out along the parade route. Student members also organized a reception for homecoming alumni.
- During National Family Week a genealogy contest was conducted with the winner being the student submitting the longest family tree chart.
- Bright colored 4 x 7 foot banners were made by student members of each home economics organization and displayed throughout the year as well as in a student meeting room that is used by professional organizations in the community.
- Students participated in the state SDHEA conference by conducting five mini sessions relating to the theme of "Total Wellness: A Personal-Professional Partnership."
- Students have participated in professional trips visiting with professionals in the field at various companies and businesses that employ home economists.
- Three home economics student organizations promoted the health of families by working with and collecting for the state March of Dimes association.

Evaluation and follow up --

Student members have increased their knowledge of the profession and of the national organization. Although membership has not grown drastically this first year, awareness of the state and national association has spread to students of all home economics clubs and organizations. Student members have also become a participating, active part of the state wide professional marketing project.



Meeting Student Needs In Home Economics At St. Francis Indian School

Denise Knockel
Home Economics Teacher
St. Francis (SD) Indian School

When I began the Home Economics Program in 1980 at St. Francis Indian School, as a new teacher, I had a lot to learn. Interacting with my co-workers, administrators, the community and the students was all new to me. The students, experienced teachers and community members taught me how to relate in a community culturally different from my own and thus to make my teaching better.

Being an outsider, I needed a couple of years for the students to trust me enough to open up and communicate on a personal level. As I recall, the most common questions asked around Christmas were "Are you coming back next year" and "Will you be here when I graduate?" I feel that it is beneficial for a teacher to stay in one place for at least three years. This amount of time helps a teacher to get to know the students and the community, especially if the culture is different from one's own.

In teaching Home Economics at St. Francis Indian School it is important for me to be in tune with the needs and values of students and the community in which they live. For example, to be a responsible family member in the community, one has to prepare and serve meals at pow-wows, wakes and memorials. In class the students work together to prepare and serve an annual Thanksgiving Dinner for their parents, the school board members and high school staff members. This annual event stems from my attendance at a few pow-wows, wakes and memorials. There I saw family members serving the entire community during the "feeds." Although all students could not experience stuffing the turkeys, they are all involved in some facet of the meal preparation. The primary objective in meeting the needs and values of the student is to work together and cooperate to complete the project.

We serve approximately 200 people at these Thanksgiving Dinners. It is hectic, but worthwhile. Creating an opportunity for the students to prepare and serve a meal to their parents helps develop students' self-esteem and enables the parents to feel proud.

A resource that I use to get most of the students involved is Make-A-Mix Cookery.¹ From this book we make up master mixes for Hot Roll Mix and Flaky Pie Crust. Using this mix, many students could make a batch of rolls or a pie to contribute to the dinner within a class period. These recipes are beneficial to the students of large and extended families. These master mixes are an excellent way to utilize the commodity foods received by many families in this low socio-economic environment.

In addition to Home Economics I and II, I have added Personal Development and Affective Skill Development to the curriculum. I have taught Personal Development, a one semester course, for two years. I use the text and workbook, Finding My Way.² It is a basic sex education course. It has been most beneficial for the students to read each chapter orally during class. This has enabled us to be more comfortable talking about questions concerning sex and relationships. My main purpose is that by the end of the course each student will understand the basic facts and feel more comfortable with their peers and parents concerning the subject of sex.

In the Fall of 1985, I added a course that focused on affective development. The text I chose was Affective Skill Development.³ This curriculum has great potential in meeting individual student needs in the classroom. Students develop skills in responsibility, communication, assertiveness and problem solving. Through weekly student-teacher conferences, the student works on changing and improving his/her personal behaviors. Next year I shall add a course for parents which the counselor and I will plan and implement together. I am looking forward to working with students' parents.

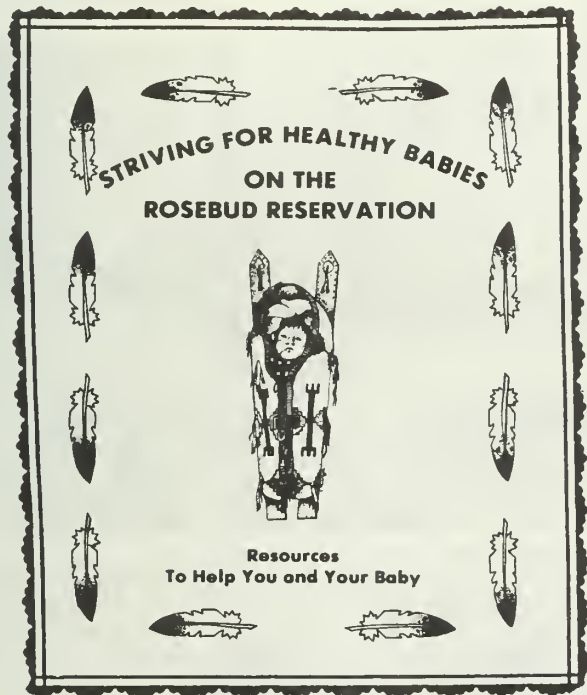
Since the Fall of 1983, St. Francis has had an affiliated Future Homemakers of America (FHA) Chapter. It has given the students many opportunities to explore their needs and values, while preparing for the Action

¹Eliason, Karine, Nevada Harward & Madeline Westover. Make-A-Mix Cookery. H. P. Books, P. O. Box 5367, Tucson, AZ 85703, (602) 888-2150. Copyright, 1978.

²Riker, Audrey Palm, and Charles Riker. Finding My Way. Bennett & McKnight Publishing Company, Peoria, Illinois 61615. Copyright, 1985.

³Dembrowsky, Constance H. Affective Skill Development For Adolescents. Constance H. Dembrowsky, P. O. Box 390, Jackson, Wyoming 83001. Copyright, 1983.

Activity Events for their Regional Meetings. Students explored topics related to drug and alcohol abuse, teenage suicide, and caring for sick family members in their home. For the Families and Futures Chapter Event, the Home Economics II class investigated the community resources that contribute to healthy babies on the reservation. They created a booklet and display titled "Striving For Healthy Babies on The Rosebud Reservation." We feel this booklet will be used widely by the agencies, community and students.



To provide students in St. Francis some needed evening entertainment, the St. Francis FHA Chapter sponsored an Air Band contest. The winner then represented St. Francis at the Regional FHA Meeting. This activity which we plan to repeat, allows students to compete as their favorite musical group and lip sync the songs for an evening of fun.

To meet the students' needs holistically, it is important for me to be involved in other phases of school life. As a fan, I support students in their athletic events. As a member of School Team, I meet with other interested staff and community members, planning activities to improve student self-esteem and school climate. The purpose of the School Team Approach is to reduce drug and alcohol abuse among our students.

I enjoy teaching at St. Francis Indian School and plan to remain in this system and continue to grow with my students.



Book Review

Open Adoption: A Caring Option, by Jeanne Warren Lindsay, 1987. Morning Glory Press, 6595 San Harold Way, Buena Park, California 90620. 256 pages. Softcover \$9.95. Hardcover \$15.95.

Open adoptions, rapidly gaining acceptance in the United States in recent years, have changed the meaning of child adoption for birth parents and adoptive parents. For many teenage mothers, open adoptions are a welcome possibility for they permit continuing contact of the birth parent(s) with the child if desired, while the child can also benefit from living within the care and stability of the adoptive family. In open adoptions, the birth mother commonly will have selected the adoptive parents herself.

This is one of the first books to examine open adoption and to do so in an informative way of interest to both adoptive parents and birth parents. The book will also be of interest to counsellors and teachers, particularly those who work closely with pregnant teenagers. It will be an interesting reference book to any unit or course on parenting and parenting decisions. The strength of the book is in its telling the stories of birthparents, grandparents, and adoptive parents with both closed and open adoptions. Lengthy portions from interviews contained in the book make interesting reading for students and teachers. Advantages, as well as difficulties and stresses for birth parents, adoptive parents and children are explored in both open and closed adoption arrangements, offering a fair and balanced perspective to aid in decision-making.

The contents of Open Adoption consists of a series of profiles of licensed adoption agencies and independent adoption services from various locations in the United States who provide varying degrees of open adoption. These descriptions of agencies are interspersed with descriptions of people's experience with the adoption services of various agencies. Readers are encouraged to request open adoption services when it is believed such arrangements would best suit their needs. Jeanne Warren Lindsay states her approval of open adoptions and yet provides a balanced account, encouraging others to make the best decisions for themselves.

Reviewed by
Linda Peterat
Home Economics Education
University of Illinois



"Marketing" Home Economics



Sharry Knock
Home Economics Teacher
DeSmet (SD) School District 38-2

In fifteen years of teaching, my Home Economics program has undergone many changes, and I believe that all of the changes have been for the better. But changes in curriculum offerings usually require promotion to be successfully implemented. This year we decided that a new class would be added. Home Economics previously had been offered as an elective and open only to grades nine through twelve. The new class would be a required exploratory class for eighth graders. The eighth grade class would be divided into three sections and rotate between Home Economics, Art, and Shop, with each class to last twelve weeks. In this day of cuts in Home Economics curriculum all around me, I was thrilled with this administrative decision to add a class.

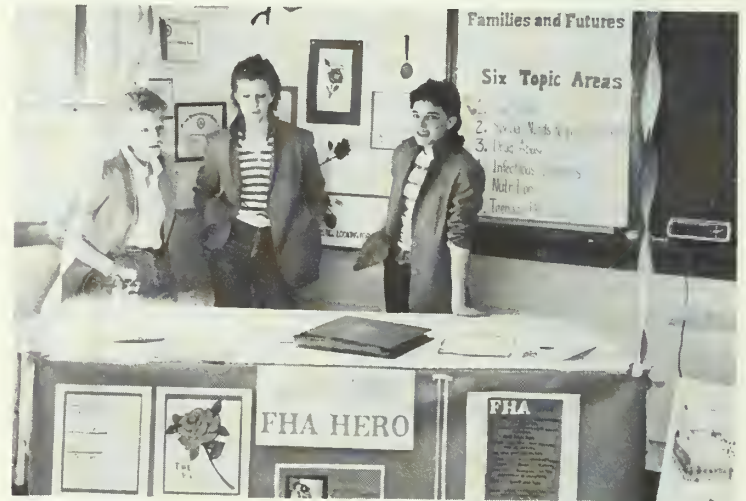
As I was tossing around ideas for promoting this new class, my student teacher, Michelle Malon,¹ was putting together her plans for a public relations activity for a Home Economics I class of ninth graders. We put our heads together and came up with the idea of having the Home Economics I class prepare an Open House for the seventh and eighth graders. This would serve several purposes.

1. It would promote the new eighth grade exploratory class, so those students would know what to expect.
2. It would give next year's ninth graders more information about Home Economics, and possibly help to influence some of them to sign up for Home Economics when pre-registration time came.
3. It would give the Home Economics I students an excellent way of evaluating their year of Home Economics and a chance to share it with younger students.

And so, the idea for the Open House for "marketing" Home Economics was born. Using the South Dakota Home Economics Association theme for the year, "We Care About People," we divided the students into small groups to work on booths. Each was to carry the title "We Care About..."

¹Michelle Malon, 1985 graduate of South Dakota State University, is currently teaching Home Economics in Miles City, Montana.

and their respective area. Those areas were to be FHA/HERO, Nutrition, Child Care and Development, Housing, Entrepreneurship, and Family Relations.



LESSON ONE: THE PLANNING PROCESS

Students spent one day brainstorming, setting goals, and forming their plans of action to make their booths depict their particular area of Home Economics. They gathered together resources (textbooks, filmstrips, hand-outs) to be used to share information with potential students. The Home Economics I students entered the project with much enthusiasm and lots of creative ideas.

LESSON TWO: WORK DAY

The next day was a busy one. Students, student teacher, and teacher hurried about decorating, setting up, preparing samples, and generally getting the Home Economics rooms and their booths ready for the next day.

LESSON THREE: THE OPEN HOUSE

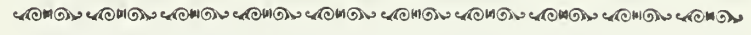
Invitations had been issued to seventh and eighth graders earlier to come to the Home Economics Department in small groups for fifteen minutes each. They arrived upon a very inviting scene. Welcome signs, red and white crepe paper streamers, and the aroma of food greeted them. They were encouraged to ask questions. They received hand-outs, samples of nutritious snacks, and lots of information. The ninth graders were very gracious hosts and hostesses as they entertained their guests and answered their questions.

FOURTH DAY: FOLLOW-UP

A fourth day was to be spent tearing down, but it was decided that everything was so well done that the booths would be kept intact for another week to be used at the Parent-Student FHA meeting. They would be a great way for students to show their parents what they had been doing in Home Economics classes.

MARKETING HOME ECONOMICS PAYS OFF

I felt the effects of the Open House several weeks later when I was given my class lists for the following year. After student pre-registration, I found myself with twenty-four out of thirty-five incoming ninth graders signed up for my Home Economics I class. And, now, a year later, each time a new section of eighth graders come into my exploratory class, I find they come in with realistic expectations. My thanks go to Michelle Malon and the students of last year's Home Economics I class for marketing my Home Economics program.



BOOK REVIEW

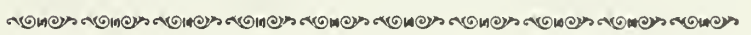
Family Life Educator Selected Articles, Volumes 1-3. Mary Nelson, editor, 1985. Paperback 117 pages. Network Publications, P. O. Box 8506, Santa Cruz, California 95061-8506.

This is an information-packed book of articles selected from the first three volumes (fall 1982 - summer 1986) of Family Life Educator. Twenty-nine of the articles are drawn from the "What's New" section and provide summaries of current developments on various topics such as: domestic violence, cystitis, date rape, incest, housing families of the future, nurturing fatherhood, siblings, inside today's families, the creation of adolescence. A particularly good article by Michael Jensen is included on Adolescent Suicide, which lists further references, films and pamphlets/books related to suicide. Other articles lend themselves particularly well to developing understanding from various perspectives on particular topics, for example, Where do babies come from? and Vignettes of childbirth, written by Mary Nelson.

The last seventeen pages of the book consist of a series of short summaries of current research and information on 37 topics such as: toxic shock syndrome, contraception, sexually transmitted diseases, alcohol, smoking.

This book would be useful in any home economics and family living reference library lacking the journal itself. It is packed with accessible information and offers leads for further reading and research.

Reviewed by
Linda Peterat
Home Economics Education
University of Illinois



The Proficiency Event: A Public Relations Tool



Brenda M. Bak
South Dakota State Supervisor of
Vocational Home Economics and
FHA/HERO Advisor

Nearly all parents, educators, and community leaders share a concern about the youth of our nation. Current statistics relating to youth unemployment, teen pregnancy, child abuse and juvenile crime indicate that these concerns are critical issues of our society.

The South Dakota Association of Future Homemakers of America, Inc., addressed youth issues and concerns in today's society through chapter activities and the Action Activity/Proficiency Events. These Action Activity Events have proven to be a means of public relations and leadership development that enables students to utilize the subject matter of home economics. All Action Activity Events are directly related to concept areas of home economics: Family Relations, Home and Family Resource Management, Child Development, Parenthood Education, Consumer Education, Clothing and Textiles, and Foods and Nutrition.

A focus on individuals and families suggests a functional definition of leadership. Leadership is the ability to inspire, motivate and facilitate one's self or a group in moving toward mutually selected goals that affect a common purpose. The role of homemakers, wage earners and citizens demand leadership skills and abilities related to communication, cooperation, decision making, managing resources and assuming responsibilities. Future Homemakers of America provides a means of leadership development where students gain these skills.

In the fall of 1980, chapter advisers were consulted for ideas on ways for students to develop leadership skills. They later reviewed types of proficiency events from other states that were appropriate for South Dakota FHA/HERO objectives and goals. Events were later adapted from those developed in Minnesota.

Action Activity Events are educational leadership experiences in which chapter members research a personal concern, select goals, make decisions, assume and share responsibility, cooperate with others, plan for action, creatively communicate information learned, and evaluate accomplishments.

These Action Activity Events have become one of the most effective public relations tools that South Dakota FHA/HERO chapters have utilized in recent years. Once students have developed their presentation for Action Activity Events, they must present them at the local level to at least three different audiences. These audience groups can be home economics classes, community organizations or groups; family members; school boards; or other high school and elementary classes. Presentations are verified by the student members obtaining a signature from a leader of the group to whom the presentation was made. Students then present Action Activity Events at District FHA/HERO meetings where the events are evaluated. Verification forms are given to the Action Activity Event evaluators at the time the students present their information at the District Meeting. Those events receiving recognition of 90 percent or above advance to the state level.

VERIFICATION FORM	
NAME OF ACTION ACTIVITY EVENT _____	
CATEGORY OF ACTION ACTIVITY EVENT _____	
NAME(S) OF PRESENTER(S) _____	
DATE _____	
NAME OF GROUP OR ORGANIZATION _____	
SIGNATURE OF GROUP LEADER _____	
COMMENTS _____	
DATE _____	
NAME OF GROUP OR ORGANIZATION _____	
SIGNATURE OF GROUP LEADER _____	
COMMENTS _____	
South Dakota Association of Future Homemakers of America Inc	

Students advancing to the state level must give the Action Activity Event at least two additional times following the District meeting and receive verification again. At the 1986 State FHA/HERO Meeting, 1078 students (one-third of those participating at District meetings) presented Action Activity Events. Therefore, 5390 student presentations on youth concerns relating to home economics subject matter were given in the state. A large number of South Dakotans have had the opportunity to see that home economics classes focus on strengthening individual and families for everyday living.

Along with being an effective public relations tool, Action Activity Events help students acquire leadership skills and enable these individuals to function more effectively as family members, community members, and employees. These qualities and skills are obtained through Action Activity/Proficiency events of the South Dakota Association of the Future Homemakers of America.

Promoting Home Economics In Your School and Community



Killeen Jensen
Home Economics Teacher
Douglas High School
Ellsworth AFB, South Dakota

"We want you in home economics," "Personal checks to state legislators," "You're an egg-ceptional student!" These are examples of some of the techniques I use to attract students into home economics. Students have difficult choices to make in high school about which classes to take. I want students in my classes because home economics is important at all academic levels. In all my classes I teach life skills which will help a student to become a responsible and educated consumer. Since I teach at a military base, the student population changes much more rapidly than in most other systems, and I must constantly inform students, school staff and the community about home economics. The following examples are part of a collection of ideas that I use at Douglas High School to inform, encourage, recruit and include the students and staff in the home economics program.

Promoting Home Economics With the Students

First, it is important to make students aware of home economics classes at registration time. I have developed a display for use at the middle school and at the high school during the week prior to registration and also on registration day. A video-tape showing students involved in classroom home economics activities is shown in all home economics classes. The display includes posters with the title "Ask me about (name of class)." Former students volunteer to sign their names on the poster according to the home economics classes they have enrolled in. Other students interested in a home economics class may then ask the volunteers to tell them about that class. Most students are eager to volunteer and be an advocate for the home economics class in which they have previously enrolled. Students, school staff (including counselors and administration) and community members (including parents) are given a home economics curriculum brochure. The main topics and pictures of each class are provided in the brochure. Posters with pictures of students in home economics classes are also part of the dis-

play for registration. Pictures of students are taken continuously throughout the school year for use at registration time. It is important to let students know that you are pleased that they took home economics and that they are wanted in the classes. It is also important to advertise the home economics program to interest other students, to let them know what you have to offer in your classes.

Public Relations Ideas for Staff and Community

Guest speakers are invited into all of my classes to broaden the curriculum. I obtain guest speakers from local businesses, parents, and school staff, including the elementary school. After participating in the home economics classes, the majority of these speakers are surprised and pleased with the curriculum and become strong supporters of the program. Another idea that works well for my classes is to invite recent graduates back to class. They discuss how they now use those life skills and share experiences about their life after high school. This particular program has been extremely successful as students are eager to ask them meaningful questions about their real life experiences.

During the holiday season, a newsletter is sent to the staff providing information about food consumerism and the safe handling of food. I also communicate with the staff by providing them information sheets which I have prepared for the students.

In addition, staff members are asked to provide displays about their hobbies or interests in the window by the home economics room. Students are informed of this display and many come to the home economics room to see what their teachers have done. This is a good way to talk to staff members about the program and get them involved. A large majority of fellow teachers enjoy displaying their outside interests to the students.

You may receive extra exposure by having students write articles about home economics in the school newspaper. By providing students with ideas to write about, I inform students in their own publication about home economics.

Several times during the school year, the students give the staff samples of nutritious food prepared in my

classes. Along with the sample, students explain its caloric nutritive value, its cost to prepare, and the time required. This lets the staff know that we do more than food preparation. Students take great pride in their work and are eager to share their accomplishments with others. The staff provides positive feedback to the students which enhances their self-confidence.

I keep our principal well informed about major activities and topics in the curriculum. At the beginning of each school year, I discuss new ideas to include in my curriculum as well as asking for his ideas, suggestions, and comments. In this way, he is aware of what topics are covered, and he has provided input into the curriculum. Occasionally, I give him a brief unit outline and worksheets that are assigned to students. I emphasize how the unit helps students with life skills. Some of the worksheets also make applications of English and math skills. At other times, I send the principal information about new trends in home economics education or other meaningful information.* Sometimes this information reinforces the ideas and topics covered in home economics. The more informed I keep my principal, the more supportive he is of our program.

State legislators and school board members receive "personal checks" from the home economics department. Each check provides a place for the legislator or board member's name, the value of the check, and my signature. The legislators and board members are asked to stop by the home economics department to receive whatever their check specified. An example of our check involved a computer analysis of their diet. In this way, we can discuss some of the topics covered in home economics with individuals in the state or school organizations.

Another public relations idea that has worked well is involvement with the school lunch program. The food and nutrition class planned school lunch menus for one week based on cost, nutrition, time, available food and serving size. The student body and staff were pleased with the new menus, as were my students.

Usually, a centrally located room in the school where students and parent groups gather is the library. We've introduced several exhibits into the library to let others know about home economics. I also check out home economics library books and make a brief presentation about them to all of my classes. It is important to keep the librarian informed about the curriculum. I provide the librarian with a curriculum outline so that she is aware of the topics I teach. This assists her in ordering audio-visual materials, pamphlets, books, etc., for the home economics program. This proves to be very valuable in keeping the program current.

We have developed relationships with the elderly at a local senior citizen center. Students become pen pals with the elderly and develop close friendships with many of them. They visit the senior citizens and have invited them to school for a lunch prepared by the students. Usually, conversation develops around school and the home economics class. Information about the program is shared by the students in a positive way with their guests.

Finally, my classes have received donated items from a local women's organization. Items have included such things as fabric, notions, patterns, and kitchen items. Textile and clothing students are then required to make children's clothing from the available fabric, notions and patterns received from the group. The clothing items are donated to the local family services group who then give them to people in need. We also make toys and games for the local day care centers, and the students present them to the children personally. To increase community awareness and to recognize those students' efforts, the local newspaper covers both of these events.

Rewarding Staff, Students and Community Members for their Contributions to the Home Economics Program

Midway in each quarter, I mail "good news notes" to deserving students. The note contains a short message recognizing a student's positive traits such as good effort, cooperating with others, or good grades. This idea works exceptionally well with parents and students as I have personally observed student's self-confidence rise as a result of receiving a good news note.

With the student's approval, I have utilized community events to recognize my students' efforts by entering home economics projects in contests. Several of my students have won prizes and have received special recognition in these contests. This places home economics on the "front page" again in community activities.

At the end of each semester, I send awards to the school staff and community members who have contributed to the home economics classes as guest speakers. One of my students designs the award and it is then duplicated. The principal and I both sign the award so that the principal is aware of the people who have contributed to the program. The awards presented have been displayed in various businesses and several positive comments about them have been received.

To inform other teachers of individual achievements in home economics, I send "egg-ceptional students notes" to staff members to inform them of the positive achievements of some of their students and how they are performing in home economics classes. (See page 107) The staff members then give positive reinforcement to their students (Continued on page 107.)

*Sometimes Illinois Teacher articles may serve this purpose.
The Editor.

Put A Byte Into Your PR



Delores Kluckman
Teacher Educator
College of Home Economics
South Dakota State University

Student teacher inquiries about the availability of school microcomputers for use in home economics classes resulted in a number of responses:

- "I bet she doesn't even know how to turn the terminal on." (Math Teacher)
- "Use the microcomputer in home economics? No, they belong to the computer teacher and stay in his room." (Administrator)
- "Sure, I'll bring a couple of terminals to the home economics room; just tell me the day needed. What are you going to do with the computers - make a list of recipes?" (Computer Teacher)
- "I'll be happy to exchange classrooms. Just let me know two or three days before you want to use the computers." (Computer Teacher)
- "We're going to use computers in this home economics class! How?" (Student)

Two concerns surfaced from the varied public responses to the student teachers' questions: 1) The failure of many publics to recognize the relationship of computer technology to home economics concepts and 2) the stereotyped "recipe" image of the profession. The concerns motivated the student teachers to look beyond "just completing" the college assignment of incorporating computers into at least one lesson. First, the student teacher decided to utilize the computer to teach concepts applicable to living each day to the fullest now and in the twenty-first century. Secondly, the student teachers decided to capitalize on the opportunity already used by some teachers, to use computers as a public relations tool or "formula for deserving, winning, and holding the confidence and friendship of the public(s)."

*The author is indebted to South Dakota State University student teachers for sharing computer-related experience and to Kelly Geranen, Carmen Warkenthien, Sheri Vander Laan, Mary Mannes, Killeen Jensen and Doris Crane for sharing computer activities.

¹Terrass, Joyce and Comfort, Carolyn. Teaching Occupational Home Economics, Peoria, Illinois: Chas. A. Bennett Company, Inc. p. 222.

Examples of Computers Used as a Learning/Public Relations Tool:

1. As part of the eighth grade study of nutrition, a student teacher asked the school lunch supervisor to discuss the requirements of a Type A school lunch. Foods from various school lunches and individually selected menus were coded and run using the "Idaho Diet Analysis" computer program.² The school lunch supervisor invited the students to make posters for the lunch room showing the nutrients and calories supplied by the menus analyzed. In a discussion about the benefits of the project, the school lunch supervisor asked the student teacher if a personal diet could run using the same computer program.

The next day the school bulletin carried an announcement from the student teacher: "All faculty and staff are invited to have the foods eaten for a day analyzed for calorie and nutrient content." The principal was one of the staff members responding to the invitation. The morning following the discussion of the principal's dietary analysis, he asked the student teacher, "Could my wife come in after school and have the foods she eats analyzed?" As she responded affirmatively, the student teacher thought, "This computer project is mushrooming - first students, then school staff and now the community!"

2. As part of the study of nutritional needs at varying stages of the life cycle, each senior high student was asked to contact and interview a person in the community. Information recorded included foods eaten for one day, personal information such as sex, weight, desired weight, height, daily activity level, and nutrients supplied by vitamin and mineral supplements. All information was processed using the "Idaho Diet Analysis."³ The computer printout was used as a basis for high school students to revise menus and recommend the daily food intake changes needed to meet RDAs (Recommended Dietary Allowances). After the student teacher checked the assignments, recommendations and

²Swanson, Marilyn. Idaho Diet Analysis, Moscow Idaho: University of Idaho, College of Agriculture, Cooperative Extension Service.

³ Ibid.

computer printouts were shared with the community person interviewed. High school students concluded that working with a person from the community helped them learn rather than just memorize nutritional information. Community people also commented on the personal value of the information from the project and expressed surprise regarding use of computers in home economics classes.

3. A booth at a local "Farm and Home Show" allowed one home economics department to reach new publics. Participants had the opportunity to run a number of programs such as "Fast Foods Micro-Guide"⁴ and "Snackmaster: A Nibbler's Dilemma."⁵ As people worked through the programs, the student teacher and cooperating teacher had the opportunity to talk about what selected answers might mean to individuals personally. After the initial hesitance to try something new, lines formed with people of all ages waiting to work with the user-friendly machines.
4. The question "What is FHA-HERO?" is easy to answer for one south Dakota chapter. The home economics teacher developed a computer program whereby community members, administrators, parents, and students find answers related to FHA-HERO:
 - service projects
 - membership
 - money making projects and procedures
 - Action Activity Event participation at local, regional and state levels.
 - chapter programs
 Availability of the program for use at school and community functions has given FHA-HERO and the home economics department increased visibility and support.
5. Home Economics checkblanks designed by a secondary home economics teacher* provided the opportunity for varied publics to visit the home economics department. Checks were sent to elected city, county, state and national officials, advisory council members, school board members and administrators. Face value of the checks included such things as nutrition computer analysis of daily food intake, a computer assessment of life expectancy, or a computer analysis of a person budget plan. Individuals "cashing" the home economics check gained personal knowledge about the effect of daily decisions and learned how home economics has changed to help individuals and fami-

*Jensen, Kileen. See her article in this issue, p. ____.

⁴Swanson, Marilyn. Fast Food Micro-Guide, The Learning Seed, 21250 N. Andover, Kildeer, Illinois.

⁵Swanson, Marilyn. Snackmaster: A Nibbler's Dilemma, The Learning Seed, 21250 N. Andover, Kildeer, Illinois.

lies meet the challenges of living in today's society plus adapt to changes to be encountered in the future.

Home Economics Check

Personal Check from the Home Economics Account	Douglas High School Home Economics Department Ellsworth AFB, SD 57706	86-459 810
		2/3 19 86
	Pay to the Order of <u>One of our Elected Officials</u>	
	For: A computer dietary analysis of foods eaten for one day.	
	Please give us 48 hours notice	Have a Happy Day!!

Impact of Computers on Learning and Public Relations

According to an issue of U.S. News and World Report, one of the ten major forces contributing to the reshaping of America is the important role computers will continue to play within the home and in the workplace.⁶ Home Economics educators can effectively help learners of all ages understand the impact of computer technology on the near and far environment as well as enhance instruction by 1) discussing topics related to computer hardware and software purchasing, and the effect of computer technology or interpersonal communication skills, socialization patterns, child care, delegation of home and work responsibilities and/or 2) using computer application for drill and practice, tutoring, problem-solving, simulation, and evaluation.⁷

The impact of the byte or computer technology on the "formula for deserving, winning, and holding the confidence of the public"⁸ is up to each individual home economics teacher. Limiting the topic of computer to classroom discussion will have a minuscule, if any, positive impact on public relations and changing the "stitching and stewing" image of home economics. However, public relations examples cited above indicate that direct experience with computer programs, along with discussion of personal application does impact public relations through 1) making home economics relevant for today's society and 2) helping both young people and adults accept high tech-

⁶Swanson, Marilyn. "Ten Forces Reshaping America," U.S. News and World Report, March 19, 1984, pp. 40-51.

⁷Gray, Elizabeth, "The New Kid on the Block," Illinois Teacher 27, No. 4 (March/April, 1985), pp. 167-168.

⁸Terrass, Joyce and Comfort, Carolyn. Teaching Occupational Home Economics, Peoria, Illinois: Chas. A. Bennett Company Inc., 1979, p. 222.

nology for what it is: tools to give people more control over their environment.⁹

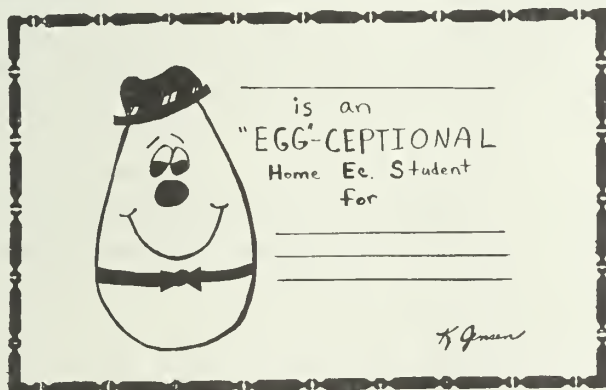
There is an adage that says "if you have a story to tell and go and whisper it in a well, it is not as apt to be heard as if you climb a tree and shout the story from the top." As home economics educators, we've often used the whisper-in-the-well approach by carrying public relations little beyond the four walls of our classroom or within the boundaries of our own profession. Putting a byte or computer technology into our public relations plan provides the opportunity to combine in school and out of school publics to help "climb the tree" and shout the message that home economics is preparing individuals and families for living effectively today and in the twenty-first century.

⁹Carlos, Ellen, "Impact of Advanced Technology on the Home and Daily Life," *Communicating the Contributions of Home Economics Education*, ed., Cathleen T. Love and Susan F. Weis, Home Economics Education Association: Washington, DC, 1985, p. 14.

it

Jensen--Continued from page 104.

for their efforts in home economics. This tends to increase a student's self-confidence while at the same time informing the staff of home economics activities.



I have started a parent-volunteer program in the home economics department. Parents help construct teaching materials and public relations projects which help save me time and energy.

Yes, it takes a lot of time to plan and implement these public relations ideas but it is well worth it to promote my home economics program. Through these efforts, I have maintained a high enrollment and a positive staff and community relationship. I have tried to communicate to others that home economics teaches people how to manage the tasks and problems in daily family living.

Public relations is vital for a successful home economics program. It will work for you, too.

it

IF
by Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream--and not make dreams your master;
If you can think--and not make thoughts your aim,
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings;
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,
Or walk with Kings--nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And--which is more--you'll be a Man, my son!#

From Washington Square Press, *The Pocket Book of Verse*,
University Press Division, 32 Washington Place, New
York, New York. 1960. pp. 323-324.

#Editor's Note: or "a Woman, my daughter!" But that
wouldn't rhyme, would it?

A Computer For Your Classroom: Begin With A Needs Assessment

Martha A. Nall
Assistant Extension Specialist
for Leadership Development
University of Kentucky

The rapidly advancing technology in the computer industry leaves us eagerly anticipating new and miraculous developments that will profoundly impact the way we live. We expect the computer to play a major role in our future. We expect to be ready for these changes and to adapt our lives to the technology of our generation, just as our grandparents adapted to using electricity and small appliances. We certainly don't want to be left behind. But in our rush to meet the future, let's pause and evaluate the computer and the role it can play in our home economics programs.

The computer is a machine; a tool for us to use. A tool that can add to or detract from our programs depending on the manner in which it is used and the skill of the teacher in using the computer as an instructional aid. Realistically, we must acknowledge that there are many things a computer can do and many things it cannot do. The computer can provide a great deal of information, but it cannot make value judgments for us. The computer can guide students through a problem, teaching the decision-making process, but it cannot apply that process to the individual student's life. The computer can provide information on conflict management but it cannot provide the experience of two people disagreeing and resolving that conflict through personal interaction. The computer can describe the developmental stages of a child, but it cannot provide the real life experience of teaching a toddler to recognize the concepts of smooth and rough or hot and cold. The computer can give us information related to principles of cookery, but it cannot teach the aesthetic values that are acquired or the sense of accomplishment that comes from well prepared food presented in an attractive, appetizing manner. The computer can do many things but it cannot do everything.

The Analysis Process: Suggestions for Getting Started

The purchase of computer hardware, software and workstations is a major investment for any home economics department. But the cost of an unwise decision is also

enormous.¹ We must engage in a careful, thoughtful analysis as we proceed through the decision-making process.

We must initiate the process with an open mind, putting aside preconceived ideas, opinions and preferences as much as possible. We recognize that we can't be totally objective since all analysis is personal and the process of analyzing is bound up in who we are, what we believe and what we value personally.² But we can proceed in a systematic manner to assess the costs and benefits of incorporating the use of a computer in our home economics program.

The process of analyzing and evaluating the needs of our department will be very time consuming. Obviously, it cannot be conducted in a one hour meeting with the other home economics teachers after school. Whatever we do, we must not rush the decision.

According to Apps³ any process of analysis should include reading, thinking, writing and discussing. Each activity should become an integral part of our analysis.

- (1) Reading. We must plan to spend a great deal of time reading journal articles, popular magazines, books, newspapers, and anything else that will give us information related to the question at hand, that of determining the need for integrating computers into our classroom. Reading can also develop an understanding of the various systems available and the software to support them.
- (2) Thinking. We must devote time to thinking creatively about the problem, visualizing ourselves using the computer in our classroom, imagining our students using it. We can visualize ourselves and others in the department using it for record keeping and word processing. If we see others in the school coming to us for information and assistance in integrating computers into their classrooms, will the image of the home economics department be changed as a result of the computer?

¹Vesuvio, Denise. "Needs Assessment for Computer Decision Making." Voluntary Action Leadership, Summer 1985, p. 26.

²Apps, Jerold W. Improving Practice In Continuing Education. San Francisco: Jossey-Bass Publisher, 1985, p. 23.

³Ibid.

As we recognize additional problems associated with the purchase and integration of the computer, we can think through the decision-making process: identify the problem, seek alternatives, evaluate each, select an alternative and evaluate that decision.⁴

(3) Writing. Writing will help us clarify our thoughts and think more clearly and deeply. We can make a list of all our questions and write about our personal feelings. As we learn more about the uses of a computer, we can note whether our thoughts and feelings are changing. Analysis will also result in identifying additional problems or obstacles. We can write these down, too, along with possible solutions. This may result in a diary that over time can give us insight into what will eventually be the right decision for our department.

(4) Discussing. Discussion can also aid in analyzing our problem. We can talk to colleagues, administrators, university faculty members, experts in the field, neighbors, friends and even casual acquaintances. The more we discuss the question with others the more we will learn and the better able we will be to make a decision.

The activities of reading, thinking, writing and discussing will permeate each step in the needs assessment process and can aid in finding answers to the questions we generate in regard to the use of the computer in the classroom.

Needs Assessment Process

Vesuvio⁵ has suggested several steps to follow in assessing the needs for a computer. These steps originally related to purchasing a computer for a non-profit organization, but I have adapted them to use in analyzing the needs of the high school home economics department.

STEP 1: Look at what you do. Describe in writing the activities, teaching, and administrative, in which a computer could be of assistance. Be specific and creative. You may have a use for a computer not traditionally considered by other teachers. Spend time reflecting on your program and what you are trying to accomplish.

STEP 2: Learn the language. Orient yourself to the terminology, acronyms, and jargon. Don't hesitate to admit you don't understand what a byte is or what DOS means. Ask questions. Most people are thrilled with a

chance to share their knowledge about computers. Just learning the jargon will help you become more comfortable discussing computers with others.

STEP 3: Study Alternatives. Study alternatives to a computer and the alternatives within the many computer systems.

Consider the ways you might use a computer in your department and look for other ways of accomplishing the same activities. Look for alternatives to purchasing a computer. Is there a possibility you could use other computers already placed in the school? Would time sharing with another department be a possibility? Is renting a computer feasible? Will a company lend you a computer to use in your classroom?

Compare the various brands of computers. Contact the vendors in your area and compare the services provided by each. Consider maintenance costs and the maintenance contracts available. Investigate the following as they relate to the various systems: types of storage for data - hard disks versus floppy disks; software options for each system; types of printers - dot matrix versus letter quality; the various software available and the amount of memory required for the packages you are considering; the ease and cost of expanding memory; and the compatibility with other systems within the school. Also consider the cost of keeping up with new developments in the field and the future purchase of supplies and additions to the system.

STEP 4: Evaluate the Alternatives. Establish a set of criteria for evaluating the alternatives. Include the following: capital costs, personnel costs (including time), maintenance costs, ability to meet current objectives, flexibility/capacity, and compatibility with current systems in the school.

STEP 5: Decide on Basic Needs. What would you need for your program if you were to purchase a computer? Write up the specifications for a computer system for your department. Be clear about what you want the system to do, and include the software you would need. Involve as many vendors as possible in obtaining bids. Always inquire about educational discounts and look into the possibility of purchasing equipment through special funding or grants.

STEP 6: Review the Bids. Visit with each vendor submitting a bid. Go with a prepared list of questions and allow time to test the equipment. Check each system thoroughly to be sure it will meet your needs.

STEP 7: Plan for the Next Step. The next step is making a decision. If you decide to proceed with acquiring a computer, plan for the time required for the purchase, allow time for installation, training, and integration into the department. At this point also plan for an evaluation of the extent to which the system is meeting your

⁴Gross, Irma, H., and Crandall, Elizabeth W. Management for Modern Families. New York: Appleton-Century-Crofts, 1963, p. 65.

⁵Vesuvio, op. cit. p. 26-27.

needs, the effectiveness of the system as a teaching aid, and the adequacy of the software.

If, however, you decide to utilize an existing school computer system, this, too, will require time and energy for you to become familiar with the school's computer system and the accompanying software. Allow for this time as you proceed to integrate the system into your program.

If you decide not to purchase a computer, establish a point a few months down the road when you will take another look at your needs and the ways in which a computer system might make your job as a teacher more effective and efficient.

Questions - Keep Asking Them

A major component of each step of the needs assessment process is questioning, asking questions of others and yourself as you proceed through the steps of analyzing your needs. Questions similar to the following should be a part of the analysis process.

- * Will a computer enhance the subject matter and facilitate the learning tasks of my students?
- * What specific subject matter will I teach using the computer? What knowledge, skills and attitudes will the students learn from using the computer? Will the computer be an instructional aid in teaching slow learners?
- * Will the computer aid in teaching content that I cannot teach in another manner? Will the computer be more effective in teaching this information than other methods?⁶
- * What software is available? Is it accurate? How appropriate is it for the age level of my students? How much does it cost?
- * Will the use of computers positively affect the image of my program? Will this help to attract the academically talented students to home economics?
- * Will my students have adequate access to the computer(s)? How many computers or terminals are required to meet my instructional needs? Would it be more cost effective for the school to set up a computer lab (if not already available) to be used by all departments and classes? Could I take the leadership in establishing a computer lab in my school? Could two or three departments work together in acquiring hardware to meet combined needs?
- * What skills will I use the computer to teach? Can it teach reasoning skills, critical thinking, or value clarification? Will I be able to use it in making calculations, developing spreadsheets for budgeting

⁶ Gray, Elizabeth. "The New Kid on the Block," Illinois Teacher. Volume XXVII, Number 4, (March/ April 1985): 168.

problems, record keeping, teaching coping skills, and in improving communication skills? Will the computer enhance classroom activities requiring group interaction and the development of social skills?⁷

- * Will the computer make my job of teaching easier by providing materials to use with my students and preparing attractive visual aids?
- * What space is available for the computer(s)? Is it acceptable in terms of environmental needs of a computer? Computers are sensitive to static electricity, humidity, dust and temperature. Will it need to be placed in a secure area each evening? Is this possible in the area where I plan to locate it?
- * Do I have the desire, the time and/or the skills needed to become a proficient user of the computer as a teaching tool?

As you generate responses to these and other questions and as you analyze your program needs, you should be ready to make the final decision regarding computers for your classroom.

This process is not intended to lead to THE ONE RIGHT answer. The only right answer is the one that is right for you, and that answer will vary from person to person. What is right for your department may be different from other departments within your school and from other home economics departments within your state.

Thinking Independently

The process of analysis should help us become independent thinkers. Apps⁸ writes that "Beyond the skills of creative, critical and problem-solving thinking we must become independent thinkers." Being an independent decision-maker means not buying a computer just because everyone else does. It means not being pressured into using computers in our programs just because a magazine article implies that if we don't our program will lose credibility. Being an independent thinker means avoiding the pressure to succumb to the "trendy" decision to incorporate technology for its own sake. Credible programs will integrate computers and other high tech systems when the time is right. Being independent thinkers will result in the decision that is best for us, our department, and our program.

Winnie the Pooh once remarked, "I am a bear of very little brain."⁹ However, unlike Pooh, we are not "bears of very little brain." Our brains must continue to be our "personal" computer. When we seek factual, comprehensive
(Continued on page 111.)

⁷ Muller, Elaine. "Using Computers In Home Economics...3 Approaches." Forecast. February, 1986, pp. 17-23.

⁸ Apps, Op. cit. p. 21-22.

⁹ Milne, A.A. The Christopher Robin Story Book. New York: E. P. Dutton And Co., 1971.

The Home Economics Interview As Public Relations

JoEtta Cooper
Home Economics Supervisor
Springfield (Ohio) City Schools

There are many strategies that a home economist may employ for public relations. One is the interview as internal public relations. The home economics supervisor, department head, or other home economist may share responsibility to represent central administration or work with building principals in the selection and assignment of new staff. Principals often ask generic questions that can be used to screen applicants in any subject area. Questions frequently include philosophy, discipline, extra curricular activities, and teaching methods. The home economics educator can ask questions specific to the field. In structuring an interview, it is important to establish that a candidate has comprehensive knowledge of home economics curriculum. The nature of the questions also sends an initial message to the prospective teacher as to professional expectations. The prospective teacher's belief in and commitment to the importance of home visitation, individualized extended projects (IEE's), FHA/HERO, and the interrelatedness of work and family all contribute to a well-prepared staff member. After a number of interviews, it may be interesting to note that principals begin to ask home economics questions. The first reaction might be that the home economics questions have been usurped. However, it is highly desirable to have the building principal ask home economics-related questions. In action it comes to represent on the building principal's part a

(Nall--Continued from page 110.)

information we can use our own "personal" computer to engage the powers of reasoning and decision-making. This process will lead to actions that will help us become more effective and efficient teachers, with or without a micro-computer in our classroom, but at the same time, fully aware of the technology of today.

it

better understanding of the field of home economics and a commitment to those things that make home economics unique. Following are some interview questions that can help in selecting staff:

1. What do you consider the major areas of home economics and what are some of the major concepts in each area?
(Look for responses that encompass creating a living environment, feeding and nourishing the family, coordinating work and family, nurturing human development, economics and managing resources, and personal and family textile needs.)
2. What is the importance of home visits? How will you work with home and community to improve your home economics program? Relate your own experiences with home visitation. How would you go about scheduling home visits? Discuss considerations when visiting the homes of minority students, of various socioeconomic levels, and of resistant parents.
3. What opportunities are afforded students who join FHA/HERO? What experiences have you had with FHA or other youth organizations? Are you interested in establishing/working with FHA Chapter? How would you integrate FHA into your curriculum?
4. Everyone is a homemaker. How would you recruit males and work with them in class? What methods would you use to motivate low achievers? How might you accommodate the gifted learner? How would you serve the handicapped?
5. Individualized extended experiences (I.E.E.) are an integral part of consumer and homemaking education. How would you plan for meaningful experiences for students? What evaluation techniques would you use?

