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ILLINOIS TEACHER

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Star Feature

CO-OPERATIVE PLANNING PAYS DIVIDENDS

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Program Of The Annual Fall Meeting, Illinois Home Economics Association

Pere Marquette Hotel, Peoria, Illinois

October 31 and November 1, 1958

"YOU AND YOUR PROFESSION"

Friday, October 31

- 12:00 - Luncheon - \$2.85, including tax and tip.
Section Meeting, Elementary and Secondary Schools
Address - "Television and the Home Economics Teacher"
Diane Johnson, WCIA Station, Champaign, Illinois
- 2:30 - General Meeting
Panel - "Understanding Values Makes a Difference"
Dr. Mattie Pattison, Iowa State College, Chairman
Dr. Pauline Garrett, University of Missouri
Dr. Dorothy Van Bortel, Cereal Institute
Dr. Ray H. Simpson, University of Illinois

Saturday, November 1

- 9:00 - Eye Opener
"Color and You"
Phyllis Webb, Interior Decorator, Marshall's, Peoria
- 9:30 - Business Meeting
Ruth Wheeler, President, Illinois Home Economics Association
- 10:15 - Symposium - "Mental Health Is Everybody's Business"
Dr. William Becker, Psychologist, Department of Public
Welfare, Moderator
Mrs. Nancy Bouvee, School Psychologist, Peoria
Dr. Richard Hodgson, Industrial Psychologist, Caterpillar
Tractor Company, Peoria
Dr. John Hackley, Psychologist, Department of Public
Welfare, Springfield
Dr. Charles Launi, Superintendent, Grace Abbott Center
for Emotionally Disturbed Children
A Clergyman, not yet named
- 12:30 - Luncheon - \$3.10, including tax and tip
Address - "What's Your Communication Quotient?"
Dr. E. W. Anderson, University of Illinois

ALL HIGH SCHOOL TEACHERS IN ILLINOIS ARE MOST CORDIALLY INVITED TO ATTEND

Registration

\$1.00 for paid member of IHEA 1958-9 Make check payable to Illinois
\$2.00 for non-member of IHEA 1958-9 Home Economics Association

Mail registration at once to Mrs. Bonnie Lee, 1648 W. 100th Place, Chicago
43, Illinois.

SELECTED ASPECTS OF SOCIAL CHANGE

Reported by Letitia Walsh
University of Illinois

Who can forecast with complete certainty the future of homemaking education? Yet will not teachers now, by what they do and don't do, play a major role in determining the extent and direction of future change?

Upon no other field of subject matter does social change have a greater impact than upon homemaking and family living. Truly tremendous social changes are being reported in the literature from recent research. At our professional meetings controversial implications are being suggested.

Following are a few excerpts from recent publications or addresses by specialists. Although these statements have been sharply condensed, a sincere effort has been made to retain the ideas of the authority.

- * Rapid social changes in the latter quarter of the nineteenth century produced new problems for families. Concern for these problems stimulated activities cumulating in home economics as a field of learning. In meeting the problems of people through the years, home economists have become increasingly aware of the continuing, accelerating rate of socio-economic change. These changes hold both new and increased opportunities and problems. - - National Project in Agricultural Communications.
- * In 1950 only 3.2% of families had incomes of \$10,000 or more according to the Census Bureau. In 1957 this proportion rose to 8.4%. More dollars were being spent by families for food, appliances, health insurance, education, toys and recreation equipment, radio and TV sets, jewelry and watches. Slightly fewer dollars were going for rent, furniture, drugs and physicians and dentists, footwear and other clothing, books and maps, tickets to amusements, liquor and tobacco. - - U. S. News and World Report Editorial.
- * Today the average kitchen has \$2,000 to \$3,000 worth of equipment in it. All students should be taught to evaluate each appliance as to their and their family's needs. Will a certain appliance really do the job they expect it to do? What will it do faster, better, easier or less expensively than the appliances already owned or available? - - Esther McCabe
- * Since 1930 the high birth rate and the lowered death rate due to scientific advances have been the major factors in the tremendous population growth. Today our population is over 170 million; 190 million are predicted by 1965.

Equally important is the shift in geographic distribution. An urban migration both of people and of industry has continued ever since World War II with undiminished momentum, particularly into the

Southwest and Far West. About two-thirds of all people live and work in the 168 areas the census recognizes as metropolitan. In 1957 one-third of all families moved to different homes. It has been estimated that not one American in ten now lives in the place where he was born. - - Peter F. Drucker

- * Without families around which to pivot, home economics would have no destiny or purpose. When social and economic changes occur the home economics satellite, too, must change its orbit. Some changes in the present orbit might be a decrease in the how-to-do-it skills, an increase in a realistic knowledge of how families live, a setting of high sights concerning universal family values, and an avoidance of perfectionism about the relatively unimportant. - - Beatrice Paolucci
- * The great gift of technology is leisure. The basis of human perfectibility is free time. Under a regime of more leisure many homes will wish to bring back - many are even now bringing back - some of the crafts surrendered to business enterprise in recent years. Today even the forty-hour worker puts on more housepaint and hangs more wallpaper than do the professionals. - - George Soule
- * At present some 21 million women are in paid employment in the United States. Manpower specialists now predict that nine out of every ten women will work 25 years or more during their adult life. Of currently employed women more are married than single, more tend to be older than younger. - - Government Report
- * The American Medical Women's Association at a recent symposium on the occupational health of women reported that the annual number of days lost per worker is much greater for women than for men, that emotional ill health is their number one problem today, and that 30% of absenteeism is due to emotional disturbance. - - Doris Ruslink
- * Each individual and each homemaking group can be a strong, effective force for government's concern about the welfare of women and children. The drive must come from individual groups knowing the local and state needs as well as the national needs. Writing congressmen informed opinions about bills can be more effective than one might think. - - Dorothy Johnson
- * What education should strive to produce at every level is the disciplined mind that is needed for intelligent participation in the private and public affairs of a world where decisions must be made on the basis of informed and accurate thinking. Even Dr. Bestor declares that "vocational training can be integrated with liberal education without destroying the values of either." Education fails unless the three R's at one end of the school spectrum lead ultimately to the four P's at the other:
 - Preparation for earning
 - Preparation for living
 - Preparation for understanding
 - Preparation for participation in the problems involved in the making of a better world. - - Norman Cousins

- * Today's dilemma in education is intensified by scientific changes so great that the next five years may produce a discontinuity in the history of human experience. One of the most glaring weaknesses in our educational structure is the breaks in the different levels of education - elementary school, secondary school, college and graduate school. A unified plan of education must be developed. - - John R. Mayor

OF COURSE, THERE ARE MANY, MANY MORE.

PLEASE, WON'T YOU TAKE OVER FROM HERE?

Vital statistics and new ideas derived from some type of recent investigation appear constantly. Where are these to be found? Well, just about everywhere today! A report on some research appearing in your daily newspaper may not be wholly accurate, but it will give you a clue for locating a more authoritative version elsewhere. Many home economists place the Saturday Review of Literature high on their "must-read" list - and not merely the annual issue devoted entirely to education. Other periodicals to scan rather consistently might be:

Journal of Home Economics and other AHEA publications
Changing Times, Consumer Reports, Consumer Bulletin
Marriage and Family Living, including its "Teacher Exchange"
Atlantic, Harper's, The Reporter
Time, News Week, U. S. News and World Report

One of the best compilations of ideas from research is to be found in the "Professional Advancement Issue," June, 1958 of Forecast for Home Economists. Treasure this issue and refer to it often as you debate the controversial questions about curriculum changes suggested below. Indeed, articles of real significance are constantly appearing in a wide variety of periodicals from the popular and women's magazines to the most sedate professional journals.

Having located, read, and secured the most important facts, you are now ready to THINK. Statistics can't be used the way a drunkard uses a lamp-post - merely to lean upon. Facts may well be facts and still be controversial in their implications for each of us as a teacher of home economics.

WHAT DO YOU THINK?

Should homemaking education be made more intellectually challenging?

Should we follow Dr. Paolucci's suggestion to decrease the teaching of "how-to-do-it" skills?

Should we heed her warning on being perfectionists about the relatively unimportant?

Should more emphasis be placed upon the process or the product of home-making teaching?

Should the experimental method dominate the teaching of all homemaking?

Should homemaking teachers know and use recent findings in research?

Should applications of the related sciences, the arts, and the behavioral sciences be utilized to increase the intellectual content of homemaking units?

Should self-evaluation be made an integral part of every problem-solving experience?

Should students be sensitized to increasingly skillful use of propoganda and "hidden persuaders" in all aspects of homemaking?

Should older high school students constantly be made aware of how they can support and improve the laws of most concern to family well-being?

Should the scope and sequence of fundamentals in homemaking be more thoughtfully determined?

Should we teach less but teach it more thoroughly?

Can a high degree of selectivity in goals be based upon fundamental principles?

Should high school offerings be closely articulated with 7th and 8th grade learnings?

Should family welfare, present and future, be the unifying motif running through all courses?

Should we try to identify and teach universal family values?

Should more homemaking be taught as a creative way of using leisure time?

Should certain fundamentals of homemaking and family living be a part of the basic education of all youth?

Should the specific details in homemaking be more closely geared to differences in individuals, families and society?

Should individual differences be better provided for through grouping according to abilities, interests, backgrounds?

Should consumer education in every area be adapted to teen-agers' current values and standards?

Should the homemaking curriculum be kept constantly in line with present practices and reactions of parents?

Should more teaching emphasis be put on the emergence and abundance of labor-saving equipment and supplies?

Should constant effort be given to teaching a variety of possibilities by which families may meet their needs within the limitations of their resources?

Should standards be kept flexible in terms of the socio-economic levels of families in the community?

Should there be many more types of mutual interchange between homemaking classes and the community?

Should the teaching of homemaking skills and management be adapted to more or fewer homemaking wives and mothers?

Should choices in building a curriculum be based upon the assumption of a continuation of very early marriage at all socio-economic levels?

Should increased decision-making characterize homemaking teaching because the future promises a greater breadth of choices in all areas?

Should increasing family mobility influence the teaching of homemaking skills and the problems considered in family life education?

Should homemaking teaching try to contribute to students' employability through the establishment of behavior patterns and habits important in industry and business?

Should automation, with its possibility of reducing the numbers and incomes of working women, alter the teaching of present-day homemaking?

Should inflation be prepared for by giving attention to values and ways of living on a steadily reduced income?

Contradictory and confusing? Of course, but of such vital importance that no one can be totally ignored! However, tackling the whole problem at once is certainly not necessary nor wise. Why not start your reflective thinking in some such way as this -

Select one controversial question that seems uniquely pertinent to your own situation

Try, in light of the facts on recent changes, to develop its implications for your own curriculum

Think through how these implications might be put into action in a practical way without requiring additional resources

Try out your proposed action and evaluate results as objectively as possible

Revise your plan in terms of the gains and losses from your experiment with change.

HAPPY THINKING!

CO-OPERATIVE PLANNING PAYS DIVIDENDS

Mary Hubbard, Graduate Student, University of Illinois
Letitia Walsh, University of Illinois

The Journal of the American Medical Association reports the following example of "co-operative planning." At an amusement park, a tired mother sat down to rest and gave her five-year-old son a dollar to amuse himself. "Here you are, honey," she said, "but tell me what you're going to do with it."

"Well," said the happy youngster, "I'm going to buy an ice-cream cone, a candied apple, some peanuts, popcorn . . ." Then he caught the ominous look in his mother's eye, so he hastily added, "And a green vegetable."

As we chuckle over the predicament in which mother and son find themselves, perhaps we are reminded of some of our own less successful efforts at co-operative planning.

Some Common Misconceptions about Teacher-Student Planning

No pre-planning by the responsible adult is necessary.

Quite the contrary! If students are to have a voice in the decisions, pre-planning by the teacher needs to be more extensive and based upon more information than if she were merely issuing ultimatums.

No limits should be set upon students' choices.

Failing to set limits or to establish some workable frame of reference before class discussion begins simply invites the students to "try out" the teacher to see if she really means the completely free choice she has implied. Of course, she doesn't.

The adult should refrain from contributing suggestions.

A teacher, because of her greater education and experience, is paid to guide the thinking of her class. She cannot abdicate her responsibility - and students would be the first ones to criticize her if she did.

The choice with the most votes should 'win.'

The worth of a vote, in a classroom or in life outside of school, is dependent upon the intelligence of the voter. Until criteria for selection have been developed by the group and thoughtfully applied to each proposal, a class vote is neither democratic nor desirable. Students recognize this fact and often plead with the

teacher, "Aw, you tell us," in preference to accepting immature leadership that they distrust.

Plans for the entire year should be set up during the first lesson.

No teacher is so experienced and skillful that she can accomplish this, except perhaps in a very tentative and sketchy way. Why? Because she cannot yet be adequately acquainted with the students. Indeed, a beginning teacher in a strange community may be wise to start students on the first unit in a brisk decisive way, to develop not only her own security but (even more important) also the students' confidence in her competence.

Students will not notice if grading is on goals other than those planned.

Don't think they won't! Throughout their school careers students have been conditioned to consider grades important. Then is it not easy to understand that they would conclude that students are permitted to make only decisions which are regarded as unimportant? No more spurious co-operative planning for them!

There Must Be a Reason

Why have so many misconceptions grown up around the apparently reasonable and widely accepted idea of teacher-student planning? Let's face it! We teachers of home economics, like most other teachers, are dissatisfied with many of our efforts to do co-operative planning.

Is the idea so new that it is not yet fully developed? Just this year Harper and Brothers published a volume entirely devoted to the subject. The authors of Teacher-Pupil Planning for Better Classroom Learning are two Michigan teachers, Louise Parrish and Yvonne Waskin, who report on considerable experience in using the technique when teaching common learnings in a core program.

In this the rather naive statement appears, - "Teacher-pupil planning is a phrase which has only recently appeared in educational circles." Actually, the concept was in use by progressive educators in the thirties, with more or less success. Irate parents, stimulated by complaints from their children who were accustomed to teacher-dominated classrooms, demanded the abolishment of the whole idea. Teachers, who had been valiantly trying to change their own philosophies and methods almost overnight, rather thankfully decided to try to bring about change more gradually.

Is the technique appropriate only in unusual programs? Although Parrish and Waskin state that the technique can be used in any class, they add, "We believe it is most successful in a class which offers more than one period a day for teachers and pupils to be together." Since

satisfactory teacher-pupil planning is time consuming, undoubtedly they do have a point. Yet Dr. Hazel Hatcher demonstrated the worth of the concept in unselected public school classes of home economics many years ago.

Is the technique too difficult for most teachers to acquire? Not only did Dr. Hatcher's experimental subjects acquire the technique but achieved results in teaching superior to those of the control group of teachers using the traditional method of "teacher knows best." Surely homemaking and family living teachers, who have learned to use such a subtle and demanding technique as role playing, can also learn to guide teacher-student planning.

Is the technique more difficult for students to acquire than has been previously recognized? Observation and inquiry among many teachers suggest that here lies the crux of our difficulty. Evidence is accumulating that in the homes of today, youth are living haphazard and unplanned lives. If you wonder to what extent this statement applies to the students you are teaching, there is an easy way to find out - ask each to record the use of his time for one school day and for one Saturday. Even within the framework of a regular class schedule, an obviously hit-or-miss distribution of time appears on most records.

The deeply ingrained habit of, at best, extremely sketchy planning on the part of students offers a tremendous challenge to every school and every teacher. The many-sided character of homemaking and, in turn, of homemaking teaching seems to provide one of the richest opportunities for teaching co-operative planning in the whole school program. Moreover, habits in the home may be expected to change gradually through home practices stimulated by school learning, if the planning habit can be satisfyingly and firmly established in home economics classes.

Difficult but Worth What It Costs

Obviously, then, co-operative planning is difficult. Witness the crises in world affairs that are daily arising out of the inability of representatives from different nations to accomplish co-operative planning.

Yet do not these same crises clearly indicate the goal of ability to do co-operative planning as a MUST for all schools in a democracy? If homemaking and family living are to justify their place in the school curriculum henceforth, they must contribute to this major objective of all education - the development of active, intelligent democratic citizenship - by deliberately, methodically, and consistently teaching and utilizing co-operative planning in classrooms.

Fortunately no field of subject matter offers more tangible opportunities for learning and practicing co-operative action than does home economics. And in no group in our social organization is co-operative action more sharply necessary and more richly rewarding than in the

family group. If we truly believe that "a nation can be no stronger than its families," to teach co-operative planning assumes almost the stature of a moral responsibility.

BELIEF IN CO-OPERATIVE PLANNING

The phrase, "beginnings in planning," as used by Parrish and Waskin suggests that developing the ability to do co-operative planning may be a lengthy process. No statement could be more true. As one writer on the subject expressed this, "Don't expect miracles!"

Because students in grades seven, eight and nine tend to learn best from concrete phenomena, this level in home economics offers a rich variety of possibilities for teaching co-operative action. Why have we teachers been inclined to ignore these promising learning situations?

One reason may be that we have only recently realized the almost desperate importance of citizens of our own nation (witness the segregation issue) and peoples of other nations learning to co-operate in a period of social revolution. Another reason may be that we teachers of home economics, as was suggested at this summer's AHEA meeting, may not have been fully aware of the ways many families are now living, specifically in the decreasing guidance that families give their children in co-operative planning and decision making. We have assumed for all children training and practice that only a limited number of homes have actually provided.

In the remainder of this article we are presenting techniques, both large and small, that have been evolved out of teachers' experimentation, observation, recording and investigation. So thoroughly are we convinced that the difficult technique of co-operative planning can be learned only very gradually we plead for an open-minded trial of this idea in your own situation.

What One Seventh-Grade Teacher Did

Because the food laboratory had been left clean and in order by a previous class, the teacher decided to try to discover what her new students knew about dishwashing, an operation fundamental to future cleanliness and order. Each youngster received a sheet of paper with a line drawn vertically down the middle. At the top of one half each wrote the word "Good" and on the opposite side the word "Poor." Then all were invited to identify and note the procedures used by the teacher that, in their opinion, rated "Good" or "Poor." Beneath a demonstration mirror the teacher washed and set up for air drying a typical collection of glasses, dishes, silver, pots and pans. Approximately half of the procedures were satisfactory; half were representative of the errors she had previously observed commonly appeared in beginners' classes.

The observers were raptly attentive and delighted in locating errors made by a teacher! In fact, they were so interested that they had to be

reminded to keep taking notes since all papers were to be turned in at the end of the demonstration in order to leave time for each "family" to examine the dishwashing facilities in its assigned unit kitchen.

Because the papers were labeled with each student's name, the teacher found the records highly revealing. On a paper smudgy with frequent erasures she found an apologetic note at the bottom, "I got kind of mixed up on this because at home each of us fixes his own meals and washes his dishes under the faucet. If there is a dirty pan that is empty, we put that in the oven." Examination of this girl's questionnaire confirmed the fact that both parents and an older sister worked on different shifts. One young miss volunteered the comment, "Thank goodness, you don't believe in wiping dishes - neither do I." From the errors of omission and commission on the sheets, the teacher listed the specific learnings needed by class members under two headings:

Sanitary and efficient methods of washing and drying dishes
Equitable and educational ways of dividing the job between students.

The Second Day

Next day the teacher began the class period by asking, "What questions or problems concerning dishwashing have you been thinking about since yesterday?" The class mischief volunteered that she had been thinking about asking Mr. J. (the school's principal) to buy an electric dishwasher for the laboratory. The serious questions raised could be grouped around the following census of problems which the teacher listed on the chalk board in somewhat organized form.

- Where can we find out what is the "good" way of washing dishes?
- Where will we find space enough to do dishwashing in our little kitchens?
- Will everyone in each kitchen have to do dishwashing?
- How much time for dishwashing will there be if we cook?
- What would the next class do if our dishes were not dry?
- Will we have to use towels from another class?

The students decided that the first problem listed was basic to solutions of the others. Breaking up into buzz sessions with two or three different texts in each group, each "family" developed "Ten Commandments for Good Dishwashing for Our Family." To settle arguments about facilities, students were free to examine the equipment in their own unit kitchens. The teacher helped in the use of a book's index, approved of including soaking and stacking as part of dishwashing procedure, and offered whatever other guidance seemed desirable.

Again the class came together, the recorder from each group reported, and any differences were freely discussed. Finally the commandments of one group were revised enough to, at least, tentatively satisfy all the groups. The teacher volunteered to duplicate this revised version for trial use by all. In turn, she asked for two volunteers the next day to try washing

and wiping a collection of equipment as well as possible, with the remainder of the students observing. Privately she suggested to these volunteers the type of "uniform" commonly recommended for use in the foods laboratories.

The Third Day

The students found the same six problems on the chalk board. Armed with the revised commandments, they watched for and noted down this time only practices that they believed could be improved. The unsolved problems were also called to their attention as needing class discussion after the demonstration was completed.

Briskly the demonstrators put on their "show." This time errors were largely those of judgment such as the excessive suds that kept escaping the confines of the dish pan, the towel that was used long after its absorption power was gone. Junior high school students being gloriously unpredictable, the two partners exchanged tasks in the middle of the performance! They casually explained that, since neither one had wanted to be the dishwasher, they had evolved this exchange as being the only fair way to solve the problem.

A glance back at the six original problems will indicate that three had to do with the technical aspects of space, time, and methods of dishwashing. In terms of what they had learned from the demonstration, certain refinements were added to the original commandments, such as the correct amount of detergent to be used, the way to determine when a dry towel was needed, and the other improvements recommended by the observers.

The remaining unsolved problems clearly related to difficulties they could foresee in working together. "Taking turns" was definitely approved, although not necessarily in the exact form used by the demonstrators. They decided amiably enough that, since another class followed them in the laboratory immediately, equipment would not only have to be dried but put away by each class. The girl who had been the one so enthusiastic about air-drying reported that her mother had permitted her to use this technique the previous evening - with disastrous results to her tight time schedule when her mother had required her to put everything away before leaving for school. Reported she, "If they'd have been some one else's old dishes and pans, I'd have been madder yet!"

But the teacher was unprepared for the heat with which the question of using towels from another class was debated. When she took advantage of this to emphasize how thoroughly clean all equipment should be left, most of the resistance subsided, especially after they had been permitted to try to locate additional drying space for "their very own towels" and had failed to find any place. Thereupon two students in one kitchen bluntly spelled out their specific grievance. "We've found out that Reba L. and Sarah R. are in our kitchen the period before this class, and we will not use towels they have used." Luckily perhaps, the dismissal bell rang at this point.