When building principals begin to ask these kinds of questions, they show understanding of home economics and are on their way to becoming important supporters of the program.

it

The highest reward for man's/woman's toil is not what s/he gets for it but what s/he becomes by it.

John Ruskin

PR For You . . . Promote Yourself

Helen C. Hall
Associate Professor
University of Nevada-Reno

Sharon A. Wallace, Dean
School of Home Economics
University of Nevada-Reno

Most of us relate the term public relations to our programs, that is, giving visibility to what we do. This is, indeed, an important component of public relations, but there is also another public relations component - individual public relations.

The dictionary defines public relations as "the method and activities employed by an individual, organization, corporation, or government to promote a favorable relationship with the public."¹

A public relations plan is the foundation upon which public opinion is based.² A plan is important because home economists continue to be concerned about the image of the profession and the image it projects. Pyles³ points out that, "PR is a striving toward a positive relationship between individuals or groups and publics, and it involves a process of using various methods to affect public opinion."

Individual actions determine public opinion relative to yourselves and your program. Londre⁴ suggests that in order to get ahead, that is, to affect the public positively, you must "sell yourself." Selling yourself involves the same promotional techniques.

Whether you are a teacher, supervisor, or administrator, self-marketing is the key to increasing your visibility and that of your program. Visibility has many payoffs. On a program level it can lead to more students and increased program understanding; on a personal level it can lead to alternative job opportunities and new ways to use your talents and skills.

There are tradeoffs as well as payoffs when you promote yourself. Promoting yourself means giving and contributing as well as getting and receiving. All of us have "public relations" whether recognized or not.⁵ It can be either positive or negative. The question we must continually raise with ourselves is "How can I keep my public relations positive?"

The following offers tips for a self-promotion plan that can result in greater visibility for you in the school, in the community, and in the profession.

Develop a plan. Self-promotion requires planning just as program promotion does. The same techniques used to develop a public relations plan for your home economics program can be used to create a long-range, self-promotion plan. To be effective, the plan needs to identify specific goals over a defined time period. These goals might be in several different areas such as career advancement or committee participation. These goals can constantly remind you of what you want to achieve. This can help keep you from getting side-tracked with activities that can hinder progress. As each goal is achieved, evaluation of its effectiveness is important as a basis for future activities.

Package yourself. Advertising agencies develop and use trademarks to make their product visible, to develop a recognizable image, and to encourage brand loyalty. Individuals must also identify strategies to package themselves in ways to symbolize their uniqueness and special skills. Packaging involves developing a theme or logo that will catch attention. Business cards, personal stationery, or brochures can be vehicles for using the logo to present yourself.

Gain exposure. Having an effective public relations plan means getting yourself and your ideas before others. Writing and speaking are two ways to gain exposure. You might write an article for one of the home economics publications, such as Illinois Teacher, Vocational Education Journal, Tips and Topics, What's New in Home Economics, or Forecast. The article could be developed around some unique aspect of your home economics education program, such as a new instructional unit, the

¹The American Heritage Dictionary of the English Language. (1971). Boston: American Heritage Publishing Co., Inc. & Houghton Mifflin Co., 1057.

²Masingale, E. M. (1981). The role of PR in professional program planning. The Candle, 62(2), 6.

³Pyles, G. (1985). PR - our challenge. Delta Kappa Gamma Bulletin, 51(3), 5-7, 62.

⁴Londre, P.M. (1985). Personalize a marketing plan. Stepping Stones, 4, (1), 1.

⁵Forsyth, L.B. (1985). How to climb an Oak tree. Delta Kappa Gamma Bulletin, 51(3), 15-17.

development of a new teaching strategy, or programs you have initiated for new audiences. To get started, your first article might be a brief item for a local or state association newsletter or a letter to the editor of a trade association publication.

If you have never spoken before a non-class group, volunteer to speak to a local service organization, the vocational advisory committee, or the local school board. A presentation which describes your program and how it is meeting the needs of students and their families in the community could also gain exposure for home economics.

Start a network. A personal network expands and strengthens a personal public relations plan just as it does for your home economics program. As the old saying goes, "It's not what you know, it's who you know." One strategy for starting a network is to get to know people who are in positions to which you aspire. You might identify a few persons you admire, get acquainted and explore with them the plan they used to get where they are. Another strategy is to continue to make new contacts. As you attend lectures and professional meetings, sit with someone you do not know well or someone you have wanted to meet.

Professional organizations provide a vehicle to meet new people, but joining is not enough. A public relations plan becomes activated when you become involved and people get to know you and your talents. You can attend meetings, volunteer for a committee, or respond to requests for assistance. Taking the initiative is the key to become involved in an association. Finding an activity that interests you and contacting the person responsible to offer your assistance is a great way to get started.

Sharing ideas by contacting other home economists in your school district, state, region or at the national level to request information is another way to expand your personal network. Sharing your idea in return is good public relations.

Non-school opportunities can also be used to gain exposure. Community agencies and organizations often search for individuals to volunteer their expertise. Identify committees or advisory boards that are of interest to you and who can use your expertise as a home economist and education, and volunteer your skills.

A very important component of a self-marketing plan is to promote the people with whom you work. For example, suggest colleagues' names for assignments to committees that they would enjoy and to which they could contribute. You might nominate a colleague for an award and assemble the nomination materials.

Think positive. There is perhaps nothing more important than being able to perceive yourself accurately as an effective person. Each of us must acknowledge the

effectiveness we have and be willing to share that effectiveness with the wider community. Having a positive attitude and a sense of self-confidence assists in capitalizing on each opportunity to maximize a self-marketing plan.

Posten⁶ uses the analogy of a pebble skipping across the water to illustrate the far reaching effects of public relations. As the pebble skips, it creates ripples which span the surface of the water. Each pebble is like one of the activities we undertake in a self-marketing plan. Each activity has effects--some reaching farther than others. The size of the pebble and the way it is tossed affects the size of the ripple. The same is true of each of the activities in which we engage for public relations. Maximizing the ripples is what a good, personalized, public relations plan is all about--for ourselves and for home economics.

⁶Posten, J. L. (1985). Public relations and education. Delta Kappa Gamma Bulletin, 51(3), 3.



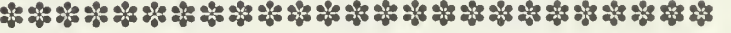
Book Review

Family Life Educator Teaching Tools, Volumes 1-3. Mary Nelson, editor, 1985. Paperback 77 pages. Network Publications, P. O. Box 8506, Santa Cruz, California 95061-8506.

This is a collection of selected articles from the "Teaching Tools" section of Family Life Educator from fall 1982 through summer 1985. The book contains 45 different teaching activities for use with elementary and secondary students including some commonly used ones such as "egg babies" and "the ideal partner." Other topics for the teaching tools include: live, acne, teen/parent communication, menstruation, learning from the past, making friends, marriage expectations, sexually transmitted diseases, and teen parents. One particularly useful article for promoting critical thinking is "The Flip Side" by Art Hoffman. This activity is designed with appeal to teenagers and encourages students to examine their views on human sexuality, particularly when those views appear inconsistent or conflicting. Also of particularly timely value is the activity on "Science and Conception" by Judy Drolet.

Some of the teaching tools are companion pieces to articles appearing in Family Life Educator Selected Articles, and this book may be used in conjunction or by itself. Most "tools" include a statement of objectives or purpose so that teachers can easily match these to their own lesson or unit goals.

Reviewed by
Linda Peterat
Home Economics Education
University of Illinois



Family Studies: A Step In The Right Direction



Sandy Head
Co-ordinator of family studies
Scarborough (Ontario)
Board of Education

The slogan "Family Studies: A Step in the Right Direction" was developed by Sue Stephenson of the Peel Board of Education in Ontario, Canada. It has been used effectively by many other school boards in Ontario.

First, I should mention that the Home Economics program in elementary and secondary schools in Ontario was renamed Family Studies some thirteen years ago. Courses are developed to encompass five areas of study: family and child, management of family resources, housing, clothing, and foods and nutrition. All courses are to have a family focus. They are to be oriented to people and relationships rather than to projects and products.

As with any change, it takes time to bring everyone on board to understand and use new terms. Colorful Family Studies posters have appeared to help both adults and students with the final stages of this process.

However, the real motivation for a comprehensive marketing strategy for Family Studies was the need, three years ago, to offset a province-wide Ministry of Education policy which increased the number of "compulsory" courses in which students must enroll, thus decreasing to an equal extent the number of "optional" courses which students might choose. Family Studies courses are, for the most part, optional.

The Family Studies: A step in the Right Direction graphics have been used as:

1. Posters (17" x 22") printed in red, black and yellow on white card stock at a cost of \$2.00 to \$4.00 each, depending on the number ordered. If the posters are run through the laminating machine, they become relatively indestructible.
2. Covers for option selection folders, or booklets, were printed in the same three colors on half of one side of 8-1/2" x 11" paper, to be folded in half. Each school printed descriptions of the Family Studies courses they offer on the inside and back cover of this folder. Some schools used information for Grade 9 only in some folders for use with local elementary schools, then printed others with descriptions of the courses offered for all grades.

folders were colorful and convenient to distribute to students and parents prior to option selection time. The cost was 10 to 25 cents per cover depending on the size of the order.

3. Buttons. Sheets containing 9 pound 2-1/2" graphics in the same three colors on white ground were printed ready for teacher and student teams to make buttons for special events. The cost was 10 to 25 cents for each sheet that makes 9 buttons, plus 12 cents each for the button forms. Two people can make 50-100 buttons per hour.

In Scarborough, these buttons were given to everyone attending the conference for Family Studies Cooperative Education program (approximately 225 students and 50 speakers and staff) and for several hundred members of the public who visited the Family Studies display at the local shopping mall during Education Week in April. Black, white and red jumbo balloons were flown over the Education Week display. Display cases were filled with static displays, illustrating course activities from Grade 7 - 13. Each day students from different schools demonstrated various activities, such as use of micro-computers, sergers, preschool care and money management.

4. T-Shirts, sweatshirts and butcher aprons have been silkscreened with the design. During Education Week, students at the booth wore these T's while teachers each had a "sweat". As Co-ordinator, I wore a T-shirt discretely under a black business suit and amused several people by gently "flashing" the message.

As with the previously mentioned designs, the word Family Studies was printed in red, but we silkscreened the rest of the design in black. Each color must be applied as a separate stage and it was considered too time consuming to do a third color and to try to position all colors exactly.

Time and money had to be planned to purchase:

- the silk screen
- a reverse photographic negative of the graphics
- the proper type of indelible fabric inks (to permit laundering)
- a large squeegee
- wash-up fluids
- lots of cleaning cloths

We had someone from the Visual Arts department help to prepare the screen which involved two sessions and also to help with the first two sessions when we screened garments. There must also be enough space to lay each garment out separately between screening the two colors and to leave them overnight after the second color is applied.

The Ontario Family Studies-Home Economics Educators Association screened large numbers of T-shirts with this design for their conference last fall, using black only to shorten the time involved. They sold out very quickly, so they plan to have a much larger supply next year. They have found that a local company charges only 35 cents each to screen garments.

5. Letterpaper and notepaper were made using the regular office copy machines and good black and white masters of the graphics which had been distributed to each school. One printed 8-1/2 x 11" letter size paper and the other printed the design twice on an 8-1/2" x 11" sheet, to be cut in half into two note-size pieces. The final product is more professional-looking if printed on "letter-bond" quality paper rather than on regular duplicating paper.

Results

It is now three years after the beginning of the new requirements for 14 instead of 9 compulsory courses in Ontario. It has also been a time when high school enrollments have been declining in most areas of our province.

The "Family Studies: A Step in the Right Direction" materials represented only one of many activities which may have had an impact on enrollment. Thus it is impossible to separate the impact which this program has had from the impact of other actions.

For whatever combination of reasons, our local enrollment in Family Studies courses in Scarborough at the secondary level has remained virtually unchanged at approximately 5500 students, while total enrollment in our high schools has fallen by 7%.

The additional "compulsory" courses have clearly been responsible for a severe reduction in Family Studies enrollment at Grades 9 and 10. At the same time enrollment in Grades 11, 12 and 13 has risen by numbers equal to the Grade 9 and 10 decline. Maintaining the total number of students represents an increase in the percentage of the student body which is choosing Family Studies. Now if we could just find a way to enroll an equal percentage of male students as we currently have female students...

I would love to hear from Illinois Teacher readers with concrete suggestions which they have found to be effective in increasing the number of males selecting their courses. Address: 140 Borough Drive, Scarborough, Ontario, Canada M1P 4N6. Telephone: (416) 296-7491.



Film Review

Breaking Silence, a documentary film on incest and other sexual abuse of children. Future Educational Films, Inc., 1414 Walnut St., Suite 4, Berkeley, CA 94709.

58 minutes.

Available as 16mm films (\$800) or 1/2" (VHS or Beta) or 3/4" videotape (\$250) or for rental or preview. Write:

The Film Distribution Center
1028 Industry Drive
Seattle, WA 98188
or call (206) 575-1575

This is a powerful film which does not leave one happy! It should be a help to those who need to break the silence of incest or other sexual abuse of children. Those seen on the film are adults (women and men) who have been abusers as adults or abused as children and were willing to talk about the problems they encountered or caused.

The film shows ways for teachers and parents to help children speak out instead of enduring pain and keeping it secret. It should help the "survivors" of abuse to experience the healing process.

It reminds us that sexual abuse occurs in the "nicest" families and all socio-economic levels, races, ages, educational levels. Its prevalence is shocking.

Breaking Silence has received numerous awards in the film industry.

The Editor

Public Relations Through Curriculum Change

Janelle L. Jones
Home Economics Teacher
Spearfish, SD

One ideal time to inform others about home economics is when curriculum changes are being made. Secondary home economics programs must compete for clients, students, or customers just as do colleges, Extension programs, and retail businesses. To promote home economics, we need:

1. A quality product, that is, the home economics educational program
2. Curriculum changes that are timely
3. Promotion of the product (program) to many audiences
4. Evaluation.

OFFERING A QUALITY PROGRAM

Over the years, home economics has seen some ups and downs in enrollment, numbers of male students, quality and depth in program offerings. Is it any wonder that many people view us as "stitchers and stewers"? Was the curriculum really overloaded with cooking and sewing? In the 60's and 70's many of us taught a great deal about marriage, pregnancy, and family relations. Did we fail to let others know? Was--and is--the public relations lacking? Are we teaching handling family stress, resource management, and consumer education without letting anyone know that?

A home economics educational program cannot survive long with questionable quality--and it shouldn't. So before we recruit youth or adult learners, home economists must offer a program that meets the needs of the audience and is top quality.

CURRICULUM CHANGES

We need to take a good look at our home economics curriculum and make plans for changes where needed. We need to keep adding to our files and use current TV movies or shows for discussion on abuse, alcoholism and other current interests. We might try having some short units on subjects such as:

1. Heritage and genealogy
2. Hospice care
3. Death and dying
4. Handicapped family member or friend
5. Latchkey children
6. Rape and incest
7. Stepfamilies

8. Family violence
9. Teen suicide
10. Runaways

Are you ready for a curriculum change? A few years ago, I was ready for a change and decided to offer "Families and Futures." It is a course offered to junior and senior students with emphasis on decision making and preparation for the future. It is a semester course which attracts equal numbers of male and female students. It includes nutrition and wellness education, but no food preparation; it touches on clothing care and repair, but no clothing construction. The major areas are housing needs, education and career choices, money management, consumer education, and relationships.

I use a theme of "Choice, Not Chance" to encourage wise decision making. Leaving things to chance may sometimes mean the same as a negative choice. Is that why we have pregnant teens, battered wives, and alcoholics? I try to keep the focus on the future and the decisions which affect that future.

PROMOTING TO MANY AUDIENCES

What good is a change in curriculum if no one knows about it? There are many ways to let people know about what is taught in the home economics curriculum.

1. The principal will need to be informed. We ought to be prepared with several possible offerings, educate him/her about existing curriculums and show how the proposed changes fit in well before student registration. In most secondary schools, the proposal for a new course would be nearly a year in advance. The secretary needs to know about changes, too.

2. Guidance counselors and others involved in registration should be informed of new titles, course content and length. The counselor will need this information in addition to suggested periods and prerequisites.

3. Students need information about course offerings, whether new or continuing. We can share our enthusiasm with students in present home economics classes and tell them about special projects. A promotional handout with course descriptions, using a character like Snoopy and a colorful border design, can be helpful; and the same character, border design, and colors on a classroom bulletin board can be eye catching. A hall display may reach students as well as faculty and visitors. I use a hall display case for such thought-provoking posters as a "pregnant" male.

4. Informed faculty and other school employees can be helpful as they discuss course offerings with students. When you are asked what the girls will be cooking today, be ready to explain, for example, that both male and female students are discussing the pros and cons of various kinds of housing and speculating about housing in the future! A newsletter to tell faculty and parents

about home economics activities and happenings on an ongoing basis can be useful.

5. Parents and guardians may find out about home economics courses through a school registration packet or curriculum booklet. One parent after seeing such a booklet said she wanted her daughter to take Marriage and Family Living, Parenting and Child Development courses because this will be her only opportunity for this aspect of her education since her specialty is music.

Parents need to be kept informed about what is being taught, and they may learn by being asked to help in some project. When a permission slip is needed for an activity, we can use the opportunity to educate parents about goals and content of a course. A letter to parents is one technique I have used. We can also invite the public, and parents specifically, to visit during a panel discussion or guest speaker.

6. Superintendents and/or curriculum directors need to be informed, too. In some cases, this may be done very early in the process or in the fall after classes have begun. We need to be well prepared and concise and to show our enthusiasm.

7. The Board of Education in a small school takes time to get updates on each curriculum area. If this is an option, we can ask for a fall date and include a report on the American Home Economics Association Annual meeting, state conference or workshop recently attended. I ask for a session to update the Board of Education and point out changes in home economics. Sometimes newly elected board members visit with me following the meeting about what they learned about home economics and express surprise about what home economics includes.

8. Guest speakers are invited to educate students. The teacher and students ought to be prepared to share information about the curriculum with the guest. For example, the teacher may show the realtor or insurance agent the course objectives and outline, text and other resources, activities already completed on the topics and activities yet to come. Likewise, with field trips. Thank you letters by teacher and students can include further information.

When a student wanted a pattern for a "draft dodger" (an object to block cold air at a door or window), I suggested she call the home economist at the Cooperative Extension Service. The student responded, "Who? Where? She does what?" That reminded me to inform students about home economists as a lifetime resource.

When I use home economists as guest speakers and resource persons, I introduce them as home economists and ask them to tell about their education, career, and family. I prompt them so they will avoid saying, "I used to be a home economist," if they are in a non-traditional role. Possible topics and areas of emphasis are endless. Home buying, insurance, teen pregnancy, infant nutrition, clothing labels and care, diet analysis, eating disorders, parenting, and heritage are some possibilities.

9. The general public is informed of school happenings in many ways--some negative, some positive. Carefully planned media coverage of events at school and a newspaper article in the "school section" are possibilities. In a small community, coverage may be more extensive.

I sometimes offer to be a speaker for a parent group or civic organization or have students make presentations for community groups. I plan cooperative ventures with other agencies and invite the public to something at school.

10. Other home economists such as a local group of home economists in homemaking, and those in business or human services need to be part of the target audience. Things may have changes since they were in a classroom.

This education process may be done through a newsletter, a presentation at a meeting, student talks or demonstrations (4-H or FHA/HERO), or being ready with a ten-second answer to "What are you doing today?"

WHAT THE HOME ECONOMICS DEPARTMENT FACILITIES SAY

If the home economics classroom is used for various occasions by students, parents, and others, we need to check to see if what we are displaying is a positive image in the ongoing public relations campaign. You might be surprised to count the number of people who see your department in a month.

When receptions are held in the home economics department, bulletin boards, posters, displays or student work can show the depth and breadth of home economics. Ideas include nutrition for the athlete or healthy snacks, wise consumer buying, communications, or housing needs of the elderly.

When an adult class, taught by someone else, was to be held in the home economics department, I set a goal to change most of the bulletin boards and displays each week. Students were involved in this effort. If you are the adult educator, you can create opportunities to share current student activities with the adult class. In a meeting room for an Extension group, you can place a few thought-provoking posters.

On the hall bulletin board I try to keep something especially colorful and eye-catching. Season bulletin boards can relate to home economics, for example:

Back to school	and	goal setting
Homecoming	and	friendship
Halloween	and	child safety
Thanksgiving	and	food handling and sanitation
Christmas	and	family traditions
Valentine's Day	and	love and marriage
St. Patrick's Day	and	ethnic foods
Easter	and	wise buying for family clothing
Mother's Day	and	family relations

EVALUATION

We need to plan ways to evaluate the effectiveness of our public relations efforts--enrollment, written and verbal feedback, and sense of satisfaction and keep records and notes about what we retain or change. This can help with the continuous planning process.

SUMMARY

Public relations efforts do take time. Is it worth it? I think it is. First, we need a quality program of which you can be proud and then to consider curriculum changes as needed to revitalize the home economics offerings, add variety, keep current, attract different types of students, even avoid teacher boredom.

(Continued on page 118.)

Your Home Business

Linda Manilowske
Clothing and Textiles
Specialist
South Dakota Cooperative
Extension Service



Grace Backman
Extension Housing and
Interior Design Specialist
South Dakota Cooperative
Extension Service



M. Carol Walter
Food and Nutrition Specialist
South Dakota Cooperative
Extension Service



Deanna Boone
4-H/Youth and Family Living
Editor
South Dakota State Cooper-
ative Extension Service



One of the fastest growing sectors of the American economy consists of home-based businesses. "Working at home" as a form of income generation has risen in status. Although figures vary, estimates are that as many as ten million people in the United States are now making a living at home. People want to work at what they like, and have control over their time. A home-based business can meet the needs of a variety of people:

- * young or single parents assuming the dual responsibility of child and household care,
- * people temporarily unemployed or underemployed,
- * professionals deliberately leaving the traditional workforce,
- * creative people who are unable to find self-expression in routine jobs,
- * self-directed people who want to be their own boss,

(Jones--Continued from page 117.)

We need to promote the program to such audiences as principal, superintendent, guidance counselor, students, faculty and other school employees, parents, board of education members, guest speakers, the general public, and other home economists. The ways to carry out the public relations are limited only by our imagination.

We need to consider what the home economics department says to those who use it and avail ourselves of opportunities to share with others about the importance of home economics to serve the needs of families. Talks or demonstrations by our students may be more convincing than our explanations. Lastly, we need to evaluate and plan again.

- * retirees who want to supplement a fixed income and pursue new interests.

South Dakotans and other midwesterners have taken a keen interest in home-based businesses as a result of the current "farm crisis." Many individuals possess high level skills which can be marketed from the home. In most cases, however, business expertise and decision-making skills are lacking. In recognition of the important role that home-based businesses can play in the economic development of the state, the South Dakota Cooperative Extension Service has focused on delivering needed information to these individuals.

Statewide Extension Workshops

Over the past three years, South Dakota State University Cooperative Extension Service home economics specialists, economics specialist and clothing and textile faculty have cooperated with local accountants, attorneys and successful home business persons in conducting "Your Home Business" workshops. Workshop participants focus on issues related to business plan development, market research, record keeping, tax and insurance considerations and general business management. Potential home-based businessmen and women are exposed to the steps involved in starting and operating a home business; current business persons learn ways to make their existing operations more profitable.

Within the day-long workshop, small group sessions are held for home economics special interest areas:

- * Custom sewing and alterations session led by Extension clothing specialist covers product quality, availability of sewing notions, product pricing and advertising.

* Handwork and craft items session led by Textiles, Clothing and Interior Design faculty deals with color and material choices, product originality and technical competency.

* Housecleaning, wallpapering, painting and furniture refurbishing session led by Extension housing specialist deals with pricing, marketing availability of necessary equipment, and working with clients.

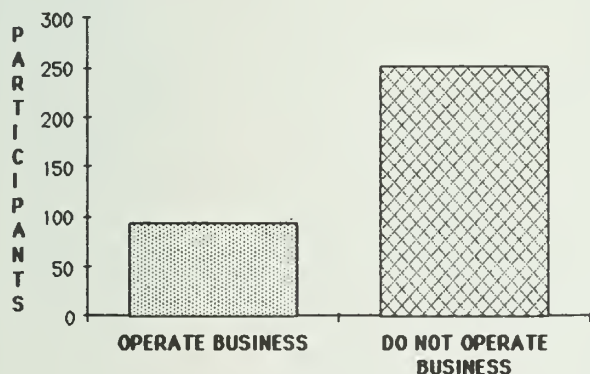
* Home childcare session led by Extension family life specialist considers licensing regulations and guidelines for providing a quality environment for children.

Workshop Results

Fourteen "Your Home Business" workshops were attended by 347 individuals (see Chart 1, below). Evaluations collected at the end of the workshops were positive, and participants indicated that they gained information valuable to their decision to start a business, modify an existing business, or wait until they were more prepared

Chart 1

YOUR HOME BUSINESS WORKSHOP PARTICIPANTS



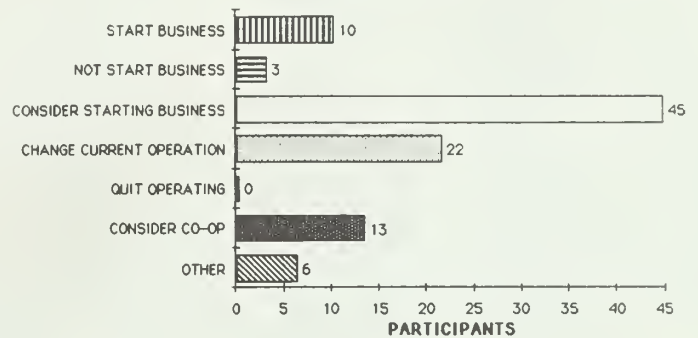
to start a home-based business (Chart 2). Participants reported that, as a result of the workshop information, they would do such things as "keep more complete records," "review tax forms," "contact my insurance agent," "review legal aspects of business," "advertise," and "reprice my product." A follow-up survey will be sent to all workshop participants to track the progress of home-based business operators in South Dakota.

Success Story

"Cottage Classics," a home and office decorating business owned by three Sioux Falls women, is a Your Home Business success story. The women were encouraged to go ahead with their business ideas after talking with successful business people at the workshop. After the workshop they developed a business plan and consulted with a lawyer, insurance agent and the Better Business Bureau.

Chart 2

POST-WORKSHOP DECISIONS



Early profits have been devoted to advertising the new business, which is resulting in a continued increase in requests for their services.

Implications for Home Economics

"Your Home Business" is an on-going program in South Dakota. It is a natural outreach of the organizational and managerial skills that are time honored components of home economics. A half-hour videotape, entitled Your Home Business, produced by South Dakota Public Television has been broadcast as a "Family Matters" program and is used as an instructional aid by Extension Agents/Home Economics and classroom teachers. Incorporating "Your Home Business" subject matter into home economics curricula can both strengthen home economics and contribute to the economic well-being of families and communities.

* * * * *

Family Matters: Information You Can Count On

South Dakota Cooperative Extension Service is advancing into the world of video technology for providing educational information to its clientele. Traditionally, Extension has made contacts with people directly, either one-to-one or through group meetings. With travel budget and staff reductions, reaching people more efficiently has become a necessity. Today's diverse audiences, the need for more specialized in-depth information and a rising media consciousness have helped to bring about this transformation.

South Dakota Public Television and Extension have joined forces to produce a 30-minute weekly program entitled "Family Matters." Content emphasis is on issue-oriented, educational and how-to information related to family decision-making.

Home Economics subject matter specialists in family housing, clothing and textiles, family life, foods and nutrition and family resource management form the nucleus of the show. The Extension Family Living Editor is the host. Other experts appear as guests to meet specific subject matter needs not covered by the Extension Home Economics Specialists.

It was projected that the target audience would be young homemakers with small children. This group has educational needs that are not being met through traditional Extension programming. In an effort to determine the interests and needs of this populace, county staff conducted a brief survey with members of the target audience. From this information it was possible to prioritize needed topics for program production. The results allowed for ascertaining interest areas and subject matter.

A survey was also conducted during the State Fair to determine topics for the second year. Viewers were asked to complete a short questionnaire. The results provided three sets of data -- number of viewers, frequency with which they watch and their interest areas. The showing of "Family Matters" in the Extension booth served as promotion for the program.

The show is in a magazine format which allows for a variety of segment topics. Segments average five to seven minutes in length depending upon topics and treatment. Examples include:

- nutrition fads and fallacies
- fitness for health
- poison prevention
- communication with your children
- housing spring checklist
- fitting children's shoes
- latchkey kids
- time management
- time-saving sewing
- consumer buying of clothing
- woodstove safety
- feeding your athlete
- lawn and tree disease
- children and money

Now in its Second Year

"Family Matters" first aired in February 1985. It was shown at 4:30 p.m. Wednesday and repeated Thursday at 10 p.m. Times were selected to follow "Sesame Street" and to allow working women a viewing time. It was found that the original late afternoon show conflicted with meal preparation, after-school activities and working women's schedules. The 10 p.m. slot competed with local news. In the second year, the network changed airing times to 11 a.m. Saturday and 10:30 p.m. Thursday.

Benefits

Video-taped segments produced for "Family Matters" have also been useful in other ways. Specialists have used them in training county staff and lay leaders. County staff have used them in teaching their clientele. Home economics teachers have found specific segments helpful in working with their students as they augment textbook and laboratory experiences. Time is saved as it is unnecessary to prepare for demonstrations or discussions that have been put on tape.

Videotapes are effective teaching aids, allowing teachers to use close-ups and movement to enhance subject matter presentations, and all members of the audience can see. In addition, the presentation can be easily repeated for individualized instruction.

Plan for the Future

All County Extension Service Offices now have video equipment which allows for the increased use of "Family Matters" tapes and other videotape productions. With experience gained, specialists are eager to produce more videotapes for use with their programs and as a means of reaching clientele in their homes.

Video is the most important mass communications medium in America today. It has become a part of our lives. As home economists, it is imperative that we be familiar with the medium--as "talent," as producer, and as a vehicle for communicating our message in a way that relates to the audience.

"Family Matters" has served in bringing staff and clientele in touch with the advancing technology of video communications. The success of the show has turned the focus to other videotape endeavors. Although a great deal of time and effort is involved in planning and production, the outcome has been well worth it. "Family Matters" enhances the visibility and outreach of Extension Home Economics in South Dakota.



Agricultural Communicators in Education Clip Art Book 6, The Interstate Printers and Publishers, Inc., P.O. Box 50, Danville, IL 61834-0050

We are finding this resource very helpful in our work with Illinois Teacher and also in "dressing up" memos and announcements. The art is presented in varying sizes under headings such as attention getters, borders, decorations, economics, education, energy, foods, houses, families, safety and health and symbols.

For further information, contact the publisher.
The Editor



"Ethics in Today's World"

OUR THIRD NATIONAL, INVITATIONAL CONFERENCE TO CELEBRATE
OUR THIRTIETH ANNIVERSARY
WILL BE
April 11-14, 1987

University of Illinois at Urbana-Champaign

ILLINOIS TEACHER
350 Education Building
1310 S. Sixth St.
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED

Non-Profit Org.
U.S. Postage

PAID

Champaign, IL 61820
Permit No. 75

HOME EC LIBRARY-FAX
UNIV OF ILLINOIS
314 BEVIER HALL
CAMPUS

40.705
LL

HEY
3-25-87

ILLINOIS TEACHER OF HOME ECONOMICS

ETHICS IN TODAY'S WORLD

Ethics and Critical Thinking

<i>Foreword</i>	121
<i>The 1986 Home Economics Teachers of the Year</i> , Hazel Taylor Spitze	122
<i>Relationships—Decisions Through the Life Cycle: A Course to Stimulate</i> <i>Thinking Skills</i> , Gladys R. Helm	127
<i>Home Economics Education: A Profession at Risk in a Nation at Risk</i> , Robyn Dagenais	129
<i>Ethics: Another Basic</i> , Joyce Nies	134
<i>Ethics in Everyday Relationships</i> , Charles O. Gordon	136
<i>Lake Placid on Ethics</i> , Hazel Taylor Spitze	153
<i>Professional Ethics in the Field of Education</i> , Maie Nygren	139
<i>The Business Perspective on Ethics</i> , Mary Salazar-Nobles	143
<i>Professional Ethics in Public Policy</i> , Dorothy S. Teater	145
<i>Leaping into the Neighborhood Where Thinking Resides</i> , Francine Hultgren	147
<i>Critical and Creative Thinking: The Classroom Challenge</i> , Donna Kowalczyk	150
<i>An Exercise in Extra-Ordinarily Re-Experiencing the Ordinary: A Critical Look</i> <i>at the Cabbage Patch Doll Phenomenon</i> , Donna C. Boettner	152
<i>Developing Critical and Creative Thinking Through the Use of the Synectics</i> <i>Teaching Model</i> , Sheila Stark	154
<i>Using Role Playing to Teach Family Financial Management: An Exploration</i> <i>Into Social Behavior and Values</i> , Phyllis M. Johnson	156
<i>A Teacher's View of Teaching for Critical Thinking in Home Economics</i> , Karen L. Roe	159

Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Hazel Taylor Spitze, Professor and Editor
Norma Huls, Office Manager
Nancy Stone, Graduate Assistant

Other Home Economics Education Division Staff

Mildred Barnes Griggs, Professor and Chairperson
Linda B. Peterat, Assistant Professor

Volume XXX, No. 4, March/April, 1987. Published five times each academic year. Subscriptions \$14.00 per year. Foreign, including Canada, \$17.00 per year. Special \$10.00 per year (\$12.00 Foreign) for undergraduate and graduate students when ordered by teacher educator on forms available from *Illinois Teacher* office. Single copies \$3.50. Foreign \$4.00. All checks from outside the U.S. must be payable through a U.S. Bank.

Address: ILLINOIS TEACHER
University of Illinois
350 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217/333-2736

© 1987

Foreword

Following our annual feature on the state winners of the Teacher of the Year competition, Helm's article on Relationships and Decisions, and Dagenais' look at Home Economics as a Profession at Risk, this issue consists of two groups of articles. One group focuses on our theme, ethics, and the other on critical thinking and how to help students develop this ability.

Nies suggests that ethics is "one of the basics," and Gordon causes us to think of ethics in common sense, everyday terms. The next three are speeches from a session of the AHEA Annual Meeting, 1986, and help us think about ethics in our professional roles, ethics in the business world, and ethics in government--all by home economists in these roles.

Hultgren and five of her students give us a glimpse into a course she taught on helping students become critical thinkers, and, of course, thinking more critically ourselves as teachers.

We hope you'll find this issue stimulating and useful and that you'll be moved to tell us what you think and what you wish for in future issues.

The Editor

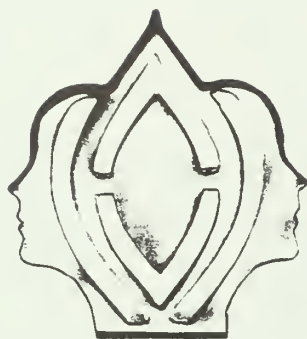
POSITION AVAILABLE — University of Illinois

Assistant Dean of Resident Instruction, University of Illinois at Urbana-Champaign. Twelve-month academic professional position in the College of Agriculture with primary responsibility for working with students in the School of Human Resources and Family Studies.

Ph.D preferred, minimum of one degree in Home Economics/Human Ecology; advising, career placement, and administrative experience desirable.

Send letter of application, resume, and names, addresses and telephone numbers of references to Dean William L. George, College of Agriculture, 104 Mumford Hall, 1301 West Gregory Drive, Urbana, Illinois 61801, Chair, Search Committee. Application or nomination deadline is March 30, 1987. An Affirmative action/equal opportunity employer.

The 1986 Home Economics Teachers of the Year



Would the 1986 Home Economics Teachers of the Year decide to be Home Economics teachers if they were choosing careers all over again? Overwhelmingly the answer is yes; twenty-two of the twenty-nine who responded to my letter of inquiry were sure. None said No, but of the seven who were "not sure," one said, "Probably, but there are so many more opportunities open to women now that when I made my choice." And another who was not sure commented upon the "difficulty of finding a full time job than is all Home Economics." A third spoke about the "image" of the profession which is a worry to her.

Certainly this group of Teachers of the Year (TOYs) are among those most able to dispel any negative image of Home Economics which may exist. Just who are these state winners of the competition co-sponsored by AHEA and Chesebrough Pond's Inc. whose unusual and outstanding programs in high school home economics were judged the best?

Like previous groups, they provide evidence that Home Economists have a very low divorce rate. Twenty-five of the twenty-nine are married, two are divorced, one has not been married (yet!), and one did not respond to that item on my questionnaire. Eight had no children, four had one child, twelve had two children, and the other five had three to five children. Among all their children twenty-two were aged twenty or older, five were teenage, ten were elementary school age, five were three to five, and five were under two years.

How long have these winners been teaching and where? Table I shows their length of tenure with the mode being eleven to fifteen years. Twenty-three of them are teaching in the same state in which they received their B.S. degree, and half of them have taught nearly all of their years in their present school, i.e., no more than three years elsewhere. One has twenty-eight years in her present school.

Twelve of these state winners were the only Home Economics teacher in their school. In nine of the schools there were 1 1/2 to 3 Home Economics teachers, and in eight of them there were four to six.

Table I

Years of Teaching	Number of TOYs
3-5	2
6-10	4
11-15	16
16-20	4
21-28	7
No response	1

Eleven of the awardees are teaching in schools with a total enrollment of under 550. Four schools had enrollments of 950-1200, seven schools enrolled 1300-1900 and five had enrollments over 2000. One did not respond to this item.

The percentages of the total school enrollment now enrolled in Home Economics ranged from 14 to 84 with eight schools enrolling 40% or more and six schools enrolling less than 20%. None of the latter were in the smallest category of schools while the high percentage schools were of about equally small and moderate enrollments.

I'm always interested to know whether these outstanding teachers are "moonlighting." In addition to their Home Economics teaching and their homemaking responsibilities, do they have a part time job for which they receive pay? Fifteen of them do not and three others work at other jobs only during the summer. Three have their own businesses which occupy 10-12 hours per week of their time and none reported any more time than that in their other jobs such as adult education, college teaching, computer consultant, curriculum writing, and freelance journalist.

Twenty-one of the twenty-nine winners sponsor an FHA chapter, and all but three were engaging in one or more kinds of continuing professional education. Most read professional journals regularly and belong to professional associations. All belong to AHEA (otherwise they would not have been eligible for the award), and all but one read its Journal of Home Economics regularly. Sixteen belong to AVA and fifteen of them read its Vocational Education Journal, while seven belong to NEA and

thirteen read its journal, Today's Education. Nineteen read Illinois Teacher regularly and smaller numbers read several other journals. Thirteen belong to HEEA and six or fewer belong to Omicron Nu, Delta Kappa Gamma, Phi Upsilon Omicron and several other professional or honorary societies.

All of the awardees hold at least a bachelor's degree, seventeen hold a master's and three others are working on one, five hold a specialist degree or certificate of some kind (e.g., administrative certificate), and three are candidates for a doctorate.

I asked the teachers how many hours per week they devoted to this job they like so well. Including school time they said most often (fifteen of them) 40-50 hours per week. Five spent 51-60 hours in teaching and teaching related activities (including FHA), five spent 61-70, and four spent 71 or over. That's a long week! But they enjoy what they are doing. I wondered whether the long hours contributed to the tendency for some to be "not sure" whether they would choose the same career again, so I re-examined my data and found that all but two of the "not sure" groups were in the lowest category of time on the job.

I was reminded again by this survey that our profession is deeply indebted to secondary teachers for recruiting the next generation of home economists. I asked them Who influenced you to become a Home Economics teacher? Table II shows their answers.

Table II

Who or what influenced you to become a teacher?	Number of TOYs*
High school home economics teacher and FHA sponsor	17
Parents, father, sister	5
College professor or college studies	5
4-H sponsor and/or activities	3
Peers	1
History Teacher	1
Self only	1
Friend in Home Economics	1
Luck	1
Don't remember	1
No response	1

*Some listed more than one influence.

As in past surveys, we find that, overwhelmingly, these awardees are teaching in the same state in which they earned their bachelor's degree--23 of 29. Again I asked them: Are you an assertive person? and 27 of the 29

replied affirmatively, sometimes adding comments like "I have to be." One replied "sometimes" and one did not respond to the question.

I also asked who nominated them for the TOY award and Table III tells us.

Table III

Who nominated TOYs for their award?	Number of TOYs
Another teacher	6
Principal	5
State Home Economics Association	4
District Home Economics Association	4
Supervisor	3
College teacher	2
Department head	2
District Vocational Coordinator	2
Extension Home Economist	1

I believe these fine teachers have worthwhile ideas, opinions, and experiences to share with others which I try to elicit through questions such as

IF YOU COULD GIVE NEW TEACHERS ONE SENTENCE OF ADVICE, WHAT WOULD IT BE?

Some of them get creative in writing that sentence and remind me of an assignment I had in Rhet 101 nearly fifty years ago! That professor wanted us to write a sentence of at least fifty words. Here are two that would have impressed him.

"Be prepared to exert a lot of patience, show love for your students and expect much mental and emotional stress; use your professional associations as a vitamin to keep you growing and enthusiastic, and the total end results will be rewarding." Gail Griggs Turpin Seabury, Alabama TOY at Mt. Vernon.



Gail Seabury

"Be a good example to your students and show them you put in a good day's work for a day's pay, that you are well-groomed, have leadership qualities, good communication skills, and that you want to do your best." Billye Griswold, Illinois TOY at White Hall.



Billye Griswold

Others said it all in a very few words: "Prepare-relax- enjoy!" Betty Roose, Indiana TOY, Indianapolis. "Maintain a healthy sense of humor." Priscilla Downing, Oregon, TOY, Portland.

Several said, in various ways that one should treat the students as one wished to be treated. One put it this way: "Give the students the best that you have and the best will come back to you." Paula Jones, Louisiana TOY at Winnfield.



Betty Roose



Priscilla Downing



Paula Jones

I was inspired by many other "sentences of advice" to new teachers offered by these state winners such as:

"I would recommend that they look at each experience, student, class, semester as an opportunity for growth rather than a job which has to be done." Gladys Helm, Nebraska TOY at Lincoln.



Gladys Helm



Rosalyn Anderson



Carol Crockett

"Form a bond with an experienced teacher, a mentor, use that person as a resource, and don't try to do everything on your own." Rosalyn Anderson, California TOY at Riverside.

"Have fun with what you do, be yourself, share who you really are, prepare well, don't be afraid to bomb [i.e., fail!], take risks, be innovative and have lots of energy." Carol Crockett, Colorado TOY, Ft. Collins.

"Always overplan; never get caught with time on your hands." Carol Devenot, Hawaii TOY, Honolulu.



Carol Devenot



Francine Ogden



Susan Henson

"Take time to listen and observe your students and develop a program that is flexible enough to meet these needs." Francine Ogden, Idaho TOY, Council.

"Belong to and be involved in professional organizations, be creative in teaching techniques, try new things, and keep up to date." Susan Henson, Kentucky TOY at Mt. Olivet.

"Remember the affective needs of the students and learning will follow." Martha LaViolet, Maine TOY at Westbrook.

"Above all, look for the positive side of all students and praise every student every day for something s/he did well." Lois McKinley Milton, New Mexico TOY, Las Cruces.

"You can make a difference, so care about what you do, and do it with care." Theresa Phillips, New York TOY, Oneida.



Theresa Phillips



Heather Boggs

"Be completely sincere in your concern for students' welfare and in your goal of giving them something they did not have when they first walked through your classroom door." Heather Boggs, Ohio TOY at Troy.

"Learn to make teaching fun and don't be afraid to incorporate some play into the workplace." Debbi Tomkinson, Utah TOY at Murray.



Debbi Tomkinson

"Find a mentor who is a veteran teacher and who is in love with the profession, talk, listen, and spend time with this person and in his/her classroom; ask for evaluations by teachers you respect." Mary Viglotti, Vermont TOY, at Barre.



Mary Viglotti



Amy Clark

"If you do not have the commitment needed by our profession, teach something else or choose another career." Amy Clark, South Carolina TOY at Pelzer.

* * * * *

Another question I asked these awardees was

WHAT DO YOU FEEL IS YOUR MOST IMPORTANT CONTRIBUTION TO SOCIETY AS A TEACHER?

Joan Freeden of Brooklyn Center, Minnesota, says, "As a Home Economist we help many young people to make decisions, solve problems, learn to cope, set goals and think! What more can a society ask for?"



Joan Freeden



Diane Meade

Diane Meade of Hampton, Connecticut, feels that "keeping students and the community aware and informed and able to make decisions based on information" is her greatest contribution.

Honore Bray of Jordan, Montana, thinks empathy for people is most important. "Today's students need a sounding board and it's important to find time for that," she says.



Honore Bray



Shirley Popper

Shirley Popper of Pembroke, New Hampshire, responded, "To be a good role model for my students and to provide them with the best education possible." and she added, "If I can help in any to contribute to my students' well-being and success in life, my goals will be accomplished."

Kay Whitner of Sparta, New Jersey, says, "I teach those concepts, skills, and ideas that influence everyday life. I may not keep all students from making mistakes, but I hope in some way I can soften the falls."

Kay Whitner

Catherine Krals of Belton, Texas, believes that "as a teacher, I touch the lives of many, especially in the area of parenting, which in my estimation is the cornerstone of a durable society."

Alwayne M. Claybrook of Hopewell, Virginia, thinks her most important contribution to society comes from her ability "to touch the lives of students with a deeply caring relationship." She find that she "encounters student needs at a level that requires a great ability to react with non-judgmental understanding."



Catherine Krals



Alwayne M. Claybrook

* * * * *

I also asked these state winners

WHY DO YOU LIKE TO BE A TEACHER?



Michele Power

"I enjoy young people. They have an optimistic outlook on life even in the face of serious problems. They tend to keep us young and optimistic," said Michele Power, Bethel, Alaska, and she added, "Home Economics classes allow meaningful experiences and student success."