Before school closed, the teacher sought out Reba and Sarah in a study hall to study them a bit more closely than before. Since one kitchen in their foods class needed to serve only two girls, she had been quite unconscious of their rejection by other students. Both had recently entered the school and their association had seemed a natural result of this fact. Nor did their appearance provide a clue as to the rejection. Not until she learned that both families, willingly or otherwise, were living in "The Dump," the worst slum area in the town, did she realize fully the plight of the two girls.

The Fourth Day

All the students were so busily engaged in learning table setting in preparation for the next day's first "meal" that few were even conscious of the low-toned conversation between the teacher and the two students objecting to the previously used towels. Calmly the teacher assured the girls that at any time their towels were unsatisfactory, others would be provided. But she also took occasion to report favorably upon her contacts with Reba and Sarah and assured them she was confident that towels used by these girls would be well cared for.

Indeed, she was more than confident; she was determined. She planned to guide the use and washing of those towels so diligently yet inconspicuously that not only would she insure Reba and Sarah forming good habits but would confound the prejudiced doubters in the later class.

The Fifth Day

Each student arrived promptly, prepared to have a "surprise meal." The teacher made available the following supplies: exactly one small banana for each girl, the correct amount of a dried cereal for each but replaced in the original box, likewise the milk needed, no more and no less. Each student secured her food, set her cover, dined, then did her share of washing, drying and cleaning up. Sounds simple, but any experienced teacher knows that all was not peace and quiet! The artistic souls fastidiously set their place at the table before securing their supplies. Loud were the wails as one discovered the cereal had disappeared. The milk supply at another kitchen was exhausted. Two youngsters rather shamefacedly tried to return their second bananas with the explanation that "When we have such teensy, weensy bananas at home, mother always wants us to eat two."

The unanimous opinion was loudly expressed that setting the table and washing dishes were O. K. but "we gotta plan before we have any more meals." The teacher reassured them that hereafter they should remind her if ever she forgot this again. In the meantime, they had learned to use their "commandments" and the simple check list for setting a cover which they had evolved for themselves on the fourth day. And she had a new list of problems needing to be solved, less than half of them dealing with techniques and even more concerned with responsible and fair sharing. As she prepared for bed that night she was still chuckling over the fact that the two girls who had demanded fresh towels had completely forgotten to wash their own!

Let's Look at the Record

The teacher used showmanship for arousing interest in a familiar but often disliked task, led students to recognize their own problems, developed a variety of experiences to help them solve these, taught them to set up and use the standards they had accepted.

The students had made a beginning - but only a beginning - on learning to use the problem solving technique in studying a unit in foods. They were beginning to realize the similarities and the differences in problem solutions at home and at school to avoid building up the common barrier between home and school procedures in dishwashing, table setting, and the like. But the firm establishment of these habits will demand all the patience and persistence that both teachers and students can muster.

However slow and routine the teaching of laboratory mechanics may appear, the opportunity for teaching less mechanical aspects is always there. Acceptance of the need for planning and for co-operation definitely do not come naturally. By sharply limiting the food supplies, then letting nature take its course, the students themselves provided inescapable proof of this need.

A BELIEF IN THE NECESSITY OF CO-OPERATIVE PLANNING is the first essential. And, alas, one dramatic incident does not fix that belief. The experiences necessary to do so depend upon the experiences students have had previously in both their homes and their school life. The extent to which children, who have gone through the local schools, have had consistent and satisfying experiences in co-operative planning may be roughly estimated from information provided from the schools. Extensive information about the reactions and practices of individual students and parents is necessary if we are to understand why they believe as they do and to develop sound procedures for bringing about change. Specific devices for securing such information appear later in this article.

Other Opportunities for Developing a Belief in Co-operative Planning

Recently in Illinois there appeared a wide divergence in the choices of school administrators, faced with decisions on the type of units to be placed in clothing laboratories. One group favored a separate and complete unit for each girl. The others, deploring such isolation as limiting necessary experiences in sharing, favored a unit for either two or four girls. These different decisions stemmed from different values assigned to co-operative planning.

However, no matter what types of equipment appear in laboratories, the imaginative teacher can observe many situations where the worth of co-operative planning, carrying out, and evaluating of activities may be proved to students. The use of any piece of equipment, large or small, that has to be shared can be used effectively if time and guidance is provided by the teacher. Supplies provided by the school, as in the seventh-grade food lesson, are frequently a bone of contention without clear-cut decisions arrived at through co-operative planning.

Indeed, every time that a teacher takes class time to plan with the students helps to build their belief. When there is a time schedule to be set up, a division of labor to be determined, a choice between teaching methods to be made by students, students are growing in their ability to do co-operative planning. And nothing "sells" a belief like successful use of it in many situations. Moreover, work on such simple problems must precede the very difficult and complex decisions involved in co-operative planning of a curriculum.

The Lengthy Process of Building a Belief

Even though technology may be greatly reducing the technical skills needed by present and future homemakers, an excellent case can still be made for retaining laboratory experiences for some vital but non-technical values. Students accustomed to autocratic conditions in the home and/or school or to conditions with little or no control are not easily "sold" on the slower processes of democracy in home economics classrooms. With their lives filled with innumerable distractions, they find it genuinely hard to cling to any enthusiasm they may acquire. Beliefs are built slowly under such conditions.

Hence we should be neither surprised nor hurt if occasionally one of our most promising classes suddenly breaks out with, "Oh, do we have to spend time fussing around with all that planning again?" If we deprive our students of the right to fail, we deprive them of their knowledge of the world as it is. Parents, likewise, sometimes tend to protect their children from the very failures that made them strong. If the class wants to accept the challenge and the consequent results, why not let them try it? Perhaps they feel this need for testing their own abilities. Perhaps teachers and parents are still unduly hesitant about giving freedom to fail - and learn - occasionally.

OUR PARTNERS, THE STUDENTS

In a recent article Malcolm S. MacLean of UCLA, writing on "Adolescent Needs and the Curriculum," identified three major principles.

1. That we cannot know what to teach, how to teach, and when to teach until we know thoroughly whom we are teaching.
2. That we cannot know what, how and when to teach until we know from what homes, groups, societies and cultures our students are emerging.
3. That we cannot know what, how and when to teach until we can identify and project not only the current and probably future needs of students, individually and in common, but the needs of our dynamic and emerging society to have them trained for active service in and to that society.

There can be no doubt but that, for the "active service" mentioned, the ability and willingness to do co-operative planning is essential. Other clues may be suggested in the earlier section on "Social Change" in this issue.

Getting as well acquainted as possible with our students, their parents and other interested adults will save time and reduce mistakes all along the line, - pre-planning, co-operative planning, teaching, and evaluating. Students, especially, are not standard raw material. Each differs in what and how he learns. Nor is God any respecter of families. "Sometimes he sends two-cylinder kids to the best of families." The school and community in fictional "ELMTOWN" (which, alas, is actually an Illinois town) were quite unperturbed by the fact that three-fourths of all lower-class children had dropped out of school at or before age fifteen while not one student of the upper-class group had withdrawn at that age.

Students, Too, Need Information

One of the originators of the "teacher-pupil planning" concept, H. H. Giles, defines it as the "maximum participation by students in the process of their own education." Hence even students must be led to recognize the personal and institutional limitations in their situation.

Teachers have to acquaint them with school regulations, and the limitations of time schedules, of money, and other facilities available. Together they can consider taking realistic steps to modify such limitations as can be changed. If there is a required course of study and/or text, students realize that all planning must be done within this general framework.

Personal limitations are not so evident to either teacher or students. Yet thoughtful observations eventually provide to both some estimates of the level of competence in democratic living, of concern for others, of general maturation. Habits of study and work, emotional blocks to sharing with others, and prejudices that promote tensions among individuals may also be observed. Witness the few lessons described in that seventh-grade food unit.

Questionnaires Are Helpful

Today's adolescent is so influenced by his environment and background of experience that they directly affect not only his present actions but also the goals for improvement that he can perceive as worthwhile. A questionnaire is a series of questions designed to elicit information important to know when planning class learning. In past years a questionnaire of several pages was filled out laboriously at the opening of the school year but rarely served a useful purpose because the teacher simply could not find time to tabulate the group results. Now a brief questionnaire on general information is filled out and filed in the department's permanent file. Later other short questionnaires are used just preceding the planning of a teaching unit.

The General Questionnaire

This provides the facts that, a teacher in a given situation has discovered, are those most frequently useful to her. They are not designed

for the use of students. Points are clearly stated and arranged to take the absolute minimum in space, time, and handwriting. The vocabulary is adapted to the abilities of the students, the ideas to the local community. Here are the aspects most often included in a general questionnaire.

Name, Age, Date of writing questionnaire
 Telephone number, home address, including directions for reaching home if teacher expects to make home visits
 Parents - names and employment of each
 Brothers and sisters - names and ages of those living at home
 Other persons living in the home
 Length of time home has been in community
 Languages spoken in the home, if in a foreign community
 Student's school schedule and extra-curricular activities
 Plans for study - when, where, with whom, amount of time
 Leadership experiences
 Church activities
 Recreation activities
 Newspaper, radio, TV in the home
 School subjects liked most, least
 Vocational expectations or other plans for the future
 Paid employment - during school year, vacation, what do with earnings
 Allowances or other sources of spending money

In some respects the longitudinal records of a student to be found in an administrator's office are frequently more complete and possibly more accurate if a student's memory must be relied upon for facts. Yet, to save a trip to the office, some teachers feel replication of some of these data on a general questionnaire is efficient. For example, health records are sometimes highly significant. For a general picture of a student's health, two or three items to be checked may be ample. One such structured item might be:

If you had any difficulties with health during the past two months, check(x):

<input type="checkbox"/> Colds	<input type="checkbox"/> Headache
<input type="checkbox"/> Constipation	<input type="checkbox"/> Earache
<input type="checkbox"/> Cramps	<input type="checkbox"/> Sore throat

Write other illnesses here _____

The Specialized Questionnaire

This is one on which the questions are limited to information needed by teacher and students alike in planning a specific teaching unit. Extremely "personal" questions are omitted because they are planned to be tabulated, then reported as a group picture to the class by a student committee. Whenever students can get such facts with which to think in this fashion, they not only do better planning but are assured that the decisions were not "rigged" by the teacher. And what a difference that does make in their belief in co-operative planning!

In areas where "doing" is involved, questions usually relate to such aspects as the following.

- Activities in home related to specific area
- Who in home does these activities, individually or together
- Ways technical advances have affected home practices
- Equipment in home for carrying out activities
- Home production by family members
- Financial aspects of specific area
- What student would like to learn in up-coming unit

Obviously, a single questionnaire on any of the major areas of foods and family health, textiles and clothing, housing and home furnishing would be a burden to tabulate. Moreover, much of the information would not be used until later in the sequential arrangement of teaching any area. For example, the kind of sewing machine in a student's home (if any) would be essential information in planning a first unit in clothing construction. Identifying the usual method of paying for ready-to-wear articles would not seem necessary until teachers and students were preparing to plan a unit on clothing selection.

The major areas, however, may be broken down as little or as much as may be deemed wise for a local curriculum. The area of clothing may be limited to questionnaires on grooming, selection of clothing, clothing construction, care, repair and laundering. Or each of these may be subdivided to better fit the desired sequence of topics or units. The last-mentioned division of care, repair and laundering may well appear in several units, for instance. With the short memories of adolescents in mind, inclusion of appropriate items just preceding class planning of new learnings seems indicated.

In the area of housing and home furnishing, information on the following aspects may be secured as they appear to be pertinent.

- Size and type of home
- General lay-out or plan
- Utilities
- Equipment for cleaning
- Ownership
- Decoration
- Furniture
- Storage facilities

Different types of information on foods and family health may be needed at different educational levels, even though the aspect below is mentioned only once. For example, not only may "preparation" appear in various guises as students plan a teaching unit on baking or on meat cookery, but "preservation" may also appear more than once in the home-making curriculum.

- Family eating habits
- School lunch habits
- Planning meals

Marketing, storing foods
 Preparation and preservation
 Serving and table manners
 Individual and family hospitality
 Home nursing and family health

Check Lists for Individual Exploration

Physical care of children lends itself to a similar type of factual questionnaire. However, the psychological emphases in units on child development, understanding yourself and others, family relationships, boy-girl relationships, marriage and establishing a new home, and preparation for parenthood definitely do not. The general consensus now seems to suggest that clues to students' values and standards in these aspects may be best secured through brief check lists which force choices at the beginning of a lesson, serve as a springboard for the class discussion, and are revealed to no one unless the student specifically requests a conference with the teacher. A check list often used to introduce the topic of "selecting friends" follows.

YOUR IDEA OF A FRIEND

All of us have an idea of the kind of friends we would like to have.

Below are listed some of the characteristics that might be considered important in a friend.

Rank them from the one that to you is most important to that one least important to you. Label "1" the most important on down to "12" for the least important. Give every blank a rank number.

- | | |
|---------------------------|--------------------------------|
| _____ Has a nice car | _____ Is punctual |
| _____ Has nice clothes | _____ Has a sense of humor |
| _____ Is good company | _____ Is a big wheel in school |
| _____ Is not a gossip | _____ Gets good grades |
| _____ Has plenty of money | _____ Is kind |
| _____ Has good manners | _____ Is from home like yours |

As in all other types of questionnaires, the specific ideas incorporated in a check list will depend upon the age and sophistication of the students using it, and the cultural mores of the families represented. Every investigation has shown that the way the students feel about themselves, their families, their friends, and the level of society in which they live has a direct and tremendous effect on how and what they will learn in school. Frequent opportunities to first identify own standards and values, then to compare these privately with those of others whom they admire, creates an accepting emotional climate for learning.

To turn over honest check lists, even though unsigned, to a student committee for tabulation might force some students to face evidence concerning themselves that they are unready to understand, accept and use constructively. For example, a girl who had sincerely ranked "Is from home like yours" as the least desired characteristic might be appalled to discover most students had ranked it very high. If she feared that students on the tabulating committee might have recognized her check

list, she might well be emotionally disturbed with a sense of guilt or shame. On the other hand, if only she knew of her deviation from the majority opinion, she would be better able to calmly intellectualize her problem. A desire for upward mobility need not be considered synonymous with affectional rejection.

General Background Knowledge of Subject Matter Related to Topic or Unit

Adolescents are nearly always unduly optimistic about their background knowledge. They have never read the statistics on forgetting that teachers know all too well. Forgetting is the unknown quantity, even in cases where a teacher has studied students' office records and herself taught these same girls.

In the May, 1958 issue of the Illinois Teacher currently available objective tests in home economics were listed with address and price of each. Purchased objective tests have the advantage of a definite score which students may compute for their own papers, but rarely cover exactly the subject matter anticipated for the local unit. That disadvantage, fortunately, is removed if a teacher has an objective test available from her own files. Some authorities recommend an essay form of a pre-test on the theory that, however narrow the scope, it will give a teacher more insight into the organizational and thinking ability of each individual. Of course, pre-tests are never used for grading individuals.

Any satisfactory pre-test will give a teacher some fairly realistic idea of about where the group is in its grasp of background subject matter and what can be expected to be accomplished in the next unit. Of course, there will be evident a great range of individual differences, but these will have to be studied and provided for within the general framework of a unit appropriate for the group as a whole.

Most students accept a pre-test as very worthwhile. All are keenly interested in learning how well they rate, for their interest in themselves is apparently inexhaustible. Any challenging of their pre-conceived ideas motivates learning. A fairly extensive pre-test serves admirably to place before students aspects of knowledge which, outside of their experience, would not have been perceived as needed in their co-operative planning.

Pertinent Skills of Performance

Paper intelligence is not all that is needed to lead a good life. Especially is this true of a good life as a homemaker. Success or failure in manipulative efforts are extremely evident. If the potential seamstress or cook is to generate the courage and persistence required for the long practice necessary to acquire an essential ability, the results of her experiences must steadily show at least a slight balance in favor of success.

A short, sharply controlled performance test is undoubtedly the most satisfactory sampling of a typical ability. However, let us consider the case of Louise, about to help plan a unit in beginning clothing

construction. Her questionnaire reported that individually she had made suits, coats and dresses. When the student committee questioned the statement, she acknowledged with much giggling that the garments were for her doll. Her written pre-test indicated a sublime ignorance of even the simplest terms and processes in sewing. Faced with all the red corrections on her paper, she volunteered the information that "My mother never learned to sew and my grandmother never did, either."

Clearly, the performance test given to the rest of the class could be nothing but a "bumbling confusion" to Louise and her teacher. The instructor invited Louise to observe the performance of the other students and the later evaluation of the products. Louise's determinedly nonchalant manner during the class period led the teacher to suspect more than a total lack of experience lay back of the girl's difficulty. In a conference she asked her to trace the example supplied on page 22. Her lack of eye-hand co-ordination, of a sense of spatial relationships, and of steadiness of hand suggested an unusually low degree of mechanical aptitude.

The teacher realized that no manual dexterity test is infallible; that such dexterity may be a concrete aspect of intelligence that is not necessarily an accompaniment of intelligence of the abstract type. On academic intelligence tests and in reading comprehension, Louise scored high according to office records. Louise was conscious of her excellent scholarship record, and refused to acknowledge that her results were less than those of her classmates would have been if they had taken a test in motor co-ordination. Finally she agreed to the teacher visiting her home the next day provided all class members would take a test.

The shorter test given to the entire class the next day consisted of a sheet of paper on which students first filled out the first three lines. Then the directions were read to the group to insure everyone's understanding.

Name _____

Grade _____ Date _____

Directions:

Everybody works a little differently. Often a teacher can help a student better if both she and the girl can study how she works with paper and pencil. This is to see how you work.

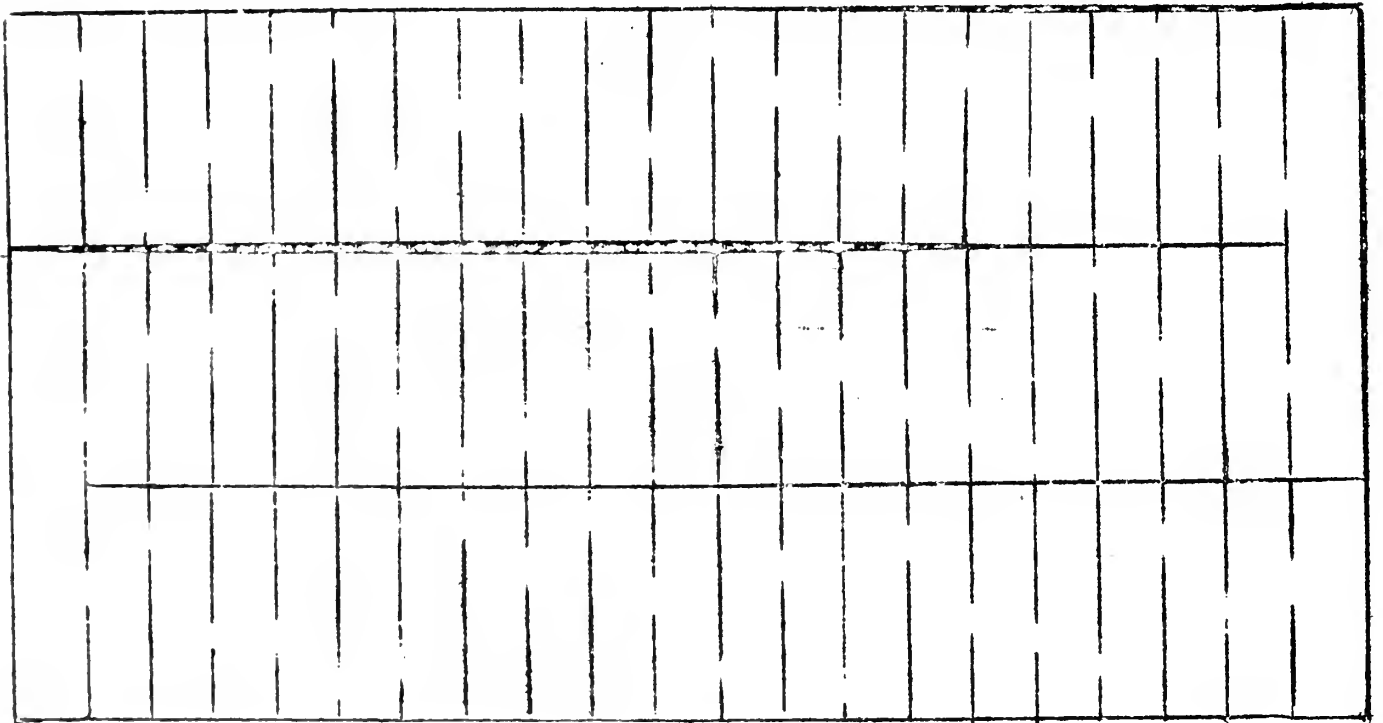
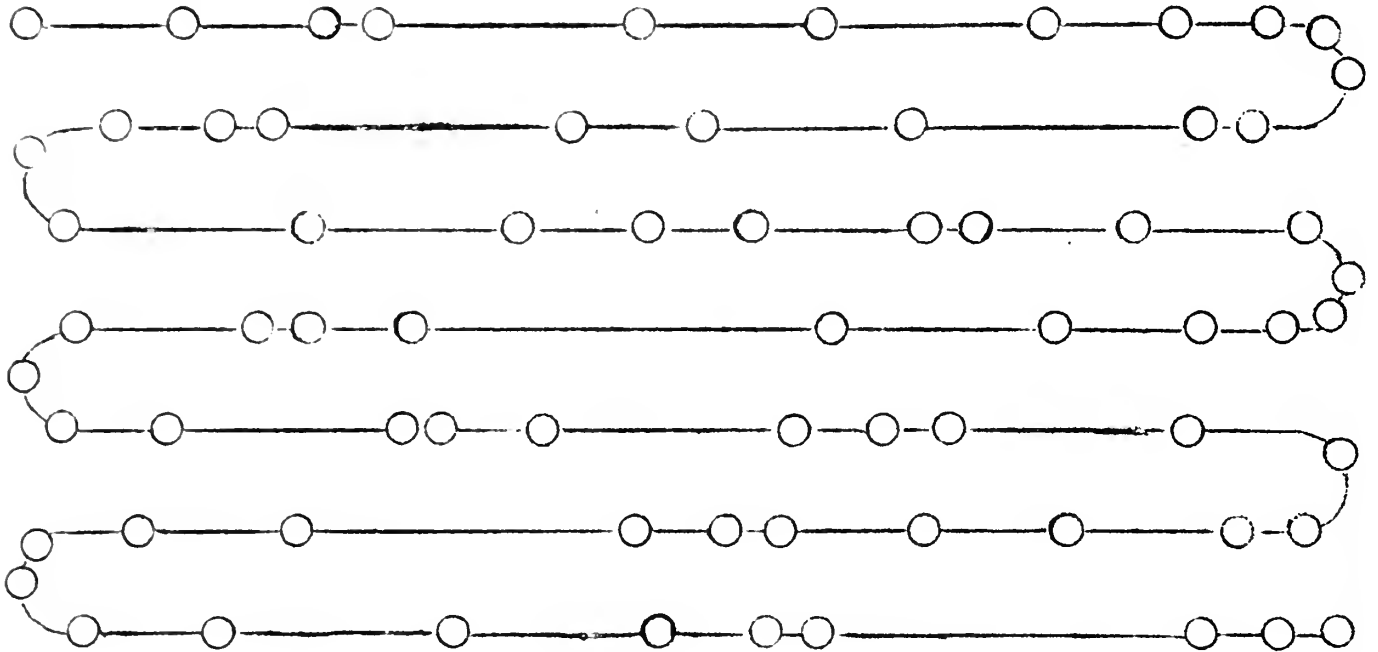
When the teacher begins to count aloud, "One, two, three," get ready to start making crosses like the letter X. When she says, "Go," start making crosses.