"I am helping students in their decision making which will affect them for the rest of their lives. It is satisfying to know that what I teach is relevant to my students' daily living," answered Elaine Tschetter of Greenville, North Carolina.



Elaine Tschetter



Successful governments, companies, and workers must realize the relevance of three themes: competence on the job, commitment to work, and capacity to learn.



Marla Bjerke

"It gives me a real sense of accomplishment, a feeling that I am truly doing something to improve our world of the future," replied Marla Bjerke of Marion, South Dakota.

Chris Hayes, Chairman
London Prospect Center and
author of Four National
Training Systems Compared,
National Center for Research
in Vocational Education
1960 Kenny Road
Columbus, OH 43210



Vicki Risinger

"I've always felt it was a noble profession, and I've had many rewards during my eight years as a teacher watching my students grow up into responsible young men and women. I feel like I'm making a difference," said Vicki Risinger of Hedgesville, West Virginia.

* * * * *

To my question:

HOW DO YOU KEEP FROM GETTING OUT-OF-DATE, BORED, UNENTHUSIASTIC, AND TIRED OF IT ALL?

Kay Whitner of Sparta, New Jersey, asked, "Who has time to be any of these?" She recommended good management skills.

Many others had good answers to this question, too, including Vicki Risinger (West Virginia) who said, "I share my ideas with others and attend professional activities. My students offer me so many wonderful rewards I can't help but love what I do."

* * * * *

Congratulations again to these state winners of the Home Economics Teacher of the Year Award. We owe them a debt for representing us well.

Thank you, TOYs of 1986! We'll continue to look to you for leadership.

The Editor

Have you used this resource?

You may find teaching helps in Current Consumer and Life Studies from the General Learning Corporation, 3500 Western Avenue, Highland Park, IL 60035.

In the January 1987 issue I found articles on such subjects as:

- * dealing with anger
- * using a financial planner
- * explaining death to young children
- * exchanging and returning merchandise
- * community service by teens

If 15 or more students at one address subscribe, the cost is \$4.95 per school year per student. Each issue is about 30 pages and there is a 4-page "teacher's guide" included.

Relationships — Decisions Through the Life Cycle: A Course to Stimulate Thinking Skills

Gladys R. Helm
Home Economics Teacher
Lincoln (NE) Southeast High School
and Nebraska 1986 Home Economics
Teacher of the Year

One of the most important challenges for educators, and especially home economists, is preparing students for the future. Modern technology is expanding so rapidly that future educational needs are almost impossible to predict. Toffler in Future Shock warned of illness resulting from attempted adaptation to rapid technological change. His warnings highlight the difficulty of selecting specific content for living in the future. One solution is to provide a few very basic skills repeatedly to attain mastery. The "Relationships - Decisions Through The Life Cycle" course at Lincoln (NE) Southeast High School has chosen the mastery technique as an answer to the challenge of preparing students for the future.

The two skills selected for mastery are thinking skills and decision-making skills. As in the case with most adult living classes, students will say that they are studying dating, marriage, parenthood, etc. Unlike other classes, the approach will feature a cooperative learning atmosphere and questioning strategies.¹ Intellectual skills - the thinking/questioning strategies - are a meaningful basis for instructional goals, often a better basis than content which becomes obsolete. The instructional emphasis shifts from presenting many facts to the processing of specific, basic facts. The learner outcome is the skill of processing or the thinking skill. The use of thinking skills involves the development of a transferable, rational thinking pattern rather than the usual focus on a storehouse of correct answers. Thinking is a cumulative process. It is the result of stimulating mental activity through specific questioning strategies. It stems from the ability to work with concepts of objects, events, procedures and relationships.²

Three strengths are featured in the Relationships - Decisions Through the Life Cycle curriculum. They are: 1) the use of thinking skills and decision skills as collaborators in learning, 2) the use of simulations to encourage examination of the affective domain, and 3) an emphasis on older adults as valid role models.

The Relationships course starts with a review of the development of the individual which sets the stage for the thinking and decision skills. Since this is a senior course, most of the students will have had previous learning in human behavior. The review simply establishes a common understanding and vocabulary as a spring board for discussion. Since some juniors may also be in the class, one of the first activities is to "zap" all students to 18 1/2 years of age. In subsequent units, students will be zapped to the appropriate age and asked to "think like a person of that age." The students are in their late 60's or early 70's by the end of the semester.

Strength I - Thinking and Decision Making Skills.

After the review of development of the individual, the students examine decision-making. At Southeast High School, seven courses teach decision making. The following technique is used to insure internalization of the decision making concept. The students recall kinds of decisions that they will have to make. These are posted on the walls so the students may evaluate and scrutinize the lists. The major task is to gain a consensus on a process to be used for the remainder of the semester. Note that each section of students may derive a separate list. This is acceptable and relevant. Generally, the list includes:

- career decisions
- leaving home
- lifestyle decisions
- decisions about significant others
- marriage decisions
- financial decisions
- parenting decisions
- decisions in a crisis
- decisions in the role of grandparenting
- decisions of retirement
- decisions of aging
- decisions relating to death and dying

¹Helm, G. & Irvine, A. (1980). An approach to teaching family life education: Tell it like it is, but keep it safe. In N. Stinnett, B. Chesser, J. DeFrain & P. Knaub (Eds.), Family strengths: Positive models for family life (pp. 455-471). Lincoln: University of Nebraska Press.

²Helm, G. (1983). Thinking: A lifeskill resource. Illinois Teacher, 27, 72-74.

From this point in the course, the students analyze the next age-stage and select the major decisions to be examined. Each decision or question is structured by the use of thinking skills. Thinking is emphasized as a vital component of making choices. The students' thinking is challenged as concepts are transferred from situation to situation. While decisions cannot actually be made and implemented, many are analyzed. The decision-making elements of alternatives and consequences are highlighted through the thinking processes. The application of human development principles to larger, global questions of life can be accomplished by using the community as a lab.

Strength II - Simulations. The majority of individuals in the U.S. will be married at some time during their adult life. The U. S. follows Russia and Egypt in the percentage of its adult population who marry.³ Couple simulations seem particularly important to activate the affective domain as well as the cognitive domain in learning. Two "paired" or "couple" simulations are designed to bring the decision making process into the real world.

The first simulation occurs after the students have examined the area of significant others. Couples are paired by personal preference. Each couple works together in examining areas of marital adjustment. An activity labeled "The Honeymoon" is the first activity. It asks the student to consider the purpose of the honeymoon. They must then decide upon an appropriate itinerary which considers privacy as well as financial ability. (This acts as the simulation for the sexual adjustment in marriage.) The activity examining religious adjustment is optional to honor all students' feelings and beliefs. The remaining adjustment activities ask for an examination of the students' beliefs and attitudes about the areas of friends, in-laws, leisure time and recreation, division of household tasks, dual-careers, and children. Once all student have identified their beliefs and attitudes, the couples are able to compare ideas, identify potential problems, and seek hypothetical alternatives for solutions.

The major benefit of this simulation is the analysis or processing of feelings which develop during the activities. If one person always dominates while the other person is always submissive, the relationship may not experience conflict, but will it be healthy? The teacher must be alert to the dynamics within the class, call time-outs, and bring the dynamics of the situation to the cognitive level for discussion.

³Broderick, C. (1979). The state of marriage: A progress report. In N. Stinnett, B Chesser, & J. DeFrain (Eds.), Family strengths: Blueprints for action (pp. 439-449). Lincoln: University of Nebraska Press.

The financial adjustment in marriage was removed from the first simulation for an in-depth examination in the second simulation. The second simulation calls for new partners. The students are told that serial monogamy is not being promoted, but rather that valuable insights can be gained from working with several different personalities. The affective domain is still the major focus within the activities. Realism is also a goal. The Bureau of Vital Statistics can provide income distribution information for your area. The distribution for Lincoln (NE) was used to set the ratio and level of incomes. A random draw gives each couple its allotment. Each couple must determine before the draw whether both partners are working. This avoids undue monetary bias. One student became very irate after his draw. He said, "I'm going to be a doctor, this is not enough money!" The class took a time-out. They discussed and analyzed the educational path of a doctor. They pointed to time and money constraints of the residency and internship periods. The class gained many insights into the perspectives of life from various stages of the life cycle.

Using USDA guidelines the couples work on a spending plan. Federal, state, and social security taxes are computed. Ten areas of spending are identified and allotted. From this point, three financial projects are completed. Each couple must agree on a menu, make a market order, and take a fieldtrip to simulate selection and to price the items. Couples can develop interesting conversations over brand-name selections! The second project requires the selection of an apartment, rented house, or purchased house. They evaluate the consequences of each decision. When decisions are poor, the couple re-examines the options. Finally, the remaining areas of spending are evaluated and discussed.

Each class directs the learning at this point. For instance, if information on insurance is desired, speakers are obtained. If cost of maintaining wardrobes is important, students form teams to do research. The important learning stems from working through decisions as a couple and gaining skills in coping with conflict.

Strength III - The Older Adult as a Valid Role-Model. At the beginning of the course, several older persons are selected as the class "grandparents." They can be couples, widows or other singles. These individuals visit the class at least three times. The first visit comes during the career decision. They share their decisions and the outcomes. Consequences of moving families, getting benefits, changing careers, etc., are shared. After the first simulation on marital adjustments, the grandparents return. Discussions about changed attitudes and expectations of marriage are always insightful for the teenagers. During the examination of the

(Continued on page 133.)

Home Economics Education: A Profession at Risk in a Nation at Risk?

Robyn Dagenais*
Graduate Assistant
Home Economics Education
University of Illinois

Today many junior high and high school home economics teachers faced with decreasing enrollments fear that their programs and careers will be terminated due partly to reductions in the federal budget for vocational education, especially Consumer and Homemaking. Around the country many Home Economics teachers are watching prospective students get locked into required courses with no time for Home Economics electives. To show her concern for these problems, the American Home Economics Association Executive Director recently stated, "As we look at the variety of political problems that beset us today, we see that each of us needs to support other members of the profession. One of the lessons that we must continually learn is that when we support each other we also provide 'PR' for our profession."¹ Still, as home economics teachers, we ask: What should we do about all of these problems? Where can we go from here as a profession? Who should we turn to for support and help?

It appears to me that we must support AHEA in its endeavors to lobby for our programs through letters to our Representatives and Senators. As Home Economics teachers, we are our own best advocates at home, and we can personally combat not only the proposed financial strains but also our low class enrollments and our inaccurate image with the public around the country. When we Home Economists can confidently educate citizens, both young and old, about our professional purposes and mission in society, we may no longer be threatened by the "budgetary ax."

We should not be intimidated by the policy makers, whether they be in Washington, our state capitol, or on our local school boards. These decision makers are citizens in towns and cities where schools exist just as we are. Many of them have not been exposed to Home Economics programs since they were in school, if at all.

Can we blame them solely for their views of our programs or should we partially blame ourselves for their ignorance? Many of the men in society were not fortunate enough to participate in Home Economics programs in their youth, and many of the women of today still view Home Economics as it was in their younger days, perhaps a course in cooking and sewing skills. Some people tend to believe that Home Economics can be learned at home as long as one has been educated to read well, and of course one can learn something about any subject by reading. However, because their perceptions of today's Home Economics curricula are colored by their perceptions of days gone by, they have a distorted vision of our courses. If Home Economics were simply cooking and sewing, I would agree with them, but what else do we teach? Through our curricula we can expand our students' minds to provide them with the broader thinking capacities that they need to make educated decisions. We can and do adapt our curriculum to meet the perennial problems of every day life, so our focus may change but our mission remains the same. During my undergraduate studies, I purchased a tote bag with gold print on it that said, HOME ECONOMICS: THE PEOPLE CENTERED PROFESSION. I carry it proudly for it helps to illustrate our purpose and mission in schools today to those who see it. As a profession we help people succeed as family members and as members of the society in which they live. Are most people aware of what we are doing?

Budget Cuts - A Problem for Teachers

In regard to Consumer and Homemaking, Department of Education Secretary Bennett has been quoted as saying,

(We) continue to believe this program should be terminated. Just as the Federal Government does not provide specific support for such curriculum areas as World History, or Mechanical Drawing, or Fine Arts, so too, it should not provide the funding to the narrow, categorical area of Consumer and Homemaking education.²

Could this statement lead one to believe that our Secretary of Education views us as merely cookie bakers and

*Now Robyn Dagenais Proto, Home Economics Teacher, Greenwich, CT.

¹McFadden, Joan R. "Executive Director's Column - The Area of the Whole is Greater Than the Sum of the Parts," AHEA Action, March 1986, p. 2.

²Council of Vocational Educators, Jim Day, admn., Legislative Brief, IV, 19 & 20, February 7, 1986, p. 2.

stitchers instead of professionals concerned with the strength of the family unit as a whole and the quality of life of its members? This statement demonstrates to us as Home Economists that it is time to educate our legislators about our curricula by bringing them into our classrooms and letting them see us in a new light.

President Reagan has stated many times that the strength of our country depends on the strength of the family, for as the family goes, so goes our civilization. His rhetoric supports our programs and our mission, but his actions in budget cutting show that he, too, does not understand our capacities or our mission. According to Brown and Paolucci in Home Economics: A Definition, 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 maturing in individual self-formation and, (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them.³

I do not believe that our President would argue against the necessity for building strong individual and social institutions within our country through education; yet for some reason, he is helping to eliminate these nation-strengthening programs from our schools. It is time for us to take action and claim responsibility for adding to the strength of our country through our mission practices. We can become more visible with our programs and more outspoken about our ideas, and I believe that we shall begin to conquer our fiscal and so-called image problems. As soon as our parents, our students, our school administrators, our legislators, and our President know what we are teaching and how important it is to them, we can move ahead by helping our students become more able to think and make decisions in their lives.

In 1902 at the Fourth Lake Placid Conference, Home Economics was defined as, "the study of the laws, conditions, principles, and ideals concerning man's immediate physical environment, his nature as a social being, and especially the relation between the two."⁴ Ellen Richards took this definition further in 1904 and defined our profession as one that is responsible for:

The ideal home life for today unhampered by the traditions of the past; the utilization of all the resources of modern science to improve the home; the freedom of the home from the

dominance of things and their due subordination to ideals; and the simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society.⁵

This statement has been labeled "Mrs. Richard's Creed" and if this is the basis of Home Economics curricula in schools, our courses should meet some of the educational demands of the complicated society in which we live. These curricula can prepare us for positive societal action.

Decreasing Enrollments - What Can Teachers Do?

Our second problem is decreasing enrollment. Many schools are being forced to decrease Home Economics staff positions. We must analyze the factors contributing to this phenomenon and act to minimize them. A good first step may be to let all students--male or female, gifted or slow to learn--know how our curricula may affect their future. We can illustrate that whether they will continue with their education, join the work force, or begin to have families of their own, our courses are important to them, for everyone is a homemaker. Secondly, we must face the recent emphasis on the so-called "new basics" as recommended by the "Nation At Risk" report and its impact on the school districts in which we teach. More and more students are mandated to take more courses in mathematics, science, social studies, and English, and are not finding time within the school day to take our elective courses. How can we help counteract this course selection conflict for them and help our programs?

Some schools are attempting to revive dwindling Home Economics enrollments by showing how the content of their courses meets the demands of the "new basics." In some states if a Home Economics teacher can document that s/he is teaching a course in which a majority of the time is spent on the new basics, students taking the course may get credit for having taken the "basic" course. Peterat has found that, of forty-eight states replying to a questionnaire on their use of this alternative, twenty states are using this alternative. Of the 28 who are not, ten are considering this option for implementation and five will be discussing this approach in the near future. A quick analysis shows that seventy-three percent of the responding states may be attempting to justify their Home Economics courses in this manner within the coming year.⁶

³Brown, Marjorie and Beatrice Paolucci. Home Economics: A Definition. (Washington, D.C.: American Home Economics Association, 1978), p. 23.

⁴Spitze, Hazel T. "What Is Home Economics?" Journal of the Home Economics Association of Australia, XIV, 1, p. 4.

⁵Richards, Ellen. (Reprinted in the Illinois Teacher of Home Economics), XXIX, 4, inside back cover, from Lake Placid Proceedings, 1904, AHEA).

⁶Survey is summarized in Peterat, L. & Griggs, M. "Re-considering Practice: Home Economics as Basic in Personal and Educational Development: Home Economics Forum, 1(1), 1986.

At first glance, this idea may appear to be a solution to two of our problems, for it shows that we teach important and broad content and it may help to solve our enrollment dilemma. Because Home Economics education provides more concrete ways of learning, these courses may give slower students a chance to learn in a manner that requires application. By adopting the type of credit system suggested, slower students and potential dropouts may find a relevant and understandable way to learn and may stay in school and acquire independent living skills needed for survival and make a contribution to society. Both of these justifications, regarding image and enrollments are valid; however as professionals, we have the responsibility to analyze this option further.

Justifying our teaching of the basics may not be difficult for us. When we teach measuring in our cooking and sewing courses or when we teach budgeting, family economics, and time management in our family life courses, we are teaching math in a relevant manner for all students. When we deal with emulsifying, dissolving of substances in liquids or the reaction of various nutrients to heat, or body processes involved in digestion in our foods and nutrition courses or with fetal development, pregnancy and gerontology in our human development courses, we are teaching the sciences. When we have students read recipes, interpret abbreviations, write their own children's stories, or study various ethnic cultures to determine customs and food habits and write papers on these topics, we are teaching English, reading, and writing. We teach the social sciences through discussion of family problems, marriage, cultural food habits, consumerism and policy decisions in regard to these matters as they relate to every day life. These topics may appeal to students and when they see the relevancy of them to their lives, they will be able to learn the core content that has been prescribed by "Nation At Risk."

However, we should also ask ourselves, "Is this content-justification approach a risk to our profession?" Could this approach someday reverse itself and leave the "basic discipline" teachers thinking that they can teach our subject matter as well as we can. If we want to keep our integrity and be valued as a discipline and as a viable profession, trying to justify our programs as they relate to something else may be hazardous and should be approached with caution. The focus of our profession and field of study--the family--would be lost and the integrative nature of our courses would be missing if it appeared that we were merely "teaching the basics."

Today many students in both the college and the general tracks, feel immediate pressures to cope with consumer credit, dietary decisions, money management, time

management, one-parent families, divorce, sexuality, child abuse, and even teen pregnancy; yet they do not know where to go for better understanding of these phenomena in their lives. Once again, I advocate that we should educate them--and our school guidance counselors--about our expertise in these areas. I believe that if we do this task effectively, we will see sharp increases in the enrollment figures in our courses and thus secure our teaching positions.

Everyone realizes that in order to live, our three basic needs for food, clothing, and shelter must be met whether we are from a high or a low socioeconomic group, are employed or unemployed, are young or old. The Home Economics curriculum contributes to these needs as well as human relationships and helps people to realize how to meet these needs, so again, there is evidence that our programs can meet the demands of all students in junior high and high schools today. As stated by Spitze in an address to a Home Economics audience in Australia in 1981, "We need an appreciation, a positive attitude and high values about our profession, and we need to value the family as the focus of our study and our service to society."⁷ I take this comment one step further and state that not only do we need to hold these feelings, and feel confident about them, but now, more than ever, if we are to remain strong and effective, we must communicate these values to our students and to others with whom we come in contact.

What Issues In "A Nation At Risk" Can the Home Economics Curriculum Really Address?

More and more Americans' eating patterns have turned toward fast food restaurants or to eating on the run. If people are not knowledgeable of the harmful effects of too much fat, cholesterol, sugar, and salt in their diets, for instance, as well as which foods provide excesses of these "hazardous" ingredients, they will not be able to make wise decisions regarding their health. Our fast food eating habits along with our dependence on red meats have led Americans to a high frequency of heart disease, diabetes, hypertension, and obesity. These problems may be the result of a lack of knowledge of the consequences of various eating habits, or of a lack of the ability to apply such knowledge to one's every day lifestyle. Once again, Home Economics can help alleviate these problems through helping our students realize that they can take responsibility towards bettering their own lives.

Home Economics courses address these issues and introduce students to the costs and benefits of preparing simple, quick, and inexpensive meals at home as a means of avoiding foods that are highly processed, high in fat, or

⁷Spitze, Hazel T., op. cit., p. 3.

contain questionable additives. We teach students how to read labels so that they can better understand what they are eating, and we encourage them to ask questions about the foods that they choose to consume. Of course, a class in foods and nutrition cannot guarantee that our students will change their patterns, but it can provide them knowledge for improving health not offered any other place within our schools. Healthy people are more productive people and nutrition education can help keep our population healthy and working.

It is becoming increasingly important that both males and females are able to manage their time and resources effectively and to understand their roles in society in order to keep the family unit strong. Both men and women should be capable of sharing household duties, such as child rearing, food preparation, money management and budgeting, and household maintenance. In the Home Economics curriculum they can learn these tasks as well as understanding the dynamics of interpersonal relations and communication needed in family living in this always-changing society with altered roles and expectations. If we are better prepared to handle family crises in a positive way, our divorce rate (about fifty percent as noted by Dolan and Lown⁸ in the fall issue of the Journal of Home Economics) may decrease, and the number of single parent families would also decrease. A lower divorce rate may translate into less stress for both the parents and the students with whom we come in contact daily. According to the United States Department of Commerce, Bureau of the Census, in its 1986 Statistical Abstract of the U.S., of thirty-one states reported, 1,108 children, on the average, are influenced by every 1,000 divorces.⁹ As educators, we may hypothesize that these children who are coping with divorce within their families might tend to have a lesser capacity or interest in learning at school. Is taking two extra years of math as recommended by the "Nation At Risk" report going to solve these children's problems? Might teaching these students how to cope with and understand their present situation be more relevant to them and make them more productive citizens in the long run? I think so.

Another problem today stems from family violence, especially child abuse and neglect. According to the Child Abuse and Neglect Statistics Annual Report of 1983 from the Illinois Department of Children and Family Services, 109,996 reports of abuse and neglect were reported in the state of Illinois alone.¹⁰ When people

are educated in ways to cope with life's hardships, financial, emotional, or other, they may not vent their frustrations on their babies and the abuse and neglect levels will most likely decrease. Shouldn't it be a national concern to combat this problem through education such as that which is presented in our junior high and high school Home Economics, especially the Child Development courses?

Teen pregnancy is also becoming more prevalent in our schools today. Students are not fully aware of the consequences of their actions in regard to sexual relationships or they have not learned to take responsibility for their decisions regarding peer pressures toward sexual activity. One hypothesis for these pregnancies may be that for many students whose family life is traumatic or unstable, the peer group has become their sole source of belonging and this dependence on the group sexual expectations may be a large factor in the number of unwanted births at both the high school and the junior high school level. Twenty-eight percent of all legal abortions performed in 1981 were those performed on girls under the age of nineteen.¹¹ This startling figure does not account for the number of unreported abortions performed nor the number of teens who chose to keep their child or put it up for adoption. Regardless of these statistics, students are not being given an education for coping with or preventing these unwanted pregnancies, for coping with birth and child-rearing at such an early age, or for making decisions about these situations while in their teen years. Important information on decision making about sexual involvement or on birth control, peer pressure, or even child development are being "hidden" from students due to their lack of awareness of the Home Economics curriculum content. Because it is taught in an elective course which cannot fit into a student's busy schedule due to "basics" requirements, this information is missed. If students can learn about this pertinent information, I believe that the level of teen pregnancy, abuse, neglect, and the resulting need for governmental assistance, will decrease. Through this type of education we can not only strengthen the family unit, but we may also help relieve the financial strains on our present welfare system. I do not believe that adding one year of computer literacy to the high school requirements will do the same.

Implications for The School Curriculum and the Profession.

Many topics such as anorexia and bulimia, drug abuse, alcoholism, weight control and health, and problems of the

⁸Dolan, Elizabeth M. & Jean M. Lown. "The Remarried Family: Challenges and Opportunities." Journal of Home Economics, Fall 1985, p. 36.

⁹U. S. Bureau of the Census, Statistical Abstract of the U.S.: 1986, 106th edition. Washington, D.C.: 1986, p. 79.

¹⁰Illinois Department of Children and Family Services, Child Abuse and Neglect Statistics Annual Report, Fiscal Year 1983.

¹¹U. S. Department of the Census, p. 67.

elderly are explored in and problems may be alleviated through Home Economics education. We should look at all of the phenomena present in the lifestyles of today and re-evaluate what our schools are doing to help our students meet the demands placed on them. We should consider not only the technological advances that are evident to them, but how these advances affect them as individuals living in such a society. We should ask ourselves what our educational system is preparing our youth for and what we believe they need to understand to lead successful lives in their future. We need to understand that "the purpose of schooling is not just preparation for more schooling, but also and especially, preparation for life."¹² No amount of academics can make our students successful if they cannot cope with life, so education today should address some of the other reasons why our nation is at risk.

As Home Economics teachers we must take pride in our important mission in society, and we must work to strengthen our beliefs in our profession as well as in the difference that we can make in many people's lives. We can no longer waste precious time making excuses for our programs, our enrollments, our titles, or our name, Home Economics. Instead, we must dare to admit that "our nation is at risk" in many ways and that we as a profession and as individuals can do something to alleviate some of these risks. We need to show society the great impact that we can have on the preservation of our nation's integrity through the preservation of our best natural resources, the individual and the family. Yes, our nation is at risk in many respects and so is our profession. When we can help remove some of our national risks through our impact on the school curriculum and our students, we will also lessen the risks to our profession!

¹²Spitze, Hazel T. "Yes, Our Nation is at Risk, But....," *Journal of Home Economics*, Summer 1984.

(Continued from page 128.)

mid-life stage, the grandparents share values and ideas concerning the role of grandparenthood. Some classes and grandparents sneak another visit into the schedule. The highlight, however, is when the teens visit the senior dining centers to have lunch with their new friends.

Many teens are afraid of older people. Likewise, many older adults are "scared to mingle with those wild teenagers." The visitations are excellent for bridging the teen/elderly gap. Many students begin to see that old age is the "pay-off" stage of earlier decisions. This experience with older adults adds insight into decisions currently being made by teenagers.

CONCLUSION

Simulations, applying thinking skills, and applying decision skills refine the art of pretending and making assumptions. Relationships - Decisions Through the Life Cycle is not real. It is only a dry run. The teenager has the luxury of trying out ideas without the fear of getting hurt. The insights help identify unrealistic expectations and dreams. The enriched knowledge and attitudes promote the development of logical, thoughtful goals.

Thoughts of moving out, getting an apartment, and being independent are tempered with realism. Timelines for education, career, and marriage are sometimes altered. Discovering that you are submissive, assertive or aggressive in a relationship can lead to personal growth. Mistakes can be laughed at; an understanding of Mom and Dad or Grandma and Grandpa can be launched; the teenager develops better skills and self-confidence in coping with the unknowns of the future.

Note: The 1986 Nebraska Teacher of the Year Award was presented for Mrs. Helm's entire human development course series. This includes the following courses which were developed or adapted for Lincoln (NE) Southeast High School by Mrs. Helm. The courses are (1) Human Behavior, (2) Exploring Childhood, (3) Advanced Exploring Childhood, (4) Relationships, and (5) Volunteers in Action.

Don't miss it!

AHEA's Annual Meeting, June 29 to July 2, is in the middle of the country this year so accessible to all. Indianapolis here we come -- to support our profession, increase our knowledge, gain enthusiasm, see new products in the exhibits, hear outstanding speakers, see what our Delegate Assembly has to deal with, participate in discussions, meet old friends and make new ones!

Let's all hang together. We certainly don't want to hang separately!

See you there. Look for the Illinois Teacher booth.

The Editor



Ethics: Another Basic

Joyce Nies
Associate Dean and Associate Professor
School of Human Resource Management
North Texas State University

The publication of A Nation at Risk, Action for Excellence and several other reports critical of the status of education in the United States caught the attention of a concerned citizenry.^{1,2} Many state legislatures responded by increasing the academic standards and changing curricular requirements for elementary and secondary schools. As a result, there is a renewed emphasis on basic skills--reading, writing, mathematics, and reasoning--in an attempt to restore excellence in education. Mastery of these skills will help students whether they eventually enter college or go directly into the world of work.

While there is no denying the importance of these skills, other important skills may be overlooked. For example, as teachers, we need to be just as concerned about ethical behavior as we are about cognitive development. Of what value to society is a person, who has excellent basic academic skills but is irresponsible and dishonest, i.e., lacks a strong code of ethics or sense of morality? Elliman,³ an industrialist, in addressing critical issues in vocational education, noted the need for workers who are responsible and have a positive attitude toward work and learning.

Learning to deal with ethical dilemmas and issues is important to successful functioning in almost every aspect of one's personal and professional life. While ethical dilemmas may vary depending on one's life cycle state, a solid general ethical foundation, learned in one's formative years can provide the basis for dealing with particular challenges or dilemmas as they arise.

Ethics, Morality, and Values

Although the terms morality and values differ in meaning, they are closely related and often used when

defining ethics.⁴ For example, ethics is the study of standards of behavior and moral judgments, or a group of moral principles or set of values of an individual, religion, group or profession. Moral relates to principles of right and wrong action or good and bad character, while morality is behavioral and entails conforming to the right ideals of human conduct. Values are the social standards, goals, or principles accepted by a person, group, or society.

While teachers may agree about the importance of teaching ethics, they may hesitate to do so because of the controversy associated with teaching values in the classroom. In recent years, there have been numerous reports of specific community groups confronting teachers and school officials about using certain textbooks and teaching techniques such as those related to value clarification. Also ethics and morality issues may be viewed narrowly within the context of religion and therefore not taught, in order to conform with our ideas of separation of church and state.

Nowell-Smith discusses how this morality/religion association developed and how these two concepts differ.⁵ While the differences among groups center on their religious beliefs, rules, and practices, all moral codes condemn aggression, injustice and deceit within the group. "...morality is either wholly or almost wholly concerned with relations between men,* with how they ought to behave toward each other, with what general rules governing relations between man and man, a society ought to adopt."⁶ Furthermore, Nowell-Smith asserts that "The human needs that morality serves, non-aggression and cooperation are everywhere the same..."⁷

Kohlberg also points out the need for moral education to deal with values which are universal.⁸ He notes that "...the moral development approach restricts value education to that which is moral or more specifically to justice."⁹ Finally, Kohlberg reminds us that "...value

⁴Webster's New World Dictionary of the American Language. (New York: World Publishing, 1970).

⁵Nowell-Smith, P. H. "Religion and Morality." In Edwards, P. (ed.) The Encyclopedia of Philosophy. (New York: MacMillan and the Free Press, 1967), 7, 150-158.

⁶Ibid. p. 150.

⁷Ibid. p. 153.

*and women! The Editor.

⁸Kohlberg, L. "The Cognitive-Developmental Approach to Moral Education." Phi Delta Kappan, LVI (June 1975), 670-677.

⁹Ibid. p. 673.

¹National Commission on Excellence in Education: A Nation at Risk (Washington, D.C.: U.S. Government Printing Office, April 1983).

²Action for Excellence: A Plan for Improving Education (Denver, Colorado: Education Commission of the States, June 1983).

³Elliman, Peter J. "Critical Issues in Vocational Education: An Industrialist's Point of View." American Education, 20 (Oct. 1984) 23-28.

education in the public schools should be restricted to that which the school has the right to mandate to develop; an awareness of justice, or of the rights of others in our Constitutional system."¹⁰

Goals of Teaching Ethics

Recognizing the need to teach ethics, the next question is What should teaching ethics accomplish? Callahan¹¹ suggests two broad goals in seeking to help students become more aware of personal and civic ethical problems: (1) students need to understand that their responses to ethical problems will affect their lives, and (2) that there are better and worse ways of trying to deal with these problems. Confronting ethical problems will help students develop their analytic and reasoning skills. Discussing the problem with others exposes students to different points of view and can make them more tolerant of others, as well as helping them to "develop a sense of moral obligation and personal responsibility."¹²

Given the importance of addressing ethical and moral issues in the classroom, how can home economics teachers approach this topic? Since one's values determine how one feels about a particular ethical issue, values education approaches can provide a framework for dealing with this topic. Five values education approaches, (1) inculcation, (2) moral development, (3) analysis, (4) clarification, and (5) action learning are described in the Values Education Source Book and discussed in the following paragraphs.¹³

Values Education Approaches

The major objective of the inculcation approach is that students will internalize certain values such as honesty, responsibility, respect, fairness, industry, etc., which are viewed by society as desirable behaviors. Teachers inculcate values by reinforcing through praise and recognition, behaviors which are consistent with a particular value. Modeling is another effective method for inculcating values. Students are more likely to adopt certain values if their teachers "practice" these values.

The moral development approach is based on the work of Kohlberg and Piaget. The purpose of this approach is to help students "...develop more complex moral reasoning patterns through successive and sequential stages."¹⁴ Emphasis in discussion is on actively supporting one's choices or position, not just sharing. The presentation

of a moral dilemma story followed by structured small group discussion is most characteristic of this approach.

The clarification approach is values education, an outgrowth of the humanistic education movement which has been popularized by Sidney Simon and his associates. This approach focuses on helping students to identify and become aware of their own values, to express their values freely, and to use rational thinking to clarify and act on their values. A wide variety of techniques such as simulations, role playing, games, discussion groups, and self analysis through rank orders and forced choices, can be used.

The value analysis approach like moral development emphasizes rational and logical thinking. The purpose is to help students "decide" value issues and questions using logical thinking and scientific inquiry. However, the analysis differs from moral development in that value analysis focuses on social values issues as opposed to personal moral dilemmas. Teaching methods used include library research, individual and group study and structured rational discussions which require logical reasoning and accurate factual information.

The action learning approach to teaching values is related to teachers', particularly some social studies teachers', efforts to focus learning in the community. While this approach shares the purposes of the analysis and clarification approaches, it goes further by providing the opportunity for students to take action based on their values. In addition to techniques which are used in analysis and clarification approaches, action learning techniques include group work and action projects that are implemented in the school and/or community.

One effective way to help students deal with these challenges is to use the three step approach developed by Barman and Cooney to teach science/technology-related ethical issues.¹⁵ The first step is a motivational exercise to introduce the students to the issue. In the next step, information expansion, the teacher builds on the motivational exercise, by providing additional information. A variety of teaching materials can be used such as books, pamphlets, media and resource people.

The culminating activity is the final step. At this point the teacher presents a problem or dilemma to solve, based on information gained from steps 1 and 2. A dilemma story "depicts a situation in which at least two courses of action are available, neither of which represent a socially determined or approved response."¹⁶

¹⁰Ibid. p. 673.

¹¹Callahan, D. "Goals in the Teaching of Ethics." In Callahan, D. and Bok, S. (eds.) Ethics Teaching in Higher Education (New York: Plenum Press, 1980), 61-80.

¹²Ibid., p. 62.

¹³Superka, D. P., Ahrens, C., Hedstrom, J. E., Ford, L.J. and Johnson, P. L. Values Education Source Book (Boulder, CO: Social Science Education Consortium, Inc., 1976).

¹⁴Ibid., p. 31.

¹⁵Barman, C. R. and Cooney, T. M. "Science They Care About." The Science Teacher, 53 (January, 1986), 23-27.

¹⁶Hannah, L. and Matus, C. "Teaching Ethics in the Computer Classroom." Classroom Computer Learning, 4 (April/May 1984).

Ethics in Everyday Relationships

Charles O. Gordon
Assistant to Department Chair
Department of Vocational and
Technical Education
University of Illinois

"If a man does away with his traditional way of living and throws away his good customs, he had better make certain he has something of value to replace them."

-Basuto Proverb-

COMMON SENSE AS A GUIDE

Most of us think we know how to treat people in our day to day relationships. Most of us feel it is just "common sense" to treat others with courtesy and respect. Most of us expect to receive similar treatment from others, and all of us want to be treated fairly and judged with integrity. And much of the time this happens.

Over the years well-meaning persons of good will have sealed contracts with a handshake and "a man was as good as his word." Couples joined in marriages and made them work because commitments were made which tied bonds much tighter than the piece of paper known as the marriage license. Love was forever or "until death do us part." People worked hard and expected to give a day's work for a day's pay. Parents instructed their children by reiterating those familiar edicts of the past. All of us heard:

- Honesty is the best policy.
- A penny saved is a penny earned.
- Early to bed, and early to rise makes a man healthy, wealthy, and wise.
- Treat others like you want to be treated.
- To thine own self be true; thou canst not then be false to any man.
- Be it ever so humble, there is no place like home.

This paper is not a treatise on ethics nor any of the implications this connotes for philosophers. It contains no erudite statements about the values and morals of modern day society. It is simply a few observations about relationships among people in their day to day contacts.

TIMES ARE CHANGING

Whether we recognize it or not, all of us live by some Code of Ethics, a set of values or some unspoken

moral tenets that temper all of our decisions involving other persons. But in the past few decades we have had these issues called into question. Enough so that we can admit to being confused from time to time and often disappointed in the treatment we expect to receive from friends, from colleagues, and from strangers. Worse yet, there are those that seem to have distorted earlier values.

The pace of traumatic changes has slowed since the frenzied 1960's, but the ethical issues receive even greater attention. The evidence is all around us. Pick up any newspaper, watch the evening news on television, read your favorite magazine, or go to the movies and you will notice the attention paid to moral questions and dilemmas. Insider trading may be illegal, but it happens, and is reported in the Wall Street Journal. Some days there are more divorces recorded than marriages, contracts are broken, greed seem to have gotten the upper hand; and people seem to be troubled about what is right and wrong. Rationalization soothes our conscience, and we listen to the old adage that, "nothing is right or wrong, but thinking makes it so." Caught in this turmoil are students and others who arrive at the conclusion that the moral is, "Don't get caught."

In the December 9, 1985 issue, U. S. News and World Report published a special report on ethics. There was no person of the week featured on the front cover but rather a set of ethical questions being asked of the American people.

M O R A L I T Y		
<u>Test</u>		
	Yes	No
Do you cut corners on your taxes?	___	___
Is gambling immoral?	___	___
Are Americans too sexually permissive?	___	___
Is lying ever justified?	___	___
Does it pay to be moral?	___	___

Difficult questions! Apparently so, especially when persons have to respond "yes" or "no" without being able to qualify their answers with some reservations such as yes, but ... or no, except ...

DECISION-DECISIONS

How then, when the world tumbles down on top of us, are we to know how to make human relationship decisions when they may mean our marriage, our job, or the way we look at ourselves? We measure success by the way society looks at what we do and how people think of us, or do we? Maybe we measure it by the size of our house, the kind of yuppie car we drive, and the accumulation of things that bring us to the attention of others in a world of affluence. And who looks at how we get it as long as we have it and people clamor to be our "friends" while we are at the top of the affluence ladder?

So -- what do we tell young people who aspire to great things and want to know what kind of ethical conduct they should follow in order to reach the pinnacle of success? Shall they be Machiavellian and pursue "any means to the end," or shall they hold to the higher values that men clung to for years before the era of "me first - look after number one?" came into our thinking.

Dreams die hard, and those individuals with high ideals still choose to live with honor. Men and women desire to be remembered for their good deeds, not for what they really are, for sometimes they fall short of what their images and ideas were supposed to be, and history records the true story. Even trusted public figures fall from favor. Therefore, how does this leave things for you and me as we make our mark on those around us? Somewhere out of step with our peers, or in a state of confusion, dreaming of the "good life" and ways to make money - regardless of the methods used to attain it or the people we step on to get it? In such settings how do we raise our children and what values shall teachers impart to their students?

NO EASY PRESCRIPTIONS

If we feel we are living in "times that try men's souls," think how confusing it must be for students today preparing to spend most of their working years in the twenty-first century. The elderly triple lock their doors even during the daytime, a far cry from my days of growing up in a home that had no locks on the doors and people parked their cars with the keys in them so the keys would not be lost. Little children are instructed not to talk with strangers, and nearly all of us pass by the persons stranded on the highways with car trouble. We hear about "white collar crime" and the pleas of concerned individuals to "just say no" to drugs. And we could go on and on.

Pursuing this vein can be discouraging, and we need to be optimistic in our outlook. "We" have survived great depressions, world wars, plagues and famines. Not too

many years ago Dewey was telling us, "The change in the physical aspect of the world has gone on so rapidly that there is probably no ground for surprise in the fact that our psychological and moral knowledge has not kept pace."¹

To close as I began, if we take away the values by which we live, then we must make certain that we have something of value to replace them. All of us need to take time to ponder the following quotes and see how they fit into our teaching about ethics in everyday relationships.

"As for methods, the prime need of every person at present is capacity to think; the power to see problems, to relate the facts to them to use and enjoy ideas. If a young man or woman comes from school with this power, all other things may be in time added to him. He will find himself intellectually and morally."²

"No culture has ever been able to provide a better shipyard for building storm-proof vessels for the journey of man from the cradle to the grave than the individual nourished in a loving family."³

"To teach about the values of the Jewish and Christian religions (as distinct from the doctrine) is to teach love, dignity, forgiveness, courage, candor and self-sacrifice - all the highest manifestation of what it means to be human."⁴

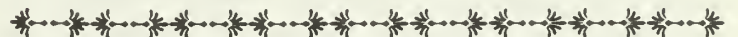
There may be days we want to say, "Stop the world, I want to get off." But, ready or not the world goes on and we with it!

¹Dewey, John. Problems of Men. Philosophical Library, Inc., 1946, p. 27.

²ibid., p. 91.

³van der Post, Laurens, and Taylor, Jane. Testament to the Bushman. New York: Viking Penguin, Inc., 1984, pps. 130-131.

⁴Bauer, Gary. "The Moral Vacuum of the Public Schools." Washington, D.C. Policy Review, Fall 1986 - Number 38, p. 26.



Judging Technology

Should the importance of technology be judged by the importance of the problem to which it is applied and its appropriateness for that problem?

Four of the values education approaches - values clarification, action learning, the moral dilemma approach, and analysis - discussed earlier can be used in step 1, the motivational exercise, and step 3, the culminating activity. These strategies encourage student interactions with materials and other students as they delve into particular ethical issues and examine choices from different points of view. Students also have the opportunity to identify their own values as they decide personally what is "good" or "bad."

Planning Meaningful Discussions

In order to involve students in meaningful discussions which will help them develop their moral reasoning skills, careful planning and attention to the lesson objectives is needed. In order to provide an atmosphere which will encourage students to express themselves, Barman, Rusch and Cooney suggest the following guidelines:¹⁷

- We can establish an atmosphere of trust and respect. Students are more likely to express their opinions honestly if they feel they can talk openly and freely without fear of being put down by others.
- We can respond to student opinions in a non-judgmental manner.
- We can ask probing questions, such as "Can you give me some examples? What are some other possibilities?", to help students clarify their responses.
- When we feel a need to express our own opinion, we can make certain that students understand that it is our opinion and that we are not trying to force our opinion on them.
- We can encourage students to listen carefully to each other. If students know the teacher and students will listen to their opinions, they are more likely to participate. One effective technique to improve listening skills is to ask one group member to repeat another's opinion in his or her own words.
- We can focus on dilemmas and issues which are relevant to and developmentally appropriate for our students.
- We can ask open-ended questions when possible. These questions have no "right" answer and therefore encourage a variety of responses. For example, "What do you think is good about that choice?"
- We can help students understand the difference between respect for an opinion (accepting one's

right to have a particular opinion) and agreeing with an opinion.

Planning the moral dilemma discussion using a decision-making approach allows for analyzing the reasoning used for a particular position. Galbraith and Jones suggest the following steps:¹⁸

- Step 1: Present the dilemma, defining and clarifying the situation.
- Step 2: Identify alternative strategies for dealing with the issue.
- Step 3: Determine the advantages and disadvantages of each alternative.
- Step 4: Select a position.
- Step 5: Reevaluate the choice. Reexamine the rationale for having chosen as one did; e.g., What underlying assumptions contribute to the appeal for that position? Consider possible consequences of that choice.

The purpose of the moral dilemma discussion is not to establish a consensus about the issue but to show a variety of differing opinions, explore possible consequences of different alternatives, and become aware of others' opinions.

In order to select suitable issues, as home economics teachers we also need to consider how adequately we will be able to deal with the topic. Do we have adequate background information and resources? What are our own values about the topic? Will we be able to present the issue objectively? How willing are we to accept different value positions? What are people in the community feeling about the topic?¹⁹

The home economics curriculum, with emphasis on improving individual and family life and preparing students for employment, provides numerous opportunities for teachers to introduce ethical issues. Focusing on ethical issues in the classroom will help students develop their critical thinking and reasoning skills as they sort through facts and alternatives to solve problems.

¹⁸Galbraith, R. E. and Jones, T. M. Teaching Strategies for Moral Dilemmas: An Application of Kohlberg's Theory of Moral Development to the Social Studies Classroom (Cambridge, MA: Carnegie-Mellon University, 1974).

¹⁹Barman and Cooney, op. cit.



Nothing is really work unless you would rather be doing something else.

James M. Barrie

¹⁷Barman, C. R., Rusch, J. and Cooney, T. M. Science and Societal Issues: A Guide for Science Teachers (Ames: Iowa State University Press, 1981).

Professional Ethics in the Field of Education*

Maie Nygren, Professor and Chair
Consumer & Family Studies/
Dietetics Department
San Francisco State University

The review of literature conducted in preparation for this paper revealed a growing concern about the role of ethics in our society. This concern is related to all professional fields, but certainly to medicine, law, engineering, business, and education. A code of ethics is recognized universally as a major characteristic that distinguishes a profession from other types of occupations.

Interviews held with three colleagues, each in a different role at my university, led to the conclusion that, while academicians are aware that a code of ethics exists for their particular fields, they have extreme difficulty in verbalizing the codes of ethics for their own fields. They appear, however, to have an inner gyroscope which keeps them rocking along on a fairly even keel, in tune with their code. When a threat or crisis occurs, some academicians lose their balance and professional codes fall by the wayside. It is not common, but one occasionally reads or hears, for example, about university professors being under such pressure to "publish or perish," that they plagiarize publications, manufacture data, or manipulate experiments to get results that will support hypotheses.

Analyses of codes of ethics for two professions and the review of literature suggested five categories into which specific codes of behavior can be classified. They are:

1. Faculty-Student Ethics
2. Faculty-Colleagues Ethics
3. Faculty-Institution Ethics
4. Faculty-Profession Ethics
5. Institution-Faculty/Student Ethics

The specific behavior presented below for each of these categories ranges from the simple and mundane, easily observed, to the complex and abstract, not easily observed and not always motivated by the conscious mind. Not

addressed in this paper is the ethics associated with the conduct of research, the primary reason being that although research is an important activity expected of university faculty, it is not a major responsibility associated with all educators, especially those at the elementary, middle or secondary levels. Moreover, many who are engaged in research are not in any field of education or associated with an educational institution.

Faculty-Student Ethics

The major responsibility a faculty member has in relation to his/her students is to produce the best possible product through: a) developing an appropriate syllabus for each course; b) using appropriate teaching strategies; c) advising students as to program and professional requirements; d) being an exemplary role model; and e) personifying the values of society and the community in which educational experiences are conducted. This involves:

1. having sufficient knowledge of our culture to insure its transmission from one generation to another and to facilitate the incorporation of changes,
2. participating as an informed citizen,
3. committing oneself to the informed decision-making process.
4. committing oneself to developing the whole person, e.g., not putting a student down, and focusing on the development of skills, knowledge, and self understanding.
5. staying current in one's own field of expertise,
6. making oneself available for advising purposes and being aware of major institutional requirements and regulations,
7. being in class on time and being prepared,
8. maintaining a proper balance between responsibilities of one's professional position and those associated with outside sources of income,
9. orienting students to program expectations, to basic skills required for success in a student's field of study, and to employment opportunities and prospects,
10. presenting varied value positions in such a way that students may make comparisons and formulate

*Presented on June 23, 1986, as part of a symposium on "Professional Ethics in Practice," at the American Home Economics Association Annual Meeting and Exposition held in Kansas City, Missouri, June 23-26.

their own positions, and avoiding presenting theory as fact,

11. guarding individual rights and the personal dignity of individual students; this involves being sensitive to sexual harassment and racism and being aware of and knowledgeable about policies and regulations related to these problems.
12. recognizing and accepting individual differences, and making sincere efforts aimed at meeting the needs of individual students,
13. dealing impartially and justly with students regardless of their physical, mental, and emotional capacities or their political, economic, social, racial, or religious status,
14. encouraging students to formulate and work toward high individual goals in the development of their physical, intellectual, creative, and spiritual capacities.

Faculty-Colleague Ethics

Ethical behavior on the part of a faculty member in relation to one's colleagues includes the following:

1. treating colleagues as professional persons and not as inferiors,
2. using "seniority powers" (if they exist) judiciously, fairly, and without malice or for personal benefit,
3. carrying one's weight in the organization, including participation on committees and in faculty meetings, being free from drug dependencies, and contributing one's efforts toward group goals,
4. using appropriate channels and/or mechanisms to rectify inappropriate behavior of colleagues that threatens the integrity of the unit with which one is associated or the institution as a whole,
5. never claiming or implying professional qualifications that exceed what one possesses, and correcting any misinterpretations regarding the level of expertise one actually has,
6. standing by colleagues who are acting in one's behalf,
7. speaking constructively of one's colleagues,
8. assisting with the indoctrination of junior faculty members as to policies, procedures, requirements, etc., that guide the operation of the institution.

Faculty-Institution Ethics

Behavior in the realm of faculty-institution ethics pertains to the individual faculty member's relationship to the institution whether the institution be defined as a

department, a department within a school, a school, a school within a college; a college within a university, the university as a whole, or a college or university within a system. Ethical behavior pertaining to this relationship includes the following:

1. evaluating and hiring the next generation of faculty to keep the institution going,
2. being committed to the institution,
3. conducting professional activities in accord with the purposes and objectives of the institution,
4. basing the quality of educational experiences one provides for students on the ultimate benefit to students and not on the amount of monetary reward one is receiving,
5. conducting professional business through proper channels,
6. refraining from discussing confidential and official information with unauthorized persons,
7. adhering to conditions of one's contract until service has been performed, the contract has been terminated by mutual consent or has been legally terminated,
8. giving due notice before a change of position is to be made,
9. reporting honestly to responsible persons matters involving the welfare of students and the institution,
10. conducting an educational program consistent with current guidelines.

Faculty Member-Profession Ethics

In addition to professional ethics related to a competencies germane to each level or role within a profession, and competencies germane to the faculty member's clients (i.e., students) and his or her institution, there is a realm of professional ethics pertaining to one's profession as a whole--in this case, the education profession--and to membership in associations which stem from that profession. Ethical behavior which characterizes a faculty member's relationship to a profession includes the following:

1. making continuous efforts to improve one's professional practices as they relate to teaching, the conduct of non-teaching responsibilities, the conduct of research, and rendering services to the community on behalf of the institution or the education profession,
2. maintaining high levels of professional conduct in all situations, but especially when one is "on the job."
3. identifying levels of competencies commensurate with relevant divisions, e.g., competencies

germane to the generalist and to the specialist, various educational degrees that characterize a field of study,

4. being aware of and assuming responsibilities inherent within the code of ethics prescribed by one's profession and professional associations,
5. having a high degree of self-awareness in relation to one's own value, knowledge, skills, limitations and needs and being able to focus on the issues involved rather than on the personalities of those presenting issues or generating problems,
6. refusing to accept a position when the vacancy has been created through unprofessional activity, through controversy or through unjust personnel practices and/or procedures,
7. reporting honestly to responsible persons, matters involving the integrity and welfare of the profession,
8. maintaining active membership in one's professional organizations and, through participation, assisting in the attainment of an organization's objectives.
9. professing and exhibiting respect for one's own professional field.

If educators adopt as their primary ethic, accepting the responsibility of producing the best possible product and if they behave ethically, then according to William Kenneth Cumming,¹ the end product of their efforts and ethical behavior will be a "person who:

- . interprets and evaluates,
- . distinguishes truths from partial truths or non-truths,
- . thinks innovatively,
- . cuts through the implications of complex data,
- . is committed to the informed decision-making process,
- . is prepared to accept and deal with change,
- . is aware of his/her own strengths, weaknesses, levels of knowledge and skills, and value system,
- . can set goals and formulate a plan for working toward them,
- . places equal value on others and on self,
- . asks:
 - a. what is the direct relationship between what one does and what one plans to do?
 - b. how processes or new devices one is proposing will affect other human beings.

- c. who will be helped and who will be hurt?
- d. who will make money and who will lose money?
- e. who will take control and who will lose control?
- f. who will be robotized and enslaved and suffer endlessly for years because there is no proof that anyone is being hurt?"

The realization of such an end product, however, is based on the assumption that one other set of professional ethics prevails. This other set is related to responsibilities the institution has toward the faculty and students. For lack of a better rubric, these responsibilities are categorized as "Institution-Faculty/Student Ethics."

Institution-Faculty/Student Ethics

Responsibilities an educational institution has toward its faculty and students are related to what an institution must provide its faculty and students in order for the faculty to conduct appropriate teaching-learning activities. They are also related to how much involvement in decision making the institution will accord faculty whose specific activities ultimately result in the end product described above. In this realm, the ethical behavior is in the hands of administrators at each institution. Such administrators might range from high school principal to college president to chancellor of a university system, and include all whose titles designate them as an "assistant" or "associate" administrator. Ethical behavior on the part of administrators includes:

1. involving faculty and students in all decision-making processes, the results of which will have some effect on individual faculty members, the faculty as a whole or the students,
2. providing the monetary support necessary for faculty members, individually or collectively, to fulfill their responsibilities to both their students and to the profession,
3. providing an emotional climate that is conducive to each faculty member functioning at an optimum level of intellectual endeavor,
4. providing the physical facilities requisite to the conduct of high quality educational experiences,
5. providing opportunity for and facilitating professional growth and development.

Conclusion

The fact that much has been and is being written about professional ethics suggests that a major problem exists within our society and within our professional fields, including education. It appears that as a society, we have been complacent about the matter of

¹Cumming, William Kenneth. "Educational Ethics for Survival: Mentor Systems for Future Learning." Vital Speeches. 52 (October 15, 1985, pp. 13-16.

ethics on the assumption that it is the jurisdiction of religious institutions and that the ethical code acquires as a consequence of one's religious upbringing is automatically transferred to a professional or occupational world. The evidence indicates, however, that this probably is not the case. Emerging as major points of debate, therefore, are such questions as:

- . Where should ethics be taught, i.e., in parochial schools only or in public schools also and, if in public school, at what level -- elementary, secondary, or higher education?
- . Should ethics be taught in special courses dealing with it as a subject matter, or should ethical concepts be integrated with other kinds of subject matter?
- . Who should teach professional ethics, a philosopher, a teacher of literature, or a member of a special profession?

These questions probably will not be resolved without difficulty. Answers must be sought, however, because our society has too much at stake, presently and in the future, for any professional group to shirk its responsibilities. Teachers, after all, share a part in the preparation of all professionals, be they doctors, dentists, lawyers, or engineers. On that premise alone, educators should lead society in reaching a common understanding of what ethical behavior entails for each member of a profession.

For Further Reading

- Bayles, Michael D. Professional Ethics. Belmont, CA: Wadsworth Publishing Co., 1981.
- "Code of Ethics of the National Education Association of the United States." Adopted by the Representative Assembly, Detroit, Michigan, 1952.
- Cogen, Morris L. "Toward A Definition of Profession," Harvard Educational Review. 23 (Winter, 1953), pp. 33-49.
- East, Marjorie. "Is Home Economics A Profession?" Home Economics: Past, Present and Future. Boston: Allyn and Bacon, 1980, pp. 195-200.
- "Ethical Standards." American Personnel and Guidance Association, January 17, 1981.
- Haddad, Jerrier A. "Technology and Human Values: Science and Engineering." Vital Speeches. 52 (February 1, 1986), pp. 239-41.
- Patterson, Arlene. "Professional Malpractice: Small Cloud, But Growing Bigger." Phi Delta Kappan. 62 (November, 1980), pp. 193-196.
- Rich, John Martin. Professional Ethics in Education. Springfield, Ill.: Charles C. Thomas, 1984.
- Sawhill, John C. "A Question of Ethics." Newsweek (October 29, 1979), p. 27.
- Shils, Edward. The Academic Ethic: The Report of a Study Group of the International Council on the Future of the University. Chicago: University of Chicago Press, 1984.
- Thomas, Donald and Richards, Margaret. "Ethics in Education is Possible." Phi Delta Kappan. 60 (April, 1979), pp. 579-582.

BOOK REVIEW

Los Angeles Unified School District.
(1986). Home economics basic skills guide, grades 7-12. Encino, CA: Glencoe Publishing, 234 pages.

This guide was developed and tested in the Los Angeles Unified School District, first published in 1979, and revised in 1985. The guide is divided into two main sections: (1) general information on home economics based reading, writing, and mathematics skills, and (2) specific teacher-related activities and student worksheets in reading, writing, mathematics, and science skills organized under major content areas of home economics.

The book is designed with tear out pages, three-hole punched, and ready-to-copy for student use. It will help teachers to identify skills they are already teaching for many activities represent long-standing practices in home economics. It has, however, identified particular objectives in terms of writing, reading, and mathematics which can be of assistance to teachers.

This guide is essential reading for anyone wishing to emphasize the development of reading, writing and mathematics skills through home economics. Its organization and content reflect the lengthy development process it has undergone. While a section on "student-managed activities in science" has been added, it remains a weakness. The activities offer little new for teachers wanting to develop skills related to science. Teachers will do well to consult other references related to science in home economics.

The guide is recommended with two cautions. Firstly, the emphasis is on developing skills in writing, reading, and mathematics through home economics. For example, in foods and nutrition, the activity sheets are directed toward cost comparisons of foods in different stores, different forms, meals in the home with restaurant meals. Here the comparisons stop. However, for home economics teachers, such comparisons are made as part of larger decision-making activities, in which case, teachers will need to recognize that price comparisons are only one factor with which home economics is concerned. The teacher's task will be to further such comparisons with considerations of environmental, sociological, health, psychological factors, family and global impacts, etc. Thus it is important for teachers not to adopt the objectives outlined in this guide as their total objectives but rather to incorporate them within the broader lesson objectives of home economics.

Secondly, while the guide also is directed to developing skills in grades 7-12, the activities included will be most useful to grades 7-10. Writing activities, for example, do not emphasize analytical or critical writing desirable for senior secondary students. The emphasis is primarily on reactionary and individually expressive writing. Similarly, activities for developing reading and mathematics skills will be primarily useful at lower skill levels.

Linda B. Peterat
Assistant Professor
Home Economics Education
University of Illinois at Urbana-Champaign



The Business Perspective on Ethics*



Mary Salazar-Nobles, President
Salazar-Nobles and Associates
Management Consultants and
the 1983-84 Chair for
AHEA Home Economists in Business

As I thought about this assignment, it became clear to me that I first needed to define for myself just what business ethics is, and how very important a role it plays in the success of business.

Etiquette and ethics overlap, but there is a clear distinction between the reasons for the behaviors which are involved in each. Etiquette does for business life what Emily Post and Miss Manners do for personal life. It sets the ground rules for polite, graceful interaction in the work place. Ethics, on the other hand, deals with values--with morals or the principles of morality pertaining to right and wrong conduct.

There is much, much more to business ethics than common courtesies. The world of business creates its own relationships. It requires its own rules of behavior suited to the unique situations that develop in the business environment. The organizations and the employees who want to function effectively must follow codes of conduct based on business values and attitudes which make it easier to do business because of the feeling of trust that results from those behaviors.

Business codes of ethics and business etiquette change with the times. The social upheavals of the 60's left their mark on the values and attitudes of business, just as they did on families. The influx of women in the business environment, the broadening of geographical and emotional boundaries which exist in business today, the new informality in business environments, and the decline of authoritarianism are all factors which have brought about changes in both etiquette and ethics in business.

Interestingly enough, the rules which govern acceptable business behaviors are as important as ever. Additionally, business is once again acknowledging the fact that it cannot operate smoothly without sensitivity to people. In addition to considerations of efficiency,

productivity and profitability, there is now an increasing importance being given to the human element of business. There is a greater awareness of the role of human inter-relationships in motivation and of job satisfaction and individual productivity--along with the awareness that there are more "bottom lines" than just profit.

This concept is not new to home economics professionals, and I feel that we have come full circle in its realization by business. The profit motive does not stand alone. There are those other bottom lines which can carry business far beyond survival and into the arena of trust upon which our free American socio-economic system is built. Customer confidence, customer satisfaction and customers who return are examples. Customer confidence means trust, mutual trust. Whose job is it to develop that trust? It is the responsibility of the Chief Executive Officer, of Senior Executives, of Middle Managers, and of all other employees.

Another bottom line is shareholder trust. If shareholders do not trust a business to act in their best interest, they will not remain shareholders of that business long. People do not invest in businesses which are not trustworthy.

Another bottom line is employee morale and self-esteem. That is a big one! A company cannot do well without high morale among employees who have a high level of self-esteem and are proud to work for their employer. When employees see that fellow employees are being treated unfairly, they begin to wonder if they will be next. An incidence of dishonesty by a company executive can affect employee morale faster than almost any other action. Practically every business decision and action has an ethical dimension, as they all depend on trust.

A benefit of ethical business conduct is very obvious when a company survives a major trauma as was evidenced by Johnson and Johnson and the Tylenol tragedy. They acted quickly and correctly with a great deal of sensitivity to their ethical obligations to their customers. They backed that action up with a willingness to expend a great deal of money to solve the problem. Their concern for the public was integrated with their business considerations.

Whether or not we place great stock in public opinion polls, those who look into such things as public confidence in business agree on two things:

* Presented on June 23, 1986, as part of a symposium on "Professional Ethics in Practice," at the American Home Economics Association Annual Meeting and Exposition held in Kansas City, Missouri, June 23-26.

- 1) The public has high regard for business as an economic institution, as the generator of jobs, of goods and services and as creator of wealth, and
- 2) the public has low regard for American business as a positive ethical force in society because of the behavior of some.

If you have been keeping abreast of American business trends and concerns, you already know that eroding public trust in business is the most serious external problem facing business today. What, then, are the responsibilities of home economists in business ethics? We must encourage our companies to compete in the arena of values--not just in the areas of efficiency, productivity and performance. It is imperative that our companies show themselves as a group of decent human beings instead of as anonymous or faceless firms. They must be seen as people who are honest, ethical and concerned with the public good. We want to be honest and ethical, and we need to be recognized for being that way.

As business home economists we must use our influence to integrate ethical conduct into the decision making and policy setting processes of companies if that dimension is found to be lacking. Or, at the very least, we must integrate ethical behaviors into our own departments or organizations. We are, after all, the link between our companies and their publics. It is our responsibility to interpret the needs of our customers to our business, and to help shape the responses from our companies to those publics.

There are a multitude of ways we can do that. I shall share a few of them based on my 25 years of corporate experience in the utility industry. When messages to customers are designed, we should be available to review them in order that they reflect factual information which is not misleading. This is necessary in advertising copy, in press releases, or in other information which speaks to either the use or the care of products or services.

Public messages should be communicated to employees at the same time or prior to their release to the press. This action can do more for self-worth and for a feeling of importance to the company among employees than most of us recognize.

Community relations work conducted by our companies should reflect awareness of and responsiveness to the needs and concerns identified by the communities rather than concerns most relevant only to business.

There are many other examples which can be cited as opportunities for choosing between ethical and unethical behaviors in business. Some others are quality, design and pricing of goods and services; information in use and care manuals; marketing strategies and promotion.

Codes of ethics in business will be much improved as we learn to listen to our customers' and employees' needs and concerns, as we begin to respond to those needs with reliable services, products and information, and as our efforts begin to be more cooperative with employees, with each other, with other businesses and with our communities. All of this should reflect a real concern for maintaining the lowest possible operating costs and should directly benefit both our customers and our shareholders.

In conclusion, I'll refer to two sources which you may want to explore on the subject of business ethics. One is IN SEARCH OF EXCELLENCE, by Peters and Waterman¹ who observed that every excellent company is clear on what it stands for and takes the process of value shaping very seriously. The other is CORPORATE CULTURE, by Deal and Kennedy² who point out that employees who understand what their companies stand for know what standards to uphold and make decisions based on those standards. A third reference that came to my mind as I prepared these remarks was Psalm 15 in the Old Testament.

The Principles of Ethics for the American Home Economics Association are guidelines for our professional conduct with clients, colleagues, allies and publics. Home Economists in Business share a system of ethical values and common hope and we can influence and institutionalize trust in business. Trust, after all, is the key, the basis of successful business, the basis of our free society. By expecting ethical conduct and following a system of shared values, we can help achieve the superior results which will be required of American business in the rest of this century. And, we can continue to maintain professional standards which reflect vision, commitment and integrity, making us deserving of the professional status of HEIBs.

¹Peters, T. J. and Waterman, Robert H., Jr. "In Search of Excellence. Lessons from America's Best Run Companies." New York: Harper and Row Publishers, 1982.

²Deal, Terrence E. and Kennedy, Allan A. "Corporate Cultures. The Rights and Rituals of Corporate Life." Reading, MA: Addison-Wesley Publishing Company, 1982.



"If someone tells me I have a smudge on my face,
I don't clean the mirror."

Marjorie M. Brown

(supplied by Alberta Dobry)

Professional Ethics in Public Policy*

Dorothy S. Teater
Franklin County Commissioner
Columbus, Ohio

It was interesting to me that we as home economists were discussing and were concerned about ethics in our profession. I have assumed that every Home Economist is very ethical. Now you have to realize that I now consider my first occupation a professional politician, but I did not begin this role until I was 48 years old. I have always campaigned on being a professional home economist and I believe that as an elected office holder in Columbus, Ohio, for six years I have made home economics decisions daily. One of the reasons that I have sought public office is to influence public policy.

But elected office holders, no matter at what level --City Council, State Legislature, Mayor's Office, County Commissioners, Judges, Prosecuting Attorneys, etc.--all greatly affect the quality of life of citizens. It is very obvious that we receive a report card every two or four years, whenever our terms are up and we seek re-election or election to another office. The public judges us in terms of our performance in office and whether, according to their standards, we are deemed worthy of another term. In other words, have we behaved ethically?

As I approached this subject of ethics in practice and public policy, a lot of things came to mind. Is it easier or is it harder to be ethical as I form public policy? I first came into the public sector, when I asked for and received a term of service on the Columbus Consumer Protection Commission. This was while I was an Extension Specialist at The Ohio State University. Home Economists were not being included as consumer advocates. The biggest difference to me at that time was that the decisions of the Commissioner were made with reporters present. A lot of the policy decisions in educational systems are made without the knowledge and the scrutiny of the public. Comments and opinions can be made privately. The elected official is not in that kind of a world in the formation of public policy. The Consumer Protection Commission was my first experience at having the possibility

of my words being read by a vast majority of Columbus citizens the next day in the newspaper. Also, when I became administrator of the Consumer Affairs Department, City of Columbus, I realized that because it is the public sector, because I was paid by the public taxpayer, the working press, both TV and the written press, are free to roam in and out of offices, to look at memos or letters or whatever might be sitting on somebody's desk. I became very, very careful about what I was saying.

Professionalism, honesty, integrity and morality are all part of what makes up an ethical profession or an ethical person in the profession. It is the individual and what her/his personal characteristics are. Because so much of my recent experience is in the public sector I might cite an example. Columbus City Council is a race where the top four vote-getters win so you don't have a direct opponent. One of my opponents was an incumbent on Council who had been appointed rather than elected. It came out during the campaign that she was having an affair with a married man who was also a candidate. He removed himself from the ballot after the primary and she came in last of seven candidates in the general election. Because of her public office, we all knew about it. Normally it was something that could have been kept quiet as just a happenstance between private individuals. But because she was in the public sector and he was also as a candidate, it was public and consequently their behavior was not accepted by the public and they were defeated. What is more, their careers in the public sector have ended, and they are both young people.

The policy makers, whether cabinet level in administration or in the service delivery part of government or in actually making the laws, have very individual reputations. For a public policy maker, the public is the judge of her/his ethics. It's his/her individual reputation in terms of professionalism, honesty, integrity, and morality that is the most important, and the public determines whether s/he is perceived as ethical. Home Economists usually work in a more private environment and do not have the continual public scrutiny.

The other issue in developing public policy is that one has to be continually concerned about the effect of this policy on others. I call this a part of my fairness doctrine. I am very understanding. There are some

*Presented on June 23, 1986, as part of a symposium on "Professional Ethics in Practice," at the American Home Economics Association Annual Meeting and Exposition held in Kansas City, Missouri, June 23-26.

people who particularly like to play golf; I do not. As a City Council member, I was called upon many times to vote funds for public golf courses. I submerged my own personal concern as to the prioritizing of funds in this particular instance, to understand that other people have needs, desires, abilities, and wants that I don't have. As a policy maker in the public sector I should provide such services, even though I don't use them. I also like to think in terms of fairness as trying to keep policy fairly consistent and this is probably the most difficult thing that I try particularly to do. We Commissioners are in disagreement over the use of interest monies with the County Engineer. The concern is that if we give him money earned on his deposits in our Treasury, then the County Treasurer will want hers or the Clerk of Courts will want his, and there will be a lesser amount of money with which to operate County government. But it is very, very important that as a professional and an ethical person we try to stay consistent with decisions and to be careful that a policy being made does not violate another policy that has already been made. One of the hardest votes to cast is on the zoning decisions that we make. Zonings take me back to my home economics training in housing. Good land use according to some, suggests rental and commercial units next to busy highways and single family residences farthest away. Yet, I would see my fellow members of City Council grant a variance for a business in a residential location, knowing that it will be the beginning of more commercial in that same area which at this time is totally residential. A person should try, to the very best of his/her ability, to be fair.

One of the things that I really like about the public arena is that it's my integrity, my morality, my professionalism, my honesty, my ethics that keeps me there. I am continually reminded when I make policy, that if it does not have these characteristics, I will not be successful the next time I run for public office.

I also have requirements for various kinds of reporting of whatever campaign expenditures that I receive. This is part of the integrity, honesty, morality that is required in my profession because some politicians have not always been ethical. The laws and rules are made because of need based on an unethical situation.

Each individual must have high standards for her/his own personal honesty, integrity and professionalism. We must all set high standards for ourselves and continually strive to practice them. My home economics training gave me the ability and confidence in myself to be able to say "I don't know." It is important for ethical behavior. I believe that ethical public policy will be well received in the public arena, and we will have the impact on public policy that we desire.

Home economics has an outstanding reputation in terms of honesty, integrity, morality, and professionalism. As we grow and go on into the 21st Century, it is imperative that we continue monitoring and give continual encouragement to the individual personal attributes that are so necessary for the ethics of our profession.



Now available
from the National Center for Research in
Vocational Education
The Ohio State University
Publications Office, Box N
1960 Kenny Road
Columbus, Ohio 43210-1090
Ph. 800/848-4815

- (1) Peer Tutoring: A Guide for Program Design. 124 pp., 1986 (RD 260 - \$10.50).
- (2) Critical Issues in Vocational Education, a video-cassette by Martin Feldman, President of the Fashion Institute of Technology in New York City, 1986. 60 minutes (VS 113 VHS or VS 113UM). \$125.



It is much easier and quicker to provide information to potential learners than to take time and effort to see that they learn it and that they know how to continue learning, but...



Leaping into the Neighborhood Where Thinking Resides

Francine Hultgren
Assistant Professor
Home Economics Education
University of Maryland

Thinking is thinking when it answers to what is most thought-provoking. In our thought provoking time, what is most thought provoking shows itself in the fact that we are still not thinking.

--Heidegger¹

Although this bold claim was made over thirty years ago by a German philosopher, it remains as viable a departure point today as it was then, for a critical look at our national interest in "teaching for thinking." Despite what at first glance might seem to be negative and disparaging, Heidegger's quote was intended to be a signpost of where we are on the road to thinking. His assertion does not say we are no longer thinking, nor that we are not thinking at all. The words "still not" rather suggest that we are already on our way to thinking, but that probably we have a long way to go! What is compelling to me about how he anticipates the journey, is his reference to how we take our first steps along the way: They only take us to the "foothills of thought," at which point only a "leap" will bring us further. The leap takes us abruptly to a point where everything is different--so much so that it may strike us as strange. The "leap" is in stark contrast to a notion of steady progress, where everything seems to remain the same, as movement occurs without real awareness of difference.

Steady Progress--But Still Not Thinking

As I view the critical thinking movement today and its prior history of development in relation to its long standing aim in education, I see the "steady progress" notion as standing in the way of our "still not thinking." The steady progress notion can be seen in the models we have traditionally used and continue to use to define thinking--those growing out of cognitive psychology. From this psychological orientation, thinking is seen to be composed of discrete skills that can be neatly

broken down into hierarchies of concrete (subordinate) to more complex (supraordinate) tasks. In this view, thinking seems to be guided by procedures rather than principles. As critical thinking is taught from this psychological orientation, it is reduced to a pre-specifiable set of skills to be learned in a linear fashion. We see only too often the models that list "Five Steps in Problem Solving," "Five Skills of Critical Thinking," "Twelve Aspects of Critical Thinking," or "The Six Thinking Skills" to name just a few. Even the recent comprehensive resource on thinking by the Association of Supervision and Curriculum Development² displays a taxonomy focus, wherein Costa³ suggests that although there exist many models of intellectual functioning, it is best to adopt a familiar one as a guide-- and the familiar ones suggested are Bloom's Taxonomy or Guilford's Structure of the Intellect. To put the discussion of critical thinking in even more linear terms, various models are compared to one another along the dimensions of Data Input Phase, Processing Phase, and Output Phase. Turning to such models is a temptation because they seem to offer "quick-fix" solutions to teaching for thinking. Paul refers to such a conception of thinking as that of a Weak Sense, wherein "critical thinking skills are understood as a set of micro-logical skills ultimately extrinsic to the character of the person; skills that can be tacked onto other learning."⁴ The emphasis here is technical reason--skills that do not transform one's basic cognitive and affective processes. The skills are learned for the sake of the skill with little influence on one's intellectual or ethical action. I am not suggesting that we eliminate psychological conceptions of thinking, but rather that they do not become our only focus for the teaching of thinking, and that other sources be considered.

Leaping to "Unlearn" and Transform

If we would approach the consideration of alternatives in the spirit of Heidegger's "leap," we might

¹Heidegger, Martin. What is Called Thinking? (New York: Harper & Row, 1968), p. 28.

²Costa, Arthur L. Developing Minds (Alexandria, VA: Association for Supervision and Curriculum Development, 1985).

³Costa, Arthur L. "Toward a Model of Human Intellectual Functioning." In A. Costa (Ed.) Developing Minds (Alexandria, VA: Association for Supervision and Development, 1985).

⁴Paul, Richard. "Critical Thinking: Fundamental to Education for a Free Society." Educational Leadership, 42, No. 1 (1984): p. 5.

pause to reflect on the meaning of this statement: "We can learn thinking only if we radically unlearn what thinking has been traditionally."⁵ How, then, do we make the familiar strange? How do we free ourselves for the leap? To what models do we turn? What would be our vision of alternatives? We might do well to consider that conceptions of critical thinking are not merely psychological formulations but are drawn from the social sciences and philosophy as well. Critical thinking, then, can be conceived as a social activity as well as a cognitive one. Knowledge in this view is socially constructed, as we live out our daily lives in interaction with one another. The themes from daily life, then, become a focus for critical examination, and we are transformed in the process. Paul would describe this conception of thinking as a Strong Sense, wherein "critical thinking skills are understood as a set of integrated macrological skills ultimately intrinsic to the character of the person and to insight into one's own cognitive and affective processes."⁶ This kind of thinking would be concerned with the development of emancipatory reason-- skills that would allow persons to be in command of their cognitive and affective processes and to be concerned with the development of a free, rational and autonomous mind.

Let's come back to Heidegger's notion of "leaping" again--the abruptness of the strange or unfamiliar brought into clear relief. It would be a mistake to think that our task is simply to leap out of our present language system and hold in check our prior understandings from that language system as we seek to enter into a somewhat different world of language. We need only to reflect on the language from the previous paragraph (emancipatory reason, rational, autonomous) and how it may have been encountered for the first time in relation to home economics, upon reading Home Economics: A Definition.⁷ The language from philosophy bumped up against our more familiar scientific and technical language. It created some dissonance, frustration, and possibly resistance. But--it did indeed create dialogue! It might be as Taylor⁸ has said: "To understand a certain explanation one needs not just to sharpen one's intuitions, but it may be that one has to change one's orientation." Can we really hear a voice different from ours as it comes to us in strange and unfamiliar language? What is required after the leap takes place? We must find the resources within our practices and experiences that enable us to understand what is different.

⁵Heidegger, Martin, *op. cit.*, p. 8.

⁶Paul, Richard, *op. cit.*, p. 5.

⁷Brown, Marjorie and Paolucci, Beatrice. Home Economics: A Definition (Washington, D.C: American Home Economics Association, 1979).

⁸Taylor, Charles, cited in R. J. Bernstein (Ed.) Beyond Objectivism and Relativism: Science, Hermeneutics, and Praxis. (Philadelphia: University of Pennsylvania Press, 1983), p. 134.

Extra-Ordinarily Re-Experiencing the Ordinary

Shor would suggest that we problematize daily life through re-perceiving reality, an exercise he calls "extra-ordinarily re-experiencing the ordinary."⁹ In this process, social practice is what is studied and dialogue is the form of study. Dialogue becomes a democratic model in which we problematize (examine the taken-for-granted assumptions) of the undemocratic (oppressive) quality of daily life. Shor illustrates this problematization of daily themes and extra-ordinarily re-experiencing the ordinary with an example of bringing a hamburger to class. As students examine a burger being passed around to them, and then are asked to describe what they see, many of them find it repulsive. The questions that Shor poses in this problematization of the hamburger are the following:¹⁰

--If the burger is unattractive, why do we eat so many of them?

--Why are there so many fast food restaurants?

--What did we do for restaurants before the fast food empires began pushing the burger?

In this re-perceiving of reality, consciousness is raised about the way in which persons become objects of manipulation by social and political forces within the larger society. The power of such consciousness-raising lies in the awareness it brings of ethical and political values which are incompatible with social oppression. Underlying our notion of emancipation, then, is the empowerment of persons to make change, with the kind of freedom that results from knowing who we are and how we have been shaped by our surrounding social world.

The Leap to an Emancipatory Framework

Deciding what to do, then, in real life situations involves the application of some criteria of fairness and justice to our actions--a consideration of how our action contributes to the well being of those affected by the action. If we view daily life through these lenses, we can see that there is a different light cast on critical thinking. The point to be made here is that there are different frameworks of knowledge (paradigms) by which we "see" and investigate the world. Different frameworks of knowledge have different kinds of reasons, evidence, and modes of justification used for inquiry and how the world is to be studied. If we view critical thinking from a psychological framework only, we tend to foster technical reason in the learning of isolated skills (mental operations) to improve thinking ability, but generally the value or ethical dimension is neglected. We must ask the

⁹Shor, Ira. Critical Teaching and Everyday Life (Boston: South End Press, 1980).

¹⁰Ibid., p. 163.

question: Critical thinking for what purpose? If we seek to foster emancipatory reason and the "strong sense" thinking previously mentioned, we must turn to a philosophical framework which seeks to address questions of goodness, rightness, truthfulness and fairmindedness. This calls for dialogical reasoning,¹¹ a moving back and forth between contradictory lines of thought, as choices are made based on principles rather than procedures. Procedures may be helpful, but we must not mistake them for the ends--nor should we get caught up only in the means. Our "leap" into an emancipatory framework, then, causes us to look at the familiar in different ways. We begin to raise questions about taken-for-granted practices that on the surface appear to be in our best interests, but as we uncover them further, we may find them to be controlling in a deceptive way. Consider Jane Roland Martin's¹² problematizing of the ideal of the educated woman. While it may seem in women's best interest to cultivate those traits that have been culturally stereotyped as male (analytical, objective, rational) and associated with the productive processes of society, it should not be done at the expense of losing sight of the traits culturally assigned to females (caring, nurturant, sensitive), the reproductive aspects of society. If the ideal of excellence is such that reason is divorced from feeling, and our ideal of the educated person coincides with the masculine traits, then, Martin says, we shall "have a world filled with unconnected, uncaring, emotionally impoverished people."¹³ As we talk about using rational thought processes to arrive at decisions to act, we would do well to consider the meaning of intelligent and rational action to be inclusive of feelings, attitudes, and values: "It does not imply 'unfeeling,' or 'uncreative,' nor does it exclude the use of intuition."¹⁴ We have tended to neglect the intuitive aspect of thinking in favor of the analytical because of its greater valuation in society. This may be part of the problem in the way in which we have approached the "teaching of thinking." When we approach thinking from an analytic approach, we tend to impose structure on thought in order to attend to pre-specified processes. If we were to turn to more intuitive modes¹⁵ we would look directly to the experience of thinking--we would continually return to the objects of thought themselves. I hear Heidegger's voice again as he suggests that what must be thought about turns away from us; it withdraws and

refuses arrival. But, he also says, what withdraws from us, also draws us along by its very withdrawal. As we are drawn into what would withdraw, we become pointers; we point the way toward that which withdraws. As we are drawn into thinking, then, we point the way to thinking in all its dimensions.

Pointing the Way and Experiencing the Neighborhood

We come to know what it means to think when we ourselves try to think, and we come to know what it means to teach for thinking when we ourselves teach in such a way. This was the goal for a course I taught on critical thinking: to engage us as a class both in thinking about the concept of thinking and practicing what we learned together about thinking through the doing of it. The framework for the course was to examine the nature of critical thinking as it relates to a critical perspective in general and home economics in particular, where the intent is to expose oppressive conditions in society and family in the interest of emancipatory goals. Essential to this way of knowing is the practice of critique, a form of critical self reflection that seeks to correct distorted meanings, informed through an interpretive process of dialogue and reflection. Understanding is made possible through shared meanings as we examine how we have come to hold the meanings that we have. Shor's Critical Teaching and Everyday Life¹⁶ helped develop this framework. As the nature of critical thinking came to be understood, Joyce and Weil's Models of Teaching¹⁷ helped to provide a framework in the way of illustrating theoretical positions about learning and teaching in the form of creating alternative environments for learning. In that attempt, the focus was not on learning "how to do" approaches in the sense of techniques, but rather to understand teaching and learning by looking through different philosophical lenses that have different ends in view, and to provide a guide for developing those different end views.

As Heidegger says, "Teaching is more difficult than learning because what teaching calls for is this: to let learn."¹⁸ The following articles are accounts of persons in the class engaged in the process of being given room to let learn. My major goal for the class was for persons to "know the neighborhood where thinking resides" so they could introduce it to others. The following articles are such introductions as they pursued the journey into the neighborhood where thought resides, in the turning to that which is more thought provoking--that to which they were drawn through their own experience.

¹¹Paul, Richard, *op. cit.*

¹²Martin, Jane Roland. Reclaiming a Conversation: The Ideal of the Educated Woman (New Haven: Yale University Press, 1985).

¹³*Ibid.*, p. 191.

¹⁴Seiger-Ehrenberg, Sydelle. "Educational Outcomes for a K-12 Curriculum." In A. Costa (Ed.), Developing Minds, *op. cit.*, p. 8.

¹⁵Noddings, Nel and Shore, Paul J. Awakening the Inner Eye: Intuition in Education (New York: Teachers College Press, 1984).

¹⁶Shor, Ira, *op. cit.*

¹⁷Joyce, Bruce and Weil, Marsha. Models of Teaching (Englewood Cliffs, NJ: Prentice-Hall, 1980).

¹⁸Heidegger, Martin, *op. cit.*, p. 15.

Critical and Creative Thinking: The Classroom Challenge

Donna Kowalczyk
Home Economics Teacher
Dundalk Middle School
Baltimore, MD

Teaching students to think critically and creatively requires the teacher to be adventurous, and to take risks. If you see teaching as an adventure, then this challenge is for you.

When I enrolled in the course, *Strategies for Teaching Critical and Creative Thinking* at the University of Maryland, I was seeking specific techniques that would improve my lessons. Little did I realize the impact that this course would have on my pedagogical style. In examining the effect of this course on my teaching style, barriers I encountered, and suggestions for implementation, I hope that you as a home economics teacher will be persuaded to accept the challenge to teach from a critical perspective.

Alternative Models: Creating Environments for Thinking

In accepting the challenge to create an environment for thinking, it is important to recognize that learning can be made exciting by using a variety of strategies or teaching models. *Models of Teaching* by Joyce and Weil¹ provides a variety of strategies which can aid in creating this environment. The book provides alternative approaches to learning which teachers can adapt to their particular situation. The authors divide the models into four different families or approaches to learning, and provide a syntax for development of each model. As a requirement for the course, we developed lessons based on some of these models. Although I found the development of the models exciting, I found implementation adventurous and challenging since the strategies used were new to me as well as my students.

As I begin to use the models more and more, I realized that other changes were occurring in my teaching style. I became more flexible in my approach to the amount of content "covered" in a particular unit. My focus has changed from completing the content outline of

the curriculum guide to increasing the level of concept attainment. In addition, I found when using the various models that the amount of time needed to develop a concept increased along with the level of understanding.

When developing these models, the questioning techniques used become an important aspect of improving critical thinking skills. A nurturant effect of developing the models was for me an increased skill in questioning in all aspects of my teaching. My questions now require students to use higher levels of thinking skills.

A Liberatory Environment: Dialogue That Extends Beyond Models

Up to this point I have identified teaching techniques that are prescriptive in nature, but I would not want to mislead. The most important aspect of this challenge is to create an environment which permits students to express themselves freely. Shor² in *Critical Teaching and Everyday Life* contends that dialogue is the foundation of this environment which he describes as liberatory. To create an atmosphere which is liberatory, the teacher, having presented students with a problem, must be willing to let students set the direction of the dialogue and then fade into the sidelines to become an attentive listener. Teachers do not routinely lecture in a liberatory classroom, but, rather, they act as facilitators to redirect students, to summarize pertinent dialogue, to act as mediator if necessary, and to bring the class to a close.

I have found that creating this environment is the most difficult aspect of this challenge. Freire³ contends that teachers must assume a new attitude that is adventurous and flexible. To assume this new attitude is a difficult goal, one that I am still striving to achieve. Since I am by nature a person who likes structure, my lesson plans reflected well-organized objectives, activities, and accurate timing. In the liberatory classroom, the teacher still needs objectives and activities, but the flow of the class is largely dependent on the students and the direction they take. Consequently, this demands a great deal of flexibility on the

¹Joyce, Bruce and Weil, Marsha. *Models of Teaching*. Englewood Cliffs: New Jersey: Prentice-Hall, Inc. 1980.

²Shor, Ira. *Critical Teaching and Everyday Life*. Boston: South End Press. 1980. p. XXV.

³Cited in *Ibid.*, p. 97.

part of the teacher. This tends to be very risky at times, but also very exciting.

In addition to being adventurous and willing to take risks, you must be willing to give of yourself. Shor stated, "A liberatory learning process is very depending on the teacher."⁴ This approach is more demanding because you must be very attentive to the dialogue in order to facilitate the discussion. It also requires you to be creative in developing problems or activities which will stimulate dialogue. One result may well be that if you are teaching three sections of an eighth grade level, you may have to develop three totally different plans since each section may be approaching a concept differently. The resulting preparation can be very demanding of the teacher's time. By elaborating on the inherent difficulties of this process, I do not mean to negate it in any way. It is important to see the problems one might incur.

Barrier to a Liberatory Environment

The school, just by its nature, can pose barriers to the liberation process. The regularity with which your classes meet can hamper continuity and dialogue. The time frame of the class is another obstacle; students may be involved in a dialogue or activity when the bell rings which is difficult to recreate the next time they meet.

Facilities may hinder the dialogic process, too. Students need to be able to see one another in order to become involved in a discussion. When I am teaching in the foods lab, students sit at round tables which are good for dining but impractical for class dialogue. A situation like this requires creativity and flexibility such as rearranging chairs, letting students sit on the floor, or moving to another classroom.

Shor's description of a critical classroom is that it "pushes against the conditioned boundaries of consciousness."⁵ Since many students have not been required to think critically or creatively, tradition is another barrier. I have had students say, "It would be easier to copy this information off the board," or "Can't we just complete a worksheet?" It is important not to give in, but to find activities and problems that will stimulate, as well as challenge them.

Evaluation tends to be more difficult when teaching from a critical perspective. Writing and grading of tests becomes more time consuming. Questions which require students to use higher level thinking skills tend to take more time to grade. Teachers may be required to develop a different test for each section since classes

may have taken different directions in their concept development.

Countering the Barriers: Some Recommendations

As I stated in the beginning, in order to accept this challenge one needs to be adventurous and willing to take risks. I have identified obstacles that may be encountered to help teachers reduce some of those risks, not to discourage them from accepting this challenge.

For home economics teachers who are ready, as Shor puts it, "to convert students from manipulated objects to active critical subjects,"⁶ I have included some recommendations. We need to be willing to assume an adventurous and flexible attitude and to create an environment within our classroom that stimulates students to express themselves. This is a growth process which may be nurtured in a variety of ways. Enrolling in courses or seminars, or attending conferences on critical thinking may help initiate the growth process. Books and articles from professional journals may provide additional nurturing. It is very beneficial to have another teacher or teachers to whom we may turn for support in our new adventure.

In reflecting back on my secondary education, I realize that I was challenged to think primarily in classes wherein problems were presented: algebraic equations, formulas in science, or translations in a foreign language. In many instances, challenging students to think has been left to subject areas of math or science; however, teachers may use only one approach to thinking, based on the mode of inquiry of their discipline. It is the responsibility of all teachers to help students to think critically and creatively. As home economics teachers, we must accept the challenge to teach for critical and creative thinking in ways that reflect the thought processes necessary as we consider the perennial problems of families.

⁶Ibid., p. 97.

Isabel Bevier to Ellen H. Richards:

"I once said to Mrs. Richards that if only we could get a few things fixed and have them stay fixed...and she replied, 'my child, the things that are fixed are dead.'"

⁴Ibid., p. 101
⁵Ibid., p. 93.

An Exercise in Extra-Ordinarily Re-Experiencing the Ordinary: A Critical Look at the Cabbage Patch Doll Phenomenon

Donna C. Boettner
Graduate Student
University of Maryland

The challenge to teach for critical thinking demands that we use teaching strategies that are rewarding and meaningful for teachers as well as students. One such strategy, that I feel illustrates a high level of critical inquiry, is designed around common everyday social practice. It is called "Extra-Ordinarily Re-Experiencing the Ordinary."¹ This is an exercise designed for self and social inquiry that develops one's consciousness-raising abilities. As described by Shor² in Critical Teaching and Everyday Life, this exercise develops an active consciousness of the everyday things and events around us through a re-perception of reality. It uses dialogue to "problematize the undemocratic quality of social life." This dialogue can reveal the assumptions, the "false consciousness,"³ that can hold power and manipulate lives. By re-experiencing the ordinary, consciousness is raised, and the student is relieved from manipulation by a new-found power of awareness. Ideally, this exercise is a process of critical inquiry that empowers the student to seek freedom for self and society. The dialogue created allows the student to practice the thinking and reasoning process of critical inquiry to enable him/her to make reasoned judgments with regard to social problems. The consciousness-raising abilities developed through the exercise of "extra-ordinarily re-experiencing the ordinary," are fundamental to critical thinking in order to create autonomous self-motivated individuals.

Creating the Context

Extra-ordinarily re-experiencing the ordinary is best facilitated by selecting a subject critical to everyday life and relevant to the class. It is necessary for the teacher to understand the students' level of literacy and social awareness prior to the selection of each subject area used for dialogue and thus to attain high level of interest. Once the subject has been introduced, and a

socio-historical background of the subject provided, it is the role of the teacher to gradually give way to the students and release authority as the process of inquiry proceeds. The teacher does not issue commands. There are no rote lessons. The students must learn to be responsible for the direction of the class. They can no longer fall back on the teacher's authority and be dependent. To facilitate this change, the teacher must have good communication skills, including listening skills, to know just when the students are ready to assume responsibility for their own learning. Gradually, the students learn to become active critical members of the class, eager to provide the direction for the learning. The teacher then becomes a part of the class, seeking to learn from the students. S/he sometimes takes on the role of an advocate or an adversary, mediator or lecturer, recorder or librarian, whatever may be the need in the dialogue created. At this stage of critical inquiry, the students and the teacher are exploring mutually a common social problem.