Continue to make crosses until the teacher says, "Stop."
Turn in your papers to the teacher.

That evening the teacher, armed with twenty papers from which names had been removed, talked with Louise and her parents. The fact that Louise's paper was markedly inferior to those of her classmates was not

Tests for Mechanical Ability

Below are two simple group performance tests by T. W. MacQuarrie that, being no longer in print, have been adapted for home economists. Students are given a limited time to either dot the circles or trace a line between the openings in the perpendicular lines in the three sections. Time allowed depends upon age and ability of the group. Scores are the number of correct dots or openings exactly traced.



questioned. Eagerly the mother explained that she had always feared and avoided anything involving fine muscular co-ordination since her ineptness in using her hands had been evident at an early age. This feeling had been strengthened by her mother constantly excusing her daughter on the basis of inheriting this characteristic from herself. The grandmother had been able to have servants; the daughter had not. Consequently her homemaking had been unusually difficult for her, even after many years of practice. When the teacher explained the mental hygiene aspects of her experiences to the mother, both parents warmly concurred in becoming partners with the teacher in trying to develop Louise's limited natural dexterity as far as was possible.

Marked differences in the crosses made by young adolescents are easily discerned. Comparisons may be made, under the controlled time limits, as to:

- Number of crosses - speed as both an ability and a standard
- Size of crosses - use of large or small muscles indicated
- Evenness of crosses - eye-hand control
- Spacing of crosses - sense of spatial relationships
- Character of crosses - ability or willingness to follow directions
- Quality of crosses - standard set for self

Even the refined and published tests of mechanical aptitudes lack adequate proof of validity. Such tests can give only a very rough approximation of an individual's mechanical aptitude. The cruder the test, the more cautiously must the teacher attempt to advise students on the basis of results. Nevertheless, even in light of other qualifying data, results from the test on crosses seem to have an uncannily close relationship to individuals' actual practices and standards in sewing.

Differences in Interests

There was a time when fairly lengthy lists of interests were recommended for students' checking before attempting to plan a unit. These, like questionnaires, were focused upon the various areas and units taught. Curious teachers, who tried to use the results of such interest inventories in co-operative planning, discovered some of these difficulties.

Items were checked because students simply did not know anything about what was described, thereby indicating curiosity, not interest.

Students' feelings, so changeable in adolescence, were hard for even themselves to evaluate accurately

Cultural pressures may lead to checking of socially acceptable interests, although distinctly not their own

Dull normal students, aiming to please, checked indiscriminately without understanding the implications for planning.

Teachers now generally believe that their responsibility is to help students to make their interests grow, and to build them to a higher and more desirable level. No good teacher haphazardly follows the interests of students, no matter how often critics of public schools declare this is true.

An ingenious teacher almost strews the course of instruction with interesting suggestions for later learning. She relates new activities to past experiences students have enjoyed. For incoming groups she uses upper-class girls to tell their most valuable gains from the course. She begins to "set a stage" to arouse interest long before a unit is to be planned. Interesting pamphlets and magazine clippings related to the new unit are displayed casually about the classroom. A question box may be provided where individuals may inconspicuously place some personal problems that they would like to study. A bulletin board with the caption, "Had You Thought Of These Possibilities?" might illustrate with pictures some new learnings that the teacher believes must be included in the unit, but that might be unfamiliar to students.

In short, the current interests students bring are our opportunity; the interests they carry away are our responsibility. Sometimes the gap between these two is almost enough to make a teacher despair. But patience and smart strategy are potent creators of change. For example, one enthusiastic class could think of nothing on earth that they wanted to learn to cook but pizzas - and more pizzas. Hamburgers were passe. So they did begin with pizzas, but they did not stay there long. A girl who had dropped out of their class to be married and was currently getting some private help from the teacher was more than delighted to "tell those fresh kids" what feeding a husband was like on the combined (but still small) income of two workers. To be sure the teacher found it a bit exasperating to watch this young wife easily sway a group that she herself had failed to impress. But, at least, class members (who also hoped to marry soon) were now co-operating wholeheartedly in planning lessons that were realistic beyond the point that a teacher would have dared to suggest.

Differences in Needs

In recent years a whole new literature has grown up around the necessity of understanding every student as an organized whole and as a developing personality. What on the surface appear to be simple little devices requiring little time or effort to administer demand much time and effort to interpret. Intelligence and mechanical aptitudes offer the potentials for learning. Whether or not students really learn depends greatly upon the degree to which they feel that their basic needs are being met.

To determine how individuals feel about matters directly or indirectly related to objectives in homemaking and family living, the following types of instruments have been adapted from counseling techniques.

Attitude Inventories	Scales of Beliefs
Autobiographies	Self-Evaluating Check Lists
Diaries or "Logs"	Socio-grams
"Guess Who" Inventories	Social Distance Scales
Incomplete Sentences	"Three Wishes" Inventories
Opinionnaires	Unfinished Stories
Preference Decisions	Informal Questionnaires
Problems Check Lists	Diagnostic Questionnaires

Later this year the Illinois Teacher will feature an article, "Adventuring in Human Relations," which will develop the preparation and interpretation of most of these instruments. In the meantime you might like to send for two paper-bound booklets that will give you some background in this area.

Home-Living Programs for the Early Adolescent by Mary Lee Hurt. 1957.

Bureau of Educational Research, College of Education, Michigan State University, East Lansing, Michigan. 39 pages. 75 cents.

This bulletin is largely devoted to suggestions for units in seventh and eighth grades. However, it includes a detailed "Home Activities Check List" and a "Problems in Personal and Home Living Check List" built around "With Myself," "With My Friends," and "With My Family."

Evaluating Pupil Progress by a Committee of the Bureau of Education Research, California State Department of Education. 1952. Ordered from Dr. Ray E. Simpson, Superintendent of Public Instruction, California State Printing Office, Sacramento, California. 184 pages. 75 cents.

This contains thirteen excellent chapters, replete with useful examples and discussions of ways to use these.

Informal and Diagnostic Questionnaires

Since these are variations of the factual questionnaires described earlier, including them in this article seemed desirable. Although the term, "diagnostic," is employed in distinguishing this type from the more factual one, the term seems to be an over-ambitious misnomer. Nevertheless, a definite effort is made to delve into the feelings that lie back of the replies. Below is an excerpt from such a questionnaire on eating habits. Coupled with a factual record of food intake, considerable insight would be gained about family food practices. Younger adolescents particularly enjoy this type of test. For older adolescents reasons for existing conditions (as they perceive them) are emphasized, without so much of the "story" form being used.

What is a food which someone in a family like yours would eat and would be scolded for eating?

Food	Who would scold?	Why would they scold?

What is a food which someone in a family like yours would eat and would be praised for eating?

Food	Who would praise them?	Why would they praise them?

Ann and Alice each stayed at a friend's house over the week-end. Monday morning they were talking about it on the way to school. Ann said, "I had a great time because the food was just swell; each meal was wonderful!" Alice replied, "Oh, I had awful meals; the food was terrible. It was no fun at all!"

Name the foods served at the house Ann visited.	Name the foods served at the house Alice visited.
Breakfast	Breakfast

Lunch

Lunch

Dinner

Dinner

A Few Suggestions for Informal Questionnaires

Informal questionnaires are merely one or more open-end questions for free response by students. They may be signed or unsigned at the discretion of the teacher, but they are always confidential. Choice of the questions used depends upon the teacher's judgment as to what might prove most significant in revealing the feelings of her group. Some questions that have been used are:

- What was the best time you ever had?
- What was your most embarrassing moment?
- What do you think your friends like about you?
- Why do you think some people may dislike you?
- What is your ideal for a girl in this town?
- What do you want most from life?
- How would you like to earn a living?
- How do you suppose you may really earn a living?
- What troubles you most about the future?
- What would you most like to be doing five years from now?
- What do you do that you get praised for at home?
- What causes the greatest difficulty between you and your parents?
- What do you most enjoy about your home?
- What one change would you most like to see in your home?
- Think of the best homemaker you know; what is she like?
- What influenced you to enroll in this class?
- What one thing do you believe would most improve home economics?
- What one thing do you believe would most improve this high school?
- What have you learned at school that helped you at home?
- What have you learned at school that helped you to earn money?

Although some of the above questions seem to appear in "pairs," they need not be used that way. Obviously, some questions relate to the girl as a person, others to her home and school life. Judgment must be suspended in reading these responses; sound conclusions are not based upon only one report. But sound clues may be provided for interpreting a student's actions in the future. One word of caution, - students enjoy writing thoughtful answers and do so sincerely; the teacher must supply ample time for such thinking in administering an informal questionnaire.

An Example of an Informal Questionnaire in Use

An instructor asked 130 boys and girls in a Home Living Class to write on the question, "What causes the greatest difficulty between you and your parents." On the first day, each wrote his three causes of greatest difficulty. The next day the students were asked to select a first, second and third choice from a list compiled from the ten difficulties which were most frequently mentioned. The two pages turned in by each student were compared and, in spite of the change in directions, their choices were seen to be surprisingly stable. Here are the group's choices, arranged in descending order.

- First - Going out on school nights (both boys and girls)
- Second - Sibling rivalry (both)
- Third - Work at home (both)
- Fourth - Choosing my friends (boys) and Choosing my clothes (girls)
- Fifth - Go where I please (boys) and Dating (girls)
- Sixth - Not being home on time (boys) and Money problems (both)

The tenth item on the second day's list was "Family too critical." Seemingly this family criticism got absorbed in the other difficulties, for it was checked only once. Sex differences did not promise to be a serious problem in planning the unit on family relationships because on the first three woes, - study, siblings and work - agreement was almost unanimous. Money was a sore spot for both sexes but not rated highly because of indulgent and well-to-do parents. But these free responses pictured a family life far from that described in our texts, even at the upper-middle-class level.

These simple findings highlight two common difficulties likely to be encountered in teaching homemaking and family living. One is the inadequacy of the research, hence the weaknesses of the texts available in this area. The other is the likelihood that the home economics teacher may not have sufficient knowledge or appreciation of how families actually live today. James Hymes believes that no teacher, even the married ones with children, has these understandings. He suggests, "To get the feel of all that goes on in a family, you have to spend time in a home. Don't go as a visitor, sitting on the side lines. Take over the mother's job for a week-end!"

OUR OTHER PARTNERS, THE PARENTS

Sensitivity to family life, as Hymes suggests, is important for all teachers contacting a student. Home economics teachers have the advantage that mothers, being homemakers, more readily identify with and express interest in that school subject. If a homemaking teacher can manage to get even a few minutes of conversation with a mother, she can quickly establish this common bond. One instructor, much envied because of her ability to work with parents, reports, "I go to every public gathering that I can if parents are attending - and I do not stay with a gang of teachers when I get there! I usually make arrangements to attend with one of the mothers and so become one of their group." Going more than half way in friendliness pays rich dividends. And most mothers respond with ease and pleasure because homemaking activities are familiar ground for them.

Home Visits, Difficulties and Rewards

A state-wide survey of Illinois homemaking teachers indicated that, in spite of the acknowledged difficulties, home visits were considered a great advantage. The proportions reporting difficulties in rural and city schools, including beginning and experienced teachers, are:

About two-thirds agreed that it was difficult to arrange time
About half considered the reimbursement inadequate to meet expenses

About one-third found the transportation problem difficult to solve

About one-third considered the administrator might be more supportive

Less than one-tenth encountered resistance from students or parents, and these were largely in industrial urban areas.

In the face of these difficulties, they were still overwhelmingly in favor of the outcomes.

98% believed that the home visit improved home-school relationships
97% reported that an understanding of students was best gained in this way

95% thought the results helped in planning class activities

82% found that visits increased interest in carry-over into the home.

Other Ways of Breaking Down Barriers Between Home and School

In his 1953 book, Effective Home-School Relations, Dr. James L. Hymes describes a multitude of helps for the elementary school but concludes in a hopeless vein, "The average school is not well geared to working with parents of older children." He acknowledges the need but cannot see a solution. However, some homemaking and family living teachers, as well as others, have been making at least a start toward joint sharing in education. Has it not been said that the "impossible" just takes a little longer?

Mutual respect and free communication do not just happen! And the ability to work together comes very gradually, not only to the lay person but also to the professional educator. Obviously, the first need is to get acquainted. Here are some typical ways non-vocational as well as vocational teachers have used to get acquainted and make friends with individual parents through school activities, in addition to local social gatherings.

Working closely with any parent who is in a professional field related to homemaking and family living and can offer helpful suggestions, as can parents who are elementary teachers, nurses, realtors and insurance agents.

Including one or more parents in the council of the home economics club in such ways as are developed in Patricia Tripple's pamphlet on the role of chapter parents for the Future Homemakers of America.

Inviting parents to participate with students in panel discussions on subjects pertinent to both age groups, then personally following up the friendships begun.

Giving students the responsibility for locating, inviting, and guiding in class discussions appropriate resource persons, such as doctors, lawyers, ministers, business men.

Making friends for the school through well-planned and well-conducted field trips in situations where the learning materials cannot be brought to school, such as homes, hospitals, stores, and other commercial establishments.

Winning enthusiastic supporters of the whole program through the limited number of parents who have children in your play group at school, and through any other educational projects that include an element of service.

Giving and taking information through informal discussions with students' parents who are attending adult classes in the school.

Promoting mother-daughter projects in adult classes, such as learning to fit each other's garments, collaborating on re-upholstering or slip covering a piece of furniture.

Requesting parents to demonstrate at school, either in classroom or club activities, their skills that are related to the students' learning. Reactions of former homemaking students would suggest that these skills should be extremely realistic, such as "three tasty dishes made from hamburger," rather than that the teacher's interest in decorated food or foreign cookery should dominate the choice.

Bringing Groups of Parents Into the School

More and more schools, under the lash of misinformed public criticism, are encouraging parents to come to the school to observe for themselves what goes on there. At an "Open House Night," a typical schedule of ten-minute classes may be presented to parents of students in the classes, followed by a general program for parents, students, and teachers in the school auditorium. Some ideas that have been used by home economics teachers with groups of parents follow.

Making a special effort to entice parents into the department if the general program of the Open House provides any time for such visiting. Freshly baked cookies help, but so do attractive exhibits of the units taught, the books and pamphlets used in various units, the large and small equipment available, and even the tests given to students. With increasing emphasis being placed upon achievement and grades, those tests may prove to be the "hit" of the exhibit!

Inviting the mothers and fathers of students enrolled in home economics to a special evening program put on by the whole department but not by the whole school. The program may well be introduced by a teacher, put on by students. Movies that students used in class activities may be presented. Skits, exhibits and demonstrations of students' attainments in several aspects of homemaking and family living may be offered. Elaborate style shows may be traditional but parents can become equally excited over discovering the all-inclusive character of the department's program.

Inviting seniors' mothers to school to try, just for fun, the "Homemaker of Tomorrow" test annually devised by Science Research Associates for the national Betty Crocker scholarship contest each December. If their daughters have taken the test, they are especially interested in later taking it to satisfy their curiosity. If you would like to get some idea of what might happen, read the report on thirteen schools where this plan was tried. It appeared in Farm Journal, April 1957 issue.

Offering the Program Committee of the PTA a demonstration which some class during the next school year can plan and carry out co-operatively. If your students in the class are a typical range of many dull normal, some average, and a few bright, class members will surpass your judgment in distributing responsibilities during the program. For example, a class was requested to demonstrate pies as the type of food least satisfactory in its bakery or frozen form. Below were the responsibilities of different girls. You figure out each one's level and type of ability.

Some narrators to give explanations while posters and skill-processes were being shown. The topics covered were:

Nutritive value of pastry and fillings
 Comparative costs of materials used
 Principles of cookery involved
 Reasons for techniques employed.

Some demonstrators to show various processes in pastry making, such as:

Commercial pastry sticks
 Home-made ready-mix
 Start-from scratch pastry
 Quick tricks in fillings
 Attractive uses of left-over pastry, if any.

Two hostesses to collect names of attendants. These were written on small cards and placed in a clear glass jar.

One girl to draw name cards to determine what women should receive demonstrated products to take home.

Students (who had made these products in the afternoon class preceding the evening program) to individually present them to the lucky winners.

So great was the interest and approval of this plan by the community and by the students, who rarely had opportunities to "rise up and shine" before adults, that such programs have become a tradition in the school. Parents who have attended one or more of these presentations feel comfortable about coming to school to help in co-operative planning.

Do Parents Ever Read Materials Sent Home by the School?

Many school people have become disillusioned on this matter. They declare that they can no longer count upon even report cards being read! Dr. Hymes pleads for time and secretarial help to enable every elementary teacher to make home visits and record observations, to send parents a frequent news letter reporting on the activities of the whole class, to also often send home brief, personal notes of praise and encouragement about individual children. But he tacitly accepts that, although they might be even more valuable during the stormy period of adolescence, these measures are simply an impossibility for high school teachers to hope for in most instances.

But many teachers are able to make home visits. Other face-to-face contacts are managed by some teachers as a fairly satisfactory substitute. Are his other two suggestions capable of being modified and used? Following are a few ideas that have influenced some parents, at least.

Sending home just before students are planning courses for the next year a sprightly letter or folder to describe appealingly all home economics offerings, including the suggestion that good and strong upperclassmen might like to consider electing one or more special interest semester courses as a fifth subject.

Asking each enrolled student and her parents to report suggestions on the most valuable contributions that home economics could make to this girl's growth and development. In the June 1954 issue of the Journal of Home Economics, Constance Herbst reported that Elkins Park, Pennsylvania had used such a letter for many years, and had returns of about 25%.

Following up suggestions made for individuals entails a watchful checking by the teacher as the year progresses to make sure that all reasonable experiences have been provided, according to Miss Herbst. If a teacher can find time for such checking, perhaps she might even manage to write some notes a la Hymes. Teachers who have compared the time used in writing brief notes with that in telephoning the mothers report that notes consume less time. And they can be enjoyed by the whole family!

Opinionnaires Sent to Parents

A county-wide study in a neighboring state indicated that mothers, asked to answer the open-end question; "What would you like to have your daughter learn in homemaking classes?" usually replied, "Learn to cook and sew." On the other hand, faced with a lengthy list of specific learnings to be checked, mothers seem to feel even more helpless than do their daughters with "Interest Inventories."

However, all have opinions and most of them are glad to express them if they can possibly find the time - and are given the opportunity. On pages 33 and 34 is reproduced an instrument that has been refined through use in several Illinois communities. It seems to meet the following criteria reasonably well.

- Is reduced to a length that encourages respondents to reply and schools to tabulate
- Includes topics found by experience to be most useful in co-operative planning
- Achieves a practical balance between open-end and structured questions, hence between flexibility and objectivity
- Offers a simple way to weight in importance the topics in question 4
 - Not important - 0
 - Fairly important - 1
 - Important - 2
- Suggests an arbitrary weighting to be used in arriving at relative importance of the items in question 6
 - First choice - 4
 - Second choice - 3
 - Third choice - 2
 - Fourth choice - 1
- Provides in questions 6 and 7 wide variety in choice but a sharp focus on personal opinions
- Maintains a desirable simplicity in ideas and vocabulary
- Is equally suited to boy and girl students
- Can be used in identical form for parents if the "you" in questions 6-10 is changed to "your child."

WHAT IS YOUR OPINION

DIRECTIONS:

Please fill in all blanks and answer all questions. Do not sign your name. Name of school _____

Name of this course _____

Check if you are a girl ___ boy __. Circle the grade you are in at the present time 9, 10, 11, 12.

1. Do you think parents should help plan what students will study in the homemaking classes? Yes ___ No ___ Why? _____

2. Do you think the students should help plan what they will study in the homemaking classes? Yes ___ No ___ Why? _____

3. Would you be willing to spend some time with the teacher to help plan the homemaking classes? Yes ___ No ___ Why? _____

4. Check the items you think should be included in the homemaking classes as:

	Important	Fairly Important	Not Important
a. Care and use of equipment	_____	_____	_____
b. Care of young children	_____	_____	_____
c. Clothing care, construction and selection	_____	_____	_____
d. Dating do's and dont's	_____	_____	_____
e. Entertaining easily and inexpensively	_____	_____	_____
f. Food preparation	_____	_____	_____
g. Getting along with family and friends	_____	_____	_____
h. Good grooming	_____	_____	_____
i. Home care of the sick	_____	_____	_____
j. Learning about the things that make a marriage happy	_____	_____	_____
k. Making the home comfortable and attractive at a reasonable cost	_____	_____	_____
l. Planning and serving nutritious meals	_____	_____	_____
m. Saving time, energy and money in the home	_____	_____	_____
n. Other things that should be included are _____	_____	_____	_____

5. What suggestions can you make that would improve the homemaking classes? _____

6. In what ways do you think your homemaking classes have helped you? Read all items; then check the four most important ones to you. Rate your most important choice 1, second 2, etc.
- a. In appreciating my home and family
 - b. In caring for young children
 - c. In caring for and using new equipment correctly
 - d. In caring for, decorating, and furnishing our home
 - e. In getting along with family and friends
 - f. In improving my appearance
 - g. In improving my manners
 - h. In managing my time and money
 - i. In preparing and serving foods
 - j. In selecting, caring for, and making clothing
 - k. In overcoming self-consciousness
 - l. In preparing for marriage
 - m. In understanding the opposite sex
 - n. In other ways _____
 - o. No help
7. In your opinion, why don't more high school students take homemaking? Read all items; then check four reasons.
- a. They don't know what the courses include.
 - b. They don't like the teachers.
 - c. They don't want any more after taking it in junior high school.
 - d. They think the courses are too easy.
 - e. Their friends or parents advise them not to take it.
 - f. They feel they can learn homemaking in their homes.
 - g. They are not interested in homemaking and think it is boring.
 - h. They take courses that will count for college entrance credits.
 - i. They think the homemaking students are not of their social rating or group.
 - j. Other reasons _____
8. Who influenced you to take this homemaking class?
- | | | |
|----------------------------------|----------------------------------|---|
| <input type="checkbox"/> Parents | <input type="checkbox"/> Teacher | <input type="checkbox"/> Counselor, Principal |
| <input type="checkbox"/> Friend | <input type="checkbox"/> Others | <input type="checkbox"/> No One |
9. What have you enjoyed most in your homemaking classes? _____
10. What have you liked least in your homemaking classes? _____

Each to His Own

Results from using all or parts of this questionnaire in various communities have shown such wide differences that the inescapable conclusion seems to be that every school needs to collect its own data. Hopelessly time consuming? Well, there's never a dull moment while tabulating! And some teachers have been able to use these suggestions.

In all but the smallest schools, a representative sample of all students and all parents has been used. For example, limiting respondents to every fifth or tenth (or any other desired number) name on the total list will randomize the choice enough to provide a satisfactory sample.

A typist can transfer handwritten replies to pages labeled according to the number of the question, so that all replies to one question are grouped for later consideration.

Students, under teacher guidance, can tabulate results from structured questions since replies are anonymous. They can also be taught how to compute weighted values of totals in questions 4 and 6, and percentages of all checks in questions 7 and 8.

Summaries for Practical Use

So far teachers have prepared the summaries to use in co-operative planning with students and parents. If we are committed to teaching our students to do clear, analytical thinking, are we robbing them of a first-class problem by assuming that "teacher knows best" here? Perhaps one committee of students could summarize the data, as they see it, on each question asked. Such a summary on the replies from a single question should be a "breeze" for older adolescents who expect to soon accept the manifold responsibilities of married life and to vote on the extremely complex political choices of our modern world.

The main purpose of a summary is to portray the major results from an opinionnaire. The significant highlights may be contrasted by arranging numerical results in descending order. For example, in one rather large Illinois study, the relative importance attached to different aspects of home economics (Question 4) was summarized in this way.

Item	Ranked by Students	Ranked by Parents
Food preparation	First	First
Care of young children	Second	*Fifth
Planning and serving nutritious meals	Third	*Second
Clothing care, construction and selection	Fourth	*Second
Getting along with family and friends	Fifth	*Fifth
Making the home comfortable and attractive	Sixth	*Fourth
Care and use of equipment	Seventh	Third
Learning to make a marriage happy	Eighth	Sixth
Saving time, energy and money in the home	Ninth	*Fourth

Home care of the sick	Tenth	Eighth
Dating do's and don'ts	Eleventh	*Seventh
Entertaining easily and inexpensively	Twelfth	*Seventh
	* - ties	

So What?

Picture to yourself a small group of representative students and parents trying to figure out from the above information some possible implications for changes in the present curriculum. The teacher-leader might raise some questions and stimulate such thinking as:

What might have caused the several "ties" in the ranking by parents?

Parents explained experience made choice-making more difficult.

Why was "food preparation" ranked first by both groups but "entertaining," which also involved food, ranked so low?

Students declared they wanted skill in quick, simple, inexpensive cooking.

Parents reported that they thought that "entertaining" should be left up to the parents since family standards differ.

How did it happen that "care of young children" was ranked so much higher by the students than by the parents?

Students, with early marriage in mind, appreciated the play school and other experiences.

Parents agreed that they might be right but that they themselves just could not realize the imminence of marriage for their adolescents.

Why did these same students, expecting early marriage, rank "equipment" and "management of time, energy and money" so much lower than did parents?

Students were inclined to put children before material things.

Parents contended that things, well managed, were essential to happy family living.

Why were "dating" techniques as a prelude to marriage ranked so low?

Both parents and students felt that, for better or worse, patterns for dating had been established several years before.

For what reason was "home care of the sick" ranked low by both groups?

The teacher was informed of several local youth organizations which together taught this adequately through their activities, at least in the opinion of the respondents and committee.

Not only are implications for changes in curriculum emphases fairly obvious from such results, but also subtle evaluations of the local teaching. In this particular study the values assigned to the actual classwork (question 6) by students again ranked foods first and child care second. Does this not suggest that the replies of students are influenced by their satisfaction with the teaching? All the teachers in the two high schools involved in this particular study have established reputations as teachers of child care. In an extensive investigation in another state, this same area was ranked at the bottom by both students and parents. In fact, only 6% of the parents could recognize any merit in such study.

Small Group Meetings of Parents

A few schools have established the plan of sending opinionnaires to parents at periodic intervals in order to ascertain their attitudes and understandings concerning the present program and to secure suggestions for improvement. Sometimes alumnae and drop-outs from the high school are polled. Occasionally similar forms are filled out by administrators, counselors and other teachers in the school. But the most extensive coverage loses much of its value unless followed by small group meetings.

Just as in the case of students, GRADUAL is the word in developing co-operative planning with parents. Moreover, small groups are usually far more productive. And the time of adults is definitely at a premium these days.

For establishing a permanent plan, the "ad hoc committee" has proven to be a desirable way of beginning. This is simply a group of parents selected to advise on a particular problem, with a definite understanding as to the length of service expected. For example, the group considering the results of question 4, as described earlier, might well be asked to meet only twice. Once would be with representative students to clarify their points of view. The second meeting would be with adults only - the parents and the interested school personnel - usually the homemaking teacher(s) and the school administrator. This second meeting should culminate in some concrete recommendations for curriculum change which the teacher(s) will try out, evaluate, then report the results back to these same parents for evaluation. If parents, who have to sacrifice a half day of work to attend, ask to return for a discussion meeting on this evaluation, it is a near miracle. But it has happened!

Ultimately, an advisory committee or council may develop. This, too, should start in a small way. In one city, two representatives from each junior and senior high school were selected by the principal and home economics teachers in each school. At first they met with the co-ordinator of home economics only twice a year. Recently the group itself recommended an increased number of meetings in order to accomplish everything they saw needed to be done.

Advisory Committees or Councils

On pages 7-13 in the October issue of the Illinois Teacher, "New Dimensions in Adult Education," the functions, selection, and techniques

of working with committee members were described in detail and need not be repeated here. The description of an advisory committee for the total homemaking program, as given on page 13, is especially pertinent.

Consensus on Techniques of Co-operative Planning with Adults

Experiences in working with parents are gradually developing some nuggets of wisdom that are worth considering in every situation. Some will be more important in one locality than in another.

The fact that members of a group will act only in an advisory capacity should be made abundantly clear from the first inception of the idea.

The school's representatives must accept and maintain the role of the trained member in discussing matters requiring professional training. Parents like to think that their tax money is paying for skilled professionals, and they can be made to feel that their different contributions are equally important to the success of the project.

Whether or not students are to be represented at a committee meeting, they need to understand and, if possible, feel that they helped to formulate the whole plan. Adolescents must appreciate that a meeting of parents and teachers is in their behalf, not against them.

The group should be small so all can participate, can see each other as they talk, and can get acquainted in an easy, friendly atmosphere, thanks to the school's representatives appearing relaxed, unhurried and accepting.

Although committees do work best if explanations before they go to work are reduced to the minimum, each member should be given a clear-cut understanding of:

- Purposes of the committee
- Why parents' help is seriously needed
- Character and time of meetings that will be required
- Recognition that will accrue to members.

The leader should encourage all to talk, following through with why they think or feel that way. Usually twenty questions are used to one statement made by the leader. The leader accepts all contributions with never an evidence of surprise or disapproval.

Parents' interests in their children and their realization of reality usually stimulate surprisingly insightful contributions. The professional members will often find clarification necessary, but they should avoid being defensive.

If a group cannot originate a proposal, the leader may need to suggest some alternatives that might be considered. Actually, mutual discussion often leads to parents accepting one of the plans as their own. Parents should be participators in all final decisions for even tentative plans.

Consensus must be arrived at after all relevant facts are in, difficulties as well as advantages of any proposals have been clearly explored, and due consideration has been given to differences of opinion.

If a group agrees upon a proposal, it should be accepted if at all possible to do so. One of the goals of co-operative planning is to stimulate parents' interest, confidence, initiative and thoughtfulness. Later use may give evidence of weaknesses that the proposers may then be ready to accept.

The group must be helped to sense and evaluate progress in relation to the course of action on which members agreed. For example, volunteers among parents may be encouraged to visit classes to apply criteria set up by the group for recognizing forward progress.

Ideally parents should leave every meeting:

- Feeling comfortably warm and important
- Alert to make pertinent observations
- Stimulated to collect (with discretion) others' suggestions
- Eager to examine evidences on the results of their planning.

CO-OPERATIVE PLANNING IN CURRICULUM BUILDING

Perhaps never since home economics was introduced into the public schools has the understanding support of parents been so educationally and financially vital to maintenance of the program. Almost as strong a statement might be made concerning the importance of teachers learning as much as possible about students. Knowing students is a first essential of quality teaching. With such a background, a teacher can confidently undertake for her school the challenging task of adjusting her present curriculum to today's social changes.

Miss Allison Arrives

Let's take a look at Miss Allison as she arrives to teach her first year in Clarksville High School. She has had two years of experience previously, and is now delighted to be teaching home economics with an older teacher. Her teaching schedule indicates that she will be teaching three sections of ninth-grade girls. To start these beginners off well seems important since she knows that they have been studying in an exceptionally fine elementary school system. She decides to let them begin by planning their year's work in Homemaking I.

Miss Allison's earlier experience in a very small high school had convinced her that certain principles of learning were, indeed, true. She had observed that students do make the curriculum, each determining his own. One learns best what he accepts as worthwhile, and when its accomplishment is accompanied by a feeling of genuine achievement. Her administrator had emphasized the need for every student to acquire an organized body of subject matter, no matter what the course studied. She believed this justified co-operative planning because participation in determining his own goals and activities under guidance has been shown to increase the subject matter learned by a student.

Miss Allison Pre-Plans

She had long since learned that pre-planning for co-operative work was of a somewhat different nature from that she would do when she prepared the unit on Food Preservation for her Homemaking II classes. Apparently neither she nor the students would be expected to vary, except for minor on-the-spot changes, from the excellent and detailed plans handed to her by the older teacher.

In the "Teacher Exchange for High School Family Life Educators" reprinted from the May, 1958 issue of Marriage and Family Living, she noted that Mrs. Elizabeth Force tackled a similar problem by raising questions. Here is Miss Allison's list of questions.

- Why am I to teach this class? (See last year's records.)
- Do I really believe these units are important?
- What are the backgrounds and needs of these students?
- What do I think the girls need to get out of their year's study?
- What will they want to get out of it?
- What texts, pamphlets, other reference and illustrative materials are available in the school?
- What are the physical resources in our classrooms?
- What are the physical and human resources in the community?
(Ask the girls)
- What are a wide variety of activities that might be worthwhile for each unit?
- What "organized body of subject matter" might be reasonably expected from these beginners?
- What other outcomes in attitudes, abilities and habits might well be sought?
- How can evaluation be used continuously to let us know what is happening?

Miss Allison Meets the Ninth-Grade Classes

When the students entered the classroom they discovered a list of units with a possible range in weeks indicated for each, as suggested in the previous year's records. After a friendly get-acquainted period and a tour of the laboratories, the list of units was introduced briefly by the teacher. Then buzz groups were formed to list what they would like to get from the units.

As these were reported, the class members added, qualified or questioned the ideas. So great was the enthusiasm that, when the teacher suggested that they think over these tentative goals, the students asked if mothers might not come to class the next day to discuss the over-all picture with them. Of course they came, averaging about five to a class. And everyone had reached an agreement on the broad outlines of the year's units by the end of the period, although the food-unit group was still insisting on a major emphasis on "chocolate cookies, chocolate cake and chocolate pie because boys just love chocolate!"

Miss Allison was delighted to learn how capable the group was in decision making and self-direction. And the mothers' willingness and ability to participate was of a quality that she had never before encountered. She decided the entire staff of the elementary school, from which these students came, must have been wholeheartedly committed to the belief and constant practice of co-operative planning. She had certainly seen ample evidence that CO-OPERATIVE PLANNING CAN BE LEARNED.

Miss Allison Errs

Miss Allison found in her mail box the next morning a request that she see her principal. He began the conference by asking the reason for ninth-grade students' parents visiting the school. Too late Miss Allison realized that she should have kept her administrator informed! With this inauspicious beginning, Miss Allison failed to win more than a grudging approval of the teacher-student-parent planning which had so thrilled her.

Later she observed that co-operative planning was not even given lip service by most teachers in the high school. Consequently enthusiastic planners quickly lost what elementary teachers had worked several years to develop. She realized that the satisfaction her Homemaking II class expressed in "being told" was simply their adaptation to their present environment.

Earnestly she vowed that her ninth-grade students should not retrogress, at least in their homemaking class. And slowly, patiently, she began in small ways to restore in her tenth-grade students a belief in co-operative planning and a willingness to make occasional decisions about their own learning.

Miss Allison Encounters Real Trouble

The first semester was moving along comfortably to its close when Miss Allison learned that her co-worker, declaring she was at her wit's end with an outrageously difficult class in Homemaking III, wished Miss Allison to see what she could do with the group. Reluctantly Miss Allison agreed that such an exchange of classes might be fair. But how she dreaded the second semester!

To make matters worse, she picked up a professional journal in which she read this. "Where a senior has set some goals after graduation not closely related to success in school, he is likely to be very difficult

to motivate in class. The only effective tools left to a teacher are cajolery, appeals to reason or affection or personal loyalty, and praise." Not one of these appeared likely to be effective in the middle of the school year, with a stranger for a teacher, and with students considered "hopeless" by every instructor who was trying to teach them.

As Miss Allison surveyed the information available on these students, the over-all picture was discouraging to her, but probably even more so to the girls themselves. The high school counselor reported that, as a group, they:

Had limited academic intelligence and even less interest
 Came from lower class homes where education was little valued
 Had participated almost not at all in extra-curricular activities
 Wanted to leave school but could not locate a job
 Wanted to get married but saw no way of solving the economic problem
 Expressed their frustrations with rude, boisterous behavior.

Miss Allison Gets a Shock

When Miss Allison discovered the first required unit in the second semester was a technical unit on housing, all complete with a wealth of elaborate house plans in the department files, she became panicky. Soon, however, her common sense came to her rescue. She settled down to pre-plan as she had never pre-planned before. Again she used the questions suggested by Mrs. Force and others, concentrating on the one unit of "housing" broadly interpreted.

Through a few cautious inquiries she learned that such young women could anticipate only two alternatives for housing after marriage. One was known as "living in with the folks." The other was titled an efficiency apartment." Often the one all-purpose rented room was neither efficient nor an apartment. Miss Allison knew all the youth would still vastly prefer living by themselves. As she pondered on what could make one or two rented rooms a home, she encountered the need for skills which she herself had never acquired, such as painting, hanging wall paper, building temporary storage space, refurbishing used furniture.

The Crucial Day Arrives

Well fortified with many practical ideas, carefully selected pictures, and a scared sympathy with the girls' very real problem, Miss Allison met her new class with a friendly smile. The student response was a stony-faced silence, except when one girl brushed past her and asked insolently, "Where's the house plans?"

Faced with a sit-down strike, Miss Allison decided to make the most of the one remark made. Quietly she explained that she had found herself "priced right out of the market" with the present cost of building houses. She assumed that might be true of others, also. Personally, she had solved her problem as best she could with a rented apartment.

She wondered if they had ever considered a similar solution when they got married? Her calm assumption that they would soon be married appealed strongly to their wishful thinking. Unwillingly, a few heads nodded.

Cheered, she introduced almost gaily several sharp black-and-white photographs through use of the opaque projector. As she showed each picture, she raised questions about the possibilities of making this large, dreary room into a home for a young couple. With her middle-class background, the room had at first seemed pretty terrible to Miss Allison but it was within reach of a young couple's budget. Stubbornly she had persisted in trying to evolve practical improvements, and had come up with a few before the class meeting.

With no response from the group, she rather timidly made one suggestion. The two girls who still looked bitterly hostile snorted contemptuously. That did it! The other students suddenly found themselves on the side of this teacher who was "making sense." Varily, stumblingly they began to discuss the photographs. As they gained confidence, the teacher dared to start listing on the chalk board the problems they perceived as facing the renters.

When one girl asked if the room was "real," Miss Allison assured them it was only a few blocks from the school. Immediately a clamor to see it arose. As the period was ending, the students agreed to delay planning the class field trip there until the next day, but to collect from neighbors, friends or relatives any and every idea that might be used in the "apartment."

One Thing at a Time

Having learned her lesson, Miss Allison hurried down to consult with her principal about the advisability of taking the field trip. After some helpful discussion, her administrator suggested that a teacher of industrial arts with a light schedule might be invited to accompany the group to provide some of the technical know-how that Miss Allison lacked.

The next day, stimulated by a student remarking, "We don't want to go there and look around like dummies," the class developed a detailed observation form that incorporated both points to be examined and questions to ask the industrial arts teacher. The students' matter-of-fact acceptance of the less romantic aspects of living in an old building astonished the teacher. So did their difficulty in communicating their shrewd ideas. She could already foresee, as the students later laboriously worked out solutions to the problems presented by housing, a lot of radical changes in what she had pre-planned.

The Ups-and-Downs of Co-operative Planning

Was it not Leo Tolstoy who said, "It is easier to produce ten volumes of philosophical writing than to put one principle into practice?" Miss Allison, a real teacher, experienced in practice all the gradations in co-operative planning:

The ease and mutual satisfaction that comes from long practice by students and parents, as illustrated in her Homemaking I classes
 The gradual growth in acceptance and use of the practice, as illustrated in her Homemaking II classes
 The radical changes in thinking by both teacher and students under the spur of dire necessity, as illustrated in her Homemaking III class.

Curiously enough, in Miss Allison's case the problem of greatest difficulty proved to be the most rewarding in the end. The ninth-grade classes were fun, the tenth-grade classes were so-so because human beings change so slowly, but the results of the Homemaking III class, once co-operation got under way, were truly exciting. More than one "doubting Thomas" on the faculty, faced with the evidences of improvement in this class, decided that "Maybe there is something in this co-operative idea, after all."

General Guides to Use in Teacher Pre-Planning

One fundamental basis for pre-planning on the part of a teacher is the knowledge of how adolescents, individually and as an age group, grow and develop. An up-to-the-minute knowledge of what is happening in society is equally essential. She must then ask herself "What kind of a person is likely to be needed in the world of tomorrow, and how can student development be guided in that direction?"

The next question for a teacher to ask herself is "What organized body of subject matter does home economics have to contribute to developing that kind of a person?" Obviously, all fields of subject matter have their limitations as well as their unique contributions toward achieving functional facts and principles, abilities and habits, appreciations and attitudes.

"What now characterizes the individuals in a given class?" is supremely important for a teacher to know up to the limit of her time and facilities. A knowledge of their needs provides a base line from which each can grow as a person. A knowledge of their backgrounds provides a base line from which to determine contributions from home economics that will be meaningful and functional.

From a scope and sequence type of outline for the teaching of homemaking and family living in the total school program, a variety of possibilities are set up tentatively for goals, content, experiences, and means of evaluation. Student and parent participation cannot be considered a substitute for curriculum planning on the part of the school and of the teacher. All goals must further the overall purposes of the school. Neither students nor parents can be expected to realize all their needs in a world of such rapid change. To do so is very difficult for educators, but the school owes an obligation to students to see that they grow optimally in all the aspects of living, in terms of their own potentialities.

General Criteria for Selecting a Problem

Parrish and Waskin suggest as criteria for students to use in selecting a problem the following.

"A problem must:

1. Be really useful to us.
2. Apply to all of us.
3. Afford everybody an opportunity to work on it.
4. Have plenty of materials available.
5. Be interesting to all of us.
6. Help develop basic skills.
7. Be worth spending our time on."

These same authors point out, "Such a set of criteria helps a group of pupils to clarify their purpose. It gives them a vocabulary with which to voice their objections or defend their choices. It gives them security that they are planning and choosing a problem that is really worthwhile. In other words, it helps them to evaluate."

General Suggestions for Guiding Discussion in Co-operative Planning

Giles is said to have intentionally placed the teacher first when he coined the term, "teacher-pupil planning." At the very beginning of the teacher needs to help the group understand what is being attempted and why it is important. She needs to be as definite as possible as to the role the teacher is serving, and how much responsibility students may take.

Although it is the right of students to share in all planning within the limits of their ability, to maintain a good working environment students must be placed in the position of earning the right to enjoy this democratic participation. The better they understand the limits within which they can use their freedom, the more responsible they will feel about taking the consequences of their actions.

Impetus toward learning can be gained by starting with those matters primary in their personal world. The next necessary step is to draw attention to less immediate problems of more persistent interest and worth.

The teacher has the responsibility of assisting in the clarification of students' problems and goals to the point that they serve as objectives of learning. In so doing, the teacher shares in their formulation.

Students, to a greater or less degree according to their ability, should then be led to think on questions concerning the choice of learning experiences and subject matter. Again, limits set by the instructor and the course must be made clear.

At all times the teacher has the responsibility of leading students to re-examine what they may have explored only superficially.

She does this through sharing with students essential information that only a teacher could be expected to possess. For example, subject matter should be introduced into a unit only if it is appropriate, fits into a continuity of learning, and is logical in its organization.

In planning experiences students have to be helped to realize that their present abilities need to be "stretched," working constantly just beyond their reach and increasing the difficulty as they mature. This is often especially hard for them to recognize in the area of improving study and work habits.

Evidences of progress offer the strongest motivation to individuals, hence planning needs to include ways in which such progress can be evaluated. If learning is to be functional, emphasis should be placed upon generalized knowledge or "principles," abilities rather than inflexible standards.

In a democratic discussion each student feels that he does have a genuine contribution to make to something that others, his peers, deem important. The teacher-leader tries to:

- Provide for participation of all members
- Develop a feeling of responsibility on the part of all members
- Create a feeling of being valued
- Use the experimental approach to the solution of problems.

Both teachers and students have to be willing to accept such constant experimentation, and realize that in a process of experimentation some procedures will fail and others will have to be evaluated, then modified to meet a specific situation.

General Suggestions on Guiding Decision-Making

A research project in four Minnesota schools disclosed that students who learn to make decisions develop other qualities:

- When they start a job they are likely to see it through
- When they are faced with a difficult decision, they keep their wits about them
- They feel comfortable and secure with their peers and adults.

A teacher needs to evaluate alternatives as they develop in group discussion; if any is not feasible, students need to know that this is a choice that they cannot make and, if possible, why this is true.