The Re-Experiencing Process

As an illustration of the exercise of extra-ordinarily re-experiencing the ordinary, I have chosen to explore the "ordinary" adoption papers of a Cabbage Patch Doll, for use in a child-development/parenting class. The students would no doubt know of the popularity of the dolls and would have experienced indirectly or first hand the problem of their availability. The dialogue could lead students to explore the public reaction to the dolls and the emotional feelings created in children as well as in adults. The social acceptance of adoption and the effect of the Cabbage Patch dolls on adopted children and their parents could also become a part of the dialogue. Further dialogue could explore the development of cottage industries in the United States and their effect on the economy. Below are a list of questions a teacher might use to stimulate an active consciousness of the Cabbage Patch doll. The first few questions would explore the socio-historical background of dolls and serve to develop the interest in the subject area. The direction of the class (whether to look critically at advertising, the process of adoption, or cottage industries versus big business in the United States) would open the minds of students to the social influence of a simple toy, and prove to be an exciting adventure in critical inquiry.

¹Shor, Ira. Critical Teaching and Everyday Life. Boston:

South End Press, 1980. pg. 93.

²Shor, Ibid., pg. 95.

³Shor, Ibid., pg. 94.

1. Who created the phenomenon of the Cabbage Patch doll?
2. What social implications are created when a parent purchases a doll? How do these affect child development?
3. What basic needs are met by dolls?
4. How do advertising and media create wants and desires for people?
5. How do the principles of supply and demand affect a consumer's purchasing power?
6. Who benefits from supply and demand economics?
7. What is meant by adoption? Why do people adopt? Who can adopt? What are the responsibilities of adoption?
8. What effect did the phenomenon of the Cabbage Patch doll have on adoptive parents and adopted children?
9. What psychological and emotional effect does the presentation of Cabbage Patch dolls as humans have on the people who "adopt" them?
10. Is this an ethical marketing technique?
11. How has the Cabbage Patch doll phenomenon changed your life or the life of someone you know? Relate your personal experiences to the class.
12. Would you, as a parent, purchase a Cabbage Patch doll for your child? What are you consciously or unconsciously accepting in your purchase?
13. Trace the development of a cottage industry in the United States and relate it to the phenomenon of the Cabbage Patch doll. How might this hide the real effects of the Cabbage Patch doll phenomenon?

These are just some of the critical questions that could be used to create dialogue and develop consciousness-raising abilities as students and teachers "extraordinarily re-experience" the phenomena of the ordinary. Exploring the phenomenon of the Cabbage Patch doll synthesizes the learnings of social studies, economics, child-development, psychology, history, parenting and values in an inter-disciplinary approach. The serious repercussions of the Cabbage Patch doll phenomenon can easily be seen while relating to childhood experiences familiar to us all. These are experiences students can relate to with fond memories and good humor that will bring together their intellectual and emotional feelings for critical learning.

Students appreciate the freedom to think critically and share dialogue about social phenomena in a classroom setting, an experience they have all too seldom. The challenge and rewards found in participating in an exercise such as this is compelling for students and exciting for me as a teacher.

Last summer I read all of the big fat volume containing the Proceedings of the Lake Placid Conferences I to X. As I read and was inspired by these great chapters in our history, I made note of passages I wanted to copy to read over and over to keep me reminded of what our foremothers and a few forefathers said and did at those early gatherings. Because I was already thinking about our XXXth anniversary conference and the theme for this volume of Illinois Teacher, I marked those quotations that made mention of ethics or variants of that concept.

I am including some of them below for your enrichment and in case you want to look them up and see what preceded and followed that quote, I am adding the number of the conference and the page on which I found it.

The Editor

Aside from the ethical phase of the scheme of right living, we can reduce the practical side of the question to two general requirements: a) to keep well; b) to learn the proper and judicious expenditure of money. II, 53

Shopping ethics. (Part of a syllabus suggested for a high school course.) III, 17

This scheme of salvation will not neglect the spiritual if the temporal and moral are given their proper place in relation to the permanent and infinite. IV, 31

Two ways to accomplish the end of social obligation...One is to create a home which shall be an organic and logical outgrowth of present industrial conditions and ethical standards, in other words, to realize a home that shall be in harmony with its twentieth century environment--to "show that it can be done" and yet be eminently successful as a "home"! IV, 36

But "obstacles are merely things to be overcome", and wrestling with them is the training of a nation of moral giants. We do not yet need war as a school of courage. IV, 65

Many really humane people are overawed by the authority, the pompous and powerful assertions of "successful" men of affairs; and more often sleep while such men are forming secret conspiracies against national health and morality with the aid of legal talent hired to kill. IV, 65

A house model built to scale, 1 inch to the foot, was used as a concrete example in teaching not only house construction but sanitary decoration, economy, and for developing the ethical side. IV, 79

Ethics of Food (getting people to eat what their bodies need) by Bertha M. Terrill, a report to the conference. V, 48

Mrs. Abel emphasized the further point that the way to develop an ethics of food is to make constant appeals to the "social" issues involved. V, 51

Ethics indicates at least a knowledge of the Golden rule; it means a certain form of social righteousness; it implies the recognition of the rights of two parties--the alters as well as the egos. In "Ethics of hotel life," by Helen Louise Johnson, a speech to the conference. VI, 49

This, I claim, is not an exaggerated statement of the ethics of dwellers in hotels, put into plain words. VI, 49

Professor Birks defines ethics as "the science of ideal humanity." VI, 50

(Continued on page 158.)



Developing Critical and Creative Thinking Through the Use of the Synectics Teaching Model

Sheila Stark
Graduate Assistant
Home Economics Education
University of Maryland

As we strive for excellence in home economics education, teachers and students alike should try to be all that they can be. This is potentially a difficult task, but success could be made more accessible if we develop different models of teaching which enhance alternative approaches to thinking. Such models could provide students with a multidimensional and diverse environment conducive to critical and creative thinking.

Traditional models of teaching often result in students being passive recipients of technical information or "how to" rules being dictated to them by the one authority in the classroom, the teacher. Joyce and Weil¹ describe divergent teaching models based on different theoretical principles of learning. Their aim is to encourage students to take a more active role in their learning, to stimulate them to think critically and creatively, to be aware of their thought processes, and be able to make rational decisions. As the students become more involved in their learning process, the teacher's job often becomes more interesting and rewarding; and they may learn a great deal from their students.

Using the Synectics Model in the Family Class

In this article, I would like to share how I used a model described by Joyce and Weil and adapted it to a class I teach on Family and Communication. The model I used was the Synectics Model, developed by William J. J. Gordon and his associates.² The model aims to increase an individual's creativity, empathy, and problem-solving capacity. This is done by encouraging individuals to develop new ideas using their nonrational and emotional states of mind, as opposed to their rational and intellectual states. This approach must be used constructively if individuals are to increase their creativity.

One way of achieving access is through the use of analogies which create distance from the original object or subject matter. This distance can help to free the individual to think about the familiar in an unfamiliar way, triggering the imagination. Creative thinking is an important part of critical thinking so one can see, and explore, the grey areas and not merely the black and white areas.

An example may clarify. My undergraduate students were dealing with the topic of understanding family relationships. I assigned the students to watch the movie "Ordinary People" and then we used the Synectics Model to try to understand how the characters in the movie felt. Understanding one's own feelings and the feelings of others is a primary step in improving relationships.

The exercise began with the students choosing one of the characters in the movie and then writing down their reaction to the following question, "How do you think your character feels?" The class then shared their reactions verbally, and also discussed their empathy towards the character. Interestingly, the students' responses were mainly describing what the character was like, and not how s/he felt, for example.

"The father was trying to help Conrad by encouraging him..."

"Conrad was distant with his parents, and his relationship was inferior to his brother's relationship with them."

Some students did describe how they thought their character felt, for example:

"Conrad was afraid to express his emotions and possibly lose control, so he kept them inside. He was angry over his brother's death and he was hurting inside. He felt he was the only one who had these feelings..."

"Calvin felt confused and frustrated because no one was communicating feelings."

Classrooms generally operate very objectively and students have difficulty talking about their own experiences subjectively. The Synectics Model could encourage students to explore and express their feelings by creating conceptual distance from their feelings using analogies.

The students' empathy levels towards their character varied. Many students said they did not feel any emotional ties towards the character when writing about their

¹Joyce, Bruce, and Weil, Marsha. Models of Teaching. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980).

²Gordan, William J. J. Synectics. (New York: Harper and Row Publishers, Inc., 1961).

feelings. Others said they did, but their additional comments did not really support this, for example:

"I did feel empathy for the mother, although I could never allow myself to view my life and love on such a selfish level."

The lack of empathy felt by the students may be because they do not really understand how the character feels.

At this point I introduced the concept of analogies, and each student wrote a direct analogy for his/her character. They were asked to "identify the points of similarity between the analogy and the character, and also any misfit (ideas that do not fit with each other)." We then shared their analogies verbally. Most of the students did an excellent job choosing interesting analogies. Some examples they came up with included:

<u>Character</u>	<u>Analogy</u>	<u>Characteristics</u>
Conrad	river	swift, strong, can be polluted by others, can erode or wash away past memories. Misfit; Conrad had no direction in the beginning of the movie, a river does have direction.
father	sponge	flexible, soaks up without spitting back, cleans up mess. Misfit; sponge get hard when dry. Father was not heard.
mother	egg	hard outer shell, but also fragile and can be broken easily. Serves little purpose unless it is broken. Can dress up an egg shell, color it and make it look pretty. Misfit; egg contains a living thing that is growing, the mother is 'mush' inside.

I then asked the students to "Become the analogy you selected. Write a paragraph describing how it feels." Some students did a good job describing how it felt. Unfortunately, others could not detach themselves from their intellectual and rational thinking. They described what they were rather than their feelings, for example:

Analogy - sponge "I must clean up all the mess others make. I must absorb water and be wrung out. When my task is finished I am thrown in the dark."

The following is an example of a student describing feelings as a river:

Analogy - river "Sometimes I feel strong and unconquerable, but other times I feel as if I'm about to dry up. People constantly throw things at me; they have no consideration for me..."

The final part of the exercise called for the students to write again about how they thought their character felt, but this time they were to keep in mind their "lived through" experience with the analogy. We

shared their responses in class and also discussed whether they thought their empathy level had changed towards their character. If students had not really "lived through" the experience of their analogy, their writing did not show much increase in creativity. It does take time to develop different thought patterns and create a classroom situation where the students feel comfortable to explore their minds. However, the exercise really did appear to help some students to be more creative. The characters became more meaningful as the students were able to understand the feelings behind their behavior.

Those students who did feel like they had benefitted from the experience said they felt more empathetic towards their character when they wrote the second paragraph. They used words like awareness, understanding, ability to visualize, depth, experience, closeness.

I believe this exercise, based on the Synectics Model, did help some students increase their creative thinking so that the strange became more familiar. I believe that if I used this teaching model regularly, fewer students would feel inhibited about metaphoric thinking which aids in exploring, expanding, and generating new ideas. Creativity is developed through establishing a relationship of likeness, by speaking of one thing as if it were another. Using metaphors helps to cause students to develop imagination and insight into everyday events. Students use their knowledge to help them connect ideas from familiar content to those from a new perspective. Thus, by using metaphors and analogies, our probability of success in a problem solving situation can be increased as we develop new mental patterns.

Teacher's Role

The teacher is less of an authoritarian figure when using this model. S/he initiates the steps in the model, and may be required to give examples of analogies or being the analogy. If the teacher displays nonrational, maybe bizarre, ideas, this may encourage the students to loosen up their thought processes.

Synectics can be used from kindergarten to college level. It can be used in a variety of curriculum areas, but it lends itself particularly to concepts in Family Living. I would caution against using this model if the class is too large, and cannot be divided into groups. Large numbers may inhibit some students from detaching themselves in front of their peers. I suggest organizing the classroom seating arrangement into a semicircle or circle to facilitate more communication and shared responses.

As the class shares responses, students can learn from each other. The interactive dialogue between stu-

(Continued on page 156, column 1.)

developing the model illustrations.

Alice Walker and Ted Garrett have been married for 19 years and they are the parents of three children, Gay 18; Bob 15; and Terri 9 years old. Approximately two years ago the couple purchased an extravagant suburban home and a luxury foreign car. Even though they were making ends meet, the financial situation was somewhat strained. To help meet the family's financial obligations, Gay, a college freshman living at home begins working part-time and Alice decides to return to work. Given the current situation Bob and Terri will no longer receive allowances. Because of the family's level of indebtedness, Ted wants those persons in the household who are working to surrender their total paychecks. Alice and Gay do not agree with this proposal. Ted sees this as a way the family can clear their debts and return to the "good life." On pay day Gay and her mom, Alice, coincidentally meet on the patio trying to decide what to do with their hard earned salaries.

The role playing activity can be initiated in several ways. The teacher may ask learners to read silently the problem situation; select one or more students to read the problems aloud; or elect to read the problem situation to the class. The learners can become readily involved by the teacher asking such questions as:

- How do you think Ted feels? Alice? Gay? Bob? Terri?
- What do you perceive the problem to be in the Walker-Garrett household?
- How did this family's financial problems arise?
- What are the conditions in society that may tend to foster this problem?
- What do you suppose is the atmosphere around the house, given the situation?
- Why do you think their level of financial indebtedness occurred?
- Can you predict the outcome of this situation?

Without taking undue time to get the role playing underway, the teacher may ask learners to volunteer to be role players, or the teacher may assign roles to members of the class who are enthusiastic and capable of guiding the others through the activity.

When the roles of Alice, Ted, Gay and the others have been assigned, it is time to identify those who will assume the roles of observers. The preparation of the observers is an important task since some class members may have become disappointed that they were not selected to play a more visible role in the activity. It is imperative that the teacher express the significance of the role of the observer to the overall effectiveness of the activity (e.g., the initiator of value exploration). Learners may be asked:

- What should be the role of an observer?
- What are the observation tasks?
- What is the observer looking for?

Questions directed to the observers can include:

- From your observations in the role play, what would you predict to occur in the household?
- Do you think the financial situation of the family is realistic in the context of today's economy and family lifestyles?
- Is there another way they could have approached the family's financial problems? If so, how? Who should make the decisions?
- Were Bob or Terri's feelings or interests recognized or merely avoided?
- What is the impact of financial decisions on family members?
- What problems were addressed? What problems were not addressed? What values appeared to underlie those chosen and not chosen?

Starting the role play can be difficult; however, the problem situation may provide cues which players use as the focal point, e.g., on pay day Gay and her mom, Alice, coincidentally met on the patio to decide what to do with their hard earned paychecks. To guide the role players before they begin, the teacher might ask some questions to establish the situations.

There are no set time constraints for the enactment. By monitoring the level of involvement and interaction among the learners, the teacher should be able to determine when to expand, progress, or terminate the role play activity.

Reflecting on the Action

The observers play a key role in engaging the class members in the discussion and evaluation of the activity. Each observer can be asked to disclose his/her individual perceptions about what occurred among the family members. They should be encouraged to highlight specific words or phrases used by family members during the enactment.

- What were the views of Alice and Gay about the surrendering of their paychecks? What values were in conflict? Where do those values come from?
- Which of the family members were willing to negotiate or compromise? What terms were presented? Was there an outcome?
- What aspects of the dialogue among the family members created conflict and/or consensus?
- What generalizations can be made about resolving family financial problems?

When re-enacting the problem situation, the teacher might consider asking the learners which character's role should be expanded or changed? The learners should be asked to explain their responses. In addition, the teacher might ask the learners for suggestions about ways

to alter or possibly alleviate the problem or what other perspectives should be considered regarding the situation:

- Should financial management decisions or problems include input from children or non-income-generating members of the family?
- Should Bob and Terri seek employment? What percentage, if any, should be contributed to the family's resources?
- What other alternatives should the family members consider?
- Which alternatives might be more democratic?
- What do financial decisions such as these say about communication in families?

Revisions made in the role playing should also be discussed and evaluated. Will the members of the Walker-Garrett family be willing to accept the solution or alternatives presented? Why or why not? What do you suppose will happen next? How do you think this family will handle future financial problems?

The sharing of this experience through role playing will assist learners in making generalizations about family financial management and examining conflicting personal, family, and social values. Questions that can be posed to learners are:

- What generalizations can you make about approaches families should take in alleviating or preventing financial problems? Will everyone agree? Why or why not?
- While discouraging the invasion of family privacy, the teacher might ask: Is there someone in class who has experienced a similar situation and wishes to share it with the class?
- What should be the responsibility of each family member in regard to family financial concerns?

This role play activity is more than a teaching strategy. It is a process that offers learners the opportunity to examine underlying values and to look critically at the way in which certain social values and behaviors are promoted in society regarding family financial management. The dual roles of the critical perspective and the process of communication help to bring the underlying intent of the role play activity to a level which fosters higher order thinking among students.



Lake Placid on Ethics (continued from page 153.)

The fact that of late years diseases under state and municipal control are decreasing while those due to too good living are increasing, indicates that one of the first places to begin to simplify life is with this question of food. VI, 71

In academic phrase, hygiene, history, economics and sociology, properly taught and related, all have a direct bearing on the ethical education of the modern college student, which must fit him to live in the world of today, not merely open to him the garden of a medieval cloister. VI, 79

The ethics of sociology (sociology the basis of concrete ethics)." VI, 81

Thus somewhere we find all the elements we seek; nowhere are they combined in a connected whole, having an influence on character. VI, 81

We have condescended to study the slums; it is time we studied ourselves, the way we spend our incomes, the historic, economic and sociologic principles which should guide us if we are not to be as the beasts of the field, taking no thought for the morrow. VI, 82

Women specially need to look toward the future progress of the race in the line of mental, moral and physical betterment. They need to apply the knowledge we now have and to seek diligently for more knowledge. VI, 82

Euthenics (applied ethics), better results of living, historical research, etc. (part of a course suggested for Home Economics in higher education). VI, 84

The Manhattan trade school meets this problem in a practical way by refusing to teach trades where wages are bad and moral status low. VII, 18

In addition, however, to care in selecting trades for the school, and the moral uplift that must come from working in the atmosphere of a good school, is it now practicable to add courses in hygiene, sanitation, cooking, and housework, that would be for the benefit solely of the girl herself? VII, 18

If, as has been claimed, domestic science has for its chief object the teaching of the fourth R, right living, then it means present day knowledge applied to the home, with as much educative manipulation as is needed. VII, 21

Under required are: biology, physiology, elementary organic chemistry, applied chemistry, hygiene, sanitation, household art and decoration, elementary economics, applied economics, morals of spending, division of family income. In the two, or three years at best, given to professional training the student must not only apply knowledge but must acquire it. No wonder the result is unsatisfactory. (Suggested courses for higher education in Home Economics.) VII, 25.

I have been struck by the omission on all occasions of ethical application of the lessons and am glad Miss Talbot spoke as she did. Because of these years in watching progress, I feel strongly that it is character, we need to build and not cooks, and unless there is an ethical application made with each lesson I cannot see any domestic science learned. Even in normal schools they have not emphasized character building half as much as they have emphasized book knowledge, and as domestic science is so closely related to the home, if we are to make it strong we must carry ethical principles right thru from the beginning and give ethical application to each lesson. VII, 68

(Continued on inside back cover, column 2.)

A Teacher's View of Teaching for Critical Thinking in Home Economics

Karen L. Roe
Home Economics Teacher and Supervisor
Baltimore County Public Schools

During the 1980's teaching for critical thinking has been a major movement in education, and many teachers have had mixed feelings about the movement. I know that I certainly did! Each time I heard about the need for critical thinking, how to teach for it, or what it was, I was able to understand and appreciate its merits. However, I also perceived some barriers to its implementation. Furthermore, I felt somewhat cynical about its ever coming to fruition in public school classrooms.

My cynicism was largely founded in my teaching experiences. Over the past fourteen years, I have witnessed many teaching techniques and learning strategies pass quickly into and then out of vogue. Often, I have felt that I barely became knowledgeable of, much less comfortable with, a trend before it was considered passe. From such experiences, I had learned to be leery of anything which appeared to be a "new trend" in teaching.

Moreover, my wariness was magnified by the apparent lack of agreement about what was meant by teaching for critical thinking. In the literature I read on critical thinking, each author seemed to have a different meaning for the term. In addition, what my school superintendent described as teaching for critical thinking seemed to be different from the definition of the State Department of Education, and both of these explanations were quite different from the university professors'. Generally speaking, the more I was exposed to critical thinking, the more my skepticism about it grew. How could I implement a teaching approach about which there was seemingly little agreement?

Although my teaching experience contributed to my doubts, they also fueled my interest. What was stated in the high school studies appeared to be true in my classroom. One shot thinking, for example, seemed to be the rule. My students tended to believe that there was a right answer for each question posed. They looked to me, their teacher, to give them the right answers. They seemingly never questioned the validity or intent of an information source. Oftentimes my students were unwilling

to entertain alternative viewpoints on issues. This was true even for controversial issues such as the disciplining of children and the division of work roles within the family.

In sum, I knew that many of my students lacked adequate skills and dispositions for responsible decision making and problem solving. This was of special concern to me since I knew that many of my students did not plan to pursue any formal post high school education. Also, I feared what the lack of these skills would mean for the quality of their future home and family lives.

In light of these observations and feelings, I decided to pursue further this idea of teaching for critical thinking. Therefore, I enrolled in a graduate course entitled, "Teaching for Critical and Creative Thinking in Home Economics" which was offered in the spring of 1985 at the University of Maryland. The remainder of this article will focus on my experiences and thoughts as I have tried to implement critical thinking strategies learned in that course into my secondary home economics classroom over the past year.

A Definition of Critical Thinking: The Starting Point

As I began to plan to teach for critical thinking, I needed a working definition to guide my efforts. After reading a number of definitions, I chose to focus on the definition developed by Brown and Paolucci:

Critical thinking is a critical spirit or attitude--the disposition to compare claims or arguments against another, weigh evidence and form conclusions based on sound reasons rather than authority, expediency, whimsy, tradition, or irrational compulsion.¹

Based on this definition, I selected three social dispositions which I felt were essential for critical thinking. They were: openmindedness, skepticism and the desire to search out information.

This will be placed in a box in large type:

"...dispositions essential to critical thinking: openmindedness, skepticism, and the desire to search out information.

¹Brown, M. and Paolucci, B. Home Economics: A Definition. Washington, D.C.: American Home Economics Association, 1979.

I tried to nurture these dispositions in my students by incorporating opportunities to experience their value through learning activities. In addition, I tried to model these dispositions in my teaching practice. Finally, when my students exhibited these dispositions, I rewarded them with praise and recognition of what they had done.

I began with a focus on thinking skills that were foundational to the definition I had chosen. I selected specific thinking skills which I thought were essential to critical thinking and my students' current abilities. The thinking skills chosen dealt solely with the processing of information: comparing and contrasting data, categorizing data based on similarities and differences, making inferences based on facts; drawing generalizations, and making predictions based on known evidence. Again, I tried to incorporate opportunities for my students to practice each of these skills in learning activities. Also, I built in some class time for students to reflect on and talk about the thinking processes which we had practiced during the class period.

No Prescriptions for Teaching Critical Thinking

...there is no royal freeway to pedagogical success, no painless solution to complex instructional problems, and no future in our effort to describe "best teaching practice."²

As I began to develop learning activities to focus on the selected dispositions and skills, I found that there were no prescriptive strategies nor clear-cut pathways to reach my goals. While I used the strategies described in Models for Teaching by Joyce and Weil as the basis for many activities, I also designed many of my own. I read a lot about questioning strategies and attempted to include an increasing number of them in my lessons. For me, questioning became the route to beginning to teach for critical thinking.

For me, questioning became the route to beginning to teach for critical thinking.

Thoughts and Reactions to the Experience of Teaching for Critical Thinking

As I began to teach for critical thinking, my energies for teaching were recharged. There was an increased challenge in developing learning activities that would trigger students' questioning and skepticism. During class, I found that I needed to be more mentally alert than I had been in the past. To nurture the development

²Joyce, B. and Weil, M. Models of Teaching. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1980. p. xix.

of thought in students, I had to be attuned to how students responded, the reasoning behind their responses, and what was stated in each response. I had to make an increased number of impromptu judgments about how best to examine students' responses in class and to weave these responses together in a meaningful, thought-producing way. In other words, the goals that I had set for my students also became goals for my own thought and practice in class.

Generally, my students responded in a more positive manner than I had anticipated. They welcomed the right to challenge one another's thought. They were especially fond of the idea that there were no right or wrong answers, only sound and unsound reasons for answers. The amount of student participation in discussion increased and my input decreased. While all students seemed to enjoy and benefit from this approach, it seemed that the more academically capable classes were quicker to make the change.

There were some student responses, however, that concerned me. Because there was an increased percentage of class time spent on discussion, students had fewer worksheets and notes in their class notebooks. Students seemed to equate quantity of paper with difficulty of class. Therefore, it appeared that I was gaining the reputation of the "nice" home economics teacher who had the "more fun" class. I found this both ironic and frustrating, since my intent was to be raising the level of thinking and thereby increasing the difficulty of the class. Students also commented on how much they enjoyed taking my tests. They told me that they did not have to worry about studying a lot because "you don't have to memorize anything; you just have to give reasons for your opinion."

In addition to my concerns about these student responses, I had some concerns about my changed practice not fitting in with the expectations set for me by my supervisor and principal. As I became more involved with teaching for critical thinking, I also became more aware of how my goals and expectations might be at cross-purposes with the school system's goals and expectations for students and teachers. The following are illustrations of my dilemmas.

(1) Content vs. Process (Competitive Tension)

As I focused more on critical thinking than on content, it took me significantly longer to complete the units identified in the curriculum guide. Therefore, I was concerned about how my students would fare in comparison to other teachers' students on the system's final examinations. Also, I felt pressure to complete all of the content in the curriculum guide as that was a generally-held expectation in my school system.

(2) Narrow Measurement vs. Broader Evaluation
(Accountability Tension)

The objectives which I developed for my thinking-focused learning activities were global or generic in nature. Therefore, they were more difficult to measure than those in the curriculum guide, and I was not certain about how to assess students' achievements. Additionally, I felt that the ways in which I attempted to assess students' progress were more imprecise than my previous assessment techniques had been. I felt less certain about what I had accomplished with my students. This concern was particularly real for me since I had grown up professionally in a time of high accountability.

(3) Rigid Lesson Plans vs. Evolving Curriculum
(Teaching Evaluation Tension)

As I focused more on thinking skills, I found, too, that some of the long-held criteria for evaluation of teaching took on less importance, e.g., using multiple activities within one lesson, adhering strictly to the lesson plan, and emphasizing routine and organization. The atmosphere of my classroom was, in many ways, less formal. While I felt that my students and I were moving forward, I wondered how our progress would be assessed by the supervisor and principal during the semi-annual evaluations.

As I thought about the tensions I was experiencing, I realized that the source of each was rooted in the technical conception of teaching. To let go of this conception was difficult since it was the predominant conception from which I had been taught and by which I had been taught to teach others. I knew, however, that the technical conception of teaching is not consistent with the critical view. I decided, therefore, that the best thing for me to do was to acknowledge my tensions and to avoid being led by them. I knew that if I gave way to these tensions, my progress toward teaching for critical thinking would be hindered. At times it was difficult for me to maintain my commitment to this decision. Yet, it was this decision that freed me to delve more deeply into critical teaching practices.

In summary, my commitment to teaching for critical thinking has grown over the past year. I am including a greater number of critical thinking learning experiences in my classes. While I have no precise measurement of my students' growth, the number of questions they ask and the complexity of their questions seem to have increased. No one has told me in the past year that home economics is boring and several parents have commented that they wish home economics had been so exciting when they were in school. It is my hunch that my students and I are on our way to the neighborhood where thinking resides.

Lake Placid on Ethics (continued from page 158.)

I would like to have a resolution at this meeting that another year we have an outline of how to apply an ethical principle with each lesson. VII, 68

We shall accomplish more for the children and homes if we make a place for the question of what they do in the home and if we find out and make the ethical application pertinent to any line of public school work. VII, 69

Many things yet remain to be done, but there seems to be good reason to believe that in the near future in the University of Illinois household science will be interpreted to mean not merely applied chemistry and physics and bacteriology but also applied economics, ethics and esthetics. VII, 84

By all means let them also be taught something of morals, manners and principles. VII, 121

Ways the Department of Agriculture may further assist housekeepers and teachers of Home Economics... Ethics of home economics. (Inculcating lessons of practical ethics in home economics.) VIII, 44

I believe that the development not only of the man, but of the character, is influenced very largely by the thoroughness of work in any one line. IX, 48

So many valuable lessons of unselfishness and consideration for others go with the actual learning to do things that make for comfort and pleasure and place in the home. IX, 80

Our ambition is for a civilization free from the lust of too much money-getting, that cares well alike for the children of the native born and for the many foreign born within our gates. IX, 80

The aim of the Lake Placid Conference on home economics is 'to interest itself in the present day family living with a view of incorporating into the education of the people those ethical and practical principles which may check wrong and foster right tendencies. They desire to map out certain lines of betterment in social conditions and to adopt such educational means as shall from earliest years tend to give a knowledge of the true relation of things. IX, 91

Let us work to simplify labor rather than to multiply labor saving appliances and urge manufactures not to yield to the ignorant demand for articles that may be sold for 19 to 49 cents and fall apart when used. X, 107

The requirements of the modern house are matters usually given secondary consideration or entirely omitted; essentials which must be paid for out of what is left after making provision for enclosing a prescribed amount of space and properly embellishing the exterior. Protection against dampness, proper heating, sanitary plumbing, and durable materials, with kindred matters, must all be sacrificed, not because of poverty, but rather thru pride of ignorance. X, 108



We will continue to accept registrations for our 30th anniversary conference as long as we have spaces. Ten outstanding speakers, discussion groups, and "around the edges" interactions will provide stimulation for all of us April 11 (7:30 p.m.) to April 14 (1 p.m.) at the University of Illinois. The fee of \$75.00 includes all meals and Proceedings. Send to or call Hazel Taylor Spitze, University of Illinois, 350 Education Building, 1310 S. Sixth Street, Champaign, IL 61820. Tel. 217/333-2736.

University of Illinois at Urbana-Champaign

ILLINOIS TEACHER
350 Education Building
1310 S. Sixth St.
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED

Non-Profit Org.
U.S. Postage

PAID

Champaign, IL 61820

Permit No. 75

640.705
IL

Hex
5-14-87

ILLINOIS TEACHER OF HOME ECONOMICS

Ethics in Today's World

Ethics at Home and School

Forward, <i>Hazel Taylor Spitze</i>	161
Ethics, Power, and Curriculum, <i>Michael W. Apple and Joel Taxel</i>	162
Why Home Economics Should Be Morally Biased, <i>Mary S. Leach and Ralph C. Page</i>	169
The Teacher as Counselor: Related Ethical Principles, <i>Helen S. Farmer</i>	174
Ethics in the Marketplace, <i>Carole A. Vickers</i>	179
The Ethics of Occupational Home Economics Programs, <i>Mildred B. Griggs</i>	182
The Promise of Marriage, <i>Steven Tozer</i>	185
A Changing Parenting Ethic, <i>Lynda Harriman</i>	188
The Riddle of Young Adult Partner Abuse, <i>Annabelle Dryden Slocum and Rosemary Jones</i>	190
Fashion Mathemagic, <i>Nadine Hackler and Cindy Brown</i>	194
Why People Volunteer: It's Important to Home Economics, <i>C. T. Mounter</i>	197
The Rock Video Controversy (Winning Critical Thinking Essay), <i>Kristine Seibold</i>	200

Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Hazel Taylor Spitze, Professor and Editor

Norma Huls, Office Manager

Nancy Stone, Graduate Assistant

Other Home Economics Education Division Staff

Mildred Barnes Griggs, Professor and Chairperson

Linda B. Peterat, Assistant Professor

Volume XXX, No. 5, May/June 1987. Published five times each academic year. Subscriptions \$14.00 per year. Foreign, including Canada, \$17.00 per year. Special \$10.00 per year (\$12.00 Foreign) for undergraduate and graduate students when ordered by teacher educator on forms available from *Illinois Teacher* office. Single copies \$3.50. Foreign \$4.00. All checks from outside the U.S. must be payable through a U.S. Bank.

Address: ILLINOIS TEACHER
University of Illinois
350 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217/333-2736

© 1987

Foreword

With this issue of Illinois Teacher we conclude our volume, "Ethics in Today's World," although we hope to continue including articles on this important subject from time to time in future issues. We shall also announce in Illinois Teacher, probably in early Fall 1987, the availability of the Proceedings of our April conference on the same theme. It will include 10-12 speeches on various aspects of ethics and probably some notes from the discussion groups and the Listening Panel. Via these Proceedings we can share our conference with those who were unable to attend.

We are please to present in this issue a thought-provoking philosophical article by Michael Apple and Joel Taxel, as they combine the concepts of ethics, power, and curriculum; and several other articles on our theme. These call our attention to the relation of ethics to counseling, marriage, women's issues, Home Economics occupational programs, parenting, and employee behavior.

Other articles in this issue deal with adult partner abuse, volunteerism, and what one Extension Home Economist calls fashion mathemagic.

Enjoy it all and don't forget to send in your subscription renewal. Have a good summer.

The Editor

POSITION VACANCY

Home Economics Education
University of Illinois at Urbana-Champaign

Faculty position
Open rank, senior level preferred
Fall 1987 or as soon as possible
Salary competitive
Research, teaching, and service

For information contact: Dr. Mildred B. Griggs
Chair, Home Economics Education
352 Education, University of Illinois
1310 S. 6th Street
Champaign, IL 61820

Ethics, Power, and Curriculum*

Michael W. Apple, Professor
Department of Curriculum and Instruction
The University of Wisconsin-Madison

and

Joel Taxel, Associate Professor
Department of Language Education
The University of Georgia

Introduction

In a recent study about the nature of power in our society, two economists concluded that the distribution of wealth and income in the United States has changed very little since before World War II. Another investigation showed something even more graphic. In our attempts to make our society more equal, to eliminate the awful disparities of wealth and power that still remain, most programs that have been attempted have had a rather interesting effect. Eighty percent of the benefits have gone to the top twenty percent of the population.¹ Schools have not been immune to these unequal benefits, unfortunately. While doing well in school is helpful, it seems to be more helpful to some groups than to others. As Christopher Jencks and his colleagues found out, the benefits that white students get from school are still twice as great as blacks. Furthermore, finishing high school pays off primarily for students who are already relatively economically advantaged. Getting a high school diploma actually has very few economic benefits for people who were not advantaged to begin with.²

We bring these facts to mind not just to shock, though the facts are not at all pleasant. Rather, we want to remind ourselves that even though we may think that the economic and educational system of the United States presents great opportunities to its population, many of our institutions may have effects that are less helpful than most thoughtful and concerned people would like. Because of the possibility that schools may be connected to the creation and maintenance of these inequalities, it is very important for those of us in education to be

critical of our own actions, of our methods, and of the curriculum that we teach. In this article, we want to examine this by raising some critical issues about the methods and content that tend to be accepted too easily in our schools.

The Question of Ethics

The traditional model of curriculum planning and evaluation stresses method over content. What we mean is that the model itself tends to focus on how one selects teaching techniques and content, not on what we should do or teach. Let us give an example. Curriculum planning and evaluation usually employs what is called the "Tyler Rationale," so named because it was proposed in the late 1940's by Ralph Tyler, a professor at the University of Chicago. The model has changed little in the thirty or more years since it was first proposed, even though the pressures on schools and teachers have gotten quite a bit more complicated. It has four or five basic steps.

1. Define your objectives in behavioral terms--i.e., in precise language, tell what a student will actually do when he or she completes the task. Usually these objectives look something like test questions.
2. Determine the experiences, activities and tasks that will meet these objectives.
3. Organize these experiences according to scope and sequence--i.e., how much knowledge should be covered and what knowledge should be taught first.
4. Teach.
5. Evaluate. Usually this has meant simply giving a test. And then start the whole process all over again.

In more current variants of this model, a prior step is added. We often now give a pre-test to find out what our students know already before we do anything else.

Notice that the emphasis in this model is on how to plan technically and efficiently. It tells us very little about what should go on. This is very important and needs to be stressed. This kind of strategy--let us call it process/product thinking--defines a curriculum as working well if one's behavioral objectives are met. However, the appropriateness of the goals and of the teaching

*This article is based on a briefer discussion found in Carl A. Grant, ed. Preparing for Reflective Teaching (Boston: Allyn and Bacon, 1984).

¹These findings are summarized in Martin Carnoy and Derek Shearer, Economic Democracy (White Plains, New York: M. E. Sharpe, 1980) and Vincente Navarro, Medicine Under Capitalism (New York: Neale Watson Academic Publishing, 1976).

²Christopher Jencks, et al. Who Gets Ahead (New York: Basic Books, 1979), pp. 174-175.

techniques we employ are made less consequential. That is, if we are primarily interested in getting from point A to point B relatively cheaply and efficiently, we tend not to ask whether B is where we should be going in the first place; nor do we tend to ask whether the process we use to get there is morally or educationally sound.³

However, questions about what we should do, what our goals should be, what content we should teach, and so on are not technical ones. They are not easily answered by merely plugging into a process/product model which says first do this, then do this, and so on. Instead, they are ethical and political problems. They involve some difficult and personal questioning about how we should work with children, who after all depend on us for their future in many ways. Take this example. Remember in the process/product model, success is defined as meeting the objectives set down. Suppose I decide that I shall use behavior modification in teaching reading. I give concrete rewards--like tokens, candy, etc.--to my students when they give the prespecified answer or "behave correctly." I judge my plan a success.

However suppose I find that behavior modification--with its emphasis on discipline, on doing exactly what an authority figure tells you, on following specific directions and engaging in specific bite-sized tasks, and so on--is usually seen in schools that serve a poor population or have large numbers of black or brown students. It is employed much less frequently in schools in economically advantaged areas. The methods found in these more advantaged schools stress something significantly different. Here one finds an emphasis not on obeying authority and doing something just to get a small immediate reward, but intellectual openmindedness, curiosity, teaching based on discovery techniques, less stress on discipline, and much more flexible rules.

What does this comparison tell me? Yes, behavior modification was "successful," but successful according to what? Is it ethically correct for me to teach, say, black and brown students in a way that stresses obedience, doing things for small rewards, etc., while teaching their more advantaged counterparts something totally different? I got from A to B, but for what kinds of unequal social roles am I preparing each group? We do not mean to imply here that behavior modification has no use in education--though it certainly can be and sometimes is being over used. What we do want to do is demonstrate that decisions about curriculum and teaching are not

merely "how to" or technical matters. They require us to think fairly carefully not only about how we should do something, but about whether it is right for someone to treat another person this way. In the case of children, this needs special attention. Given the unequal outcomes of the economic and educational institutions of our society, our goals and methods need careful scrutiny if we are to act correctly.

While our focus here has been mainly on the ethics of the procedures we use, in the next section of this article we shall look more closely at the content of the curriculum itself. As we shall see, in order to do this we shall have to examine not only the ethical but the political nature of education.

The Question of Power

As we saw in the prior section, curriculum planning and evaluation are not simple acts of putting together knowledge in some sort of efficient arrangement, teaching it, and then testing to see if our plan worked. If it were that simple, the work of teachers and others would be made much easier, though probably less interesting. Instead, thinking about curriculum is a much more complicated undertaking, one which is as concerned with engaging in ethically correct and socially responsible activities and outcomes as it is with getting knowledge across to students. Yet something else needs to be accented. At its very heart, curriculum deals with power.

The issue of power is important in three distinct ways. First, curriculum concerns power in that not all, that is not everyone's, knowledge is taught in school. Unfortunately, just as our society is relatively unequal by race, class, and sex, so too does the knowledge that gets into texts and curricular materials often reflect these same inequalities. Some groups' knowledge--often those who have been discriminated against because of their race, sex, or class--is simply not represented, or misrepresented, in schools. Second, curriculum is concerned with power because schools themselves are fundamentally important sorting and selecting devices for that larger society.⁴ How well you do on mastering the formal curriculum (e.g., mathematics, science, social studies, reading, and so forth) is related to where you come from and where you will wind up later on in life. Hence, the knowledge that is chosen helps to sort students and can either help or hinder them.

We need to remember, by the way, that there are actually two curricula in schools. Besides the formal curriculum, there is something called the "hidden

³For a discussion of the Tyler Rationale and its history and problems, see Herbert Kliebard, "Bureaucracy and Curriculum Theory," Freedom, Bureaucracy and Schooling, Vernon Haubrick, editor (Washington: Association for Supervision and Curriculum Development, 1971).

⁴A thorough review of most of the literature on this can be found in Caroline H. Percell, Education and Inequality (New York: Free Press, 1977).

curriculum." This includes the norms and values that children learn from the routines and rituals that go on everyday in most classrooms, like lining up, hearing bells, using a pass to go to the bathroom, not sharing answers, and many, many more. Norms and values of punctuality, neatness, obeying authority, waiting in line, accepting institutional and bureaucratic rules instead of personal needs and beliefs are part of this more hidden teaching that goes on in many classrooms.⁵ Our previous discussion of behavior modification offers an example of this. Clearly, the two distinct styles of teaching tacitly communicate very different norms and values to students.

A third, and just as significant, sense of power is a more interpersonal one. At a time of fiscal crisis when budgets are being cut and programs and positions slashed, internal and external power conflicts arise. These conflicts over building new and better curricular programs, withstanding or supporting special interest groups, or simply maintaining the quality of one's teaching now, are likely to be rather intense. This is exactly what we are seeing today as different groups both within and outside the school jockey for position to have more power over the school curriculum. Some of these groups-- hopefully the teachers, for instance--have the interests of students in mind. Some groups may wish the schools to serve the needs of business and large corporations at the expense of the large proportion of the population. And other groups are even more reactionary, seeking to transform the classroom into a platform for their own social and religious beliefs.⁶

All of this indicates how very important it is for educators both to be aware of how power functions in and out of the school and to be armed with a background of knowledge about how to argue about and deal with it. We need to understand, for instance, the economics of curriculum, who supports what, and what benefits it will give to different groups. Above all, we need to be critical of what we take for granted about the educational process and the knowledge we are told to teach. Rather than talking abstractly about the issue of whose content is often taught in schools, however, it would be wise to get more specific at this point. Then we can return with a bit more background to the questions of the economics of curriculum and who has power.

⁵Philip Jackson, *Life in Classrooms* (New York: Holt, Rinehart and Winston, 1968).

⁶See, for example, Michael W. Apple, "Curricular Form and the Logic of Technical Control," *Cultural and Economic Reproduction in Education: Essays on Class, Ideology and the State*, Michael W. Apple, editor (Boston: Routledge and Kegan Paul, 1982) and Sheila Harty, *Hucksters in the Classroom: A Review of Industry Propaganda in Schools* (Washington, D.C.: Center for the Study of Responsive Law, 1979).

Content and Power

A good deal of research has shown that the content and organization of school curricula have reflected the culture, history, and values of dominant groups, while tending to exclude that of the poor and ethnically diverse. As a result, a number of individuals have argued that because of the knowledge that is taught, schools actually function to "legitimate," or give support to, the social positions of dominant social groups in our society and thus contribute to the reproduction and perpetuation of social inequality. We shall use history, race, class, and sex as our primary examples of how this goes on.

The writing of curricular materials is necessarily a complicated and, above all, a selective process. In writing a history textbook, for example, an author must take into account the ever-increasing fund of knowledge about the past. Some knowledge is chosen. A large portion is omitted. In addition, as we shall see later, an array of political and economic decisions reflecting the realities of modern textbook publication, marketing, and adoption procedures exert important, and too rarely considered, pressures that influence the final content and format of a textbook. Despite these often conflicting pressures, authors are compelled to choose from among the myriad events, personalities, and points of view in reconstructing a vision of the past. The textbooks which are the result of this process of selection and omission are, however, rarely perceived as such by students who generally read their textbooks as bodies of established facts. Consequently, a student's vision of the past is shaped by what may actually be a subtly biased selection by a group of authors or editors.

The real importance of the perspective used to select or omit content in history textbooks becomes readily apparent when we examine the manner in which Native Americans, blacks, and women have been treated in curricular materials. Research has consistently shown that stereotypes, derogatory, racist and sexist language, and a white perspective on events have characterized the presentation of these groups in instructional materials. The popular image of Native Americans, for example, as "tribes" of "blood thirsty savages" who callously "massacre" peace-loving settlers has been imprinted on the minds of generations of American school children through textbooks as well as countless novels, television programs, and motion pictures. While this stereotype may accurately reflect the sentiments and perspective of several generations of those who "settled" the frontier, it completely ignores the Native American point of view. An "Indian" perspective on America's westward expansion might justifiably see the Native American response to the white "invasions" as the determined actions of a brave

people determined to resist the actions of an "alien" people bent on their destruction. This perspective is evident in the following remarks made by Frank James, a descendent of the Wampanoag Indians, a nation whose kindness to the Pilgrims is celebrated every Thanksgiving.

Even before the Pilgrims landed, explorers captured Indians, took them to Europe and sold them as slaves for 20 shillings apiece. The Pilgrims had hardly explored the shores of Cape Cod four days before they had robbed the graves of my ancestors, and stolen their corn, wheat, and beans. . .

Massasoit, the great leader of the Wampanoag, knew these facts; yet he and his People welcomed and befriended the settlers. This action by Massasoit was probably our greatest mistake. We, the Wampanoags, welcomed you, the white people, with open arms, little knowing that it was the beginning of the end; that before 50 years were to pass, the Wampanoags would no longer be a Tribe; that we and other Indians living near the settlers would be killed by their guns or dead from diseases that we caught from them. . .

Down through the years there is record after record of Indian lands taken, and reservations set up for them upon which to live. The Indian, no longer having any power, could only stand by and watch--while the white people took Indian lands. This the Indian couldn't stand, for to him, land was survival, to farm, to hunt, to be enjoyed. It wasn't to be bought and sold to make money. . .

History wants us to believe that the Indian was a savage, illiterate, uncivilized animal. Let us remember, the Indian is and was just as human as white people. The Indian feels pain, gets hurt, has dreams, bears tragedy and failure, suffers from loneliness, needs to cry as well as laugh.

James' remarks are a poignant reminder of the extent to which accounts of white-Native American relations have excluded the Indian perspective. The persistently stereotyped depiction of native peoples as ruthless, uncivilized, if at times noble savages, is indicative of the difficulty that oppressed, powerless groups have in making known their point of view. Such negative portrayals have also provided an important source of justification and legitimation for policies toward Native Americans that can, in fact, be considered genocidal. In addition, distorted accounts of the Native American experience in curricular materials, and in the culture at large, may serve to frustrate attempts by Native Americans themselves to gain an accurate perspective on their own history and culture, thus contributing to their continued oppressed, second class status.

⁷Frank James, quoted in Council on Interracial Books for Children, "A Thanksgiving Lesson Plan: Celebration or Mourning It's All a Point of View," Interracial Books for Children Bulletin, 1979, 10:6, 13.

Similar cases have been made for the way that blacks, women, and labor unions have been treated in a variety of curricular materials. This selection and omission has had a very long history. Elson's analysis of over a thousand widely used nineteenth century schoolbooks demonstrates this quite clearly. Elson characterizes as "consistently conservative" the stance taken by the books on a variety of social issues. On race, for example, the books suggest that the progress of America was possible only with "the conquest and subordination of inferior races."⁸ Women were seen existing solely to serve their husbands and children, with fulfillment coming in helping males fulfill their ambition.⁹ Many of the books also expressed a strong belief in class distinctions and attempted to portray poverty in attractive colors, asserting that in a society stratified by classes, "contentment with one's lot" is a major duty to society and God. Finally, there is virtual unanimity among the early schoolbooks about the evils of labor unions, charging them with irresponsible violence and doctrines "subversive" to American institutions. Importantly, the books never suggest that an alternate perspective on these issues was possible. While it is difficult to determine the precise effects which these, and similar books, have on their youthful reader, it does not seem unreasonable to suggest that the racism, sexism, and anti-union sentiment in such books both reflected and contributed to the development of a consciousness and mind-set in and among children that made possible the perpetuation of the powerlessness of racial minorities, women and many labor groups.

More recent research has indicated that most contemporary materials are more free of the chauvinism and overt racism and sexism of those examined by Elson. Nevertheless, studies do indicate that the history, culture and perspectives of racial and ethnic minorities, women, and workers continue to be minimized, distorted and in some instances, ignored altogether.¹⁰ Male characters continue to dominate fiction written for children and one prominent black author recently suggested that children's book publishers have become less favorably disposed in

⁸Ruth Elson, Guardians of Tradition: American Schoolbooks in the Nineteenth Century (Lincoln: University of Nebraska Press, 1964), p. 70.

⁹Ibid., p. 301.

¹⁰See, for example, Dorothy Broderick, Image of the Black in Children's Literature (New York: Bowker, 1973), Council on Interracial Books for Children, Human--and Anti-Human--Values in Children's Books (New York: The Racism and Sexism Resource Center for Educators, 1976), Council on Interracial Books for Children, Stereotypes, Distortions and Omissions in U.S. History Textbooks (New York: The Racism and Sexism Resource Center for Education, 1977), C. Swanson, "The Treatment of the American Indians in High School History Texts," The Indian Historian, 1977, 10, 28-37, John Stewig and M. L. Knipfel, "Sexism in Picture Books: What Progress?" The Elementary School Journal, 1975, 76, 151-155, and Jean Anyon, "Ideology and U.S. History Textbooks," Harvard Educational Review, 1979, 49, 361-386.

the past several years to publish books about the black experience.¹¹ Furthermore, several commentators have increasingly decried the more subtle, though still insidious racism which they insist characterizes more contemporary children's fiction including such award winning books as Armstrong's, Sounder, Taylor's, The Cay and Fox's, The Slave Dancer.¹² Finally, an interesting recent study by Harty has documented the alarming extent of teachers' utilization of "free" materials distributed by wealthy corporate interests for instructional purposes. Labeling these materials "propaganda," Harty shows how product advertising is passed off as nutrition education, nuclear power advocacy as energy education, and industry public relations as environmental education in materials "contributed" free of charge "in the public interest."¹³ The question of unequal benefits, of whose interests are actually served by such materials is, of course, not addressed within them.

Finally, those taking a more critical approach to curriculum have examined not just the omissions but the nature of the curricula made available to different groups of children. For instance, Frances Fitzgerald, in her widely read study of conflict and change in social studies textbook publishing, points out the differences in the content of textbooks geared toward students of different backgrounds. Thus, while the more sophisticated "inquiry" books, geared to largely white, upper-middle-class children, discuss cultural diversity and social conflict, those designed for a "less literate" audience (i.e., inner city blacks, working class whites) emphasize that America is growing stronger, gaining respect and fighting communism. As Fitzgerald noted, up until quite recently, the textbook formula seemed to "educate the children of different age groups and different social classes differently."¹⁴

Much more could be said about these issues, of course, especially about the treatment of women in curriculum, for example. However, even though there have been changes in content because of the continuing attempts by minority people, women, workers, and thoughtful teachers to get better material in classrooms, so much more needs to be done. Thus, a more critical look at the curricula in use in our schools would have us remember the facts about inequality with which we began this article. We would have to ask questions like: Whose knowledge is

it? Why is it taught to this particular group, in this particular way? Who may tend to benefit from its teaching? In short, does it instead reflect and legitimate the interests and points of view of the powerful?¹⁵ As committed educators, we need to be quite careful not to let this happen.

The Issue of Economics

In order to understand one of the reasons why this kind of content we have been examining has been found in schools, we need to know something about some of the economics of curriculum.

Most texts and commercially produced curricular materials in the United States are written with state adoption policies in mind. Though this differs from state to state, what it basically means is this. A number of states, such as Texas, California, Florida, and Mississippi, have lists of officially approved curricula and texts. A local school district is usually free to choose any text that is published by a reputable publisher; but if they choose one from the approved list, they are reimbursed for a significant portion of the purchase price. This has two effects. In a time of financial difficulty especially, districts will be under considerable budgetary pressure to select texts that have been screened and passed for inclusion on the state-wide list. More importantly, publishers aim their sales and the content of their material at those states with such adoption policies. Thus, it is much more difficult for honest and/or provocative material to be presented. Since part of the business of text production is exactly that--a business--it is very important for publishers that no powerful lobbying group be offended.¹⁶

Texts, hence, are carefully "homogenized" and made relatively bland so that they are "acceptable." After all, the difference between getting on such a list and not getting on it may be thousands upon thousands of books sold. It may also be that since some of the areas of the United States that have state adoption policies have historically been the most conservative and the most resistant to social, racial, and sexual equality, the content of the curricular materials that are selected (and, therefore, the content of the bulk of the texts written and produced for American public schools) will reflect these unfortunate beliefs.

¹¹Walter Meyers, "The Black Experience in Children's Books: One Step Forward, Two Steps Back," Interracial Books for Children Bulletin, 1979, 10:6, 14-15.

¹²Council on Interracial Books for Children, Human--and Anti-Human--Values in Children's Books, op cit.

¹³Sheila Harty, Hucksters in the Classroom, op cit.

¹⁴Frances Fitzgerald, America Revised: History Schoolbooks in the Twentieth Century (Boston: Little, Brown, 1979), pp. 142-143.

¹⁵This is discussed in much more detail in Michael W. Apple, Ideology and Curriculum (Boston: Routledge and Kegan Paul, 1979) and Joel Taxel, "Justice and Cultural Conflict: Racism, Sexism and Instructional Materials," Interchange, 1978/79, 9:1, 56-84. See also, Michael W. Apple and Lois Weis, eds. Ideology and Practice in Schooling (Philadelphia: Temple University Press, 1983).

¹⁶The politics and economics of text production are discussed in much greater detail in Michael W. Apple, Teachers and Texts (New York: Routledge and Kegan Paul, 1986).

Even though we can now begin to see how and why all this happens, it is still very important to act on it. Unfortunately, a number of conditions that are currently emerging in education may make it more difficult for teachers and others to band together to design or select ethically and politically just and fair curricula.

Teachers themselves are caught in a contradictory situation. On the one hand, more and more of them are on curriculum selection committees and over the years have gradually won the right to have an extensive say in what it is they will teach in their classrooms. This is a significant difference over practices years ago when curricula were often mandated by central authorities.¹⁷

On the other hand, teachers are losing control of curricula in other ways, ways that need to be understood since they are very subtle and powerful. Two movements are worthy of note here. The first concerns the pressure for accountability. More and more state legislatures and education departments are attempting to specify the "competencies" that students are to have at each successive grade level.¹⁸ While the attempt to take all of the knowledge, skills, and values that are important to teach and reduce them down to a list of competencies is in our view not very sound educational practice, we should notice also that individual teachers are losing the power to decide what should go on in their classrooms.¹⁹

The second tendency is that of the rapid growth of pre-packaged curricular materials in use in classrooms. These materials have all of the objectives of one's teaching built into them. They specify nearly everything a teacher needs to know, say, and do.

They often list acceptable student responses as well. Furthermore, in a good deal of some of the more widely sold material, all of the diagnostic and achievement tests and all of the teaching materials you will "need" are included, as well. Little of any consequence is left to the individual teacher. This seems to be having an effect similar to what sociologists have called deskilling. That is, when skills are not used, they atrophy. The people who developed and needed these skills tend to lose them. This is quite possibly the case here. Since so much of what the teacher does is already pre-organized and given to her/him by someone outside the situation, skills such as curriculum planning for individual student needs, making ethically responsible

material, creating new and better evaluation techniques that really get at what students know, etc. are slowly lost. Teachers lose the power to create their own curricula because they no longer have the knowledge and skill to do it.²⁰

In both of these ways--the pressure for accountability and for mass-produced and standardized material that is test-based--power becomes increasingly centralized and teachers lose their hard won gains. In the process it may be harder for them to act on what are important social goals--making the knowledge we teach, the techniques we use, and the outcomes of the institutions equally responsive by race, class, and sex. The impact on how we might act in an ethical way in schools could be profound.

Conclusion

Even though we have discussed some of the relationships between what schools teach and unequal power, we should not be pessimistic about the situation we have described. The fact that changes have been made shows how important it is to keep trying. A recent case in Mississippi, for instance, where a "non-racist" textbook was finally approved for statewide use after years of litigation illustrates the fact that concerted efforts by groups of concerned parents, community groups, and educators can be successful.²¹ The fact, as well, that many teachers today are raising questions about the content they teach, about the methods of curriculum selection, teaching, and evaluation that have been handed down to them, about the necessity of some of the bureaucratic rules of their schools--all of these provide positive signs of what can be and is being done.

Yet, with this said, we need to remember the larger social context in which teachers' educational, ethical, and political choices are made. As inequality steadily increases in the economy, as class, gender, and race divisions in jobs and benefits seem to increase again over time (no matter what the official rhetoric seems to say in Washington), we are facing a situation in which the interests of powerful economic and conservative groups are beginning to dominate more and more of our public discourse and decisions. Not only in the economy but in the schools, corporate methods and ideologies have entered more directly into the content of the curriculum and into policy discussions at the local, state and federal levels.²² An unfortunate ethic of profit and private

¹⁷See Michael W. Apple and Kenneth Teitelbaum, "Are Teachers Losing Control of Their Skills and Curricula" Journal of Curriculum Studies 1986, 18:2, 177-184.

¹⁸Apple, Teachers and Texts, op cit.

¹⁹This has an interesting relationship to the fact that historically teaching has often been seen as primarily "women's work." There has been a long history of such attempts at taking power away from teachers because of this. See Apple, Teachers and Texts, op cit.

²⁰Michael W. Apple, Education and Power (New York: Routledge and Kegan Paul, revised ARK Edition, 1985).

²¹Council On Interracial Books for Children, "Non-Racist Text Wins Mississippi Court Battle," Interracial Books for Children Bulletin, 1980, 11:5, 11-13.

²²These kinds of tendencies both inside and outside of education are dealt with in considerably more detail in Apple, Teachers and Texts, op cit.

gain is making it that much harder for educators to remember their own history of progressive action and their own hard-won gains in giving them the power to act on their ethical intuitions. The definition of the teacher as merely a technician, as someone who simply lets other people's values work through her or him, is hence on the rise once more.

However, we don't need technicians in classrooms, teachers who only use process/product models and don't really care about the ethics or politics of their actions, methods, or curricula. We do need individuals who really care about the present and future of their students and who are willing continually to question what curriculum and teaching are about. Would you want someone teaching your children who didn't care--or question?



CROSSROADS TO THE TWENTY-FIRST CENTURY

YOU MAY NOW ORDER YOUR COPY OF THE 1987
AHEA ANNUAL MEETING RESEARCH ABSTRACTS

These are abstracts of research received in response to a call for abstracts by the Research Section of AHEA and selected after peer review for presentation or poster session at the AHEA Annual Meeting in Indianapolis in June. The research covers a great many of the areas of interest to the profession. An order now will insure that you get a copy and that you won't have to squeeze it into your luggage in Indianapolis. You also might want to alert Home Economics librarians and other individuals who want to keep up on research to place an order. Make check payable to:

Meridian Educational Corporation
205 East Locust Street
Bloomington, IL 61701

Ask for The 1987 AHEA Research Abstracts. \$12.00 per copy plus \$2.00 shipping and handling. Total \$14.00.



Positive images: A new approach to contraceptive education. The Center for Family Life Education, Planned Parenthood of Bergen County, 575 Main Street, Hackensack, New Jersey 07601. 83 pages. \$17.00. By Brick, Peggy & Cooperman, Carolyn (1986).

The new approach to contraceptive education which the authors of this manual offer goes beyond the instilling of factual knowledge, to an emphasis on developing of attitudes, values, and skills crucial to contraceptive use. The manual is not a comprehensive curriculum on sexuality education but is written rather to strengthen the contraception component of existing curricula. It includes suggestions for integrating contraception into many academic subjects.

The manual contains sixteen lessons which "provide learning experiences that encourage conscious decision-making and integrate contraceptive use into the ideology of love, relationships, and sexuality" (p. 1). Each lesson includes objectives, a rationale, teaching activities and materials needed for the lesson. Lesson topics include: History of birth control, Sexuality through the life span, Contraceptive decision-making, Putting birth control into romance, and Attitudes about intercourse. The manual includes a list of print resources for students and educators, and a listing of audio-visual resources to supplement the lessons.

The value of this manual is in its attempt to go beyond delivering facts about contraception. This it does by exploring values, attitudes, and perspectives related to contraception. However, to assist students to uproot the ideology which surrounds contraception (and human sexuality) with the intent of empowering individuals toward control over their reproductive lives, requires that contraception be understood in the broader context of the history of sexuality and male/female relations in society. This suggests the difficulty inherent in treating a concept such as contraception apart from the broader concepts from which it arises as an issue or problem. The extent to which the authors of the manual meet the goals set will have to be judged by educators who use the lessons and activities outlined and will likely depend on the way in which these lessons are integrated with the other topics of a course. The authors include a "feedback form" in the manual for educators to correspond with them about the value and use of the manual. If educators use this form, there is the possibility for continual improvement of educating on this important topic.

Reviewed by

Linda Peterat
Home Economics Education
University of Illinois

Why Home Economics Should Be Morally Biased*

Mary S. Leach
Assistant to the Dean
College of Education

and

Ralph C. Page
Assistant Professor
Education Policy Studies
University of Illinois
Urbana-Champaign

Home Economics as a field of study is at the center of a value conflict which is embedded deeply in our society. Because of its centrality in this conflict, Home Economics is both a good site from which to develop a contemporary understanding of the conflict and from which to help redress the imbalance between two sets of conflicting values. Given that no change in one field of study can immediately resolve this long-standing conflict, perhaps the most important thing we can do, pending wider social change, is to make sure the virtues associated with one domain are not lost to us completely.

In various forms, the conflict has been part of western social and educational thought and practice for over two millenia. It surfaces in Plato's Republic, Biblical stories of Abraham and Solomon, Rousseau's Emile, and in more contemporary educational works by such people as Mary Wollstonecraft, Catherine Beecher, and Charlotte Perkins Gilman.¹ Even if we restrict ourselves to the form this conflict takes in our contemporary society, it is too complex to describe here. We can hint at the nature of this conflict, however, by considering the different virtues, tasks and obligations associated with two of our most important domains of existence--the family and the workplace. Some of our strongest rhetoric about education involves discussion of how to prepare people to live well in both these contexts. Yet serious preparation for one area of life often runs contrary to that for the other area of life.

Family obligations tend to be directed specifically toward particular individuals. The relations among these

individuals, in their roles as husband, wife, parent and child, are described ideally in terms of the virtues of love and devotion, putting the needs of those loved ahead of one's own. The home is charged with fostering a side of our life which we might call personal, private, intimate and nurturing.

The ideals of the workplace are significantly different. Here the general goals of production and social benefit are seen as resulting from motivations which are more self-centered and competitive. Individuals, and their skills and ideas, are pitted against one another, allowing an ideally free marketplace to select the best of these for special reward and for our allegiance. This sometimes purposely "heartless" and impersonal arrangement serves different ends than the family does, and requires of its participants different kinds of motivations and skills.

These tensions between home and workplace have been accentuated in our society by some relatively recent social changes. For example, during this century we have moved from a largely agrarian society in which the home was both the center of production and reproduction, to a more industrialized society in which most aspects of production have been moved outside the home. The home as a center of consumption rather than production has been reflected in changes in emphasis in Home Economics curricula. For example, there is the recent emphasis on ways to be a wise consumer: how to plan menus and how to shop effectively. Attention paid to such things as cooking from scratch, sewing by hand, or weaving, gardening, and medicating with home-made remedies has fallen in the name of educational progress.

Because of these differences between family and workplace, and especially given recent historical events which have accentuated these differences, education traditionally has been involved with developing two kinds of people. It has seemed too much to ask that the same individual be prepared to do well in both domains, since different basic orientations are required. Educational attention has been centered on addressing the future needs of people particularly suited to one or the other of these two domains, and sexual differences have been considered very important in this regard.

*Or, why the field of Home Economics should actively promote the values traditionally associated with family life. The Editor

¹In addition to exploring the classic texts of Plato and Rousseau, Jane Roland Martin explores the differing perspectives of Mary Wollstonecraft, Catherine Beecher and Charlotte Perkins Gilman on how women should be educated in an ideal society. See Jane Roland Martin, Reclaiming a Conversation: The Ideal of the Educated Woman (New Haven: Yale University Press, 1985), pp. 38-170.

Tradition, biology and religion have been cited as providing reasons for believing that women are best suited to shouldering the values and obligations associated with family life. Whether "nature" was taken to mean that which was revealed in long-standing customs, biological fact or Biblical texts, it was claimed that women were naturally suited to childrearing, nurturance, and the "softer" values of love, commitment and cooperation, rather than to the harsher "realities" of competitive industrial life.

Within the home, emphasis was placed on the task of providing a "haven in a heartless world," and women were to be protected from the public realm in order to ensure the purity suited to the guardians of moral and aesthetic virtues which had little place in the world of commerce and individual achievement.²

Even where we realized that this competitive workplace needed an infusion of what we have called family values, women were thought to be best suited to the job. Early attempts to mitigate the impersonal and sometimes cruel aspects of the workplace, such as charities, volunteer work, and public health care, fell largely to women. The "public" institutions created to care for the sick, the disabled, and the orphaned became the sites of "outside" work in which "ladies" could engage. And certainly this was true when the public schools took over the education of our young. Still later, institutionalized practices designed to care for the elderly or to provide a variety of support services for families, for hospitals and even for businesses, came to be viewed as "appropriate" places for women if they must work outside the home.

The precursors to the field of home economics, programs for girls which focused on courses in the "household arts," captured this traditional view of woman's place in society.³ In schools, training and preparation for family life were directed toward women who would be homemakers, either for themselves or someone else.⁴ The schooling of women of privilege also reflected the conventional ideology of true womanhood. Their education emphasized the aesthetic and moral side of experience--art--rather than the development of the "hard"

knowledge of science and technology used mainly in the male world of paid work. This approach to the education of women is reflected in the ornamental studies of the early women's finishing schools as well as the cultural studies and the humanistic disciplines emphasized in the elite women's colleges such as Vassar and Smith.⁵

It is not difficult to understand why these kinds of education fell into disfavor. They involved no serious attempt to resolve or mediate the value conflict deeply embedded in our society. And, strong objections were raised about the justifications which served as bases for this kind of sexually specialized schooling--objections to the uncritical acceptance of traditional practices, and to the sufficiency of Biblical authority or biological difference as grounds for such fundamental school policy.⁶ Perhaps the most serious problem of all was that of the resulting encouragement of political inequality between the sexes.

As we moved toward being an industrial nation, we increasingly associated the "real world" with that of competitive business and commercially valuable technological skills. Economic advantage, credibility and social influence increasingly depended on the experiences and roles associated with this "real world." Not only were the kinds of respect granted to family virtues different from those granted to competence in the workplace; but also political power was unequal between the two domains. To the extent that a person was defined by family roles and obligations, that person was seen as isolated from the "real world" and thus not possessing a credible public voice. Public offices such as school board positions were held by many more successful businessmen and professionals than by good housewives.

Expecting the home environment and women to foster moral and aesthetic values running contrary to those of the growing workplace was both unrealistic and unfair. It was unrealistic because it assumed that the home could be isolated sufficiently from the workplace to serve as a "haven." It was unfair because by asking women to sustain principles not given credence in the economically and politically dominant workplace it was an important factor in relegating women to second-class citizenship. House-

²An argument for the increasing need of the family to provide a refuge of love and decency against a changing public world, can be found in Christopher Lasch, Haven in a Heartless World (New York: Basic Books, Inc., 1977). For an analysis of the interrelationship between capitalist society and the individual, and its reflection in private life, see Eli Zaretsky, Capitalism, The Family, and Personal Life (New York: Harper Colophon Books, 1976).

³Paul C. Violas argues that the early industrial training for girls emphasized woman's "natural" role as wife and homemaker. See his Training of the Urban Working Class (Chicago: Rand McNally College Publishing Company, 1978).

⁴*Ibid.*, 177-183.

⁵See Barbara Miller Solomon, In the Company of Educated Women (New Haven: Yale University Press, 1985). Solomon's comprehensive history of women's higher education explores the interplay between women's possibilities within higher education and their shifting roles in the larger society.

⁶Recent feminist literature has dealt at great length with the myriad of explanations for differential treatment in social thought and practice of public policy. For criticism of traditional social practices, see, for one example, Rosalind Coward, Patriarchal Precedents (London: Routledge and Kegan Paul, 1983). For objections to Biblical authority, see especially Mary Daly, Beyond God the Father (Boston: Beacon Press, 1973). For an explication of the place of biology and explanations of sexual inequality, see Janet Sayers, Biological Politics (London: Tavistock Publications, 1982).

hold Arts as women's education mystified an important value conflict in our society, both contributing to and manifesting a gender-divided and stratified society. Educating women into the ideal family values of love, care and commitment did not increase their social position nor did it help them to move in a society increasingly structured by the marketplace.

A reasonable response to the failures of this type of sexually specialized education is symbolized in the change in terminology to "Home Economics."⁷ The shift of emphasis from "household" to "home" helps to suggest that it is not just one sex that is responsible for domestic values. The change from art to economics suggests that our domestic values can be advanced by the same kinds of scientific knowledge found useful in the workplace, and it implies that work in both areas should be granted the same kind of prestige and respect. Research in child development, nutrition, resource management, economics and so forth would be included in preparation for domestic life. And later, male and female students would be encouraged to take courses in the field of Home Economics.

Coupled with a commitment to encourage women to study in scientific and professional programs, this approach may seem to redress the value conflict we have mentioned. Men would be studying Home Economics along with women, and women would be studying in the field of economics along with men. Since all educational fields would be put on a sound "knowledge base," gender would be rendered irrelevant to the "rational" bases for political authority and public respect. As plausible as this might sound, however, it fails to face the conflict of values in much the same way as the gender differentiated approach failed to do. Both approaches connect only with the surface of the conflict, while ignoring the deeper and more powerful problems. For example, there is a large body of philosophical literature which suggests we should be extremely cautious about assuming that this value conflict does not have its analogue in conflicts between types of knowledge and rationality.

For the sake of brevity, however, we will skip these philosophical treatments of knowledge and value interdependence, and instead concentrate on some of the related ways in which this value conflict cuts too deeply into our lives to be redressed by attempted elimination of gender from education. We will discuss the importance of recognizing differences in learning style, and the ways

in which the overall goals constitutive of each domain produce significantly different problems and different approaches to their solution.

We can see the dimension of the problem even in some researchers' arguments in favor of eliminating gender-differentiated schooling. Many of these researchers recognize that attaining a gender free, or even a gender fair, educational curriculum involves much more than making sure enrollments include both men and women and making sure that domestic and workplace instruction has a sound "knowledge base." Some who argue for a gender-free educational ideal realize that to the extent that the larger society uses gender as a principle of social organization, splitting its people into "members of the opposite sex," it will be impossible for women to achieve the same education in school as men.⁸ In our present society, attempting to treat both girls and boys the same in every part of education is likely to result in domination by whichever gender's mode of knowing seems most commonsensical or well founded--judgments likely to be based on intuitions and tacit estimations gleaned from the larger culture.

Other researchers have argued that given historical and contemporary gendered arrangements, a gender free program of study is not now a good ideal.⁹ Still others argue that we have very good reasons for valuing aspects of both home and workplace, and that eliminating knowledge and experience unique to either side--that is, freeing education from gender as it is now constituted--is to put our most important values at risk.¹⁰

If it is agreed that gendered arrangements exhibit two sets of crucial human concerns, perhaps for now the best policy is to seek to give both sides of the conflict the best possible hearing, striving to develop each to its ideal potential. Home Economics appears to be one segment of education which might be suited to development of the family side of the conflict we have mentioned. If this is so, it should not be gender neutral.

A genuine "conversation" requires at least two parties each with something unique to contribute.¹¹ And for the conversation to be fruitful, both parties must be able to express effectively their unique contribution and both parties must be given equal respect. To develop a

⁸For an argument which calls for the abolition of gender as an operative social category, see Kathryn Pauly Morgan, "Freeing the Children: The Abolition of Gender," Educational Theory 35, 4 (Fall, 1985): 351-378.

⁹Given that our society has been and continues to be organized according to gender, Barbara Houston argues that schools must adopt gender-sensitive strategies to equalize educational opportunities. See Barbara Houston, "Gender Freedom and the Subtleties of Sexist Education," Educational Theory 35, 4 (Fall 1985): 359-369.

¹⁰Martin, Reclaiming a Conversation, op. cit. 196-199.

¹¹Ibid., 1-10.

⁷When first introduced, Home Economics (or Domestic Science as it was sometimes called) was an attempt to elevate homemaking to the status of a respectable occupation, although still definitely a female one. See, for example, John L. Rury, "Vocationalism for Home and Work: Women's Education in the United States, 1880-1930," History of Education Quarterly (Spring 1984): 21-44.

"conversation" and the values and understandings unique to each side of the conflict we have mentioned, we may have to allow some areas of education to be concerned primarily with the values associated with a single gender. If Home Economics is such an area, we cannot assume that knowledge developed to further the interests of the other side of the conflict will be suitable. We should approach the "economics" aspect of Home Economics with a critical eye, always on the lookout for ways in which science and technology are ill-suited to the domain. The ethical principles developed in the workplace may not be adequate to the value issues involved in love, family devotion, and personal conduct.

In short, the problem with attempts to remove gender from each part of schooling can be described as this: In a society in which political and economic power and prestige have been associated primarily with one gender perspective, it is likely that that perspective will survive attempts to remove gender altogether from education. We tend to see as neutral the position which is most dominant. The concepts and knowledge geared to demands of the workplace are likely to remain the guideposts of education, and those associated with family life are likely to be sacrificed. But there is another more tragic outcome of our attempts to remove gender from education, and it is to these that we now turn.

If the conflict is as deeply embedded as we have suggested, then we can assume that society will continue to value both sides of the conflict, whether or not both sides are attended to in our educational institutions. The tragedy is that in the quest to eliminate the inequalities generated by the gender-stratified education of the past, we have continued to hold women responsible for family values without supporting them educationally or socially. If we have not faced in our public institutions the hard choices implied by our divided allegiance, then we may well leave it to individuals to do so in their personal lives. In essence, this is what we have done, leaving women to live with the conflict.¹² "You can have it all" has tended to mean "you are responsible for it all," whether we formally acknowledge it or not. This is tragic, literally, because in the pursuit of greater freedom of choice and equality for women, we have burdened them with the conflict that we are not facing directly as a society.

One form this tragedy takes is exhibited in classroom practices geared toward the elimination of gender, either

through being gender free or gender neutral. Since the larger society is characterized by a deep conflict, associated with gender differences, members of one sex may be at a disadvantage even when both sexes are assigned the very same classroom task. This can occur even after a very sensitive teacher is successful at giving both sexes equal attention and other forms of equal treatment. When what counts as "exciting" and who it is that is allowed to do most of these "exciting" things is shaped in a gender stratified society, then a simple assignment like telling the class what you did before coming to school will put members of one sex at a disadvantage.¹³

Another example of this tragedy has been uncovered by a longitudinal study of Illinois High School valedictorians. It was discovered that although women and men are about equally represented among these valedictorians, and although the women tend to do almost as well as the men in their college careers, there are important gender differences. The self-assessments of intelligence and professional potential of the men remained fairly high from high school through college, but the women's self-assessments fell steadily. Even though the women were all valedictorians, and did well in college, their opinions of their intellectual ability declined.

Interviews of these valedictorians suggest some plausible reasons for this. Although both the men and women profess an equal respect for home life and work, and for equality between men and women, their life plans do not reflect such a sanguine resolution of the conflict we have discussed. The men are strongly career motivated; they also intend to have families. However, they do not plan to interrupt their career trajectories by staying at home with the young children, nor do they indicate that they have planned the management of their homes with the same detail as they have planned their careers. They tend to expect their wives to carry the bulk of the domestic load. On the other hand, the women tend to talk in much more detail about their future homes and duties as wives. With these kinds of projected futures, it is not surprising that the male valedictorians invest themselves more heavily in their college preparation and career plans, and that they glean considerably more self-respect from their success. And, it is not surprising that in spite of their good college performance, the female valedictorians tend to doubt that their lives are as clearly on such a felicitous course. Their career aspirations are lower

¹²For an analysis of the active role women play in the construction of their lives within the context of structural constraint, see Kathleen Gerson, Hard Choices: How Women Decide about Work, Career, and Motherhood Berkeley: University of California Press, 1985).

¹³See, for example, Jane French and Peter French, "Gender Imbalances in the Primary Classroom: An Interactional Account," Educational Researcher 26, 2 (June, 1984): 127-136. See also Michelle Stanworth, Gender and Schooling (London: Hutchinson/The Explorations in Feminist Collective, 1983).

because they recognize how difficult it will be to compete with men who will not be "dropping out" to raise the children and to manage a home.¹⁴

A similar phenomenon has been noted in another study of female students at a large land grant university. Contrary to the findings about male students, female students experience drops in self-esteem and career motivation the more they are integrated into university life. As in the case of the findings of the valedictorian study this is just what we should expect if on the one hand public education is heavily geared toward workplace values, but the society at large also holds other values deeply and expects women to represent those values more than men.¹⁵

When one side of the value conflict embedded in society is de-emphasized in education, it is predictable that the society will ensure the preservation of those values in other ways. Perhaps this is what is presently happening with the subtly increased emphasis of our society on certain aspects of femininity. One example of this can be gleaned from the present ideology of health and beauty which in some ways includes both men and women. Women are now respected, indeed, encouraged to be as athletic as men. However, if we carefully examine this ideal it seems to allow men to dress carelessly and to sweat when they exercise, women much less so. In fact, the current image of the healthy "liberated woman" perpetuated throughout popular culture by the mass media is still importantly focused on sex and youth, the traditional prescription for the feminine ideal.¹⁶ Any promise of liberation is subtly undercut by familiar ties to fashion and social status. Although media attention is paid to appearance of both males and females, the images of men tend to reflect workplace roles and duties whereas the images of women tend to reflect domestically oriented roles--either the glamorous or attractive wife and hostess, or the dutifully caring mother. Of course, we recognize that images are just that, and they bear much differently on some economic classes and geographical groups than others. We mention them only as indications that the expectations our society subtly conveys to female students are not the same as those conveyed to males.

There are other more material indications, of course. "The single statistic relevant to the economic status of women in this country that has probably been

the best known among the general public is that women working year-round, full time have been earning about \$.60 to every \$1.00 earned by men working year-round, full time."¹⁷ Women still do almost all the housework in this country, no less a percentage than decades ago. Even though women are entering the professions in larger numbers than ever before, the professions and subspecialties in which they are most represented have dropped in terms of compensation, prestige, and political clout.¹⁸ Much more importantly for our argument here is that even with increased participation of women in these areas the question remains whether this represents any kind of resolution to the value conflict we have described. Have these women been encouraged to enter these fields because we have discovered how to mesh the values of the home with the values of the workplace, or because they as individuals have been willing to adopt workplace values even while women as a group are charged with maintaining family values without this compensation and recognition?

By encouraging women to participate equally with men in education, while seeing to it that education is geared predominantly to only one side of the two conflicting sets of values in our society, we neither treat women justly nor serve the larger society. Women lose because they are still given more than their share of responsibility in maintaining the values omitted from the workplace without educational preparation and officially sanctioned social support. Society loses because we fail to develop the strongest kinds of understanding and values unique to the family life we care so much about.

If there is a likely place in the curriculum to emphasize family associated values and understandings, it surely is in the area of Home Economics. We hope the field will continue its primary focus on family centered values and understandings, unshackled by gender-free and gender-neutral ideals. Both men and women ought to be encouraged to enter Home Economics, but not by deemphasizing modes of knowing, values, and tasks historically associated with women. In fact, the study of the history of the family and of its communitarian morality provides us with a unique opportunity. It is one way to offer a counterview to the extreme individualism and the morality of calculating ambition characteristic of "success" in schooling and most other social institutions.

The research and teaching which Home Economics conducts in this gender-biased way will help us all to understand that one side of this deep social conflict is receiving less attention than it deserves. Those of us in other fields must then give this research and teaching

(Continued on page 174.)

¹⁴Karen D. Arnold, "Gender Differences in Career Aspirations of Academically Talented Students," Ph.D. diss., University of Illinois at Urbana-Champaign, 1987.

¹⁵Jayne E. Stake, "Educational and Career Confidence and Motivation among Female and Male Undergraduates," *American Educational Research Journal* 21, 3 (Fall, 1984): 565-578.

¹⁶Mary S. Leach, "Women's Lives and Women's Liberation," Ph.D. diss., University of Illinois at Urbana-Champaign, 1986.

¹⁷*Ibid.*, 195.

¹⁸*Ibid.*, 196-200.

The Teacher as Counselor: Related Ethical Principles

Helen S. Farmer, Associate Professor
Chair, Counseling Psychology Division
Educational Psychology Department
University of Illinois at
Urbana-Champaign



As society has become more complex technologically and socially, students have become more in need of a variety of skills to ensure their survival. Survival at school presents major hurdles to the psychological growth of students. Special problems are experienced by some students such as minorities, children of divorced parents, children from low income families, and girls, which require more individualized assistance.

One of the survival skills needed by students living in the U.S. today is the ability to cope with change both in the structure of social values and in relation to new technological developments. Toffler^{1,2} described "future shock" as a condition not dissimilar to the shock associated with other trauma where symptoms of psychic paralysis are evident. Young people seeking identity in a super-technological world are confused about the relationship of the past to the present, and of the present to the future. Common social values and standards decline each year and in some cases no longer exist. This "cracked consensus" about what to do in relation to sex and the family, work and education, and political life creates a decision overload for many students. Symptoms of decision overload include: i) denial that things are really different; ii) overspecialization to help the student maintain control in at least one area of expertise;

¹Toffler, A. (1971). *Future Shock*. New York: Random House.
²Toffler, A. (1980). *The Third Wave*. New York: Wm. Morrow.

(Continued from page 173.)

the respect it deserves. We should all work toward seeing to it that a conversation regarding this conflict is truly developed, including the mutual respect and equal public voice that this implies.



iii) longing for the past (e.g., the rural commune); and iv) reaching for simple unitary explanations of life such as those offered by the guru, astrology or transcendental meditation. Such symptoms are typically escapist and dysfunctional rather than constructive and contributing to growth.

The agencies formerly most responsive to the socialization of a new generation (i.e., family and church) have changed in the past few decades and data indicate that this trend is increasing rather than decreasing.¹ Changes in the family are evidenced in the increased divorce rate, alternative life styles, and the increasing popularity of alternative living arrangements which stress commitment "until" it ceases to be fun. The religious boom in the 1950's following World War II was followed by the "god-is-dead" reaction of the 1960's, and although there is a return to religious conservatism in some quarters in the present decade, the authority of the church is weaker than it was thirty years ago. The cumulative effect of the erosion of the family and the church is that these primary resources are withdrawn from the student. Without these agencies the need for alternative resources becomes critical. The teacher can provide some of that support.

Crisis theory² relates to transition periods as well as actual crises, such as illness, divorce, death in a family, and unwanted pregnancy. It has been demonstrated that during transition periods and crises an individual has the opportunity for developing healthy or unhealthy coping strategies. Transition periods are times of opportunity for the student and for the teacher. The disequilibrium caused by the transition places the person in a highly responsive state toward help. Tillich,³ called this right moment, its "kairos." It seems reasonable that during such times the teacher may work with the student in identifying her/his current developmental competencies, for purposes of introducing new learning, at the same time cognizant of the effect of stress on developmental competencies.

¹Skovholt, T. (1975). Psychological education: An overview of issues. Paper presented at the American Personnel and Guidance Association Convention, March, New York.
²Caplan, G. (1964). *Principles of Preventive Psychiatry*. New York: Basic Books, Inc.
³Tillich, P. Paul. (1951). *Systematic Theology: Vol. 1*. Chicago: University of Chicago Press, p. 136.

There are many student problems that the teacher is highly competent to help with, and other problems that s/he may easily acquire the necessary skills to become so.^{4,5} Problems of development, such as the social-emotional problems of learning about sexuality, dating, interpersonal communication, social interactions, career planning, achievement motivation, and acquiring a sense of self-reliance and identity are student problems for which teachers may offer some help. Some forms of help may be curricular and provided by a special course or within a course. Other forms of help may require talking to the student individually. Students whose parents are divorcing or divorced might be interested in a small self-help group led by the teacher. Similarly, students whose parents are unemployed, or who have experienced a death in the family, might benefit from a small group experience led by the teacher.

Ethical Principles for Counseling Students

There are several ethical principles relevant to the kinds of counseling teachers may find themselves engaged in. The ethical principles of Competence, Confidentiality, Responsibility and Welfare of the Consumer seem most relevant, derived from the American Psychological Association⁶ code of professional ethics. Under the ethical principle of Competence for example, the preamble states in part:

Psychologists (i.e., counselors/teachers) recognize the boundaries of their competence and the limitations of their techniques. They provide services and only use techniques for which they are qualified by training and experience...they maintain knowledge of current scientific and professional information related to the services they render (p. 634).

This principle indicates that to be ethical a teacher must know his/her limitations in providing help to students. For example, a teacher not trained in hypnosis, would be unethical to try using this technique with students. On the other hand, counseling relationship skills can be learned relatively quickly by motivated teachers through inservice training or workshops. Other counseling skills, such as personal problem-solving and decision-making techniques can also be learned. The ethical principle concerning the Welfare of the Consumer states in part:

Psychologists (i.e., counselors/teachers) are continually cognizant of their own needs and of their potentially influential position vis-a-vis persons such as clients, students, and subordinates. They avoid exploiting the trust and dependency of such persons. Psychologists make every effort to avoid dual relationships that could impair their professional judgment or increase the risk of exploitation. Examples of such dual relationships include, but are not limited to, research with and treatment of employees, students, supervisees, close friends, or relatives. Sexual intimacies with clients are unethical. (APA, 1981, p. 636)

This ethical principle states that "dual relationships" are unethical in certain situations. For example, it is difficult for a professional counselor to counsel family members because s/he will lack the necessary objectivity. Similarly, someone who is in a position of authority over someone else (i.e., teacher/student, employer/employee) cannot easily be trusted to handle sensitive information from the subordinate. For this reason, the teacher would be unethical to engage in any form of long-term confidential counseling relationship with a student for whom s/he must also give academic grades. Occasional "heart-to-heart" conversations between a teacher and student, and small group activities led by the teacher, do not necessarily violate this ethical principle, and in fact, may be very beneficial for the student. It is long-term counseling relationships that are unethical for teachers with students. A third ethical principle is Confidentiality. The ethical principle of Confidentiality states in part:

Psychologists (i.e., counselors/teachers) have a primary obligation to respect the confidentiality of information obtained from persons in the course of their work as psychologists. They reveal such information to others only with the consent of the person or the person's legal representative, except in those unusual circumstances in which not to do so would result in clear danger to the person or to others. Where appropriate, psychologists inform their clients of the legal limits of confidentiality. (APA, 1981, pp. 635-636)

When the student problem is one of drug abuse or involves illegal processes (e.g., incest) there are legal requirements that govern confidentiality and the behavior of the teacher.^{7,8} States vary to the extent that their laws

⁴Danish, S. (1977). Human development and human services: A marriage proposal. In I. Iscoe, B. Bloom & B. Spielberg (Eds.). Community Psychology in Transition. New York: Hemisphere Press, 143-157.

⁵Spivak, Platt, & Shure (1976). The Problem Solving Approach to Adjustment. San Francisco: Jossey-Bass.

⁶American Psychological Association (1981). Ethical principles of psychologists, American Psychologist, 36(6), 633-638.

⁷Illinois Department of Mental Health and Developmental Disabilities (1984). Mental health and developmental disabilities confidentiality act., Springfield, Illinois.

⁸Illinois Psychological Association (1985). The Illinois Psychologist's Law Handbook. 203 N. Wabash, Chicago, IL.

recognize the rights of minors to disregard the wishes of their parents. For example, in situations of teen pregnancy and use of contraceptives, in Illinois a student between the ages of 12 and 18 has the right to keep confidential from parents such information if they wish. Teachers should be familiar with the laws pertaining to such situations in their state. The ethical principle on the Welfare of the Consumer states in part:

Psychologists (i.e., counselors/teachers) respect the integrity and protect the welfare of the people and groups with whom they work. When conflicts of interest arise between clients and psychologists' or teachers' employing institutions, psychologists clarify the nature and direction of their loyalties and responsibilities and keep all parties informed of their commitments. (APA, 1981, pp. 636)

School administrators may request or require certain information from teachers that conflicts with the ethical principle of confidentiality.⁹ In this situation the teacher is faced with an ethical dilemma or conflict between her/his responsibility to the student and her/his responsibility to the administrator(s) who pays her/his salary. When the student's problem involves potential life-threatening consequences to either self or others, the principle of confidentiality is superseded by the life-threatening nature of the problem. It is, however, the responsibility of the teacher to explain the limits of confidentiality to the student, and to tell the student the conditions under which s/he can and cannot keep information confidential.

Some problems that students experience are too severe for the teacher to do more than recognize and then refer to some other competent source. Such problems as substance abuse, eating disorders, severe chronic depression, sexual abuse, unwanted pregnancy, and AIDS require some form of referral by the teacher. Typically, such referral will be to the school counselor, who, if s/he cannot offer help, will get the student in touch with the appropriate resource person or agency. In some rare instances a referral to the school counselor may not be acceptable to a student and the teacher will serve as the link between the student and some other professional resource. Most counties have some form of "self-help" directory¹⁰ listing resources that students can contact themselves.

If the student prefers this approach, the teacher could provide access to a copy of the local self-help directory.

The overarching ethical principle governing professional behavior, whether as a teacher, or as a counselor, is concern for the welfare of the student. Individuals in the helping professions such as teaching are sometimes loath to admit their limitations. Ethically, it is important for teachers to reflect on their competencies and to identify their professional limits. Let's suppose that you, the teacher, have a student with a severe problem such as chronic depression, and let us suppose further that the student is willing to be referred to a competent professional for help, then the ethical principle of confidentiality comes into play. What do you, the teacher, tell the referral source about the student's problem? Ethically, you tell the referral source only those things about the student that the student has agreed to have you communicate. That is, you discuss what you plan to communicate first with the student and obtain agreement from him or her concerning the extent of that communication. Depending on the severity of the problem it may be important to obtain written approval for such communication. The principle of confidentiality is consistent with the principle of respect for the welfare of the student, and respect for the autonomy of the student. There are certain conditions under which the principle of confidentiality may be superseded.¹¹ If the problem the student is experiencing is potentially life threatening (e.g., the student is suicidal), yet the student neither wants to be referred for help nor wants information about the problem passed on, then the teacher has a higher ethical responsibility than that related to student's autonomy and confidentiality, namely, responsibility to protect the life of the student. Such action is not taken easily by a teacher, and efforts should be made to obtain from the student "informed consent" for the referral. However, lacking such consent the teacher still has an obligation to refer the student. A helpful suicide prevention manual has been developed by staff at the Counseling Center of the University of Illinois.¹² It describes in considerable detail the basis for making judgments about the severity of suicide threats and is helpful in deciding when a suicide threat is serious enough to make a referral and whom to refer to, e.g., counselor, police, parents, etc.

⁹Kitchener, K. (1984). Ethical decision making in counseling psychology (special issue). *The Counseling Psychologist*, 12(4) 1-98.

¹⁰Jones, S. & Vattano, A. (Eds.) (1986). *Self-Help Directory for Champaign County, Illinois: 1986-87*. Champaign, IL: Champaign County Association for Mental Health, P.O. Box 2610, Champaign, IL 61820.

¹¹Illinois Department of Mental Health, *op. cit.*

¹²Joffe, P. (1985). *Suicide Prevention: Policy and Procedures Manual*. Champaign-Urbana, IL: University of Illinois Counseling Center, John & Sixth Streets.