To guide selection between available choices, these questions may be raised:

- What possible alternatives are there to the solution of our problem?

What are the probable consequences of each alternative?

What additional facts do we need in order to evaluate alternatives?

In light of the facts we now have, which alternative do we choose?

How shall we put this choice into operation?

Wholesome differences of opinion between students and between students and teacher need to be thoroughly aired, and plenty of opportunities left open for individual differences in the procedures planned. The goal of education is changing from a "well-rounded" to a "well-developed" individual in order to avoid undue conformity. This may be particularly important in teaching some aspects of family living where no one way is recognized as "the right way."

Students are proud of any decision reached through their mutual agreement. The teacher should let students carry out their decisions or revise them as need arises so that the accomplishment is both effective and satisfactory for the students themselves. Seldom do unwise plans pass the scrutiny of an entire class, and often the quality of group planning astonishes the teacher as students get more and more practice.

General Suggestions on Guiding Evaluation

Where decisions have always been imposed in students' school and home life, their growth in choice making will be very gradual. The actual execution of their plans as a group is relatively easy. But the amount of self-direction shown by individuals will always vary.

Co-operative planning can be of maximum effectiveness only when there are frequent pauses for critical and constructive evaluation of results being achieved.

This may take only five minutes at the end of a lesson to decide how the group's work may be improved the next day.

Or it may consist of tape recording a group discussion, then trying to identify from the playback errors made in thinking.

Periodically students should be held responsible for checking accomplishments against major goals, determining a re-direction of effort, and re-planning of the rest of the unit, if necessary.

These various types of evaluation permit a degree of sharing that earlier would not have seemed possible with these same students. A concomitant learning that usually accompanies growth in power to appraise the worthwhileness of the activities of the group is the growing ability to judge the effectiveness of one's own acts and to think of them in terms of the over-all purposes of the class and of the school.

Consistently students must come to see that what they are doing is the way that democratic living should and may be practiced in the solution of problems in their family, community and national life. This same understanding should be interpreted to the general public through deliberately keeping a channel of communication open for comments.

Parents may receive short inquiry forms co-operatively prepared by their children and the teacher. For example, parents may be asked, in terms of the goals set up by a class in Home Living:

HAVE YOU NOTICED ANY DIFFERENCE THIS SEMESTER IN THE WAY YOUR DAUGHTER ACTS ABOUT THESE THINGS?

	No change	She does more	She does less	Examples
She listens to suggestions of her parents and others in the family				
When she disagrees with someone in the family, she stops to consider the other's side before she makes up her mind.				
She is able to see that other members of the family have feelings.				
Et.cetera				

Informed parents will help to interpret the values of co-operative planning to the general public, as will satisfied students. But some lay persons may still "view with alarm" the time spent in planning. When they went to school, everything was ready. In their present lives they spend much time in defining and clarifying their problems and in planning their solutions, but they often fail to identify this process with what is done in school.

Is All This Effort Worthwhile?

No one would try to contend that teacher-student-parent planning is easy. A program of continuous planning may sound so complex to busy teachers that they haven't time to undertake it. At a point of crisis, Winston Churchill stated bluntly, "It is no use saying 'We are doing our best.' We have got to succeed in doing what is necessary!" Moreover, such a program ultimately saves time and effort and provides satisfactions that are not apt to be realized under other conditions.

ILLINOIS TEACHER

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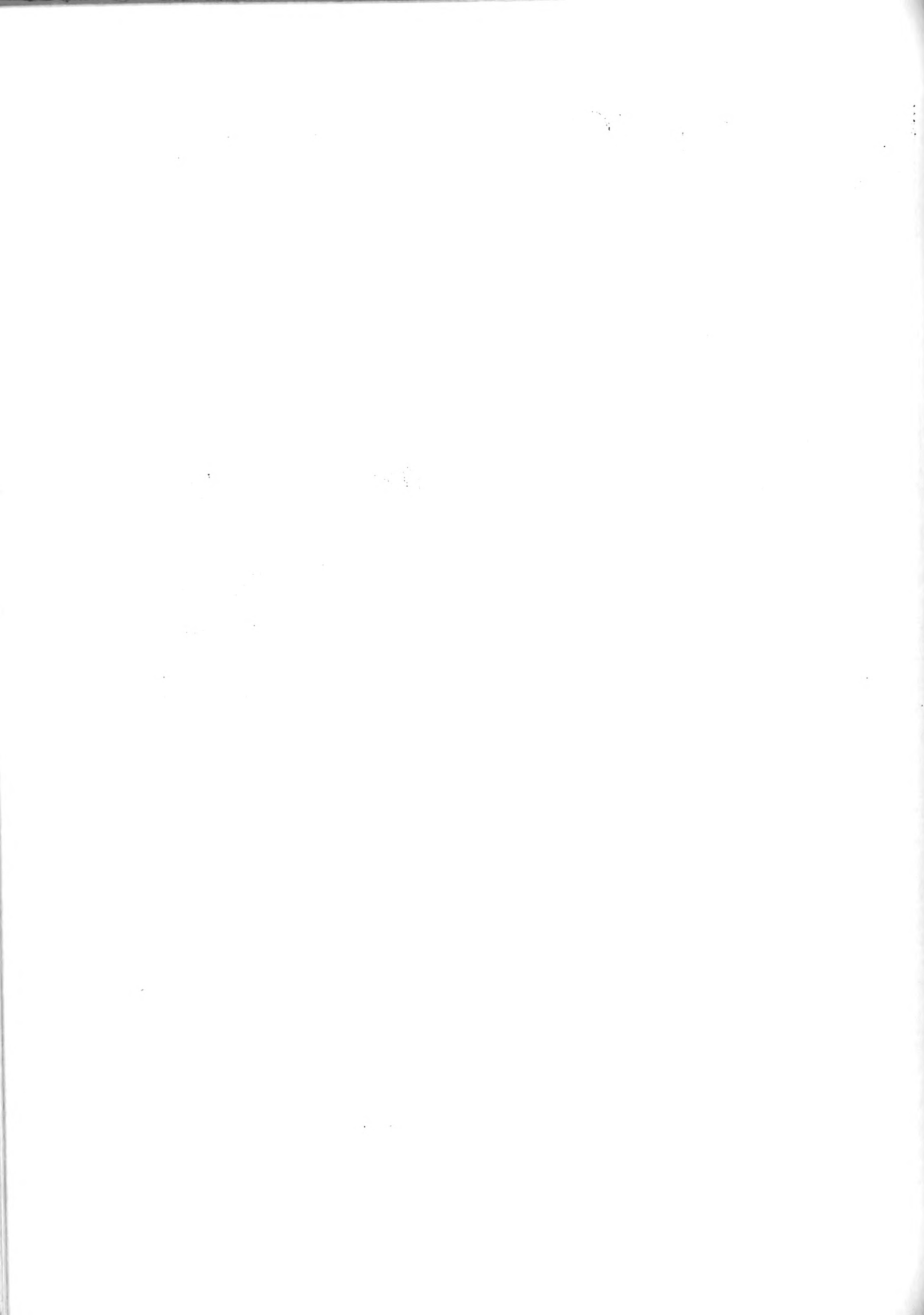


Star Feature

TOWARD THE IMPROVEMENT OF FAMILY LIFE THROUGH EDUCATION

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TOWARD THE IMPROVEMENT OF FAMILY LIFE THROUGH EDUCATION

Pauline Voelcker, Cerro Gordo High School
Elizabeth Simpson, University of Illinois

Speaking recently at the University of Illinois, Margaret Mead described this as the period of the most rapid change the world has ever known. Eric Johnson, in an article in the September, 1958 Journal of Home Economics, stated that, "There is no denying that this is an era of change, a time in which the only thing fixed and certain appears to be change itself." It seems that almost every day brings new wonders in the realms of science and technology. And, sensitive to every change wrought by these wonders is the social institution of the family!

In Family Development, page 26, Duvall points out that:

"The powerful complex of industrialization, urbanization, and secularization has drastically changed the functions of American families in recent decades. No longer imperative are the once all-absorbing demands of economic productivity, education, medical attention, recreation, protection, religion--all essential functions of the pioneer, rural, old-fashioned large family."

She recognizes as the functions of the modern family the personal development of its members through "affectional security, continuity of guidance, and cultural interpretation."

In this twentieth century there have been a number of changes in family life of which those planning educational programs aimed at the improvement of family life should be aware. The following list of these changes is from Chapter II in Family Development by Duvall.

Changes in American Family Life

First, a change that we have heard mentioned frequently is this: families have moved off the farm. Helen Hurd, in an article entitled "Implications of Changing Social and Economic Conditions for Our Changing Programs" in the February, 1956 Journal of Home Economics, stated that, although, in general, the rural population has decreased, the rural non-farm population has increased.

Families have moved from production to consumption. Problems of selecting and purchasing goods loom larger in the mind of today's homemaker than do problems related to producing goods in the home. When home production is undertaken today it is more often for creative satisfaction than because the goods are unavailable on the crowded market shelves.

For home economists this change in family living raises a very important question. Should we not be much more concerned with the education of the homemaker as a careful shopper and a wise consumer than most of us have been in the past? Unless we revise our curriculum in response to

changes in family living, we may find that we are educating people for a kind of homemaking that is long gone!

Margaret Mead, in her speech at the University, reminded us that, although the United States and Canada have only about one-seventh of the world's population, the people of these two countries consume about fifty percent of the world's natural resources. She stated that our responsibilities as such hearty consumers are great. Our contributions in terms of demonstrating wise consumption of these goods should be commensurate with our satisfactions in their use.

Families have shifted from an economy of scarcity to an economy of abundance. "Waste not; want not." "Fix it up; wear it out; make it do; do without!" These were the watchwords of the thrifty family of the past with its paper drawer, ball of string, and grease bucket. Not so today! Today's family brings joy to the heart of the manufacturer and the advertiser by "getting the new model" and discarding or "trading in" the old. Few families go without a desired product if the down payment can be scraped together!

Duvall states that families have become smaller. She adds,

"A large family does not make sense today as it did in Grandfather's day. Then a man was blessed with many sons, and he welcomed every new pair of hands on the place where so much had to be done. Today's city family has neither room nor jobs for the aging and dependent relatives who used to be welcome in the home. Children, once an economic asset, today are a financial liability: 10 to 20,000 dollars are needed to raise a child to maturity¹ in a city home, where space is limited and children's jobs are nonexistent."

Families work less and live better. The present high standard of living enjoyed in our country is achieved with fewer hours of labor than our grandparents spent--and it is expected that the future will bring even higher standards of living and shorter and shorter work hours. In an article, "More Spare Time--But for What?" in the August, 1958 Changing Times, the following statements were made:

"If leisure is the opposite of work, then Americans have a lot of it and a lot more is coming.

Already, in the twentieth century, more than 20 hours have been lopped off the average work-week. As recently as 1929, most people worked 50 hours; in 1900, they worked 60 hours a week. Moreover, vacations have expanded from a virtually unknown luxury to two- or three-week holidays.

¹Figures from The Money Value of a Man by Louis Dublin and R. J. Lotka.

But automation has even greater gifts for us. By 1975 according to the most conservative predictions, and as early as 1960 according to others, many of us will be working only four days a week, and the four-weeks-a-year vacation will be the rule rather than the exception.

If all this comes true, it will mean that the 2,000 hours or so of free time we now have each year will be expanded to 2,500 hours in which we will toil not."

What is the contribution of home economics in preparing students for a worthy use of leisure time? Perhaps part of the answer lies in our teaching of family relationships. We study "family life today" and learn about the changes in family living in recent years. We read and we discuss and we role-play. We concern ourselves directly with the problems related to an increased amount of leisure time for family members. Perhaps another part of our answer lies in the creativity fostered in homemaking classes when food preparation, clothing construction, and home furnishings are well taught.

At this point, we feel impelled to add that we do not believe that a whole home economics program should be developed around education of family members for worthy use of leisure. This is an important objective--but, perhaps over-used by those who seek justification for a program primarily concerned with the development of homemaking skills.

Families are established in larger numbers and at younger ages now. It seems that few advanced high school homemaking classes these days lack for at least one bride--or young husband! And, most have a number of young people who are engaged and planning to marry soon after high school days are over.

Duvall, on page 34 in Family Development, states that,

"People can afford to get married in larger numbers and at younger ages now than used to be the case. The young wife as well as her husband can find work and jointly support the marriage at least in its first months or years. Neither military service nor continued education deters young people from marrying at earlier ages than ever before."

Ruth Cavan and Grace Beling of Rockford College report on a study of high school marriages in the Teacher Exchange for High School Family Life Educators for August, 1958. To explore the subject of high school marriages in Illinois, a survey was made among its public schools in cities with a population of 10,000 or more. A questionnaire was used to collect data regarding frequency of marriage and school policies and practices related to marriage of high school pupils. To summarize the findings,

"In the 60 participating schools having one or more marriages during the 1956-57 academic year, it was found that

among girls 1.4% of the sophomores, 1.8% of the juniors, and 4.1% of the seniors were married. Among the boys, 0.1% of the sophomores, 0.2% of the juniors, and 0.7% of the seniors were married. Girls outnumbered boys seven to one. Thirty-eight and nine-tenths per cent of the married boys and 65.8% of the married girls dropped out of school at the time of marriage."

With people marrying younger and in larger numbers, we may well ask ourselves: How well prepared are these young people for the mature and exacting roles of husband and wife, father and mother, in the present day family? What kind of education for marriage and family life should be provided? When? Are we providing too little too late?

Family roles are more complex and flexible today. In grandfather's day everyone knew what was expected of husband, wife, and child in the home. There was agreement on "woman's work," "man's work," and the child's expected contributions to the family group.

Today, roles of family members are more complex and expectations differ from family to family. In over 40 percent of our American families the wife works outside the home, either full-time or part-time. She and her husband may share household tasks; woman's work and man's work are less clearly defined than in the past.

Duvall says that, "In general, the trend is for both husbands and wives to expect more of each other in the intangible roles of understanding companion, stimulating colleague, and loving, sympathetic parent." Helping to prepare young people for these demands of family life is one of the real challenges facing education in these times.

Family instability has increased. Divorce has become more common. According to reports from the Federal Security Agency, there were 7.9 divorces per 100 marriages in 1900, 8.8 in 1910, 13.4 in 1920, 17.4 in 1930, 16.5 in 1940, and 23.1 in 1950.

Divorce is more frequent among some groups than others in our country today. In general, we find that:¹

Divorces are more frequent

Among city families
In states with lenient divorce laws
In inter-faith marriages
In Protestant marriages
Among working class families
Among less educated people

Divorces are less frequent

Among farm families
In states with strict divorce laws
In marriages within same faith
In Roman Catholic marriages
Among professional families
Among better educated persons

¹Duvall, Evelyn Millis, Family Development, J. B. Lippincott Co., Chicago, 1957, p. 37.

Among teen-age marriages
 In first years of marriage
 In childless marriages

Among more mature marriages
 In later years of marriage
 In marriages with children

Adah Peirce, in an article, "The Family in the Anxieties of the Fifties," in Social Hygiene Papers published by the American Social Hygiene Association, 1957, wrote:

"The average parents of our modern adolescents reached their own maturity at the end of the "roaring twenties," during the depression of the thirties, or in the midst of World War II. Certainly they have had little stability in their lives. Our economic, political, social and spiritual worlds have been completely distorted. It is the rare adult who is convinced that his economic security depends on his own initiative rather than on his reliance on the social security provided by the government or by some form of group insurance. His sense of values in terms of dollars is completely out of line with those which he had in his youth. Politically, he has had to shift from being an ethnocentric isolationist to being a citizen of the world with very unclear concepts of his responsibilities to his fellow citizens on the other side of the globe. He was once fairly sure of his social position and his responsibilities therein; but in our modern society with its concern for the dollar, he is neither sure of his social position nor of his responsibilities to those about him. Frequently the laborer for whom professional people once felt some responsibility is now earning a much larger income than those same professional people; and with his increased income, the laborer does not always develop much of a sense of responsibility for its expenditure. After being involved in the depression, World War II and the Korean war, the modern adult is very uncertain about his spiritual values. And the churches, which cling to old dogmas and rituals and are not seeking basic truths of a way of living, are not helping the confused adult to build a constructive, responsible life. Is it any wonder that these adults are not building sound family concepts as the parents of modern youth?"

Freedom of family members to be themselves has increased. Family members today exist not primarily for the family group but as individuals with rights, privileges, and values of their own. Many freedoms are open to individuals and to families today. The choices face us in bewildering array!

It would seem apparent that, in planning a program aimed at the improvement of family living, an imperative would be consideration of the changes in family life mentioned in the preceding paragraphs. In addition, if the program is to be meaningful in terms of bringing about desirable behavioral changes, consideration must also be given the characteristics and needs of those we teach.

Characteristics and Needs of Adolescents
Related to Education for Improved Family Living

Dr. Mary Lee Hurt in Home and Family Life Education, a publication of The Department of Public Instruction, Lansing, Michigan (1957), lists the following characteristics and needs of junior and senior high school pupils in the area of personal and family living:

Pre-adolescence--Ages 11, 12

Characteristics	Needs
Rapid growth just preceding pubescence, especially in girls; girls mature before boys. Taller girl and shorter boy is sensitive. Stronger individuality, differs in physical maturity and temperament. Some display overweight, much fidgeting, placidity, others have drooping posture, fatigue; girls tire more easily than boys.	Need for understanding growing up process.
Competition keen. Organized games desired. Sibling rivalry develops.	Provision for wide range of individual differences; need for each child to excel in something at school and at home and to feel a part of group.
Prestige somewhat more important than adult approval; interest in one or two "best" friends; still needs family security.	Some may need help with posture, diet, and clothing to help overcome physical differences. Need help in living with younger brothers and sisters. Needs privacy in home and place for own things, opportunity to entertain "best" friends.
Interest in money making activities, some may work. Stronger interest in sex; girls begin to like older boys; boys not interested in girls.	Opportunities needed for some to secure work; help in spending money.
Ravenous but capricious appetites.	Help needed with eating balanced diet.

Early Adolescence--Ages--Ages 13, 14

Characteristics

Rapid physical growth often results in awkwardness. Serious lack of balance between bones, muscle, heart and lungs. Girls reach maturity one or two years earlier than boys, individuals vary in maturity. Feelings of inadequacy develop, if too different.

Plays in boy-girl groups; boys more reluctant than girls. Important to be accepted; girls and some boys begin dating. Girls date older boys; have crushes on particular boy or girl friend, change over night.

Display fads and extremes.

Act ashamed of home and family when with friends; vary in withdrawal and wishing to be with family.

Varies in disposition.

Interested in helping at home and with small children. Conflicts over homework, lipstick, allowances arise. Sibling rivalry continues.

Evidences anxiety and conflict over appearance of secondary sex characteristics.

Worries over school work and grades.

A number have part-time work.

Needs

Need social activities for groups of boys and girls to develop muscular coordination and poise. Shy ones need help in becoming part of group. Quiet understanding and patience on the part of adults, but without prying, important.

Place needed in home for bringing friends.

Provide opportunities to try out own ideas in helping with responsibilities in home. Opportunities needed for caring for small children to provide additional desired earnings. Needs help in spending money so all will not be spent on fad of the moment.

Needs sex education in order to build up necessary control and to understand why needs to build them up. Girls especially need help with beginning dating problems.

Needs help with school problems.

Middle Adolescence--Ages 15, 16

Characteristics	Needs
At 15 the complex, exasperating, quiet, rebellious child grows into a happy, friendly, better-tempered youth of 16. Feelings of grudge, revenge, violence may appear at times. Many conflicts with parents occur over number of nights out, time to get in, use of car, use of telephone, etc. Girls may spend so much time on social activities, are tired out. Fluctuates in helping at home. Gets along better with younger brothers and sisters--feels more grown-up than they. May be ashamed of home. Wants more money for clothes, movies, eating out. Most are dating, mostly in doubles and groups. Some girls are beginning to think of marriage.	Needs patience from adults as he grows through this stage. Feels need of support of parents but is reluctant to show it; needs to be treated as near adult as he can take.
Likes to prepare food for social gatherings, likes to eat.	Needs some limits for behavior.
	Needs boy-girl social activities with adults nearby but not in evidence. Opportunities to help fix up living room, recreation room or kitchen needed.
	Needs job and help in spending money.
	Some girls need help in realizing the responsibilities of marriage.
	Opportunities needed to learn to prepare food for snacks for friends.

Later Adolescence--Ages 17, 18

Characteristics	Needs
Boys have caught up with girls in maturity. Joins peer groups interested in adult activities.	Opportunities needed to join in discussion and activities with adults.
Developes insights into the behavior of self and others.	Needs help in understanding self and others.
Displays more self-controlled conduct and relies less on group pressures. Begins to feel social class mobility.	Needs help with resolving friendships with those in other social class groups. Opportunities to explore various beliefs and philosophies.
Developes ideals and philosophy of life.	
Developes firmer and deeper friendships; falls in and out of	Opportunities needed for making friends of the opposite sex;

love; is keeping steady company; some girls marry.	needs help with problems of going steady, engagements, preparation for marriage.
Develops understanding of own sex roles.	Needs guided opportunities to discuss sex.
Wishes to be accepted as adult member of family.	
Is planning definitely for future. Eager to earn own money.	Needs help in finding jobs and use of money; counseling and help in finding a suitable field of work.
Wishes to develop poise and social graces.	Needs help with dress, appearance, manners.

Content for a program in family life education at the secondary level is implied in the characteristics and needs of pupils and in the changes in family living since the turn of the century. In addition, the developmental tasks of adolescence suggest emphases needed in such a program.

The Developmental Tasks and Family Life Education

A developmental task is defined by Robert Havighurst as "a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks."

In Family Development on pages 294-297, Duvall lists eight developmental tasks of teen-agers; these have been freely adopted from the schema used by Robert Havighurst in Human Development and Education, New York, Longmans, Green and Co., 1953.

The first of these is: Accepting one's changing body and learning to use it effectively. In our schools, we can help pupils develop an understanding of their physical selves, learn to care for their bodies in healthful ways, and learn to handle themselves skillfully in the many recreational, social, and family situations that require learned physical skills.

Recently, a high school counselor complained that in the course of a week, he had five high school pupils referred to his office because they had knocked books from their desks to the floor. He said, "They really didn't understand what the fuss was all about. If only adults would realize that a lot of these fast-growing youngsters can't control their new bodies! The pattern goes like this: Johnny swings around and knocks something to the floor with a thud, everyone laughs in exaggerated response to the situation (and this is typical adolescent behavior); the adult scolds; Johnny says he couldn't help it and becomes defiant; Johnny ends up in my office! We could do a lot to help teen-agers accept and learn to use their changing bodies if only we would calmly accept their awkwardness as part and parcel of this stage of their development."