Some Counseling Techniques for Teachers: The Counseling Relationship

Carl Rogers, one of the primary representatives of humanistic theory, identified several key dimensions of the counseling relationship.¹³ These are empathy, unconditional positive regard, congruence, and warmth. It is not my intent to elaborate on the relationship dimensions here. My goal is to describe how the counseling relationship differs from other relationships. Interested teachers may obtain training in counseling relationship skills through inservice courses and workshops. An excellent text is that by Egan.¹⁴ The helping relationship differs from the relationship between friends, and the relationship between teacher and student, although warmth may be common to all. Empathy requires that the counselor/teacher understand from the student's perspective what the student is saying. This kind of understanding requires active listening in which full attention is given to both what the student is saying and to other nonverbal cues such as posture and facial expression. In relationships between friends, communication is typically reciprocal and made up of give and take statements. In counseling relationships communication is focused on the person experiencing difficulty and is nonreciprocal. Unconditional positive regard, the second Rogerian dimension of relationship skills, requires the counselor/teacher to accept whatever the student says without judging the behavior, event, or feeling, as good or bad. This aspect of the counseling relationship is quite contrary to the usual conversations between friends or between students and teachers which are typically sprinkled with comments such as "great" or "awful." The third Rogerian relationship dimension, congruence, requires the counselor/teacher to be transparent to the student. That is, if the teacher is feeling upset by the student's communication it would be incongruent to deny these feelings or to try to hide them from the student. Sometimes trying to be congruent may conflict with trying to be nonjudgmental. This type of conflict illustrates how difficult it is to provide facilitating relationship conditions.

Several decades of research evidence have demonstrated the important contribution the counseling relationship makes to effective counseling outcomes.¹⁵ The accumulating evidence and the experience of counselors and therapists regardless of their theoretical counseling orientation, have led to a consensus that the relationship

conditions are important for effective counseling.¹⁶ Providing the counseling relationship conditions encourages the student to feel understood and accepted, and to trust the counselor/teacher enough to confide in him/her. The presence of the relationship conditions also encourage the student to explore her/his problems further with a trusted adult, without the fear of reprimand or disapproval.

Teaching Personal Problem-Solving Techniques To Students

A useful counseling technique, in addition to relationship skills, is the ability to teach students experiencing problems a personal problem-solving technique. Most teachers have been exposed to problem-solving models, and some teach problem-solving techniques related to solving math and science problems. When problem-solving techniques are applied to personal problems, the techniques change somewhat but retain several characteristics similar to those used to solve math problems. Figure 1¹⁷ provides a picture of the personal problem-solving process that I developed some years ago. The circular nature of the process, and the arrows going in both directions indicate that the problem-solving process is a dynamic one, and that earlier steps may be repeated (i.e., a person can go back to an earlier step and make changes), and if a particular solution doesn't work when it has been tried out, new solutions can be sought. As I indicated in the discussion of the counseling relationship, it is not my purpose here to teach the problem-solving process, but rather to describe its relevance for counseling students. Several other texts might be useful to the teacher interested in learning more about personal problem-solving techniques and applications. See for example, Egan¹⁸ referred to earlier, or Dixon and Glover.¹⁹

The first step in both personal problem-solving and math problem-solving is to define the problem clearly. An additional requirement for personal problems in this step is to identify the desired goal or outcome that the person wants. For example, a student who is experiencing stress before exams, might select as a goal, reduced stress, or s/he might select a particular grade level on the exam as the goal. A second step in both types of problem-solving, is to consider alternative ways to solve the problem. Brainstorming is used in this step both for personal problem-solving and to generate creative solutions to science problems. The third step in both types of

¹⁶ Ibid.

¹⁷ Farmer, H. (1978). INQUIRY project: Computer-assisted counseling centers for adults. In A. Entine & N. Schlossberg (Eds.), Counseling Adults, Brooks Cole, CA.

¹⁸ Egan, op. cit.

¹⁹ Dixon, D., & Glover, J. (1984). Counseling: A Problem Solving Approach. New York: John Wiley.

¹³ Egan, C. (1986). The Skilled Helper (3rd Edition), Monterey, CA: Brooks/Cole.

¹⁴ Ibid.

¹⁵ Pietrofesa, J., Hoffman, A., & Spite, H. (1984). Counseling: An Introduction (2nd Edition). Boston, MA: Houghton Mifflin.

problem-solving is to narrow down the options identified as potential solutions. This step requires some type of criteria for evaluating the different options identified and these criteria will obviously differ for scientific and personal problems. Janis²⁰ has developed an excellent system for evaluating alternative strategies to solve personal problems. In fact, Janis' book is a good one to read in order to get an idea of how personal problem-solving techniques can be learned and used. The fourth step in personal problem-solving is to try out the alternative solution selected. The fifth step is to evaluate how well the alternative solution worked to achieve the goal identified in step one.

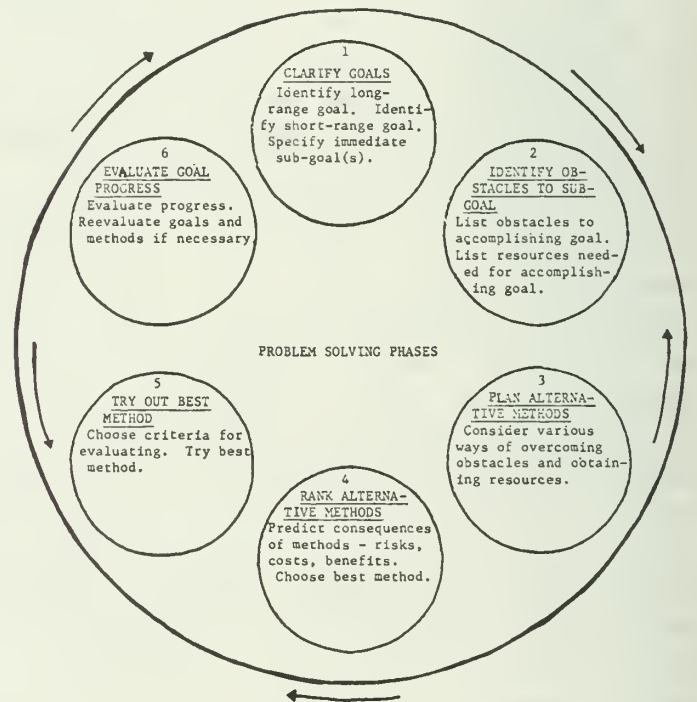
One of the values of teaching problem-solving techniques to students is that, once learned, they can apply these techniques to other problems they experience in the future. Problem-solving techniques have been found to be generalizable to other problems²¹ and thus the student gets a bonus--the solution to the current problem and a technique s/he can use throughout life. In fact, one very useful strategy for the teacher is to teach personal problem-solving techniques within the framework of a course so that all students can benefit. This is known as a preventive approach to counseling; providing help now that will prevent problems arising later.

Summary

I began with a description of the student's counseling needs, based on a "cracked consensus" in society concerning values, the technological explosion creating decision-overload, and the erosion of the church and the family as sources of support for students when they are experiencing difficulties. Several different types of student problems were identified, some so serious that the counseling role of the teacher would be that of referrer to the school counselor or some other professional or agency. Based on the American Psychological Association's ethical principles, ethical issues related to student referral, such as the welfare of the student, competence, and confidentiality were discussed. Other student problems were identified for which teachers might well offer help, related ethical issues discussed included issues of professional relationships and conflicts of interest. Problems related to developmental transitions, (i.e., cognitive, moral, social-emotional, or career) and crises events were discussed. Developmental theory was described as a basis for the teacher to use in identifying the developmental stage of the student, and in determining whether there were some learning experiences that could

benefit the student in their effort to achieve a higher stage of development and more effective coping skills. Counseling relationship skills were described, based on the important work of Carl Rogers, as both basic to effective teacher/counseling and as quite different from relationships typically obtaining between friends, or between teacher and student. Teachers who desire to provide help to students experiencing problems in living were encouraged to seek out inservice courses or workshops that would provide training in relationship skills. Personal problem-solving techniques were described as counseling techniques easily acquired by teachers interested in helping students cope better with the problems they experience in living.

Figure 1



Personal problem-solving phases (adapted from Farmer, 1978 with permission).

THREE THINGS ARE NEEDED

In order that people may be happy in their work, these three things are needed: they must be fit for it; they must not do too much of it; and they must have a sense of success in it -- not a doubtful sense, such as needs some testimony of other people for its confirmation, but a sure sense, or rather knowledge, that so much work has been done well, and fruitfully done, whatever the world may say or think about it.

John Ruskin

²⁰ Janis, I. (1982). Counseling on Personal Decisions. New Haven: Yale University Press.
²¹ Ibid.

Ethics in the Marketplace

Carole A. Vickers
Marshall University
Huntington, West Virginia

In general, when home economics teachers and/or consumer educators discuss ethics in the marketplace the object of the discussion is unethical behavior by businesses. Conversation centers on excessive mark-ups of merchandise, high pressure sales tactics, an unwillingness to rectify errors of billing, faulty merchandise, credit account errors, mail order abuses, and unsatisfactory service or repair of items. Although these complaints are valid and it is our responsibility to teach students how to effectively operate in the marketplace to assure full value for their expenditures, it is equally important that we encourage development of a high code of marketplace ethics among young persons.

Students in our classes today are the shop owners, managers, service operators, automobile sales force, etc. of the 21st Century. The principles of behavior they carry to their employment as adults and their beliefs about appropriate consumer action are being developed daily. How they view their employers, their attitude toward customers, their use of work time, and their behavior as consumers are all part of their marketplace ethics. The potential impact of their collective, or societal, code of ethics is great. The costs of unethical or immoral behavior in the marketplace are reflected in the economic costs to the nation and in the quality of life available to its citizens.

Rights and responsibilities are inextricably intertwined in determining a marketplace code of ethics. Our codes of ethics as producers or employees and consumers are similarly bound together. It is impossible to separate responsible behavior on opposite sides of the counter. The cause and effect relationships among our separate roles influence the quality of our economic transactions and the level of living it is possible to achieve.

In developing a code of ethics, moral reasoning is used to explore the effects of certain actions. Moral reasoning assumes that decisions will be made on the basis of what is ethical, just, fair, or right. Four basic approaches are helpful in testing the adequacy of ethical

positions regarding marketplace activities. Role exchange tests involve our asking whether we would be willing to exchange places with the persons most disadvantaged in a situation. Universal consequences tests require our considering what would happen if everyone followed the same course of action. New cases tests apply the ethical principle used in making one value judgment to similar cases to determine whether to accept or reject the principle, assuming that a principle can be accepted only if all the judgments that result are also ethical. Subsumption tests are based on the idea that ethical principles are acceptable if they follow logically from another ethical position which is acceptable.¹

Young persons need to determine their behavior on the basis of moral reasoning if they are to arrive at actions which will assure the highest possible quality of life for the nation. Ethical behavior influences the cost of goods and services available for consumers. No business can exist without covering its fixed and variable costs. The economic losses sustained by a low level of ethics on the part of employees and consumers must be recovered in the prices charged for goods and services. When these costs are great, we sacrifice both the level of living and the quality of life we could otherwise achieve. Several examples of economic costs are provided below. Each represents the cumulative cost of individual action and makes a significant impact on the price of goods and services, both public and private. What are the costs to society if these activities continue? What are the ethical implications in the following cases?

White Collar Crime. The U.S. Chamber of Commerce estimates that \$40 billion is lost each year to white collar criminals. Other experts claim the total is closer to \$300 billion.² A study financed by the U.S. Department of Justice reports that one third of all employees in retail, manufacturing, and service organizations admit stealing. About two thirds of the sample report abusing sick leave, drug or alcohol abuse,

¹"Introduction to value reasoning." Teacher's Manual, The Elderly. Association for Values Education and Research, Reasoning Series. Toronto, Ontario: Ontario Institute for Studies in Education, 1978, 3-13.

²"Crime climbing up the organization." Dun's Business Month. Vol. 128, No. 3 (September 1986), 70.

or falsifying time sheets. Moreover, workers who abuse drugs or alcohol are likely to be absent four times as often as other workers; they function at about 65 percent of their potential; and they are four times more likely to have an accident on the job.³ This type of unethical behavior results in higher costs to consumers, lower profits to stock holders, occasional bankruptcy to small businesses, and deterioration of morale among all workers. Is white collar crime just a cost of doing business,⁴ or can the ethics of the workplace be improved? What attitudes do beginning workers bring to their jobs? As teachers, can we influence the ethics of entering workers? How do we change the attitude of seasoned workers?

Theft of Merchandise. The Wall Street Journal reports that shoplifters accounted for 30% of the inventory shrinkage in the nation's retail stores; 44% of the loss was the result of employee theft; 22% was caused by poor paper work control; and 4% was vendor theft.⁴ As consumers and as employees there is a low level of ethics. What do we believe about theft from stores? Is shoplifting a crime? Is it wrong to steal goods, time or productivity from our employers? What is our ethical responsibility regarding honesty in the marketplace? What is the economic cost in the form of higher prices?

Teen Age Shoplifting. Law enforcement agencies estimate that \$3 to \$5 billion worth of merchandise is stolen each year. About one-third of the nation's shoplifters are between the ages of 12 and 17; another one-fourth is between 17 and 19. The totals indicate that about 75 percent of the shoplifting is done by juveniles and 85 percent of those are females.⁵ What are the implications of this behavior when we consider that women have major responsibilities for transferring value systems from one generation to the next?

Theft of Time. Robert Half International reports that United States employees stole an estimated \$161 billion worth of time from employers in 1985. The average time thief steals six workweeks per year, or about \$1,924. The theft results from arriving at work late and leaving early, excessive socializing with other employees, personal telephone calls, unjustified sick leave, long lunches and coffee breaks, and running another business on company time. Most of the loss comes from permanent employees.⁶ Does this type of behavior result in lower

wages for all employees, the honest and the dishonest? What effect does the behavior have on the price of goods and services sold by the firms whose employees are paid for six weeks' work they do not perform? Given this ratio, nine employees are required to do the work of eight. What are the costs to society? How does the employee theft of time color the attitudes of employers toward employee benefits? What is the true cost?

Personal Telephone Costs. Jack Anderson reports that federal workers waste millions of tax dollars making personal calls on telephones available in their offices. For example, unofficial phone calls in U.S. Dept. of Agriculture amount to \$724,000 per year; sixty percent, or \$3.3 million, of calls at the Washington headquarters of the Transportation Department are for unofficial conversations; in the Department of Commerce, 3 of 10 calls are personal, with an estimated cost of \$3 million a year; Defense Department unethical calls cost the nation \$18 million; Housing and Urban Development estimates are \$290,000; Interior Department reports three out of every ten calls, \$640,000 worth, are unofficial; and Dept. of Energy wastes due to unused phone lines are \$300,000.⁷ Each employee individually may believe that his/her personal phone calls cost very little and that it is all right to make them, particularly since the loss is to an impersonal government rather than an individual employer. However, the aggregate costs are staggering. This is a good example of moral reasoning which questions the results of everyone's following a course of action, believing that what they do will make little or no difference.

Credit Card Losses. In the second quarter of 1986, thirteen of the nation's largest banks reported credit card charges of \$35.4 billion. Of that amount, they wrote off \$1,292,640,000, or 1.75% of the total charged as bad debts.⁸ What are the implications for credit card users and general borrowers in the banks reporting these losses? What are the implications for credit charges by other banks, based on the experience of the nation's large banks?

Unsatisfactory Service. Americans lose an estimated \$2 billion a year because of unsatisfactory service, for an average loss of \$88 per household.⁹ The ethical implications of this behavior are extremely important, for many consumers take no action to correct the defective performance by persons providing service. Have we accepted a marketplace where one pays for service whether or not it is satisfactory?

³Leonard Adam Sipes, Jr. "Tradition takes a twist." Security Management. Vol. 31, No. 1 (January 1987), 41-44.

⁴"Business Bulletin," Wall Street Journal, February 14, 1986, 1, 5.

⁵Green, D. Hayden. Consumers in the Economy. Cincinnati: South-Western Publishing Co., 1983, 412.

⁶"Time theft hit \$161 billion in '85." Management World. Vol. 15, No. 5 (January 1986), 5.

⁷Jack Anderson. "Too many federal employees phoning for free." The Herald Dispatch. Huntington, WV, February 5, 1987, A8.

⁸"Correction" in Letters to the Editor. Business Week, December 1, 1986, 13.

⁹Green, Op. Cit., 405.

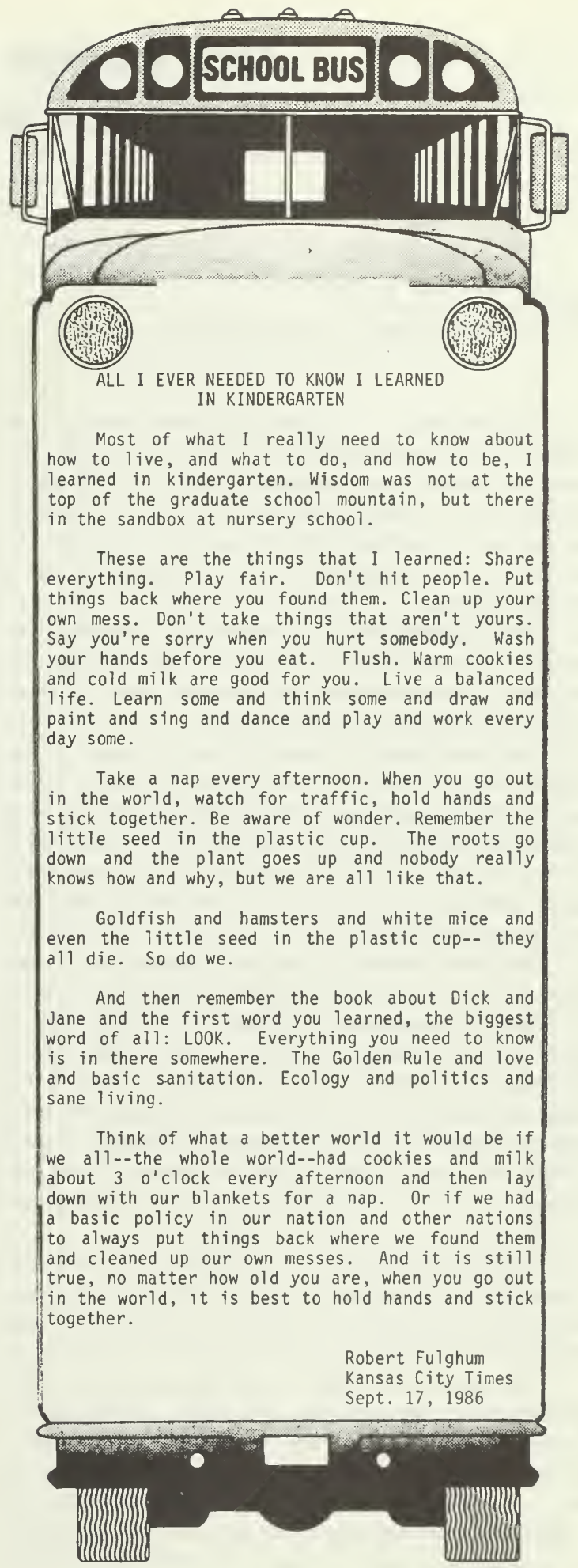
Prevention of Theft. In 1981, the cost of public crime reached approximately \$11 billion. The costs of crime prevention totalled \$13.8 billion for public law enforcement. However, businesses spent approximately \$21.7 billion for private security.¹⁰ Another way of looking at the cost of preventing theft is that security costs comprised 0.42 percent of sales in 1984. Security costs in many museums average \$7.00 per visitor.¹¹ Are we becoming a nation that requires constant surveillance to prevent dishonest actions from precluding normal business transactions? What is the cost in quality of life? Is Big Brother going to have to assume responsibility for our basic honesty? What are the trade-offs?

It is easier to quantify the economic costs of a given level of ethics in the marketplace than it is to assess the intangible costs of a lowered quality of life, a pervasive belief that it's all right to cheat the government, or an acceptance of crime as a way of life. Yet one of the responsibilities of a profession is that its members ask questions about the rightness of situations, challenge normative behavior, and determine both means and ends used in the society to reach social goals. Do we as professional home economists believe that a higher level of ethics is desirable? Principles of moral reasoning enable us to question the conditions described above and encourage our students to develop higher ethics for their behavior in the marketplace than is reflected by current practice. Although the total quality of life is dependent on more than marketplace ethics, the total environment will be improved as marketplace ethics is raised.

¹⁰Sipes, *Op. Cit.*, 41.
¹¹Peter Ohlhausen. "Budget approval: Spotlight on security." *Security Management*. Vol. 30, No 6 (June 1986), 33-36.



"You cannot unring a bell."
 Larry Cuban
 How Teachers Taught
 p. 250.



ALL I EVER NEEDED TO KNOW I LEARNED
 IN KINDERGARTEN

Most of what I really need to know about how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

These are the things that I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon. When you go out in the world, watch for traffic, hold hands and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how and why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup-- they all die. So do we.

And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: LOOK. Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all--the whole world--had cookies and milk about 3 o'clock every afternoon and then lay down with our blankets for a nap. Or if we had a basic policy in our nation and other nations to always put things back where we found them and cleaned up our own messes. And it is still true, no matter how old you are, when you go out in the world, it is best to hold hands and stick together.

Robert Fulghum
 Kansas City Times
 Sept. 17, 1986

The Ethics of Occupational Home Economics Programs

Mildred B. Griggs, Professor
Home Economics Education
University of Illinois at Urbana-Champaign

Picture this. It is parent visitation night at Urban Central High School (UCHS). The school is located in a low- to middle-income community that is inhabited by mainly blacks, hispanics and poor whites. The students, as in any other high school, range from academically bright to not-so-bright and from academically motivated to not-so-motivated.

Even though many are physically exhausted, the parents, working class men and women, walk into the home economics classroom rather briskly after working all day at one, perhaps two, low-paying jobs.

The home economics teacher is happy to see so many parents. She greets them warmly saying, "Hello, welcome to the UCHS occupational home economics classroom. I am one of the three teachers on the faculty. First, let me tell you about our total occupational program; then I will speak specifically about my class, the one in which your children are enrolled."

"We have sequential programs designed to prepare students for occupations in three areas: food service, institutional management, and care of children and the elderly. If your children will stay in one of our programs from grades 9-12, when they graduate they will be able to go into the world of work as waiters, waitresses, short order cooks, cooks' assistants, cleaning people in hotel and motels, aides in senior citizen centers, and teacher aides in day-care centers," the teacher said excitedly.

One mother who had been listening very attentively interrupted the teacher. She said, "Is that it? Can you do more?" Confused by her questions, the teacher asked her what she meant.

The parent responded, "We have greater dreams for our children than the jobs you just named. My husband has been a waiter for twenty-five years, and I have cleaned in a hotel for twenty years. My neighbor is a nurse's aide at a nursing home. None of us graduated from high school. My sixteen year old son is bussing tables at a restaurant now; however, I hope he won't have to do this

for the rest of his life. He learned to do the work in one day on the job."

"These are jobs that pay low salaries and have very little status or prestige," she continued. They don't require four years of education to do the tasks. We want more than this for our children. We know that they will need to get jobs and to work. We want, however, for them to have better job opportunities than we have had."

Another parent asked the teacher, "Do you have children?"

"Yes," responded the teacher. "I have two boys who are in high school."

"I don't suppose that you aspire for them to go to work when they finish high school in occupations that you are preparing our children to enter, do you?" the parent asked. "Some of our children are bright enough to become teachers, lawyers, scientists, bankers, doctors, professional people. What can you do to help our children achieve their potential?"

Helping Learners Achieve Their Potential

Is preparation to work in low-paying, low-status jobs a sufficient contribution for home economics teachers to make to the education of youth of average and above average intelligence? Can we do more? If so, what more ought we strive to achieve through our programs? What more do parents expect of us? What more do students need? What more does society need? What more are we capable of doing to help students set and achieve goals for life and work?

After the Vocational Education Act of 1963 was passed, Elizabeth Simpson,¹ in an article in a 1965 issue of the American Vocational Journal, proposed that there were three purposes for secondary vocational home economics programs. They were pre-professional education, education for employment in occupations utilizing home economics knowledge and skills, and preparing for homemaking and family life. Do we over emphasize the second purpose in our secondary home economics programs and underemphasize the other two purposes? Are students well served when we do this? Is our professional well

¹Simpson, E. J. (1965). Projections in home economics education. American Vocational Journal, 40(8), 41-43.

served? Is society well served? Can we use occupational education for critically analyzing values associated with work and the social and economic structures which define work in the interest of individual liberation and self-formation?

Pre-professional Education. There are probably more minority and poor students in home economics classes in the nation than in any other curriculum. Many of these students have the academic potential to complete some form of post secondary education. However, lack of knowledge often tends to limit their aspirations. They tend to know very little about job clusters and career ladders. Home economics teachers can help to remedy this situation by implementing programs that help students acquire greater understanding of self, their potential and a range of home economics related occupations from entry to professional levels; increased awareness of sources of post secondary education and ways to gain access; and access to occupational role models.

Education for Homemaking and Family Life. I believe that homemaking is one of the most valuable occupations in which one can engage and that people need to be educated for their roles as family members. Strong families are vital to our nation. Happy, healthy, intelligent, loving family members may be our strongest national defense. The knowledge and skills that can be acquired via home economics classes for homemaking and family life are needed by all students. Home economics teachers often have a difficult time convincing administrators, parents and students of this value of programs that prepare people for nonpaid work and programs that tend to bring limited dollars into school district coffers.

We often are faced with the ethical dilemma of choosing between what is best for our students and what is financially beneficial for the school district. We know what our students need, we know what we are prepared to teach. How can we gain the support that we need to do it? Home economics is a profession and as Carr and Kemmis said, a "distinguishing feature of professions is the overriding commitment of the members to the well being of their clients."²

Education for Employment. Yes, some students will enter the world of work upon graduation from high school. We have an ethical responsibility to see that they are prepared to do so. However, we all know that success in life goes beyond having a job.

While education for employment is important, education for life is vital. To me, this means helping people to have aspirations, goals, resource management skills,

knowledge of self, knowledge of the world of work, the ability to cope with difficult and stressful situations. As we prepare people for employment in a wide range and a variety of levels of home economics related occupations, we have a responsibility to help them, in a positive way to learn to use their knowledge, skills and abilities to achieve some of the things they want out of life both in and out of the world of work.

Return to the conversation between the Parent and the Home Economics Teacher.

The teacher could say, "These home economics related occupations are all good; this is honorable, honest work for which your children are preparing. The service industry, the area in which the occupations are classified, is one of the fastest growing industries in the nation. There will always be a demand for people with the skills that your children are acquiring." This is how some of the parents of the children in this hypothetical class and the parents of many other minority and poor students would respond: "There are many home economics related occupations including teaching; most are service oriented. People engaged in these occupations tend to derive considerable personal satisfaction from serving others. However, people can serve in many capacities. Service occupations run the gamut from professional level to nonprofessional levels, from high status to low status, from high pay to low pay. We want our children to be represented in all levels of work, not just on the low end. Can you help them achieve these goals through your occupational home economics programs?"

Work Ethic and the Author. Despite the conclusions you may have drawn, I value all honest work and respect all workers. I am troubled, however, when it looks as if certain groups of people, usually minorities and poor people, generations of them, are not encouraged to achieve the goals they desire and to work up to their academic potential.

As a Black mother, I share the view previously attributed in this article to other minority and poor parents. We want our people, our children to be represented throughout the occupational continuum, not overwhelmingly relegated to the low end as we have experienced in the past.

Should schools, curricula, teachers help to reproduce the existing social and economic structures in our society or should we work to change them? Should we work to liberate individuals from institutional practices that inhibit individual self-formation? There is evidence that such practices exist.

²Carr, Wilfred and Kemmis, Stephen. (1983). Becoming critical: Knowing through action research. Victoria, Australia: Deakin University Press, p. 12.

The College Board report, Equality and Excellence: The Educational Status of Black Americans,³ outlines some of the alarming conditions associated with the education of American Blacks. While many legal barriers to educational opportunity have been removed, the report indicates that to a large extent, education remains separate and unequal in the United States. Minority students are disproportionately placed in vocational courses (especially those that prepare people for work in jobs that have long been open to minority workers, with little or no formal job training). They are also disproportionately placed in low track classes in which they are not intellectually challenged, and in which they realize that expectations for their achievement are often very low. I think we all have an ethical responsibility to remove these barriers to educational opportunity. Home economists, whose primary mode of operation is education and whose primary mission 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 maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them,"⁴ can be leaders in this endeavor.



³Equity and excellence: The education status of black Americans. (1985). New York: College Board Publications.

⁴Brown, M. and Paolucci, B. (1979). Home economics: A definition. Washington, D.C.: American Home Economics Association.



Coming!

An updated cumulative subject index for all issues of Illinois Teacher in print will come to you with the next issue, Vol. XXXI, No. 1, Sept./Oct. 1987. Watch for it!

A WORKER'S RESOLUTION

One thing I am resolved upon: I will not be a sponge or a parasite. I will give an honest equivalent for what I get. I want no man's money for which I have not rendered a full return. I want no wages that I have not earned. If I work for any man or any company or any institution, I will render a full ample, generous service. If I work for the city or the state or the nation, I will give my best thought, my best effort, my most conscientious and efficient endeavor. No man, no body of men, shall ever be made poor by their dealing with me. If I can give a little more than I get every time, in that shall be my happiness. The great commonwealth of human society shall not be the loser through me. I will take good care to put into the common fund more than I take out.

Washington Gladden

"And so we get to the heart of it all -- the curiosity and intellectual ability to question -- and more importantly, to ask the right questions. ...the words that turn me on are

- Integrity
- Critical thinking
- Values
- Historical consciousness
- Ethical development."

Robt. J. Callander
from his keynote address at
the 72d Annual Meeting of the
Association of American Colleges

The Promise of Marriage*

Steven Tozer
Assistant Professor, Philosophy of Education
Department of Educational Policy Studies
University of Illinois

People in contemporary society are accustomed to reading and thinking about the institution of marriage in primarily sociological terms, except when considering their own married lives or prospects for marriage. We read about rising divorce rates, unwed motherhood, pressures on marriage created by the financial need for both partners to work outside the home, sex-role reversals among married couples, and the chances of women and men over age thirty-five ever marrying, and so on.

Such treatments may remind us that society is changing in ways that we are not well equipped to manage, individually or collectively. But there is another perspective on marriage that is too seldom considered. This is the perspective that regards marriage as an important experience in the shaping of an ethical life. I want to draw attention to different approaches to understanding marriage as a distinctly ethical institution.

Marriage and Hegel's Ethics

One of the most elaborate treatments of marriage and ethics was written in the early 1800s by the German philosopher, G. W. F. Hegel.¹ For Hegel, the ethical life is achieved by living in accord with reason, which he took to be the essential nature of the universe. Hegel believed that the rationality of the universe is embodied for humankind in our institutions. Therefore, to live ethically is to live according to the responsibilities of human institutions, of which marriage is, for Hegel, one of the most important.

This view has several interesting implications for Hegel. For example, he writes that marrying for romantic love is wrong because it gives expression to individual, particular desires and inclinations rather than to the rationality of the universe. Hegel argues that marriage by arrangement--or any other method in which the decision to marry precedes the inclination to marry-- is

more ethical than marriage based on romantic love. The Hegelian marriage embodied a relationship with the essential nature of the universe through rationality, not through romance.

Hegel rejected the view that the marriage vows are a kind of contract, because a contract represents for him an agreement between two distinct, self-subsistent individuals. Marriage is for Hegel the affirmation of two becoming one, in which both personalities are identified with the ethical, rational nature of the universe. Hegel speaks of the "surrender" of the self to the marriage ideal, which liberates both parties from being particular individuals so they can recognize, in their unity, their identity with the ethical order.

Despite two becoming one, Hegel believes each party has different roles to fulfill in marriage, corresponding to the different "nature" of men and women. The virtues of the male are expressed in the external world of the state, labor, and learning, while the ethical role of the female is internal, in the home and family. Neither partner is to be subservient to the other, but both are to surrender their opposing selves to the unity of their common bond. In this surrender to their respective duties, each party fulfills his or her essential nature, which is rational and free. It is not my purpose to evaluate Hegel's position, but to draw attention to it as one historical effort to find the ethical significance of marriage.

Marriage and Biblical Tradition

Although Hegel sought explicitly to reject a religious foundation for the ethics of marriage, his own treatment parallels Judeo-Christian teachings, which have shaped marriage in Western society. People are traditionally married in the church, by clergy. The marriage vows are promises of each person to the other before the community and before God.

These marriage vows are based on Biblical origins, and indeed, marriage is of great importance in the Bible. Genesis treats marriage as two people becoming "one flesh." One of the Ten Commandments prohibits adultery, and coveting one's neighbor wife is prohibited in another of the Commandments.

*Frank Margolis, Audrey Thompson, and Carolyne White have all made critical comments leading to revisions in this paper.
¹George Wilhelm Friedrich Hegel. Philosophy of Rights, Trans. T. M. Knox. Oxford University Press, 1952, pp. 110-122.

In both Old and New Testaments, women and men are portrayed as different and unequal in marriage, although equal before God. Eve was formed from Adam's rib as a helpmate to Adam, who is to "rule over" her. The relationship between husband and wife admired in Proverbs is one in which the virtues of the wife are found in her "strength and dignity," in the affairs of the home and vineyards; her husband "trusts in her" while he "sits among the elders of the land."²

The most-cited New Testament accounts of marriage appear in Paul's letters to the Corinthians and to the Ephesians. Paul writes that marriage is not for everyone; he himself was celibate. But he writes that each person needs to make a choice between celibacy or marriage in order to avoid adultery as the Old Testament commanded. For those who marry, writes Paul, men and women should "rule over" one another, at least in sexual matters, as a matter of "conjugal rights."³

Later Paul appears to go well beyond the sexual dimension of marriage.⁴ "Be subject to one another," he writes, "out of reverence for Christ." But part of this Christian duty is for women to "be subject in everything to their husbands," and for husbands, "love your wives." Paul also invokes the Old Testament injunction, "the two shall become one flesh."

Paul's letters suggest several points with respect to married life and the life of the Christian. First, it should be recalled that for the Christian, salvation comes through faith in Christ, and right living is guided by that faith. Paul emphasizes that adultery is a sin in Christian law, and that one avoids adultery either through celibacy or through marriage. If through marriage, then Paul suggests that the marital bond carries inviolable responsibilities of reverence, love, and mutual submission. For Paul (as for Hegel much later) marriage is not between equals nor is one partner subjugated to the other, but instead each is subjugated to the marital bond in different ways. While for Hegel, "two becoming one" represented a "surrender" to the rational essence of the universe, for Paul the notion of "one flesh" was an embodiment of Christian spirit.

Again, the intention of this description is not to judge the vision of marriage that Paul presents, but rather to illustrate something of the significance of the institution of marriage in the Bible and in the Christian tradition that has shaped marriage in this society. Marriage is important to Paul not primarily as a biological, economic, or social institution that carried consequences for reproduction, childrearing, and the social good.

Rather, marriage is important to Paul because of what it means to the souls of the individuals involved. Marriage, in Paul's view, is one of the ways in which a relationship with Christ is made real in the life of the Christian.

Marriage and Virtues

I have pointed to two different literatures that treat marriage as a significant ethical institution. For most people, however, the greatest ethical significance of marriage lies not in one or another literature about marriage, but in being married.

In some marriages, the primary ethical significance lies unfortunately in an unreflective acceptance of a tradition that places the interests and happiness of the husband ahead of the interests and happiness of the wife. Two hundred years ago, British feminist Mary Wollstonecraft described marriage as an institution of "servitude" in which women are "abject slaves."⁵ Feminists today continue to point out that if men and women accept their traditional married roles uncritically, women are consigned to a place of secondary status, voice, and respect in the relationship and in the wider social order. While in theory the Hegelian and Christian traditions submit both the husband and wife to a higher ethical good, in practice the contemporary institution of marriage exists in a society that emphasizes values of equality, independence, and public achievement by which the traditional role of women in marriage measures up poorly.⁶ Marriages that uncritically embody traditional obstacles to both persons' fulfillment are less than they could be. But the ethical significance of married life may extend well beyond questions of equality, independence, and public achievement. People can be equally and independently unvirtuous in marriage.

At one level, becoming and remaining married is ethically significant because promises are ethically significant, and marriage is an exchange of promises. Educational philosopher Thomas Green writes of promises in general:

When I say "I promise," the future becomes firmly fixed. By pronouncing those words I declare that whatever may be my prudential interests at some future time, I shall lay them aside. Instead, I shall perform the promised act. . . . It is fortunate that keeping promises, however inconvenient at times, does not often conflict deeply with our own self-interest. But the point is that by entering into such moral practice we learn that there are times when in principle we must lay aside self interest as irrelevant. And what is more important, we learn to do it.

⁵Mary Wollstonecraft. "A Vindication of the Rights of Women," in Miriam Schneir (ed.), Feminism: The Essential Historical Writings. Vintage Books, New York, 1972, pp. 5-16.

⁶For a detailed account of differing strands of thought in feminism, since the 1950s, including thought on marriage, see Mary S. Leach, Women's Lives and Women's Liberation: Opportunities and Imperatives. Ph.D. Dissertation, University of Illinois at Urbana-Champaign, 1986.

⁷Thomas F. Green. The Formation of Conscience in an Age of Technology. The John Dewey Society and Syracuse University Press, Syracuse, 1984, p. 20.

²Proverbs 31:23-27. All Biblical quotations are from the Revised Standard Version.

³1 Corinthians 7:1-5

⁴Passages here are found in Ephesians 5:21-33.

In some marriages, perhaps, the vows are irrelevant. So deep is the love of each person for the other that neither would ever be tempted by self interest that would conflict with the interests of the loved one. But in most marriages, it is likely that the consciousness, "I am married," or "We are married," is occasionally an important reminder of promises that have been made: promises not only to sustain the marriage, but to do so in a way that honors and respects each partner, which in practice is difficult. Marriage can be a life-long experience in learning to lay aside certain self-interests for the good of the relationship one has promised to sustain. Married people will often keep the conditions of their marriage vows even if their secret breaking of them could not possibly be discovered. In one case, such fidelity might be a self-inflated exercise in piety; in another case, it is another step in the life-long shaping of an ethical self.

Unlike most promises, the marriage vow is traditionally and institutionally a life-long promise. In fact, marriage is how we make that promise in socially meaningful terms. When people promise, "I do," they do not mean "for a little while," or "as long as it is not too much trouble," or "until someone better comes along;" they usually mean to keep their promise for life. If they do not mean that, honesty would require that they say so to themselves and others. If half of all marriages now end in divorce, it is likely that our society requires people to make a promise they either do not mean or are not equipped to keep, or both.

Perhaps this is partly why a current news story about a Pennsylvania couple married for 80 years is more interesting and newsworthy than if the story had been about two brothers who lived past the age of one hundred. Living a long time is an achievement, but not particularly an ethical achievement. Being married forty, fifty, or eighty years is an achievement that may well have ethical dimensions. Having made a promise and kept it is one of those dimensions. We can imagine cases in which many years of marriage is no ethical achievement, save that one person has endured the tyranny of the other. In such a case, it may be an ethical achievement for one person to summon the courage and resolve to end the relationship. In another case, in which two people have mutually and happily laid aside their own self interests for the other whenever needed to nurture a relationship worth sharing, there stands an ethical achievement worth noticing.

The ethical dimension suggested by an enduring marriage lies not primarily in the number of years in question, but in what is suggested about the character of the persons involved. What is it reasonable to guess, for

example, about the "settledness" or depth of character of an individual married for fifty years--but to ten different people? Two people? One person? It is not necessarily to answer such a question, perhaps, but to reflect on it. If one would rather be the one kind of person than the other, it is in part because of the ethical dimensions of character to which one aspires.

It is not easy to make a marriage last, judging by two well-known facts: divorces are usually devastatingly painful, and yet half of all marriages end that way. Some of the obstacles to a lasting marriage may lie in almost insurmountable circumstances, such as one partner's abuse or neglect; and some may lie in a couple's inability to cope with the inevitable frictions and disappointments engendered by married life. In either case, questions of ethical character apply. Marriage becomes, for some people, a license to abuse another person; for some people a disappointment to be gotten out of; for others an institution in which new ethical understandings and capacities are developed. Sometimes it is a combination of these. For a marriage to work well and endure, a great range of virtues is required of each partner.

The kinds of ethical capacities and understandings that marriage fosters are as numerous as they are in life in general. One learns, for example, that to love for many years is different from falling in love. Such enduring love requires new ways of expression, ways that are not grounded in the giddiness of romance but in the soberness of what it takes to express love when one doesn't feel loving. Although it is almost a cliché, one must still learn for oneself that taking out the garbage can be an act of love and ethical duty.

In addition to learning to love in deed as well as in word, one learns patience and tolerance in marriage, for no person is designed to meet the exact specifications of another, and no amount of trying can make up for it. We learn also to forgive, for marriage cannot long survive the poison of mounting grudges. Marriage can foster the virtue of gratitude, for no one really deserves to be loved, tolerated, and forgiven for years on end. It is something we are lucky to have found and for which we should be grateful.

There are countless other virtues the cultivation of which make an enduring marriage possible. Not the least of these is humility, which follows on the heels of the recognition that we possess in poor measure all the other virtues that marriage requires.

So conceived, the marriage promise is not just one among the many ethical dimensions and duties of marriage. Rather, it creates the context in which these other virtues must be developed and exercised if the promise is to be kept.



A Changing Parenting Ethic

Lynda Harriman
Assistant Director/Assoc. Dean
Cooperative Extension Service
Oklahoma State University

The ideal American family has been depicted as one with two parents and two children where the father is the wage earner and the mother is a fulltime homemaker. Although fast disappearing as a common family structure, this "ideal" and the role expectations it implies still influence perceptions of ethical behavior of parents in American families.

Cultural and religious ideologies continue to emphasize the mother as the primary parent and caregiver. Traditionally, mother's presence and caregiving behaviors have been viewed as the major influences on a child's development and behavior, while father's parenting behaviors have been regarded as secondary or virtually ignored. Yet, numerous studies suggest that fathers, too, have important roles to play in a child's growth and development. Evidence also indicates that a child generally forms attachments to both parents and that both affect a child's social development.^{1,2}

The majority of mothers have moved into the labor force adding employment as another major role. In fact, more than half of all mothers (estimated to be 60 percent in 1985) with dependent children are employed.³ Multiple roles for mothers are more the rule than the exception. This reality has set up an ethical dilemma in many families. How are children to be reared and by whom? What is the impact of mother's employment on children's development? Fathers have not moved into homemaking and child care roles at anything like the rate that women have moved into the workplace. What is and should be the proper balance or roles between husband and wife in resolving this dilemma created by the social transition of women into the work place?

Aneshensel et al.⁴ argued that the compatibility and stress of multiple roles is gender specific in terms of expectations inherent in particular roles for men and women. They concluded that being married and employed contributes to the mental health of men, but not so far women. The combination of marriage and employment also makes a contribution to positive health for women. When children are present in the home, however, married employed women show higher levels of distress than do working husbands.⁵ This suggests that the major responsibility for the care and wellbeing of children is still considered the mother's role, regardless of her employment status.

As suggested earlier, mothers are not the exclusive potential contributors to children's development and quality child care. Men have the potential to provide care equally well, and a growing number of them are interested in increasing their involvement with their children and their children's care.⁶ In one study, fathers' role preference for performing child care tasks and their perceived skill at such tasks (as measured before and after the birth of their children) were related to the overall extent and nature of their child-oriented activities.⁷

In order to develop a new parenting ethic and free women from a role definition that makes child care their total responsibility, and in order to provide men an opportunity to become an equal partner in their children's care, "the focus must change in our society from motherhood as instrumental in child development to motherhood as an identify in a set of intimate relationships."⁸

De-mystifying Motherhood and Fatherhood

The rite of passage into motherhood does not guarantee parenting ability and should not imply sole rights,

¹Lamb, M. E. The development of father-infant relationships. In M. E. Lamb (ed.), *The role of the father in child development*. New York: Wiley, 1979.

²Park, R. D. Perspectives on father-infant interaction. In J. D. Osofsky (ed.), *Handbook of infant development*. New York: Wiley, 1979.

³Martel, L. *Mastering Change: The Key to Business Success*. New York: Simon and Schuster, 1986.

⁴Aneshensel, C. S., Frerichs, R. R. and Clark, V. A. Family roles and sex differences in depression. *Journal of Health and Social Behavior*, 22, 1981, 379-393.

⁵Gore, S. and Mangione, T. W. Social roles, sex roles and psychological distress: Additive and interactive models of sex differences. *Journal of Health and Social Behavior*, 24, 1983, 300-312.

⁶Sagi, A. and Sharon, N. The roles of the father in the family: Toward a gender-neutral family policy. *Children and Youth Services Review*, 6 1984, 283-299.

⁷McHale, S. M. and Huston, T. L. Men and women as parents: Sex role orientations, employment, and parental roles with infants. *Child Development*, 55, 1984, 1349-1361.

⁸Gerson, M., Alpern, J. L. and Richardson, M. S. Mothering: The view from psychological research. *Signs*, 1984, 434-453.

privileges and/or responsibility for child care and a child's development. Social myths and expectations surrounding motherhood often put undue pressure on the mother and can create high stress levels. The notion that being parents is fun and that babies are bouncing bundles of joy adds to stress pile-up when 2:00 a.m. feedings, colic and diaper rash are the sole responsibility and burden of one parent. Just as nurturant behavior has been identified with femininity, control and discipline have been the purview of masculinity. The suggestion that men can demonstrate loving, nurturing behavior is still viewed by some as a threat to males. Time, experience, role models and encouragement will all help remove this social sound barrier to men's active involvement in the nurturance of their children. Russell⁹ reported that parenthood education through classes and reading, as well as experience caring for others' children led to greater satisfaction and adjustment by men in their parenting role.