The second developmental task is: Achieving a satisfying and socially accepted masculine or feminine role. As we have noted, roles of the man and woman in the family have become more complex and varied. It may be more difficult today than in past generations for young people to determine what the masculine or feminine role really means. In family living classes, boys and girls may deal directly with questions regarding role behaviors expected of different family members.

Finding oneself as a member of one's own generation in more mature relations with one's agemates is the third developmental task. Duvall lists six related tasks which suggest objectives for family life education programs in the secondary school. They are:

1. Becoming acceptable as a member of one or more groups of peers.
2. Making and keeping friends of both sexes.
3. Getting dates and becoming comfortable in dating situations.
4. Getting experience in loving and being loved by one or more members of the opposite sex.
5. Learning how to get along with a wide variety of agemates in school, neighborhood, and community settings.
6. Developing skills in inviting and refusing, solving problems and resolving conflicts, making decisions, and evaluating experiences with one's peers.

Some may question whether the school should be concerned with helping adolescents meet these tasks. We believe that the school does have a responsibility and that pupils may receive such help through suitable educational programs. Remembering some of our own teaching experiences in the area of social and family relationships, we could not believe otherwise.

There was Hal--six feet and four inches of sturdy, uninhibited adolescence! He was a member of the junior-senior family living class. School had been in session about six weeks when the school librarian asked one day, "What on earth are you doing to Hal in that family living class? He's been reading books on etiquette in the library and didn't he hold the door open for me today! Wait! There's more. He has stopped flirting with girls in the hall."

A few days later Hal asked in class, "Will you help me with a problem? I want to take my date for refreshments after the movie but I feel so awkward. I guess I just don't know quite how to do it right. Got a big date coming up." Several others nodded that they, too, would like answers to the same problem. The class read on this situation in

their family living books; then, Hal and teacher role-played the situation with others in the class offering helpful suggestions. When he felt at ease and had performed satisfactorily, the class summarized by listing some guides for this and similar dating situations.

Two days later Hal beamed at his teacher. "I did it," he said under his breath. She was a little puzzled. "Did what, Hal?" "Oh, you know, what we practiced the other day in class."

(Do you know why Teacher chose to role-play the dating situation with Hal, rather than having one of the girls take the part of his date? Here are the reasons: (1) A girl in the class might have been a possible "date" for Hal. Such a situation might have caused embarrassment, consequent giggling, and lack of seriousness. (2) Hal might have become embarrassed and ill-at-ease, thus failing to gain as much as he might from the situation. (3) The teacher might find it easier to analyze and criticize her own behavior in the situation than she would that of a student. By pointing out her own mistakes and suggesting ways she might improve, she set the stage for such a procedure on Hal's part.)

Then, there was Larry who stopped after class one day to say, "I'm glad we've been talking about how to get along with people here in class. These father and son talks really help me!"

At a recent church supper party for junior and senior high school pupils, 15-year-old Sylvia was heard to say, "I go steadily with him--but not steady." This comment precipitated a great deal of discussion among the 12 to 15 year olds at her table. From their conversation, the most casual listener might have deduced needs and interests in the area of personal and social relationships with which education might well be concerned.

The fourth developmental task is: Achieving emotional independence of parents and other adults. The school may help pupils to achieve this task in various ways. As pupils mature in years, increasing opportunities to share in planning, carrying out plans, and evaluating should be provided in order that they might have desirable experiences in decision-making, assuming responsibility, and accepting the consequences of their own decisions. In developing more mature relationships with adults, teen-agers need the understanding and acceptance of interested adults; they sometimes need to have the adults who are their parents interpreted to them--just as parents sometimes need an interpretation of their adolescents. A teacher of family living may be in a position to help the teen-agers and their parents develop a better understanding of--and communication with--each other.

Selecting and preparing for an occupation and economic independence. This is the fifth of the developmental tasks. Family living classes frequently include units on money management, a major responsibility, and frequently a problem, of today's homemaker. Sometimes units on careers are included, also. Certainly, education in the area of family living helps prepare for that most important of occupations--homemaking and parenthood.

Preparing for marriage and family life is the sixth of the developmental tasks. Duvall lists the following related tasks:

1. Enjoying the responsibilities as well as the privileges of family membership.
2. Developing a responsible attitude toward getting married and having a family.
3. Acquiring knowledge about mate selection, marriage, homemaking and childrearing.
4. Learning to distinguish between infatuation and more lasting forms of love.
5. Developing a mutually satisfying personal relationship with a potential mate through processes of dating, going steady, effective courtship, and becoming involved with a loved one.
6. Making decisions about the timing of engagement, marriage, completion of one's education, fulfillment of military service requirements, and the multiple demands upon young people of marriageable age.
7. Becoming ready to settle down into a home of one's own.

In one sense or another, almost all people are homemakers; even if one lives alone in a single, rented room, one has certain "homemaking" responsibilities. All people are family members; married or single, parents or childless, all of us are members of a family, and most of us carry some important family responsibilities, even though these may be of an affectional nature only. Most people marry and assume responsibility for establishing and maintaining a home. Most people have children and assume the responsibilities related to helping their children to develop in right ways. Surely education cannot ignore these most important aspects of life! Surely we owe it to our children to do all that we can to provide education that will help them to establish the kind of happy, secure, well-managed homes that will produce the healthy, growing, loving personalities the world so greatly needs.

We are not suggesting that the school take over all of the responsibilities of the home in preparing young people for marriage and parenthood. We are saying that the school ought to supplement what homes do, ought to provide support for what good homes are doing in this respect, ought to make up lacks where lacks exist in home teachings.

The seventh developmental task is: Developing intellectual skills and social sensitivities necessary for civic competence. Duvall lists some related tasks to which family life education may make some contributions. They are:

1. Developing concepts of law, government, economics, politics, geography, human nature, and social organization which fit the modern world.
2. Gaining awareness of human needs and becoming motivated to help others attain their goals.
3. Acquiring problem-solving methods for dealing effectively with modern problems. (Problem-solving methods may be learned as effectively in homemaking and family living classes as in any other.)
4. Gaining abilities to communicate competently as a citizen in a democracy.
5. Becoming involved in causes and projects outside oneself and becoming a socially responsible person.

Developing a workable philosophy of life that makes sense in today's world is the eighth of the developmental tasks. This includes selecting worthy standards, values, and ideals to live by. Family life education fails miserably if it does not help students to develop a sound sense of values, realistic, worthy standards, and wholesome ideals in relation to themselves, their present families, and their families of the future.

"Acceptance, encouragement, and guidance are pivotal requisites for many a teen-ager in accomplishing these manifold tasks of growing up." (Duvall, Family Development, p. 298.) The home has a most important part to play--but so does the school!

In Home and Family Life Education, a publication of The Department of Public Instruction of Michigan (1957), W. R. Cleminson, a school administrator, wrote regarding the responsibility of the schools for providing education for home and family living and the nature of the particular course in his school:

"Parents know that today's children are living in a world of conflict and unrest. The training of their own youth does not always provide the answers they need to help children of today. It has thus become the business of the schools to provide a place where teen-agers can talk together with understanding counsel. Parents, in most cases, have given their children a good foundation. With the world about us changing so much from day to day, we believe courses such as Effective Living help students to learn from past experiences, to learn why they behave as they do, and what they can expect of themselves tomorrow. Schools, in this way, can supplement the very fine work which the home has already been doing. Parents still have the most important work in training their children. The schools, through such courses, aid the parents. Schools cannot, nor do they want to, do the job for parents."

Another Michigan school administrator, John H. Houghton, stated that a course in home and family living "recognizes the importance of the home

in our social structure and represents an attempt to strengthen it through an educational approach."

Who is Responsible for Family Life Education
in the Secondary School?

In a speech at a state curriculum workshop in Indiana several years ago, Ruae Van Horn supplied an answer to this question when she said:

"It seems to be quite generally agreed by many of our leaders that a 'family life education' program is a cooperative educational program to which all education may contribute. It is an inclusive, general term, and not one which we (in home economics) are entitled to apply to our work alone. We might think of it as an umbrella or tent that covers several groups. We doubtless are entitled to one of the largest blocks of seats under this tent, but health education, biology, general science, social studies, elementary education, English, and music are some of the other subjects which are also entitled to some seats, for they, too, contribute to an individual's enrichment for more effective participation in family living."

Recognizing that all areas of subject matter have a contribution to make to education for home and family living, we will be concerned here with the contributions that are made or might be made through home economics.

Emphases at the Various Levels

Members of the workshop on the teaching of family living at the University of Illinois during the summer of 1958 developed for their own use a curriculum guide for family relationships and child development at the elementary and secondary levels. Considering changes in family life and the characteristics and developmental tasks of pupils, they decided that the following emphases might be appropriate at the indicated levels:

- | | |
|-------------|---|
| Grades 6-8: | Making and keeping friends
Being a better family member
Sharing in the care of young children |
| Grade 9: | Maintaining harmonious relationships with family and friends
Dating problems |
| Grade 10: | Being an effective member of my home and the local, state, and world community
Understanding myself through understanding children |

Grades 11-12: Looking ahead to marriage
 Establishing a home
 Looking ahead to parenthood: child develop-
 ment and guidance

Family Living in the Junior High School
Homemaking Program

During the workshop on teaching family living, Mrs. Olivia Patton and Mrs. Ozella Robinson developed a unit of study for the junior high school level. Three major areas of emphasis were included: (1) understanding myself and others, (2) making and keeping friends, and (3) being a good family member. Objectives for the unit were as follows.

I. Understanding Myself and Others

Understanding how my body is changing.
 Understanding how my feelings affect my actions.
 Understanding more about family values and how they
 influence choices.
 Increased understanding of my parents and their
 points of view.

II. Making and Keeping Friends

Desire for harmonious relationships with others.
 Understanding of qualities desired in a friend.
 Knowledge that friendships begin with self and that
 one must go half way or more in making and keep-
 ing friends.
 Understanding how to make friends in my own age group.
 Appreciation of the importance of friends in one's
 life.
 Understanding how I might become a better friend.
 Understanding of the importance of courtesy in main-
 taining good relationships with others.
 Increased ability to develop and maintain good
 relationships with others.

III. Being a Good Family Member

Understanding of the responsibilities of various
 family members.
 Increased appreciation of other family members.
 Understanding that family members may be the best
 of friends.
 Increased ability to be friends with other family
 members.
 Realization that people of different ages enjoy many
 of the same things.
 Understanding my family better by learning what they
 like and enjoy.

Understanding the value of cooperation for successful family work and play.
 Understanding how to select activities that my family will enjoy together.
 Ability to plan and carry out some enjoyable activities with my family.
 Interest in shared family good times.
 Increased understanding that families differ and that there is no one pattern for successful family life.

Mrs. Patton and Mrs. Robinson suggested, among others, the following learning experiences.

Area I. Understanding Myself and Others

- A. List your physical characteristics in three columns.
- | | | |
|-------------|-------------|------------------------|
| Like Mother | Like Father | Those I Cannot Explain |
|-------------|-------------|------------------------|
- B. Discuss how certain adults have capitalized on physical characteristics:
- Jimmy Durante--nose
 - Eddie Cantor---eyes
 - Martha Raye----mouth
 - Andy Devine---voice
 - Andy Griffith--rather soft features,
naive expression
- C. Have a display of unidentified snapshots of pupils as small children on bulletin board. Try to identify each. Discuss ways in which we have developed since we were small.
- D. Using references, list the physical changes that occur as we grow up. Discuss: How do these changes affect the individual? How do they make her feel?
- E. Use a question box for anonymous questions about "growing up."
- F. Invite a doctor or a nurse to talk with class about the physical changes that occur as we mature and the importance of good health practices.
- G. Read about and discuss the lives of famous persons who have overcome physical handicaps, as Helen Keller, Ben Hogan, Franklin D. Roosevelt, and Jane Froman.

H. Discuss what we mean by family traditions, family values. Make a list of the traditions in your own family; analyze for related values.

I. View film, "Of Skates and Elephants," Family Life Series. Discuss reasons for actions of parents in the film. Discuss their feelings about Selma and the incident of the skates. Relate to own family situation.

II. Making and Keeping Friends

A. Plan and prepare a bulletin board using poems and articles on friendships.

B. Write a description of someone you consider a good friend. Analyze for qualities desirable in friends.

C. Discuss problems that we meet in making and keeping friends. Role-play some of the more common problem situations. Analyze for causes and possible solutions. Draw generalizations regarding making and keeping friends. Discuss application of these generalizations to own relationships.

D. As group projects, draw up codes of conduct for: home, classroom, school assemblies, hallway, streets, parties, public places as buses, libraries, etc.

III. Being a Good Family Member

A. Working in groups, write and present skits showing happy family situations in which members cooperate. Situations might include planning for a family outing, selecting television programs, serving refreshments to family and guests, doing household chores, etc. Analyze for ways in which we may contribute to good family relationships. Draw generalizations regarding cooperation in family living. Discuss application of these generalizations to own family situations.

B. Help plan, prepare, and serve refreshments for a "family group" in class. If possible, do this as a home practice.

C. Describe how you feel when you are happy, friendly and helpful, unkind, thoughtless, discourteous, lazy, and "contrary." Discuss how such behavior makes others feel and act.

D. Prepare a flexi-bulletin board on

The Role Of The (Mother) (Father)
(Daughter) (Son) In The Home

This might be done by four committees, each one studying one of the four roles. Appropriate pictures depicting desirable role behaviors for each member might be displayed.

Any unit in family living is taught more effectively by a teacher who understands her pupils and their home and family backgrounds. As a member of Professor Letitia Walsh's class in Evaluation in Home Economics, Mrs. Doris Cordes collected a set of evaluation devices in the area of family living. Some of these were entirely original and some were adapted from devices appearing in other sources. One, a questionnaire, "All About Yourself," was prepared by combining and adapting devices from several reference books in the areas of health and homemaking. Because it might be particularly appropriate at the junior high school level, it is included here.

All About Yourself

Here are some questions that will help make an interesting record about yourself. They cover topics such as your family, your friends, your favorite activities, and your feelings about certain things. Fill in the blanks to the best of your ability.

I. Your family

1. What kind of work does your father do? _____

2. Does your mother work outside the home? _____

If so, what kind of work does she do? _____

3. Who are the members of your family living together in your home? Give names and ages of brothers and sisters who live at home. List others by relationship to you, as mother, father, grandmother, uncle, etc.

4. List others who share your home, as boarders, friends of family, etc.
- _____

II. Your friends

1. If your mother said that you could bring a friend home to dinner, who would it be? _____
2. If this person could not come, whom would you ask?

3. In case the second person could not come, whom would you ask? _____
4. Suppose you need help with a certain assignment and the teacher told you to ask a friend for help, whom would you ask? _____
5. If you were working on a home economics project, whom would you want to help you? _____
6. Write the name of the boy in your class who you think gets along best with his classmates. _____
7. Write the name of the girl in your class who you think gets along best with her classmates. _____

III. Your hobbies and other activities

1. What do you usually do:
 - directly after school? _____
 - in the evenings? _____
 - on Saturdays? _____
2. If you have ever been to any of these places, underline them.

a circus	an opera
an art museum	a stage play
an amusement park	a summer camp
a roller rink	a radio station
a concert	a national park
a major league ball game	a stock car race
a foreign country	a farm
3. How often do you go to the movies? _____
4. What are the names of two of the best moving pictures you have seen? _____
5. Do you or did you ever take music lessons or other special lessons? _____ If so, what? _____

6. What are your favorite radio programs? _____

Your favorite TV programs? _____

7. What chores do you do regularly at home? _____

8. Do you have a hobby? _____ If so, what? _____

9. Do you have a library card? _____ What are some
 good books you have read lately? _____

10. What magazines do you often read? _____

11. Do you have a pet at your home? _____ What? _____

IV. Your feelings

1. What three things do you most often wish you had
 or could do? _____

2. What things do you sometimes worry about? _____

Reasons for most of these questions are quite obvious. However, a special note might be made regarding questions 1 through 5 under II., Your friends. Answers to 1, 2, and 3 provide a basis for a sociogram showing friend choices within the group. Questions 4 and 5 might provide data regarding choices of helpers in two different work situations. From this data, two additional sociograms showing group structure and the position of individuals within the group might be plotted.

A reference helpful in understanding group structure is Understanding Group Behavior of Boys and Girls by Ruth Cunningham and Associates (Bureau of Publication, Teachers College, Columbia University, 1951). Chapter V relates the use made of sociometric data in understanding and working with groups of pupils.

In Mrs. Cordes' questionnaire, questions 6 and 7, Part II might also be helpful in understanding relationships within the group. In addition, the teacher, through observing the behavior of the "most chosen" and "least chosen" pupils in the group, might gain clues as to qualities her pupils consider important in getting along with others.

Answers to the other questions will not only give the teacher a better understanding of individual pupils, but will help in planning objectives and content for units of study on family and social relationships.

Sharing in the care of young children, a unit of study for junior high school pupils

As a member of the workshop on the teaching of family living, Mrs. Anna May Brummett developed a unit of study, "Sharing in the Care of Young Children." This was planned for the junior high school level. She suggests that the following devices might be used in order to determine pupils' experiences with and their attitudes toward children. These instruments would be given prior to the pupil-teacher planning of the unit and would provide one basis for such planning.

Experiences In Device I
Working With Children

Directions: Place a check (x) in the blank after the answer which tells of your experience with children.

1. Do you baby sit?
 Yes _____
 No _____
 Sometimes _____
2. Do you like to care for children?
 Yes _____
 No _____
 Sometimes _____
3. Do you get paid for baby sitting?
 Yes _____
 No _____
 Sometimes _____
4. How often do you care for children?
 Every day _____
 Once a week _____
 Twice a week _____
 Once a month _____
 Never _____
5. How long do you care for children at one sitting?
 One to two hours _____
 Two to four hours _____
 All day _____
6. What age children do you usually care for?
 Under 1 year of age _____
 1 year to 3 years of age _____
 3 years to 5 years of age _____
 Over 5 years of age _____
7. Who are the children you care for?
 Brothers or sisters _____
 Neighbor children _____
 Other children _____
8. When do you baby sit?
 Afternoons after school _____
 Evenings after school _____
 Saturdays or Sundays _____

9. Have you told stories to small children?
 Often _____
 Sometimes _____
 Never _____
10. Have you directed children at play?
 Often _____
 Sometimes _____
 Never _____
11. Have you taught a Sunday School class of small children?
 Often _____
 Sometimes _____
 Never _____
12. Have you fed a young child?
 Often _____
 Sometimes _____
 Never _____
13. Have you put a young child to bed?
 Often _____
 Sometimes _____
 Never _____

Device II
How I Feel About Children

Directions: Read each statement. Place a check (x) in column which best describes how you feel about the statement.

Statement	Agree	Disagree	Uncertain
1. I believe children should be seen and not heard.			
2. I am glad I have or wish I had some younger brothers or sisters			
3. I dislike having children around			
4. I believe I set a good example for children.			
5. I believe children should be spanked when they misbehave.			
6. I often praise my sister or brother for doing something well.			
7. I would like to have a family when I am grown.			
8. I believe a small child should have his own room.			

- | | | | |
|--|--|--|--|
| 9. I think caring for children takes a lot of time. | | | |
| 10. I believe all questions a child asks should be answered. | | | |
| 11. I feel it is not important for a small child to nap after lunch. | | | |
| 12. I believe most children watch TV too much. | | | |

These two devices should give some clues regarding interests, needs, experiences, and attitudes of pupils--all grist for teacher's mill when she is planning a unit of study and determining how best to plan with her pupils.

Mrs. Brummett developed the following list of objectives for the unit on sharing in the care of young children:

1. To increase interest in young children.
2. To understand the basic needs of young children.
3. To appreciate the place of young children as members of the family group.
4. To enjoy and appreciate children as individuals.
5. To recognize and understand some of the stages of child growth and development.
6. To understand some of the problems of younger children.
7. To understand some of the ways in which one may help young children develop the ability to get along with others.
8. To understand some kinds of activities enjoyed by children of various stages of development.
9. To understand one's responsibility when caring for children.

A few of the learning experiences for this unit suggested by Mrs. Brummett are:

1. List some of the basic needs of the pre-school child. Discuss ways the junior high school girl can help meet these needs.
2. Bring to class pictures that illustrate the needs of little children being met. These might be arranged on the bulletin board.
3. Select a committee to prepare a bulletin board titled, "Sharing With Little Children."
4. View the film strip, "Getting Acquainted" (Child Care Series, Young America). Look for basic needs of the child.
5. Plan and carry out a party for young children. In preparation, study activities enjoyed by children and wise guidance procedures. Write observations of party incidents. Analyze them in terms of "normal development for children of this age." Suggest guidance procedures. Give references for statements regarding normal development and guidance procedures.

6. Brainstorm the following problem: "Ways to make bedtime a happy time." Later, discuss suggestions made and analyze for effects on the physical, social, and emotional development of the child.
7. Prepare a baby-sitters' kit or two. Include appropriate games, toys, story books. Set up a loan service so that pupils who have a baby-sitting job might check it out for use as they would a library book.
8. Role-play a family situation in which a small child is respected as an individual. Role play a situation in which a small child is not respected as an individual. Develop list of "guides to action" in enjoying and appreciating children as individuals. Discuss applications to own family or baby-sitting situations.
9. Prepare an exhibit of safe toys for children. Select those that will aid in their development physically, mentally, socially, and emotionally. Display the toys in a store window, in the display case in the hall, or in the public library. Include with the exhibit a poster listing factors to consider in selecting children's toys.

Family Living in the High School Homemaking Program

Ninth grade level--"Relationships with family and friends"

During the workshop on teaching family living, Mrs. Janie Carey and Miss Irma P. Burks developed plans for a ninth-grade unit of study on "Relationships with Family and Friends." Objectives for this unit were:

1. Knowledge and appreciation of good family relationships and means of strengthening them.
2. Ability to achieve and maintain satisfying relationships with family members.
3. Increased understanding of ways to achieve and maintain good relationships with friends.
4. Increased understanding of ways to develop good personality traits.
5. Increased appreciation of the importance of achieving desirable relationships with the opposite sex.
6. Increased ability to carry on appropriate conversation with date.
7. Increased understanding of socially acceptable ways of showing affection when dating.
8. Increased understanding and appreciation of the many activities couples can enjoy on dates.
9. Increased understanding of ways to meet and solve problems that arise in relationships with family members.

With a few adaptations, some of the learning experiences suggested by Mrs. Carey and Miss Burks were:

1. Cite ways in which families can develop a freedom to talk things over together. Discuss: What are the obstacles to good communication within the family? How may these be overcome?
2. Prepare a bulletin board titled, "Keep the Lines of Communication Open." In one corner show a mother and father talking on the telephone. In the other, show a teen-age girl also at the telephone. A cord connects the two telephones. Discuss meaning of the title and how it applies to pupils' own family situations.
3. Arrange for pupils to view a television program which presents a family situation, as "Father Knows Best." Discuss:

What problem was present in this situation?

Who was involved?

What was done to solve the problem?

Was the solution satisfactory to all concerned?

Do families you know ever have problems like this?

What are the causes?

What do authorities say about situations like this? (Read in reference books.)

What conclusions may we draw from viewing this program, our own related experiences, and the opinions of authorities?

How may we apply these new understandings in our own lives?

4. Select an outstanding personality and analyze the personality traits that helped this person to succeed in life.
5. Develop a series of skits portraying "Not that way but this" on dating etiquette in the following situations:
 - a. A school party
 - b. A movie date
 - c. A date at a restaurant
 - d. Entertaining at home
6. Develop a list of topics for conversation on dates. Divide into pairs and practices carrying on a conversation. Then develop a list of "guides to action" in carrying on a suitable conversation on a date. Try out in own dating situations and write a brief note to the teacher telling about the results.

Tenth-grade level--"Being an effective member of my home and the local, state, and world community."

Mrs. Kathryn Leishner, as a member of the workshop group, chose to develop a plan for teaching family living at the tenth-grade level.

Workshop members, after reading about and discussing the characteristics of pupils of this age, felt that this was the stage at which pupils should be helped to "get outside themselves" and begin to be more keenly aware of their responsibilities as members of the local, state, and world community. They also felt that this new emphasis in the family living program would appeal to pupils of this age group. Consequently, objectives for the unit on "Being an Effective Member of My Home and the Local, State, and World Community," as developed by Mrs. Leishner were:

1. Understanding of the customs and cultures of people in other lands.
2. Understanding what customs of other countries have influenced the family life in our country.
3. Understanding of customs and cultures of our early American families.
4. Appreciation of comforts and conveniences of our modern life.
5. Understanding of the responsibility the family has for helping to maintain good community, state, and national organizations.
6. Understanding the importance of cooperation among families and among community members in promoting a better society.
7. Understanding of the importance of participating in local, state, national, and world affairs and the satisfaction it gives us.
8. Understanding of our responsibility for the condition of public property.
9. Understanding the importance of social customs as a basis for self-satisfaction and happy relationships with others.
10. Appreciation of the family as the basic unit of society.

Following are some of the learning experiences and the content to be taught in relation to the first two objectives:

Objectives:

Understanding of the customs and cultures of people in other lands.

Understanding that customs of other countries have influenced the family life in our country.

Content
(in form of generalizations)

Learning Experiences

1. Our understandings of family customs in other countries may result in making our home life richer.

1. Read in social studies books or encyclopedias on family customs in other countries.

2. Use selected pictures from the book of photographs, The Family of Man published by the Muscum of Modern Art, New York, to show aspects of family life in other countries.
3. Discuss ways in which family practices in other countries are alike and different from family practices in our country.
2. Although there are differences among families in different countries, there are basic similarities. For example, there are always family-type organizations, provisions for young in the family, similar problems in regard to establishing and maintaining family life, etc.
4. Prepare a bulletin board showing interesting pictures of family life in other countries.
5. Have a foreign student talk with the class on family life in his country.
6. Prepare an exhibit of art objects, handwork, and costumes from other countries.
7. Ask someone in the community who has visited a foreign country to talk to students. He may bring pictures or articles collected on his tour.
3. We become more appreciative of people of other countries when we understand their customs.
8. List our American family customs related to Christmas. Divide among class members for research on origins of the customs; report to class.
9. Read about and report on food, clothing, types of homes, etc., in foreign countries.
10. At Christmas time, prepare an exhibit of "Cookies Around the World." Serve the cookies and punch to parents following a program by the

- physical education department, "Around the World Via the Dance Route" (folk and national dances of other lands).
11. Divide class into groups according to interest in certain countries. Read novels of family life in these countries. Discuss in class.
 12. Begin a pen-pal club. Exchange letters with someone from another land.
 13. Whole class adopt a child in another country through the Foster Parents Plan.
 14. Investigate in your community to discover how many nationalities are represented. (Chamber of Commerce may have this information.)
 15. List the number of nationalities represented by class members.
 16. Begin a collection of stories of family life in other countries. (For example, "I Married a Moslem" by Nancy Eidson Dabbagh in the November, 1958 issue of Good Housekeeping.)
4. Many nationalities exist in American communities and influence our way of life.
 5. We may gain increased understanding of peoples of other countries through reading, through talking with them, and through talking with those who have traveled in other lands.

Preparation for marriage and parenthood--Emphasis at the junior-senior level

Miss Wanda Graves and Miss Joyce Bradford, as members of the workshop group, developed two resource units--one on preparation for marriage and one on preparation for parenthood. With a few adaptations and additions, objectives for the unit on preparation for marriage included:

1. Understanding what marriage and family life mean today.
2. Understanding qualities desirable in a marriage partner.
3. Understanding the bases for a successful marriage.
4. Knowledge of preparation needed for a successful marriage and parenthood.

5. Knowledge of legal aspects of marriage and divorce in our state.
6. Knowledge of traditions surrounding engagement and marriage.
7. Understanding the roles of family members.
8. Understanding the changing roles of each family member from beginning family through aging family.
9. Understanding the spiritual factors which influence harmony and security in family life.
10. Understanding of the crises that may occur in family life and possible ways of meeting these crises.
11. Increased ability to solve own problems in family relationships.
12. Appreciation of own responsibilities today in preparing for marriage and parenthood in the future.

Miss Lois Armstrong, as a member of a graduate class in Home Economics Education at the University of Illinois, prepared the following topical outline for a unit in family relationships, including preparation for marriage:

I. The individual in the family

- A. Basic needs
 1. Physical
 2. Psychological
- B. Developmental tasks
 1. Adolescence
 2. Early adulthood
 3. Middle age
- C. Mental mechanisms
 1. Desirable
 2. Undesirable
- D. Solving problems
 1. The problem-solving method and application to solving problems in family living
- E. Social behavior
 1. At home
 2. At school

II. Boy-girl relationships

- A. Dating
 1. Purposes
 2. Causes for misunderstandings between parents and teenagers
 3. Growth patterns in boy-girl relationships
 - a. Casual friendships
 - b. General dating
 - c. Going steady
 - d. More serious courting
 4. Developing dating skills and behavior

- B. Types and stages of love development
 - C. Kinds of maturity
- III. Selecting a mate
- A. Factors to consider in selection
 - B. Readiness for marriage
 - C. Engagement period
 - 1. Purpose
 - 2. Length
 - 3. Etiquette
 - 4. Problems
- IV. Planning a successful marriage
- A. Preparing ahead for marriage
 - B. Marriage ceremony
 - C. Marriage laws
 - D. Characteristics of a happy marriage
 - E. The honeymoon
- V. Marriage: Husband-wife relationships
- A. Adjustment to mate
 - B. Sharing responsibilities
 - C. Place of conflict in marriage
 - D. Problems of young married couples
- VI. Parent-child relationships
- A. Family cycles
 - B. Classes
 - C. Democratic practices
 - 1. Family council
 - 2. Working together
 - 3. Playing together
 - D. Effects of parental training on personality of child
- VII. Changes in family life
- A. Social changes
 - 1. Industrial
 - 2. Educational
 - 3. Recreational
 - 4. Transportation and communication
 - 5. Urbanization
 - B. Psychological changes
 - 1. Democracy vs. patriarchy in family life
 - 2. New philosophy of sex
 - C. Biological changes
 - 1. Increase in life span
 - 2. Advancements in medicine

VIII. Functions of the family

- A. Biological
- B. Affectional
- C. Socializing

IX. Responsibilities of family to community and community to family

- A. Neighborhood group
- B. Civic responsibilities
- C. Community services

The following check sheet might be used to motivate pupils and set the stage for pupil-teacher planning of a unit of study on preparation for marriage, as well as to help them ascertain their readiness for marriage:

Are You Ready For Marriage?¹

The following questions have been prepared to help analyze readiness for marriage. Each question has a definite relationship to readiness. There are no right or wrong answers. Answer by drawing a circle around the "yes," the "no," or the "?". Use the question mark only when you are certain you cannot answer "yes" or "no." Work rapidly.

- | | | | |
|-----|----|---|--|
| Yes | No | ? | 1. Even though you may accept advice from your parents, do you make important decisions for yourself? |
| Yes | No | ? | 2. Are you completely independent in making decisions? |
| Yes | No | ? | 3. Do you find pleasure in giving or doing things for others? |
| Yes | No | ? | 4. Are you often homesick when you are away from home? |
| Yes | No | ? | 5. Do you feel any embarrassment or uneasiness in giving or receiving affection? |
| Yes | No | ? | 6. Are your feelings easily hurt by criticism? |
| Yes | No | ? | 7. Do you enjoy playing or working with small children? |
| Yes | No | ? | 8. Do you feel embarrassed or uneasy in conversations about sex with older persons or members of the opposite sex? |
| Yes | No | ? | 9. Do you have a clear understanding of the physiology of sexual intercourse and reproduction? |

¹From Homemaking Education Progress Report, Family Living, Supplement No. 1, Vermont State Board for Vocational Education, Montpelier, Vermont, 1957, pp. 13-14.

- Yes No ? 10. Do you understand the psychological factors determining good sexual adjustment?
- Yes No ? 11. Have you had the experience of using some of your earnings to help meet the expenses of others?
- Yes No ? 12. In an argument do you lose your temper easily?
- Yes No ? 13. Have you dated as many as a dozen persons?
- Yes No ? 14. Have you ever been deeply in love?
- Yes No ? 15. Can you postpone something you want to do now for the sake of more enjoyment later?
- Yes No ? 16. Have you thought considerably about financial costs of marriage and family rearing?
- Yes No ? 17. Are you normally free from jealousy?
- Yes No ? 18. Have the two of you discussed matters which might cause marital conflict? (Mark X those you have discussed)
- financial arrangements
 religious differences
 attitudes toward sex
 plans for having children
 differences in family background
19. Do you look forward to the sexual side of marriage with (1) eagerness, (2) pleasant anticipation, (3) indifference, (4) disgust and aversion. (Put number of correct answer in the blank immediately to the left.)

Adaptations in the foregoing questionnaire might be made in terms of the anticipated content of the unit on preparation for marriage in a particular situation. Of course, if the questionnaire is used as it is or adapted for a particular situation, credit should be given the source.

An open letter to her son, Wink, was written by Jean Lee Hansen, an Iowa homemaking teacher, as a term paper for a course on Dynamics of Family Development at Iowa State College during the summer of 1950. Her letter, which follows, might be used to stimulate a discussion on readiness for marriage and the parent-child relationship at this time.

Dear Wink,

It wasn't too long ago that your father and I hung over your crib. You had been giving us a particularly trying evening. There was nothing unusual about that circumstance, but you had been conducting a little endurance test and you had almost convinced me that this time there was something seriously wrong. Now you were soundly sleeping with every apparent indication of perfect health. I drew a long sigh of relief and said, "I can hardly wait till he can talk." Your father, who had put in a particularly trying day on the road and, in addition, was having a bout with a wisdom tooth, thought he deserved a little attention from the girl friend and replied, "I can hardly wait till he grows up and gets married."

Well, here we are. Your father and I have reluctantly yielded full time to the glasses we bought only for reading, and, though your father retains his "girlish figure," I have definitely succumbed to that middle-age spread. We can hardly deny that you have grown up literally--six feet, one hundred and ninety pounds substantiate that claim--and figuratively--your economic independence testifies to that. Neither can I deny that this miraculously happened without growing pains, but I do aver that they were kept at a minimum.

You were ever independent from the time that you were small. I was both over-anxious to help you and impatient when you wanted to help me. You saved me from error by always insisting on "doing it" yourself. You soon outgrew the "Why did you let me do it?" stage and assumed full responsibility for your acts. You were only nine when quite of your own volition you insisted on paying back, a few pennies at a time, the half-dollar you lost on an errand. I had to school myself to take those pennies you earned so painfully because I knew you should learn the responsibilities of handling other people's money, but your own sturdy acceptance of the obligation made it easier for me. How glad I was the day you checked off the last penny of the chart you had made and hung beside the kitchen sink. Pennies didn't grow on trees in those days. It was still too close to the depression.

The gradual growth of your economic independence started when you began earning your spending money. I treasure the locket you bought me with your first "paper money." I can still see your earnest little face. (It was a dirty little face, but I warned myself just in time: "Mustn't destroy this moment".) You assured me that they had some cheap ones for 39 cents, but you had bought the best for me (59¢).

From that time on, you have always found your own jobs and earned your own money. I remember those jobs as eras of smells--the grocery store smell, the dry-cleaning smell, the hemp smell, but, worst of all, the wool smell, when you worked for the wool buyer and I had to take your soiled clothes to the garage to keep the rancid odor from permeating the whole house. Before I knew it, you were out of school!

That was a telling blow you dealt me when you decided that you didn't want to go to college. I couldn't quite get the perspective on it till your father asked me, "Are you most concerned about Wink's future or what you are going to say to your college friends?" That brought me up short. Your father had faith in your ability to decide for yourself, and you have vindicated that faith by the place you are making for yourself in the economic world.

Yes, you have grown up--but, so far you haven't married. I have always liked the girls you liked and somehow I have perfect confidence that any girl who wins your love will have mine, too. Not just because she is the girl my son chose, but in her own right. I have always taken great pride in the fact that you liked me as a person in addition to the love you gave me as your mother--in short, that we might have been very good friends even though we were not related by ties of blood. So, I would like, over and above the accidental "in-law" relationship, to be a dear friend of your wife.

A great deal has been written on the whom and when to marry. To me, the when seems most important. It is my theory that, if the when is right, the whom will automatically take care of itself. I do not mean "when" in terms of wages, electric refrigeration, maid service, or what have you, but in terms of your own development.

This readiness involves many things. Your attitude toward life is one of them. Do you think that the world owes you something? Do you say, "Why did this have to happen to me?" when things go wrong? Or, do you say, "This is my life and it is going to be pretty much what I make it." Do you realize that we grow just as much, probably more, by adversity than by good fortune?

When I was a college junior, a friend said to me, "Jean Lee, if a genie were to pop up in front of you and offer to grant your dearest wish, what would you ask?" And I gave an unpremeditated reply, that I couldn't improve upon were the same question asked me today. "I would ask to live each day to the fullest," was my answer. Some of the days have been trying, some drenched with sorrow; yet, I have savored all of them and found all experiences enriching.

From the hour when we waken in the morning till we close our eyes in sleep we are constantly making choices. The wisdom of our choices reveals our sense of values. Lucky we are if we recognize what Reverend Hawley used to call the "eternal values." Talking about choices, I have wanted to tell you how proud you have made me by your choice of friends. In an age when it is considered quite ethical to choose and use your friends for your own material advancement, you go your own way, choosing your friends for what they are, unimpressed by possessions or accident of birth; and, having chosen them, you pay them a deep loyalty that is beautiful to see. It is a sign of maturity.

Maturity involves a perspective of the universe, a boundless universe that defies conception, governed by natural laws that give us

a sense of security. A universe which makes us feel infinitesimal, yet, inconsistent though it may seem, important. Here we are with only this one life to live--just a speck in the Infinite. How important it is that we live it well. Our acts have permanent effects which, like energy, cannot be destroyed. They may lose identity, but there they are, good, bad, or indifferent, for eternity. Many years ago I found this line; the source has long since escaped me.

"Our lives as we live them are passed on to others, whether in physical or mental forms, tinging all future lives forever."

That is an immortality I can understand!

Does this seem far afield from maturity? Believe me, it is not, and these attitudes will have a great effect upon the success of your marriage.

Young people make excessive demands upon marriage. Though they may pride themselves upon their realistic approach to life, in this they remain incorrigibly romantic. During the engagement when each is on best behavior, one seldom sees the other as he or she really is. One of the great adjustments of marriage is that of accepting one another on the level of everyday living.

When conflicts come, as they most certainly will, do not think marriage has failed. Conflicts are normal and must be used constructively to help build the marriage. Just don't let the conflagration spread like wildfire till it takes in the past, present, and future! Keep it confined to its own area. Exercise enough self-control not to say something that will cause you shame later.

There is a "bad time" for conflict and, of course, that is just the time it is most apt to occur. One of you may be hitting a new "low" or it may just be the wrong time of the month for your wife. I was years discovering that there was a correlation between the date checked on the calendar and the time I chose to feel ill-used and declare my rights. If you recognize these factors, you may avert the mistake of trying to reach a decision when you are not up to par. A few sympathetic words at a time like this may be more convincing than the most valid of arguments. Don't be afraid to admit that you are wrong if you see that reason is on the other side. When the time is ripe, reach a decision, act upon it as speedily as possible, and then forget it permanently. These things are more easily said than done, but these few insights may help you to see some situations more clearly.

There is no standard pattern for marriage. Each marriage is unique. You must cut your pattern to fit yourself and the person you choose to marry, and make the marriage of the materials that each of you bring. A strong biological urge usually brings young people together, but Mother Nature seems not to concern herself much after she has accomplished this end. The rest is up to you. It is most important, this

sexual adjustment, for, though it is just a part of marriage to be sure, if the sexual adjustment is attained, the other adjustments are more readily made. If it is not made, the effects are felt in all the other areas of marriage.

Do not expect this adjustment to miraculously happen just because you love each other so dearly. Here are two separate individuals with different backgrounds, different amounts and kinds of sex education, possibly different inhibitions, and different sex needs at different times. It takes patience and loving understanding to establish this relationship, but an infinite amount of patience seems worthwhile when, from some twenty-odd years of marriage, you can look back without nostalgia and say, "This is the best year of all."

Your new home will be different from the one you will be leaving. That is good. I'm sure you see the unfairness of expecting a young wife to start out where your mother left off after twenty-some years of experience; so, you won't be making any unfavorable comparisons. Your father and I do not feel that you owe us anything. You have more than repaid any worry or care just by being yourself. Your allegiance will be to the new home that you establish. I dare make such statements because I know that the love and understanding that exist between us defy the limitations of time and space.

You are a man. Truly, "my cup runneth over."

My love goes with you always,

Your Mother

Preparation for parenthood in the family living class

Family Circle magazine for November, 1958 carries an article, "Wanted: Parenthood Preparedness," by Elsieliese Thrope (p. 48 plus). Recent studies of Dr. O. Spurgeon English, head of the department of psychiatry at Temple University are described.

Employing a questionnaire, Dr. English made a study of the parent-preparedness of about 1500 Philadelphia high school and college students. According to Miss Thrope's article:

"The results were startling. Dr. English and his team had anticipated some ignorance of child care, and superstitions about it. They were completely unprepared for the discovery that the students, irrespective of their sex, were often militant in their attitude toward children--although most of them said they liked babies and hoped to have two to four. These young people, with their disregard of a baby's emotional needs, would not only be tomorrow's parents but are today's baby-sitters.

A few of the questions used in the study and the findings were:

* Is breast feeding the baby a waste of time; old-fashioned and unnecessary; usually pleasant for the mother; a drain on the mother's health? As far as the baby is concerned, does breast feeding cause colic and crying; make him too dependent; lead to thumb-sucking; or is it usually better than bottle feeding?

28% labeled nursing old-fashioned.

13% thought it would encourage dependency.

A few frankly opposed it.

About 50% suspected the truth--that breast feeding is usually pleasant for the mother and important for baby's emotional development.

* Is the baby usually weaned (taken completely off the breast or bottle) before the age of six months; between seven and fourteen months; after fourteen months; after two years?

32% said "Before the age of six months."

Only 44% knew that the approved time for weaning is between 7 and 14 months.

More than 50% had little enthusiasm for the whole nursing experience.

* Should a child be toilet-trained at the age of six months; one year; two to three years; four years? An older child who repeatedly wets the bed does so most likely because he has weak kidneys or bladder; drinks too much liquid before bedtime; has an emotional problem; is spoiled?

About 42% thought baby should be toilet-trained before he is a year old.

This would be an excessive demand in view of the fact that the baby's nervous system is not ready for such complete training until he is two or three.

The relationship between bed-wetting and emotional difficulty was correctly associated by only about 44%.

* Should the parents of four-year-old Johnny, who refuses to eat his dinner, tell him why he should eat, then let him do as he likes; make a game of feeding him every other spoonful; insist that he eat, and punish him if he doesn't; coax him and offer him a reward?

18% were completely intolerant and would punish the child for disobedience. High-school boys, in particular, preferred to punish.

43% said that they would explain to Johnny why he should eat, then let him do as he liked.

In all, 79% gave a lenient response and "one that

was much more hopeful than their attitude to toilet training and weaning."

Although, in this study, the students were found to have considerable information regarding the physiology of pregnancy, they were, according to the report in Family Circle, "vague and usually downright punitive on questions dealing with a baby's emotional development. In the light of modern concepts, their views on nursing, toilet training, and fondling were sadly militant. And high-school girls--many of whom baby-sit--were especially intolerant. Experience and time will undoubtedly modify these young people's views, but now they're not prepared for parenthood." BUT YOUNG PEOPLE ARE MARRYING YOUNG AND BECOMING PARENTS YOUNG THESE DAYS!

During the workshop on the teaching of family living, Joyce Bradford and Wanda Graves prepared their second unit of study on "Planning for Parenthood." This unit was designed for high school juniors and seniors in a family living course. With a few adaptations, the unit objectives were:

1. To develop an appreciation of the joys, satisfactions, and responsibilities of parenthood.
2. To develop an understanding of the adjustments required for successful parenthood.
3. To develop an understanding of the ways in which children develop physically, mentally, emotionally, and socially.
4. To develop an understanding of the factors that contribute to the physical, mental, and emotional health of the child.
5. To develop an understanding of wise guidance procedures in caring for children.
6. To develop a feeling of responsibility for and interest in all children.
7. To develop a knowledge of laws, conferences, and agencies that are important to the welfare of children.

If objectives such as these are to be realized, the unit will have to be more than two or three weeks in length. Preparation for parenthood is not only a vitally important area of study but one that students find intensely interesting. Plan for at least 10 to 12 weeks. Plan for some experiences with real children--in a "play school," in elementary classrooms, at parties for children planned and carried out by the high school pupils. Students will love these contacts! So will the children!