Negotiating Role Responsibility

In order to combat the tendency for men and women to fall into roles which relegate to women the total responsibility and rights with regard to parenting, parental roles might be viewed as a contract between independent, ideally equal partners. Both stand to benefit by an explicit negotiated contract which defines expectations, obligations and rights of both parties. Thinking in terms of parental rights and responsibilities may seem too rigid in an interpersonal caring marital relationship and an inappropriate ethical category for a healthy relationship. Idealistically, that may be true. However, Hardwig¹⁰ argues that "we must first develop freedom and equality and we do that by thinking in terms of rights which perhaps is not the ultimate ideal of a healthy relationship, but which is the next step we must take in moving toward healthy personal relationships." He warns, however, that when responsibilities take the form of a trade agreement, the tendency may be "to talk in terms of rights, to make claims against each other, to define obligations that limit the pursuit of independent self-interest - all in the hope that, if we do so, and these rights are respected, no one will get trampled in our own pursuits of our independent and conflicting interests."¹¹

Research suggests otherwise. Cunningham and Saayman¹² assessed the problem solving of dual career couples

with particular reference to five parental roles: provision of basic resources, provision of nurturance and support, personal development, systems management and behavioral control, and sexual gratification. Results indicated that negotiation contributed significantly to successful role fulfillment and effective family functioning.

Acknowledging and Respecting a New Family Structure

Demographic forecasters predict a continuing trend toward more dual earner families. Recognition of the permanence of this family structure suggests that the family will benefit by social recognition and acceptance of a new parenting ethic. Employers and policy makers who view child care as a family responsibility rather than just a mother's, will re-think policies on maternity and paternity leave and dependent sick leave. Flexible work schedules for men and women, and child care facilities at the workplace, may also take on added value.

Recognition of a new parenting ethic, and respect for it, suggests new-felt obligations and even moral duties for social institutions. A society which values the contributions of both parents to child rearing and development will foster the development of a moral obligation to realize that value. Not to respond to the changing structure of the family with a new parenting ethic is to be out of step with the times. Responding to this change calls for widespread, far-reaching changes in the social conscience which recognizes the importance and costs of high quality child care and the acknowledgement that this is a social issue, not just a feminine issue, requiring permanent, not tentative, adjustments in attitudes about parenting roles and responsibilities.

A new parenting ethic requires dismantling of old ideas and relationship patterns. It calls for skilled negotiations, a clear understanding of children's developmental needs and of the potential abilities of parents, regardless of their sex, to meet these needs. It calls for recognition of the permanence of the transformation in the structure of the family. The essence of a changing family structure is that it has created a new situation and set of circumstances for today's parents. New behaviors, expectations and new responses must also be created.



We can have it all, but not at the same time.



⁹Russell, C. Transition to parenthood: Problems and gratifications. *Journal of Marriage and the Family*, 36, 1974, 294-302.
¹⁰Hardwig, J. Should women think in terms of rights? *Ethics*, 94, 1984, 411-455.
¹¹*Ibid.*, p. 446.
¹²Cunningham, A. and Saayman, G. Effective functioning in dual career families: An investigation. *Journal of Family Therapy*, 6, 1984, 365-380.



The Riddle of Young Adult Partner Abuse

Annabelle Dryden Slocum and Rosemary Jones
Doctoral Students, Home Economics Education
University of Illinois at Urbana-Champaign

There are numerous haunting questions about adult partner abuse which have been raised in recent years. Some of the more obvious ones are: What is partner abuse? What are its consequences for the individual involved, for his/her family and for society as a whole? What influence will this problem have on the present and future relationships of children in these families? Why do partners remain in such relationships? What has the state provided in terms of prevention, intervention and shelter for abused partners and their children? Many states are dealing with the problem of adult partner abuse in a constructive manner. New laws have been passed and existing ones have been adjusted and enforced to protect victims and potential victims of adult partner abuse. This problem, which also exists among young adults (sometimes referred to as "date rape"), appears to have been largely ignored in Home Economics curriculums. The aim of these lesson plans is to illuminate a problem in teenage relationships that has deleterious effects on their development. Knowledge in this area may assist them to make rational choices now and in the future.

These lesson plans can be used as an individual unit or as part of a larger unit on concerns regarding male/female relationships.

Generalizations

1. Young adult partner abuse is a hidden problem.
2. Young adult partner abuse may be a result of cultural influences and expectations for male and female roles.
3. Parents who abuse one another are providing an abusive pattern for their children in their present or future relationships.
4. Organizations and personal support systems can provide prevention and intervention strategies for young adults in abusive relationships.

SCENARIOS

1. Betty is wearing sunglasses in class again. Mrs. Wilson realizes Betty has another black eye. Betty's mom died last year and she is very lonely. Jack, her boyfriend, is abusing her. Betty does not like it but

thinks it better to have his attention than to be alone while her dad stays late at work each night.

2. Mark and Carol have been dating exclusively for over a year. Mark has an explosive personality. He and Carol used to hit each other playfully but it has progressed to the point where Carol has deep bruises on her arms and shoulders. Her mother is anxious about her safety with Mark. Carol reassures her mother that she will be able to help Mark but it will take time. He just needs someone to love him and he will become a happier and less violent person.
3. Alice gets jealous whenever Bob even speaks to another girl. She explodes and slaps and hits him. Bob has been taught never to retaliate and does not know how to handle the situation. He is desperately in love with Alice. After she calms down she becomes apologetic and loving. Bob thinks these incidents bring them closer together.
4. Diane is wearing a turtle neck sweater to school. It is hiding the red marks on her neck where Tom tried to choke her yesterday. She had been delayed after school by her teacher and was late for her ride home with Tom. Tom is restless and doesn't like having to wait for anyone. Diane believes it was really her fault Tom reacted the way he did.
5. Elaine does not understand her friend Susan's reaction to her swollen arm. Jerry shoves her around and yesterday she fell against the fender of his car. He yelled at her for being so clumsy. She has tried to tell Susan that this is all perfectly normal. It happens all the time between her mom and dad. Jerry is just treating her the way her dad treats her mom. Isn't it this way in most families?
6. Marie left home last year. She is living with her boyfriend. He has a job and she is trying to finish high school. She is dependent on him for any money she needs. Lately he has started to push her around and insinuate that one of the girls he works with is pretty attractive and she is interested in him. Marie feels she has no other place to go.
7. June and Scott have been dating steadily for three years now. June feels abused. She has seen Scott with other girls but he insists it is all very innocent. June's friends tell her differently. He

is often late for dates and sometimes even forgets. When she mentions breaking off he goes into a rage and threatens her. He tells her if she leaves him he will kill her. June is terribly afraid to upset Scott even though she is miserable in the relationship. She wonders if there is anyone who can help her.

8. Steve comes from a prominent, wealthy family and is one of the few guys in high school who has his own car. Even though Mona tells him he is not good looking nor smart enough she still goes out with him. She always wants to go to expensive clubs and restaurants. She has threatened not to go out with Steve if he doesn't take her there. Once they get there she dances with other guys. Steve is thankful she will go out with him. Otherwise he would be lonely and doesn't think any other girls would go out with him.

Perennial problem: Human relationships.

Practical problem: What to do regarding unsatisfactory relationships.

Objective 1

Clarify the meaning of "young adult partner abuse"

Activities

- (a) Brainstorm for meanings of: Young adult partner, abuse in human relationships.
- (b) Each student write own definition of young adult partner abuse.
- (c) In small group discussion answer the following questions:
 1. What underlying reasons might there be for variations about your definitions?
 2. What implications are there for you and your present or future partner if you have different definitions of young adult partner abuse?

Suggested Evaluation

Observe participation in above discussion of the meaning of young adult partner abuse.

Suggestions for a check list to rate observations: (Rate 1-5).

listens to directions
works at a steady pace
suggests ideas to group
accepts ideas of others
helps others in group
finishes the task

Objective 2

Examine cultural meanings of male and female roles for potential consequences for young adult partner abuse.

Activities

- (a) Teacher distributes magazine advertisements and students analyze, answering the following questions in small groups, later sharing answers with the class.

What sex-related role stereotypes are identified in these advertisements that could have an influence on the individuals in a young adult partner relationship?

What do the sex-related roles mean?

What do you think is being taken for granted in these sex-related role stereotypes?

What values are closely associated with sex-related roles?

How can acceptance of a stereotype as fact have a potential consequence for young partner abuse?

- (b) Teacher provides resources (e.g., films, library resources, community people) and students work in small groups to identify the interaction between males and females as determined by traditions and customs. Discuss how these gender roles affect the potential for partner abuse.

- (c) Students write essays and then share with class on stereotypes of males and females, e.g.,

male: strong, silent, aggressive, competitive, decisive, independent, and filled with self-confidence

female: submissive, passive, dependent, manipulative, "superwoman-ish", nurturing, organized.

- (d) Students debate: Women are biologically fit to do woman's work and men are biologically fit to do man's work; it is nature not culture that promotes sex-related role stereotypes.

Suggested Evaluation

Participation in discussion and contribution to presentation. Evaluate essays.

Objective 3

Identify actions of parents that could influence their children to be abusive to or accepting of abuse by future partners.

Activities

- (a) Using own definition of partner abuse, students list parental actions (verbal and non-verbal) that parents could take toward each other and toward their children that could result in the child's being abusive to his/her future partners.

- (b) Taking one or more actions from this list, students write a short story describing the incident and resulting conflict and action. Think of experiences

you have seen on T.V., in movies, have read about or experienced, or use the sample story below as helps in writing your story.

(c) Students exchange stories with classmates and analyze using the following questions:

- What incident started the conflict?
- Who was involved?
- What are the intentions of the abuser?
- What belief led the abuser to take the action s/he took?
- What were the rights of those involved?
- What were the responsibilities of those involved?
- What were the consistencies and inconsistencies between the thoughts, feelings and actions of the abused and the abuser?
- What alternate action could have been taken to avoid the abuse? In whose interest would this alternate action be? Would this help to prevent further abuse or just avoid the abuse in this situation? Why?

Sample story

Mr. Richardson arrived home late for dinner. It was Jane's 16th birthday. Jane's mom, and brother Jeffrey and sister Lori were getting impatient. As Mr. Richardson came in, he saw their disappointed looks and yelled, "I had a hard day at the office and I needed a drink on the way home. I forgot it was Jane's birthday. So let's eat."

Mrs. Richardson started to argue with him. As the tension mounted and Jeffrey and Lori started to cry, Mr. Richardson slapped his wife's face to shut her up. It had always worked before, and he couldn't stand any conflicts now or later. He didn't believe families should argue. They should be loving, and he loved them, didn't he? He earned a living for them. Couldn't they make the house pleasant for him?

Suggested Evaluation

Evaluate the short story analysis.

Objective 4

Identify factors that affect young adults' capacity to function as equals in a male-female relationship.

Activities

- (a) Students identify guidelines they have set for their own behavior in a young adult partner relationship and explain the factors that led to the development of these guidelines under the following headings:
- cultural and religious values
 - cultural dating attitudes
 - parental influence
 - sibling pressure
 - peer pressure

stress (school, job, physical, other)
expectations of partner in the relationship
awareness that conflict is normal in any relationship
patterns of relating and resolving conflicts

(b) Students evaluate the above guidelines keeping in mind the following questions:

- (1) What may you be taking for granted?
- (2) What does this guideline symbolize in your group?
- (3) What intentions are reflected in one or any of your guidelines?
- (4) In whose interest have you set these guidelines?
- (5) What restrictions do these place on you?
- (6) What protection and freedom do these give you?

(c) After sharing guidelines and explanations with classmates, students note why they have added, removed or changed, and why?

Suggested Evaluation

Evaluate explanations for guidelines.

Objective 5

Uncover possible motives of the victim for remaining in a young adult partner abusive relationship.

Activity

- (a) Consider the following problems of victims of abuse. For each problem fill in possible motives the victim would have for remaining in the abusive relationship. Read scenarios on page two and three for hints and discuss.

<u>Problem of Victim</u>	<u>Possible Motive for remaining</u>	<u>Possible Misperception</u>
1. alone - no partner		
2. sees abuse as act of love		
3. unconditional acceptance of behavior		
4. sense of guilt or low self-image		
5. comes from an abusive family		
6. economic dependency		
7. religious background that frowns on divorce		

8. lack of knowledge about help for victims
9. partner has threatened greater violence if victim leaves

Suggested evaluation

Students select four of the scenarios on page three and add one or more paragraphs to each to offer help to the victim.

Objective 6

Appreciate the value of organizations and personal support systems for prevention and intervention in young adult partner abuse.

Activities

1. Invite guest speakers (or review appropriate information) from organizations that deal with partner abuse to discuss services offered, financial support and how persons can become involved.
2. In small groups analyze factors and your values regarding them that would help you make a decision regarding personal involvement in such an organization (to seek help and/or to provide help). Hand in your report justifying your decision(s).
3. In groups of two or three role play a number of situations where a victim of partner abuse is seeking help from his/her personal support system.

Analyze which approach you used when taking the support role and explain why. Hand in your written analysis.

Suggestions for the Teacher

Activity 3 - possible approaches

1. shared experience
2. sensitivity to their feelings
3. consideration of the seriousness of the situation
4. availability of community resources

Have students consider:

- (1) possible misperceptions of the abused
- (2) personality of abused and helper
- (3) specific circumstances of the situation
- (4) relationship of victim and abuser

Suggested evaluation

Evaluate report for Activity 2. Are reasons morally justifiable? Observe small group participation in Activity 3. Evaluate written analysis.

References for further reading

Crichton, Sarah (August, 1982). The Riddle of Dating Violence, Seventeen, 336-363, New York Triangle Communications, Inc.

Elbow, M. (1982). Children of Violent Marriages. The forgotten victims. The Journal of Contemporary Social Work, 37, 465-471.

Kay, R. (Ed.) (1983). Plain Talk Series: Wife Abuse. National Institute of Mental Health. Rockville, MO: Department of Health and Human Services Publication.

Ni Carthy, G. (1982). Getting Free. Seattle: The Seal Press.

Woods, F. B. (1981). Living Without Violence. Developed by the staff of Domestic Violence: A Preventive Model under a grant from Title I-A, Grant #79-001-007 to the Psychology Department, University of Arkansas.



Human Relations at Work, by Steven A. Egglund and John W. Williams, 1987. Cincinnati, Ohio: South-Western Publishing, 212 pages, paperback.

This is the third edition of a text-workbook, appropriate for students from ninth grade through senior high levels. Chapters on understanding human relations, self-understanding, communication are included. Three chapters focus on human relations with co-workers, with employers, and with customers. Each chapter contains specific cognitive and affective objectives for students, information related to the topic, and several activity work-sheets.

Forth-three different activity work-sheets are included throughout the text. Teachers will find many commonly used activities included, such as The Johari Window, Trust Walk, Personal Coat of Arms, and a number of values clarification activities. The authors identify topics new to this third edition as relationships among health, stress and self-image; left and right brain thinking; seniority systems in union and non-union organizations; the preparation of suggestions that get action; the importance of helping customers solve problems; the principle that a sale continues beyond the sale; clashing of personalities; and problems of semantics.

The authors provide a nicely balanced treatment of human relations in the workplace through both information and activities. They encourage positive human relations through understanding the various perspectives of employer, employee and customers who inter-relate, each with different interests, in the workplace. Two particularly useful chapters are a lengthy one on self-understanding and one on communication, including breadth and specificity on topics such as listening, language use, sexist language, and communication within organizations.

This book will be of interest to teachers in general work education or cooperative education. An Instructor's Manual is available to those who adopt the text for classroom use.

Reviewed by
Linda Peterat
Home Economics Education
University of Illinois

Fashion Mathemagic

Nadine Hackler
Professor and Extension Clothing Specialist

and

Cindy Brown
Assistant in Editorial, Institute of Food
and Agricultural Sciences University of Florida

Considering the lifestyles and clothing needs of our fashion conscious society, I created and introduced Fashion Mathemagic in 1984. I found that coordinating clothing items through the use of simple math principles totaled up to success.

Multiple designs can be created from a mix and match wardrobe based on a few classic and solid pieces. Coordinating, rather than collecting clothing items is the key. A basic color is important for tying the pieces together. We can add a new blouse and sweater, subtract a vest, divide a suit and multiply our combinations.

Life can be simplified tremendously by adding quality garments and accessories to an established wardrobe, and then subtracting old items that are never worn. Both time and money can be better utilized. Traveling can become a much lighter endeavor, too. If a person cannot get ready to go anywhere in 30 minutes, then s/he needs to evaluate his/her wardrobe.

The idea for Fashion Mathematic evolved out of the four-year plan, Managing Clothing Resources. County Extension home economists who would be implementing Fashion Mathematic stressed the importance of presenting the program so participants could "use what they already had."

With the help of Program Specialist Midge Smith, now at the University of Maryland, I formulated a pre/post-test that later contributed to audience participation and program evaluation. (See example on page ____).

Presentations with transparencies, slide sets and wardrobe examples added to the project promotion. Artist Nancy O'Neill applied the final touches to the logo design and wardrobe models. The teaching packet for the agents included news articles, radio spots, artwork and activities to be used for various audiences.

The mathemagic began taking effect.

I first introduced the concept to Extension home economics agents who quickly began developing programs of

their own. Later I used Fashion Mathemagic with Extension Homemakers at the state meeting where the ideas were well received. Almost one-half of the participants had never made a list of their clothing items, and most were pleased with what they wore fifty to eighty percent of the time. Fashion Mathemagic can enable a person to raise this figure to 100 percent.

Volunteer 4-H Leaders had an opportunity to multiply their fashion knowledge at the Regional 4-H Leader Forum in Georgia that fall. Several 4-H members later developed clothing projects using the mathemagic concept.

Florida Extension home economics agents have now used Fashion Mathemagic in many programs and workshops. Participants have included professional groups, department store employees, 4-H groups, teachers, the elderly and mall-shoppers. The success of the program can best be conveyed by those who have used it.

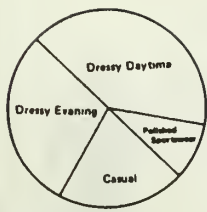
"It's a fun approach to cure an age-old problem," said Brenda Williams, Extension Home Economist in Okeechobee County, Florida. "However, it's a process, and not something to achieve overnight. It takes a couple of years to develop a nice wardrobe."

Williams has worked with the local Business and Professional Women's organization to help them improve their image both on and off the job. "They already know appearance makes an impression on people. They are also finding that developing a wardrobe plan can save them shopping time because they look for specifics," she said.

Lifestyle and activities should influence the wardrobe. Williams has worked with elderly groups in Florida to suggest wardrobe attire most suitable for their lifestyle. "It's probably more important for them because many live in mobile homes or some other place with limited space," she said.

Elderly people may shop less often and find that when they do go shopping it is confusing and difficult. Looking for specifics can aid them tremendously. They must be extra sure each piece is usable. I emphasize a usable wardrobe for each person's lifestyle by having them complete a pie diagram (see p. ____) based on their involvement in activities and events. The clothes in the closet should match the list of activities.

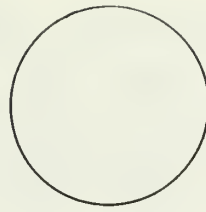
I used the pie diagrams to help each person visualize what s/he should be striving for with his/her wardrobe.



Employed Woman



Young Mother



Yours

More clothes are needed in the areas where the most time is spent. The working environment takes a big slice of the pie for those in the labor force.

For those individuals who "never have anything to wear," Fashion Mathemagic can work wonders. By achieving a functional wardrobe, individuals can feel and look more attractive.

The type of image a person wants to reflect is a consideration also. Clothes convey a message about people even before they say a word. Personality and style can be reflected by using design principles.

I encourage people to learn which colors, lines, textures and fabric designs are most becoming. Color is the most important element for having garments that will mix and match. It hold the parts together. Becoming colors can bring out the best features in individuals. A person should find out which colors are most becoming and stick to them.

Since teens are still growing, they really need to think about wardrobe planning. If the pieces are coordinated, then items that are outgrown can be discarded and replaced much more easily. Color is a very important element to teenagers. They love to "go through" color analysis. I designed worksheets with mix and match garment cutouts that the participants could color and combine to create outfits using mathemagic principles. Adding or subtracting accessories made the possibilities numerous. Magazine cutouts can be used for the same purpose. Dressing fashion dolls, such as Barbie, was another popular method that the 4H-ers used.

Garment fit is essential for creating attractive outfits, so many of the home economics agents emphasized fitting techniques.

A mall show with 18 exhibits and 18 workshops proved to be a successful way to teach specific principles for two extension home economics agents in Florida. Sandra Taylor, St. Johns County, and Michele Keane, Putnam County, joined efforts to produce a show for about 3,500 participants.

Classes such as "How to Achieve the Look You Want," "Choosing Your Most Becoming Colors," "Capsulating a

Wardrobe" and "Grow-Clothes for Children" were presented to the various groups. A follow-up evaluation three months later showed that several had changed their planning and purchasing techniques, and many had shared the information with others.

How Fashion Mathemagic Works

The key is to have clothing that meets your needs. I'd begin with a careful analysis of what you have.

Inventory and evaluation of clothing items is the initial step to a new wardrobe. Finding out what is in the closet and deciding what to do with it is difficult for many people. Taking an objective, honest look at oneself is not easy, either. To begin, I suggested selecting a time when you can relax and think about each item and its potential use or recognize its uselessness.

Step 1: Remove Everything

I'd remove everything from the closet and drawers. If you have a two-season wardrobe, I'd recommend doing only one season at a time.

Step 2: Try on Everything

I'd try on every garment and honestly evaluate fit, comfort, stylishness, and how becoming it looks on you. If you do not like something, try to determine why, so you will not make the same mistake twice. Place each item in one of the following piles:

- * like and will keep as it
- * like but needs altering, repairing or re-accessorizing(keep only if you will make the changes)
- * out-of-style or worn out
- * do not like or it's not becoming
- * has not been worn in two years so consider discarding (except special occasion clothing)

Step 3: Record Everything

I'd record each item you like "as is" with all the details on the inventory chart. Then record specific information on the ones requiring refurbishing. Consider having a garage sale with a friend for those items that will not fit into your new wardrobe.

Step 4: Plan Combinations

Now you have only the wearables and repairables left and are ready to plan the various combinations for each one to be used. Chances are high that you will have some key becoming colors. I'd try on all the remaining clothing again to experiment with various combinations and use the mathemagic concept to coordinate various ensembles and add accessories. I'd make a list of the possible combinations.

Step 5: Plan for Leftovers

You may still have a few items that do not seem to combine with the others. I'd think about how these items can be adapted to fit into our coordinated wardrobe. If

you do not find a solution, I'd re-evaluate whether they should be kept or not.

Step 6: Plan for Needed Items

The final step of the inventory is to make specific plans for needed items and how these items would extend and add to your present garment coordination.

Now you can start adding, subtracting, multiplying and dividing garments and accessories to build a functional wardrobe, thinking about lines, color, texture, fabric design, and quality. A basic wardrobe can be built around classic styles, transitional fabrics, one or two becoming colors that can be used together, small fabric designs, mix and match items and quality garments. Developing a basic wardrobe takes time and money, but maintaining it will not.

I developed a working woman's wardrobe based on a three-piece suit, two-piece dress, cardigan sweater, striped blouse and three accessory items. This has been helpful in my teaching. The illustrations reveal what adding, subtracting, multiplying and dividing can achieve with a coordinated wardrobe.

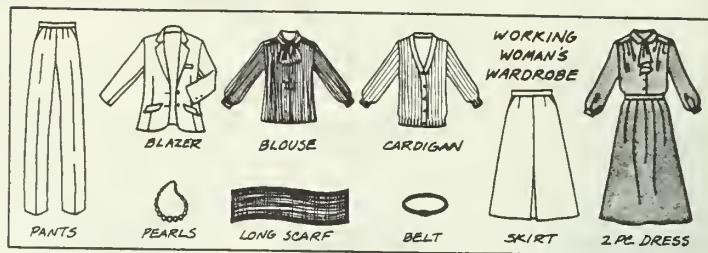


The program was greeted with such enthusiasm, that the initial fact sheets and worksheets were produced as Florida Extension Publications. Copies of HE/4-H 15 Fashion Mathemagic and HE/4-H 16 Fashion Mathemagic Workbook can be obtained at cost by writing Chic Hinton, IFAS Distribution Center, Bldg. 664, University of Florida, Gainesville, FL 32611.

Selected References

Cho, Emily and Hermine Lueders. Looking, Working, Living Terrific 24 Hours a Day. G. P. Putnam's Sons: New York, 1982.
 Cho, Emily and Linda Grover. Looking Terrific. Ballantine Books: New York, 1978.
 Fiedorek, Mary B. and Diana Lewis Jewell. Executive Style. Piscataway, NJ: New Century Publishers, Inc., 1983.
 Schrader, Constance. Nine to Five. Prentice Hall, Inc.: Englewood cliffs, NY, 1981.
 Shaner, Jane. So What's Wrong with Your Wardrobe. McMurray, PA: Silver Thimble, 1981.
 Stein, Frances Patiky. Hot Tips. G. P. Putnam's Sons: New York, 1981.
 Thompson, Jacqueline. Image Impact. A Grosset and Dunlap Company: New York, 1981.
 Wallace, Joanne. Dress with Style. Fleming H. Revell Co.: Old Tappan, NJ, 1983.
 Wallach, Janet. Working Wardrobe. Warner Books, Inc.: New York, 1981.

THINK ABOUT THESE COMBINATIONS



PERSONAL ASSESSMENT OF CLOTHING

- A. Approximately what percentage of time do you feel really good about what you wear? _____ percent
- B. Do you think you use too much time when making decisions about what to wear, for example before going to work or to shop? (Circle Number)
 - 1 Very often
 - 2 Often
 - 3 Once in a while
 - 4 Never
- C. What are you most concerned about relative to the wearing apparel and accessories in your wardrobe; that is, what do you think you need most? _____
- D. Do you feel that you get less than maximum use from individual clothing items? (Circle Number)
 - 1 YES IF YES: What do you think causes that use to be reduced? (Circle all answers that apply.)
 - 2 NO
 - 3 UNSURE
 - 4 other: _____
- E. How do you decide on which clothes to purchase or make? _____
- F. Do you know what clothing items you have? E.g., the number, type, color, etc. of suits, dresses, separates? (Circle Number)
 - 1 YES
 - 2 NO
 - 3 UNSURE
- G. When was the last time you made a list of all your clothes? (Circle Number)
 - 1 within past six months
 - 2 within past year
 - 3 within past 2-3 years
 - 4 other: _____
 - 5 have never made a list
- H. If you have a clothing list, how have you used it? (Circle Number)
 - 1 to identify clothes not worn for a long time.
 - 2 to identify duplicate items
 - 3 to identify new combinations
 - 4 other: _____
 - 5 do not have a list
- I. What do you do with clothes which become outdated or which you do not wear for long periods of time? (Circle Number)
 - 1 save for style to come back or for other reason(s)
 - 2 give away or sell
 - 3 remake
 - 4 other: _____
- J. Are your clothes organized or arranged in some specific way? (Circle Number)
 - 1 YES IF YES: How are they organized? _____
 - 2 NO
- K. What do you think should be considered when planning and building a wardrobe? _____
- L. What characterizes what is known as a basic, classic garment or accessory? _____

Prepared by: Nadine Hackler Professor Extension Clothing Specialist
 Midge Smith Assistant Professor Extension Program Specialist

Why People Volunteer: It's Important to Home Economics

C. Tom Mounter
Extension Program Coordinator - Home Economics
Clemson University

So, your budget has been cut again! What can be substituted for money? Home economists have long known that one resource can be substituted for another, e.g., money for time or vice versa. How about volunteers to extend your time and your budget? Working with volunteers can multiply your effort and also provide a relationship that is mutually beneficial.

Massive budget cuts on both the state and federal levels, coupled with "Proposition 13" style initiatives, have resulted in severely depressed levels of governmental support for all types of programs, including social welfare agencies, education and health organizations, programs for youth and the aged, community development efforts and cultural activities. Many agencies and organizations have responded to this dilemma by increasing their dependence on private contributions and volunteer workers.¹

Searching for alternatives and using innovative ideas is part of our profession. If volunteer mothers or fathers of FHA or 4-H members are willing to drive to conventions or rallies, one does not need a "budget" to get there. If volunteers from a meat or produce company are willing to bring food to class or club meeting and demonstrate its preparation, the food bill is reduced and the home economist's time is extended. If a retired person shares in helping with the play school or telling about how times have changed, the teacher has more time for other activities. How do we get people to volunteer to do these things? Perhaps knowledge of the motivations of volunteers would help us in recruitment and retention.

Defining Volunteerism

The initial problem with studying the motivations of volunteers is in deciding on a definition of volunteerism. Experts have been trying to do this for many years without reaching total consensus. This is supported by statements in the report of The Gallup Organization.²

¹Schellhardt, T. D. Volunteerism, so far, fails to compensate for U.S. budget cuts. Wall Street Journal, June 22, 1982; 199, 1+.

²Gallup Organization. American volunteers. Conducted for Independent Sector by the Gallup Organization, Inc., Princeton, New Jersey, 1981.

Volunteerism has traditionally been defined as giving time to help others for no monetary pay through organizations like hospitals, schools, churches and various social service organizations. Moreover, volunteer work is generally thought of as a regular commitment, such as spending four hours each week or each month helping in the school library or hospital admissions department.

Volunteers of this preceding type are difficult to find and retain. In fact, many of us find people who are good, dependable volunteers and then proceed to overwork them. This results in what we might call "volunteer burnout."

Service agencies according to Alfriend and Kreitler³ sometimes classify volunteers by the amount of time they give. A permanent volunteer works on a regular basis (either part or full time) with no set date on which he or she intends to end volunteer service. Temporary volunteers work for a specified period of time. Intermittent volunteers want to help but cannot offer their services on any regularly scheduled basis. Instead they are available for a specific project. These two categories of temporary and intermittent volunteers are groups that require additional and continuing supervision but can provide us with a greater pool of volunteers. The extra effort required can pay dividends in the long run.

For purposes of this paper, a brief, all inclusive definition, as determined by the National Extension Homemakers Council (USDA⁴) will be used. "A volunteer is an individual who agrees to do a job or render a service for which the only compensation received is the satisfaction of a job well done--a service performed for others."

Reasons for Volunteering

How do you go about getting volunteers? Do they just magically appear when you need them? Of course, you know the answer to the second question and the answer to the

³Alfriend, Kate and Kreitler, Bonnie. 43 million volunteers do a zillion things for their communities. In 1973 Yearbook of Agriculture, Handbook for the Home. USDA, 1973, pp. 81-85.

⁴United States Department of Agriculture. National Extension homemakers study, Extension Service, Family Education, August 1981.

first question is relatively simple: You have to ask; in fact, you may have to ask and ask and ask. According to the Gallup Organization,⁵ 44% of adults who volunteer did so because they were asked, and only 25% sought out the activity on their own. This is supported by the Federal Extension Service study entitled "Implications of Volunteerism in Extension" (IVE)⁶ which indicates that only 19% of home economics volunteers sought out the activity on their own, while 78% volunteered because they were asked by someone: a relative (50%), a professional (22%), or some other person (6%).

When asked why they continue in the activity, volunteers responded much the same as to why they volunteered in the first place. Some of the major reasons given were wanting to do something useful, interest in the activity, enjoying the activity, or having a child, friend or relative involved. Two early studies by Goldhammer⁷ and Godbey⁸ support this finding that the human satisfaction which comes from voluntary work seems to be the chief motivation for volunteering.

Women 4-H volunteers, in a study by Parrott,⁹ indicated that the main reasons they volunteered were that they wanted to help others, they enjoyed watching youth grow and develop, or they had a child in the program. This is supported by Cline¹⁰ who says that a 1981 Gallup Poll confirms that the strongest motivation for volunteering remains the desire to help others. The second most popular motivation is "interest in work."

Motivations of the Volunteer

Have you ever asked: "How do I get people to volunteer? or How do I motivate them to volunteer?" You may very well be asking the wrong questions. According to Stulken,¹¹ motivation is not something that someone does to someone else. Nobody can truly motivate another person. The only thing managers can do to increase motivation is to establish the sort of climate in their organization and their relationships with volunteers that will encourage volunteers to want to move in the direction of achieving organizational goals, while at the same time achieving their own personal goals. People are motivated

by a variety of personal needs, not by some external technique. Best results are achieved when needs are accurately identified and volunteers given the opportunity to satisfy them. Organizational goals that are at odds with volunteers' personal goals are bound to leave volunteers unmotivated.

The level and intensity of a motivation is based on internal felt needs and external goals.¹² Both are necessary to arouse behavior. The strength of both needs and goals varies from time to time and from individual to individual. Everyone is motivated in some way although it may not necessarily be in a direction or at a commitment level that someone else wishes.

A theory of motivation which I favor and shall explore in more detail in this paper is an aspect of McClelland and Atkinson's expectancy motivation theory.¹³ Expectancy theory stated that needs are not viable without cognitions. People behave as they do because they believe their behavior will lead to a desired reward or goal. The emphasis is on rationality and expectations. Expectancy is a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome.¹⁴ This cognitive approach to motivation proposes that people make choices about what to do on the basis of their goals (or desired end states) and their assessment of whether various behavioral alternatives will lead them to their goals.¹⁵ This humanistic theory has its roots in existentialism. Essentially, people define themselves by making choices. People are always trying to obtain the optimal reward based on rational expectations about the world they know.

Expectancy theory helps in the understanding of motivational processes. According to Cummings and Schwab,¹⁶ it is intuitively appealing and general enough to be applied in various settings. The theory focuses on intensity and direction and a growing amount of research is becoming available in using it.

This theory suggests that people behave as they do because they believe their behavior will lead to a desired reward or goal. According to this theory, three factors affect behavior:

1. The need for achievement, which is defined as the capacity for taking pride in accomplishment.
2. The need for affiliation, defined as the concern for one's relationship with others.

⁵Ibid.
⁶Implications of Volunteerism in Extension. Summary of Phase II Conclusions and Implications - Home Economics, University of Wisconsin-Madison, August 1986.
⁷Goldhammer, H. Some factors affecting participation in voluntary associations (unpublished doctoral dissertation, University of Chicago, 1943).
⁸Godbey, G. C. The volunteer in adult education (unpublished doctoral dissertation, Harvard University, 1957).
⁹Parrott, Mary A. Motivations, personal and social characteristics of 4-H leaders (unpublished masters thesis, Oklahoma State University, 1977).
¹⁰Cline, J. The future of volunteering. A Research Review, Texas Agricultural Extension Service, 1984.
¹¹Stulken, Laura. Volunteers: motivation and burnout. Human Relations. University of California Cooperative Extension, Volume 1X, No. 9, September 1984.

¹²Cummings, L. L., and Schwab, Donald P. Performance in Organizations: Determinants and Appraisal. Glenview, Illinois: Scott, Foresman, and Company, 1973.
¹³Hampton, David R., Summer, Charles E. and Webber, Ross A. Organizational behavior and the practice of management. Glenview, Illinois: Scott, Foresman, and Co., 1973.
¹⁴Vroom, V. Work and motivation. New York: John Wiley and Sons, 1967.
¹⁵Deci, Edward. Intrinsic motivation. New York: Plenum Press, 1975.
¹⁶Ibid.

3. The need for power, or wanting to have an influence or impact on others.

The McClelland and Atkinson theory is a systematic, scientific theory. The three intrinsic motives or needs of power, affiliation and achievement are not material ends, but measurable indicators of satisfaction. The greater the needs met in volunteerism, the longer one will volunteer and the more satisfied s/he will be. Do you know which of these factors motivate your volunteers? Do you try to establish climates or environments that will satisfy these motives? Would your program be more successful and your volunteer satisfaction better if you did take this into account?

This expectancy theory was adapted effectively by Henderson¹⁷ for use in a study of 4-H volunteers. In this study, the volunteers were motivated most (84%) by affiliation reasons. This was followed by 12% who were chiefly motivated by achievement and only 4% who were motivated by power.

In a similar study of Extension Homemakers,¹⁸ the results were closely related. In this study, the most volunteers (70%) were motivated by affiliation reasons. This was followed by 24% who were chiefly motivated by achievement and only 2% who were motivated by power.

Do the preceding results imply that all people are motivated in this way? Probably not. These studies were done with particular groups and the results do not necessarily apply to the general population. Careful observation of volunteers as you work with them can give you clues to their motivation. Do they enjoy or even insist on working with others? Who is the take-charge person, the one who speaks up and offers definite opinions? Who are the ones who are concerned about getting credit for doing something? The answers to these and other similar questions can help identify the motivations of your volunteers.

A more formal way of identifying volunteer motivations would be the use of a simple questionnaire such as the ones used by Henderson¹⁹ and Mounter.²⁰ Examples of items for such an instrument include:

I am a volunteer because (achievement)
it is a task I can do well.

I am a volunteer because I (affiliation)
like working with people.

I am a volunteer because I (power)
like being involved in
program planning and
decision making.

If you determine that your volunteers are chiefly motivated by affiliation such as in previously mentioned studies, you might want to design teams of volunteers working together to accomplish the tasks to be done. These volunteer efforts could be rewarded, for example, with group social functions. Volunteers that are motivated more by achievement or power motives might respond better to a volunteer awards system of certificates, pins, medals or publicity through newspapers, radio and television.

Why Understanding Motivation Is Important

Different reasons motivate people to respond to a manager's invitation to become a volunteer. Careful appraisal of these motives helps a manager determine appropriate ways to recruit volunteers and makes it easier to keep them. Managers need to understand and respect the motives of each volunteer, to base recruitment on the reasons why people volunteer and to emphasize the benefits to the volunteer. It is not significant that people are motivated by one of these factors over another, but rather that the volunteer manager is aware of these motivations and sets the climate to provide satisfaction in these areas.

Since the volunteer is not paid in money, "motivational pay" is very important. This comes from two sources: the person(s) for whom the volunteer activity is performed and the staff with whom the volunteer works. The IVE Study²¹ supports this idea of motivational pay and its sources. "Most home economics volunteers received multiple benefits from their work with Extension. Most felt they developed new interests, made new friends and increased their feeling of self-worth through helping others." In addition, "Almost 90% of the home economics volunteers made suggestions for agents when working with volunteers. The three themes of suggestions were: respect for volunteers as individuals, interpersonal relationship practices, and guidance for volunteer activities. Active support and approval are needed continually to enhance the self image of the volunteer.

Rewards and positive reinforcement are important to the volunteer manager. As Cheatham²² has said, "Positive reinforcement promotes further recruitment of volunteers. We strengthen the grassroots, we target our efforts, we reward individual initiative through volunteering. We need only start by offering opportunities for service. A precision commitment and vision can result from that."

¹⁷Henderson, K. A. Motivations and selected characteristics of adult volunteers in extension 4-H youth programs in Minnesota (unpublished doctoral dissertation, University of Minnesota, 1979).

¹⁸Mounter, C. T. A study of the degree of success of a volunteer program on the motivations of volunteers and perceptions of these by agents (unpublished doctoral dissertation), University of Georgia, 1985.

¹⁹Henderson, op. cit.

²⁰Mounter, op. cit.

²¹Implications of Volunteerism in Extension, op. cit.

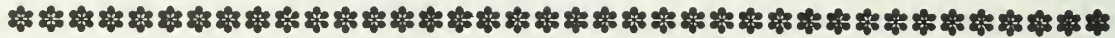
²²Cheatham, W. M. Voluntarism '83 - A Call for Accountability. Speech delivered to the Rotary Club, Columbus, Ohio, July 19, 1982.

Summary

Henderson²³ says that a need exists for more information about volunteers so better strategies can be developed for helping volunteers reach their personal goals and the goals of the organization. Motivating volunteers depends on a number of perceptions about the individual volunteers and about the tasks they perform. According to Henderson,²⁴ "There's no simple answer on how to motivate people. What motivates one person may not

motivate another." Individual differences and the striving to match individual needs with organizational tasks is the challenge of working with volunteers as well as with paid staff.

²³Henderson, K. A. Motivating the adult 4-H volunteer. *Journal of Extension*, Volume XIX, January/February, 1981, pp. 19-27.
²⁴Ibid.



The University of Illinois, College of Education sponsors a Critical Thinking Essay Contest for high school students which is now in its third year. The following is the winning essay for the first year. For information about how your students could enter write: Professor Steven Tozer, College of Education, University of Illinois, 1310 S. 6th Street, Champaign, IL 61820.

The Rock Video Controversy
Kristin Seibold

In the past year, controversy has arisen over the censorship of rock videos. Some have gone so far as to suggest banning them entirely. There have been two basic arguments presented. One side believes that rock videos as they are today are unsuitable for public viewing (mainly the younger audience which constitutes a large percentage of the viewer) because of the amount of blatant or implied sex and violence they contain, and videos should therefore be censored by an appointed board before they are aired. The other side believes that rock videos aren't quite so harmful, but even if they were, censorship should be left up to the offended individuals and their families. Both sides have strong arguments. Nevertheless, I believe that censorship is a matter of choice and that any censorship of videos must be done by the individual and his/her family.

There are a number of reasons why a national screening board would not work. Their goals would be to cut down the amount of sex and violence in rock videos. Their plan would involve screening all videos before allowing them to be released and shown on television. However, the existence of such a board creates five problems. First, it would be impossible to find a standard to compare all rock videos against because the themes of the videos are so different from one another. Therefore, judges would find it impossible to objectively eliminate materials in videos because decisions would be based completely on personal beliefs and opinions. Secondly, even if this panel were able to justify eliminating the most blatantly offensive material, then it still couldn't guarantee to make all videos void of disturbing themes. Many video makers can cleverly disguise these themes in perverse ways as shown in a number of videos, including Arcadia's "Election Day", Duran Duran's "Union of the Snake", and Motley Crue's "Smoking in the Boys' Room." Once again elimination would be based purely on personal beliefs and opinions rather than fact. However, let's say for the sake of argument that the panel could find a way to weed out all perverse themes in videos. Now there arises a third problem. Judges can't be sure how much to take out based on maturity. They may be able to assume that the average viewer of rock videos is a teenager, but within that classification of teenager, there are eight years of maturity at stake. For example, a concept which might

threaten to disturb a thirteen year old may be appealing, perhaps even humorous, to an eighteen year old. This brings us to a fourth problem. Careful consideration must be given to the rights of the bands. Some would argue that their videos are a means of expressing themselves. Free expression is a form of freedom of speech, a right guaranteed by the First Amendment of the constitution. While I won't go as far as to say that a screening board would be unconstitutional, I do believe that such a board would be infringing on the rights of rock performers, which could spark enough controversy to undermine the panel's actions. Yet, a fifth problem involves those people who want to ban rock videos completely. Videos are a major tool used by record companies to boost record sales. To ban or perhaps even censor video material would be an infringement of financial rights. Taken together, these reasons reveal the infeasibility of a censorship board and raise real doubts in my mind about standardized alternate methods of censorship.

The question still remains "How can we solve the problem of rock video censorship so that all involved are satisfied?" I suggest that there are three ways for the individual to censor videos to his/her own needs. First, parents could petition video stations to air videos they find offensive only at night (after their children have gone to bed). Cinemax and Home Box Office have a similar policy where they show certain movies only at night. Such a plan has also been shown effective through the video shows Night Trax and Friday Night Videos which air late at night. Second, parents could watch the videos with their children to shield them from anything they find offensive or, more realistically, discuss issues that may be disturbing the child about the video. This resolves the problem of facing it directly as well as enforcing family togetherness and communication skills. And, third, if parents find neither of the first two suggestions workable solutions, they could cancel all television stations carrying rock videos. If they do not have cable television, they have much less of a problem because few local stations show videos at all, and those who do only show their videos late a night.

I believe that my three (3) suggestions will reduce the controversy over rock videos. By airing offensive videos only at night or by cancelling video channels completely, parents can monitor the videos their children watch. A third alternative allows the parents to watch the videos with the children which gives the family some time together. These suggestions are much more appealing in my opinion than a national board which would censor by personal belief and inhibit free expression.

Kristin is a student at University High School, Urbana.
Maureen Baker, Instructor; Russell Ames, Principal



CROSSROADS TO THE TWENTY-FIRST CENTURY

All roads lead to Indianapolis, the 'Crossroads of America' and site for AHEA's 78th Annual Meeting & Exposition, June 29-July 2, 1987

Don't miss this opportunity. Join thousands of home economists and other professionals from all across the nation and around the world as we look ahead to the twenty-first century. As a participant, you will:

- hear from the leaders of today and the planners of tomorrow,
- choose from more than 200 educational program sessions designed to meet your specialized needs and interests,
- visit our state-of-the-art Exposition featuring the latest in products and services from companies representing a cross-section of home economics fields,
- renew acquaintances and make new contacts for your own personal and professional growth.

Reserve Your Room Early—Hotel reservations must be made on the Official Housing Form available in the Spring issue of the JOURNAL OF HOME ECONOMICS. Check _____ if you want the housing form sent with your registration confirmation.

Massachusetts Ave., NW, Washington, D.C. 20036-1028.

NONMEMBERS—SAVE MONEY—by joining AHEA at the same time they register. Check _____ if you want to designate \$60 of your \$170 nonmember fee to membership dues. A membership form will be sent to you. For more information call Member Services 1-800-424-8080.

Register NOW—Get the DISCOUNTED PRICE—Return this Advance Registration Form with payment postmarked by May 15, 1987 to: AHEA Annual Meeting and Exposition, 2010

ADVANCE
REGISTRATION
FORM

ANNUAL
MEETING
& EXPOSITION
June 29-
July 2, 1987

AMERICAN
HOME
ECONOMICS
ASSOCIATION

Please print as you want
shown on badge.

Name (first for badge) _____

Name (first, last) _____

Job title _____

Organization _____

Address _____

_____ Phone () _____

Membership number _____

If you are physically handicapped and require special assistance, describe: _____

Check one (Rates apply until May 15 only):

___ **AHEA Member** 2 or more days \$110; ___ single day \$60

___ **Undergraduate Student Member** 2 or more days \$90; ___ single day \$50

___ **Nonmember of AHEA** 2 or more days \$170; ___ single day \$90

___ **Family Members** \$85 each; names for badges: 1) _____

2) _____, 3) _____

___ **Check** (payable to AHEA); **Charge** ___ VISA or ___ MasterCard;

_____ Expires _____

Signature _____

University of Illinois at Urbana-Champaign

ILLINOIS TEACHER

350 Education Building
1310 S. Sixth St.
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED

Non-Profit Org.
U.S. Postage

PAID

Champaign, IL 61820

Permit No. 75

Ch



UNIVERSITY OF ILLINOIS-URBANA
640.705IL C001
ILLINOIS TEACHER OF HOME ECONOMICS URBAN
29-30 1985-87



3 0112 017967602