Money management in the family living course for juniors and seniors

Increasingly, we are realizing the need for preparing our students for wise management of money--especially for wise buying in times when we are bombarded on every side with alluring advertisements aimed at parting us and our dollars. As a member of the workshop on teaching family living, Mrs. Lois Smith planned a unit of study on "Money

Management" for a coeducational class in family living. In the overview to her unit, she says,

"Lack of understanding of the importance of good money management has often been cited as the cause of family tension and discord. Frequent references to this may be seen in newspapers and magazines today--pointing out the need for money management education. To a great extent, the welfare and happiness of our students and the welfare and happiness of their future families will depend on their ability to use their money resources wisely."

Objectives for the unit on money management, as developed by Mrs. Smith included:

1. Understanding the economic phase of life as one of the areas most frequently causing difficulty in marriage.
2. Understanding ways of deciding how the money will be spent, for what, and by whom.
3. Understanding the principles of making and using a budget.
4. Understanding what makes a good consumer.
5. Understanding that the projected spending of the income differs with the values of the family.
6. Understanding that the family's position in the life cycle is a major factor in planning the spending.
7. Understanding the use of systematic planning of spending to avoid fears and anxieties.

Family Fun--A Floating Unit

What is a "floating unit"? This is a simple idea but a rather interesting one. You simply plan a resource unit and then teach part here and part there throughout the year as it is appropriate. For example, you may plan a resource unit on family fun. Then, you may include it in the year's program in the form of sub-units on such topics as:

- * Picnics for family fun
- * Hobbies for family fun
- * Family fun at Christmas
- * Family fun in the holiday month
(February)
- * Family fun at Easter, etc.

Mrs. Pauline McCarthy prepared a "floating" resource unit on family fun during the workshop. Objectives for the unit were:

1. Knowledge of the value of play for all ages.
2. Understanding the place of play in relation to love, security, and belongingness in the family circle.
3. Understanding of the need for planning leisure time activities.

4. Interest in constructive recreation and leisure time activities that will contribute to the growth of each family member.
5. Understanding how families may have fun and develop cooperative social behaviors through doing routine household and outdoor jobs together.
6. Knowledge required for planning regular "family nights" for enjoyment and appreciation of family.
7. Knowledge of crafts and hobbies or other creative activities that might serve to meet basic needs of family members.
8. Understanding the values of planned TV and radio programs in the family fun picture.
9. Understanding ways to make family outings, trips, and camping expeditions enjoyable and meaningful.
10. Ability to plan special parties for family and guests.
11. Understanding how to plan and use an indoor play center.
12. Understanding how music and literature may contribute to family good times.

The following "sub-unit" on Family Fun at Thanksgiving might be part of a larger "floating unit" on Family Fun:

Family Fun at Thanksgiving
(3 days)

I. Objectives:

1. Ability to plan family fun that will include everyone.
2. Understanding of various ways in which families may have fun together.
3. Increased appreciation of all members of the family.
4. Increased ability to cooperate--to plan and work with others.

II. Learning experiences:

1. Read pamphlet, "Fun for the Family," by Margaret Brooks.
2. Have a grandparent talk on, "Good Times When I Was a Teen-ager."
3. Plan and carry out a party at school, including games and refreshments that are adapted to family "parties."
4. Plan, as a home experience, a family-fun evening for the Thanksgiving holidays.
5. Have dittoed sheets giving directions for family games and simple refreshments prepared for distribution to all students in the school or to all in homemaking classes.

III. Generalizations:

1. Families can have fun together in a variety of ways.
2. In planning activities for the whole family, it is important to remember that they should be suited to the age, physical development, and interests of its members.
3. If the family plans cooperatively for its good times, the different interests of the family can be considered more effectively.
4. Older members of the family, because of their breadth of experience, have a very real contribution to make to family good times.
5. Shared family good times contribute to the feeling of security of the family members.

IV. Teaching aids:

1. Bulletin board, Family Fun at Thanksgiving.
2. Pamphlet, "Fun for the Family," by Margaret Brooks.
3. Resource file of party suggestions and recipes for party refreshments.
4. Resource person--grandparent who can speak on topic suggested.

V. Means of evaluation (ways of collecting evidences of progress toward goals.)

1. Comments in class discussion.
2. Observation of way pupils plan and carry out class party.
3. Reports of home experiences carried out.
4. Comments of parents and other members of the family.
5. Any suggestions made for future units of study on family fun.
6. Pencil and paper test providing opportunity for pupils to apply generalizations to case situations.

Home experiences for the maintenance of good family relationships

Workshopper Miss Edna Swope developed a list of possible home experiences for the maintenance of good relationships within the family. A few of her suggestions for pupils were:

1. Prepare the evening meal once a week and then plan to do something for or with one of your parents. For example, prepare a chili supper for Dad and then accompany him to the ball game.
2. Make a list of family birthdays and celebrations. Remember each with a gift of some special service.

3. Once a week, prepare a special dish for grandparents and take it to them. If they live too far away, prepare a food that may be mailed, as cookies.
4. Prepare a list of home activities in which men's and women's roles seem to be changing. Discuss these with three generations of people: grandparents, parents, and young adults in own home or in the community. Based upon these conferences, class readings, and class discussions, draw conclusions regarding the changing roles of husband and wife in homes of today.
5. With Mother's help, plan two meals suitable for company. Stock an emergency shelf with needed supplies for these meals. Practice preparing the meals so that you can do so easily and efficiently when Mother entertains unexpected guests.

A conscientious teacher puts a lot of time and energy into her work. Sometimes she gets a little tired and discouraged. But, then SOMETHING NICE HAPPENS--like a letter from a former pupil. And then, she says, "Maybe--just maybe--the homemaking class that this pupil and I shared had something (a little something?) to do with her feelings about her home and family today." It's pleasant to think so--that we have shared a bit in building attitudes toward home and family such as Goldie, a former homemaking pupil of one of the authors, expressed in her letter of a few months back!

Letter from Goldie

Dear Teacher,

Bet by this late date you think your last letter got lost. But, it didn't and I was so pleased that you finally got mine.

You know, sometimes I feel just a bit annoyed with myself that I am "just a housewife." And, then, quickly, I think again, and I honestly wouldn't trade places with anyone. Truly, I am happy and secure just being me--with tons of diapers to wash, millions of dishes, thousands of patches to sew! Each one in its own way is a challenge and once done, a somewhat peculiar, but nonetheless real, piece of art.

I suppose that sounds silly. I realize the happiness and satisfaction you have found in your work. And, believe me, I have found it in mine, too.

Do write when you have time.

My very best to you,

Goldie

THREE APPROACHES TO THE STUDY OF FAMILY LIFE

Implications for Use by High School Teachers

Irving Torgoff, Ph.D.*

Here are 8 statements regarding marriage and family life. Before you continue reading, note whether you agree or disagree with each one.

- (1) Family life is happier and parent-child relations are more cordial in the country than in the city.
- (2) People tend to marry people like themselves rather than opposites.
- (3) Fathers are of diminishing functional importance in the personality development of American children.
- (4) Adjustment in engagement establishes a pattern for adjustment in marriage.
- (5) Personality development is adversely affected if the child is an only child.
- (6) interfaith marriages are less likely to be happy than in-faith marriage.
- (7) American families are becoming democratic companionships.
- (8) The proportion of income spent for food varies inversely with family income.

If you find yourself agreeing with all of them, it is not surprising since these assertions have been made many times in classrooms as well as at conferences and have been accepted as facts of family life. Are they true, however?

Reuben Hill (3) has summarized the research relevant to these questions and has found in regard to question (1) 10 studies, most refute; (2) 150 studies, confirm for most characteristics studied; (3) 3 studies, all refute, (4) 3 studies, all confirm; (5) dozens of studies, conflicting findings; (6) 5 studies, none support assertion; (7) no studies undertaken to answer this question yet; (8) over 1000 studies, all confirm.

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In many text books used today, many assertions are made that stand in as dire need of testing as those listed above. This, too, is not so surprising considering the fact that it is only in the last 30 years that systematic research has been applied to the area of marriage and family life. Prior to this, and continuing to a great extent today, knowledge in this area consisted of folklore, common sense, and clinical insights. Hill regards the most valuable service that research can offer as that of keeping those who teach modest and humble in the assertions they make. Whether teachers as a group stand in any great need of modesty and humbleness is a matter which in itself might well be turned over to research. In any case, the value of research would seem to be highlighted.

There are a number of areas in which research has already been of some assistance to the teacher. The contributions have been sparse, however, and more should be demanded. One of the ways to encourage research is for the "consumer" to impress on those responsible the need for the research. The relationship is a two-way affair, however. Teachers must become acquainted with the professional journals reporting recent research developments and must develop the skills and abilities required to understand, evaluate, and interpret what they find there.

What sort of help can the teacher expect from research? To answer this question specifically it is necessary to answer first the more general question of "What are the goals of Research?" There are three major types of research that are of interest here--(1) descriptive, (2) applied, (3) theoretical. It may serve to clarify the distinctions a little more sharply if we examine how the 3 different research orientations would handle the same general topic.

In today's paper, The Detroit Free Press for September 13, 1958, there are two separate stories regarding a topic which high school teachers of marriage and family living are interested in. The first article consists of a picture of a beautiful young girl, and the caption underneath reads, "She got married and now they want to throw Mrs. Hope Skinner Hyman, 16-year-old senior, out of the Midland Park High School in Jersey. A group of parents think that high school and marriage do not mix and have asked the school board to expel her." The second article tells of a Michigan Circuit Judge reversing a ruling of the Caro Board of Education which had sought to bar married students from attending the local high school. In ruling that a school can be forced to admit married students, Judge Quinn stated that the Michigan constitution calls for education and an informed electorate as essentials to the proper functions of our form of government. The young couple involved (they are both 17) have their own home; their parents help out financially; the husband works (he has two jobs) and plans to go to college and become a veterinarian. Both he and his wife had at least a B average in high school.

A descriptive research orientation would involve a Lieutenant Friday of Dagnet fame approach; "Just give me the facts, Ma'am." The research would explore such aspects as the frequency of such marriages and whether

they are increasing; the type of student involved; the permanence and happiness of such marriages; the reaction on their fellow student's attitudes toward early marriage; the attitudes and reactions of high school teachers and administrators as well as the general community. These are, of course, only a few examples of the possible directions that descriptive research can take in this area.

Another type of research orientation is theoretical research, aimed at going beyond the immediately observable facts. Its goal is to develop a theory with laws and generalizations serving to explain why things happen as they do and also to tie together into newly conceived unities, bits of knowledge which had not theretofore been viewed as related. Hopefully in such research, the new theory not only accounts for already known facts but also provides new insights leading to the discovery of previously unknown areas of knowledge.

Theoretical research stems from the curiosity of the investigator, from his or her fascination with the questions arising from the material, and the challenges faced in seeking the answers. Sometimes the questions posed by theoretical research appear to be far removed from the hurly-burly of the common-day world and the life-and-death problems faced by individuals and whole societies. The question has been raised as to whether society should support the seemingly inconsequential efforts of basic theoretical research--"What difference does it make to find out what makes grass green or why?" That the public's hesitancy in supporting basic theoretical research is not a new problem can be illustrated by the question put to Faraday when he announced his discoveries in the field of marriage and family life: "What is the use of a newborn child?" Since the development of the A-Bomb and the H-Bomb and the lofting into space of the Sputniks, however, basic theoretical research has had an easier time in defending its reason for existence.

Theoretical research may concern itself with the same areas covered by descriptive research. The type of question posed by the theoretically oriented research worker will emphasize "why" or "how" rather than "what." Such research may concern itself with exploring the reasons for the increase in marriages among high school students; sociological factors such as the increase in general economic prosperity, threat of war and the draft, spread of birth control practices, etc.; psychological factors such as glorification of marriage as a solution to all problems and an increase in the need of adolescents to obtain social status and a restriction in the opportunities to achieve such status except by adopting adult forms of behavior. Theoretical questions would, perhaps, involve the personality characteristics of such students, the meaning of early marriage to their relationship with their parents, to their view of themselves. Is early marriage merely one aspect of a generally early developing individual? Are parents of such students lax? indifferent? permissive? authoritarian? rejecting? in their interaction with their children? These are merely scattered examples of research questions directed at getting the dynamics underlying high school marriages. You, the reader, from your own individual experiences and understanding, undoubtedly have other and different questions. Research would be required, for instance, to determine what weight to give the 20 various

factors which high school principals have reported as influencing student marriages (8).

From a superficial examination of contemporary activity in the area of high school marriages, research is mainly of the descriptive type. We are just becoming aware of what is going on, and our theoretical analyses are few, jerry-built and, at this date, untested.

The third type of research is applied. Research of this sort is directed at solving problems which are of some practical, immediate, social concern. The goal of this type of research is not that of finding out why an event occurs but rather how to deal with the difficulties which the event presents. In regard to high school marriages, such research might be directed at how to deal with married students so as to minimize any "harmful" effect they may have on other students and at the same time maximize their opportunity to acquire an education and increase the chances of their marriage being a happy and a long one. Should the married student be expelled? be given special sympathetic counseling? be ignored? About this time, someone is sure to say (and correctly so) "It all depends on what the person believes the problem to be." One person may see as the big problem that the married students are dropping out of school, thereby adding to all their other burdens the disadvantages they will face by not continuing their schooling. The orientation here is to meet the needs of the individual student. Another orientation, however, may involve the view that the married student is a focus of "infection" and for the good of the group should be isolated or restricted from further contact. While research can be helpful here, it should also be recognized that at some point the ethical and moral aspects of the situation must be considered. We must make decisions regarding what is "fittin" and what "tain't fittin." Here, of course, the problem is one of evaluating our value system and our ethical beliefs; scrutinizing them in terms of their appropriateness. Another area that might be important to do some research on is the relationship of the value system of the teacher of marriage and family life to the content and the manner with which she teaches such a course. Is there room in the classroom for controversy and difference of opinion in regard to what type of behavior shall constitute the "right and the good"? Is the teacher's belief regarding what "should be" preventing her from seeing what "is"?

While emphasis has been given to the differences among the research orientations, the commonalities and dependency of one type of orientation on another also should be recognized. Descriptive research to find out what exactly is the state of affairs is necessary before one can theorize about how and why such a state of affairs came about. To know how and why provides us with clues about how to change the situation in a direction consonant with those goals which we believe to be "fit and proper" in regard to our practical needs. To know what is "fit and proper" and our responsibilities, duties, and restrictions as teachers in inculcating students with our own personal views regarding what is and what is not "fit and proper" are matters highly relevant to the understanding and utilization of research but is too important a topic to be handled in a cursory fashion and demands its own special discussion.

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Con--Richard Kerckhoff
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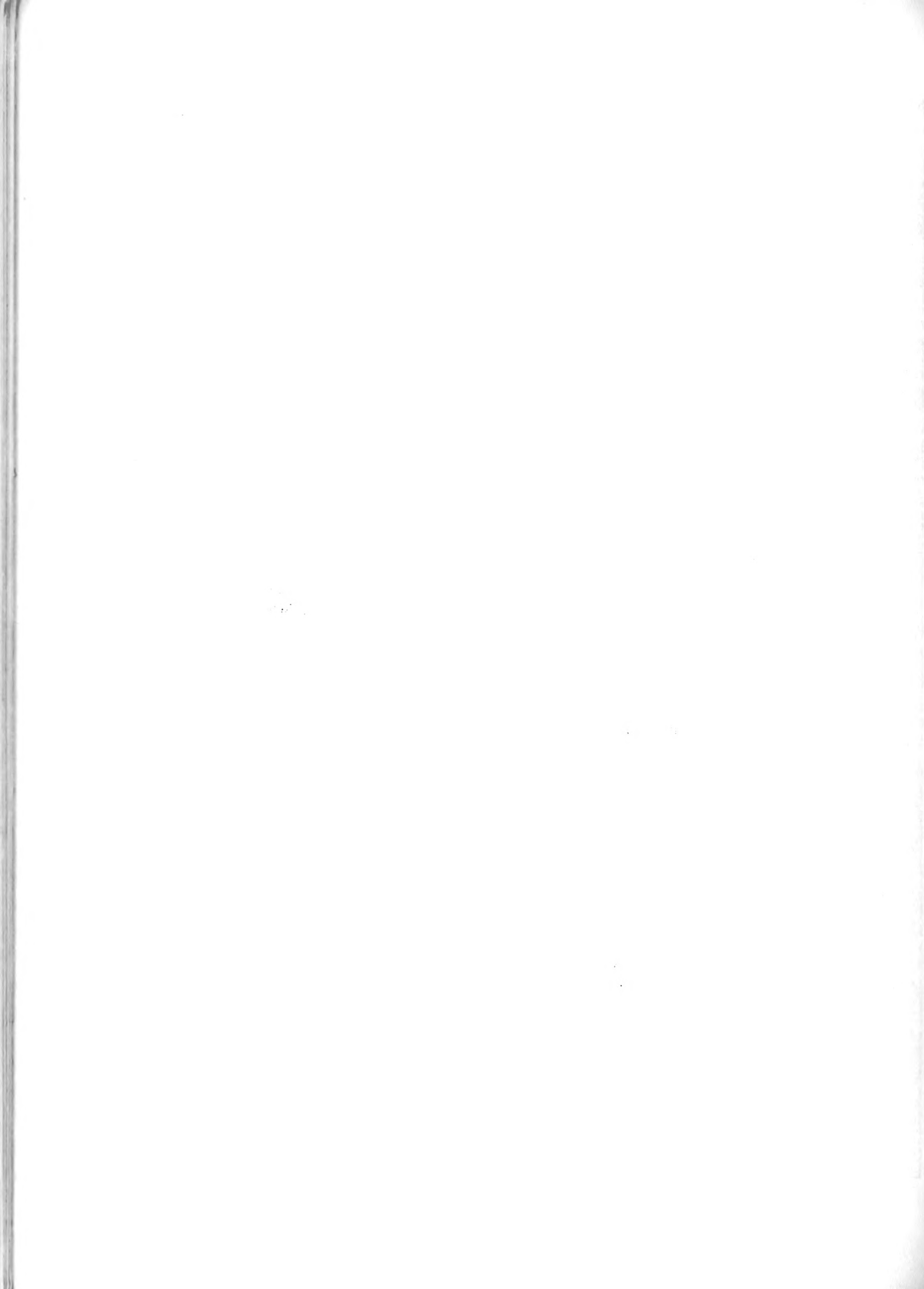
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EVALUATION OF OBSERVATION AND THINKING

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Evaluation--a necessary evil or truly a reward of education? This depends upon the use and the user, teacher and student. It is all very true that sound evaluation requires much time, and teachers are one group who have not benefitted appreciably by the technological advances of time-saving devices in the space-age.

While other workers have had working loads and hours reduced by machinery, the classroom teacher has had her load increased by larger classes and added extra-curricular activities. In these times of great pressures it is most important that evaluation be meaningful to both the evaluator and the evaluated.

Importance of Observation

As was suggested in the May issue of the Illinois Teacher, "Evaluation as Insurance," there are many methods and devices for use in evaluation by the teacher of homemaking. This issue is an attempt to help with observation as an effective means of evaluating students' growth in homemaking, as taught in today's junior and senior high schools.

It is said that 95% of grades given to students are based upon some type of observation. Casual observation, though acknowledged to be subjective, is often helpful, but deliberate, focused observation naturally is more dependable. Objectivity can be definitely increased if an instrument is used by the observer. There are many instruments which may be devised for objective observation.

The May issue considered the use of the Performance Test. For evaluation to be useful to its fullest extent the evaluated, as well as the evaluator, must be aware of what is being evaluated and of the end results. Unless carefully planned, this might be more difficult in observation than in other methods of evaluation which are employed.

The teacher of today, as in no other time in history, must keep an open mind and teach not only to meet the demands of the present society, but that of the future in a constantly and rapidly changing society. Evaluation devices and instruments must be changed to meet the new situations. When the instruments are constructed, it should be kept in mind that changes will be necessary, but may be simplified if original construction is carefully done.

It is possible that in the future many evaluation devices may be checked and scored by machine, thus saving the teacher a great deal of time for other essential work. It is almost impossible, though, to conceive of the idea of observation by machine, but even here tape recorders with their possibilities of play back, television, and video tapes may play an important part.

Actions speak

Pencil and paper tests are very necessary for use in assigning marks in the educational system of today, but often are quite inadequate for determining just what is being accepted and applied by the learner. This was emphasized to Miss B., a beginning teacher, in a unit on child care and development at the Homemaking I level.

At the end of the unit the usual pencil and paper tests had been administered and marked, and grades based on these marks had been assigned. This unit had been studied near the close of the school year, and during home visits the teacher had an excellent opportunity to observe the applications of principles studied.

In the class there had been a girl who was an only child with many opportunities and privileges. Also, there were twins who had few such advantages. One day Miss B. met Sue, who had received an "A" in the class, with a neighbor's little boy. Sue was interested in visiting with her former classmates as she met them on the street; Johnny was tired, hot and sleepy. Sue jerked and scolded him for fussing because he wanted to go home.

The same afternoon Miss B. visited in the home of the twins, who had received a "D" in the course. Their little niece was visiting them, as she often did. Their mother and sister said that Brenda and Barbara would be in as soon as they had helped Janet wash her hands and comb her hair. Both mother and sister were enthusiastic about how much the twins had improved in their relations with Janet and how much Janet enjoyed being with them. When the three entered the room, they were beaming with enjoyment of each other.

This type of observation is difficult to use often, but is invaluable in a true evaluation of a student's growth and understanding. In the classroom, the twins had been handicapped by their inability to express themselves either orally or in written work, but they could apply in real life situations the principles they had actually learned. The "A" student was verbally adept but apparently did not see any need for application of what was studied.

One school's plan

Observation for evaluation has meaning with a special emphasis in one school now. When a conservative community voted in favor of a bond issue to permit the building of a new high school, the unit school system was reorganized and a 6-3-3 plan replaced the 8-4 plan. At the same time, many other changes were made in the previously traditional system of education. Among these changes was the method of reporting student progress to parents.

The practices of many schools were investigated and discussed before a method was chosen for use. The type of report now being

used requires more conscious observation by the teacher of each student's growth in understandings and attitudes as well as abilities.

At the senior high school each teacher prepares a grade slip for each student in every class. These slips are collected and sorted for each student and handed to him or her through home rooms. The grade slips are similar to this:

_____ Six Week's Report

Name _____ Date _____ Subject _____
 Grade _____ Times Absent _____ Semester _____
 Comment--

_____ Teacher

Because parents are accustomed to having letter grades based upon numerical values to indicate their child's progress, this is still used. The comments by the teacher may be such as:

"Is hesitant to share worthwhile ideas with classmates during general discussion."

"Sometimes does not hand assignments in on time."

"Disturbs those sitting near by talking when others are working."

"Is cooperative with classmates and teacher, and shares limited class equipment willingly."

"Is patient with those who need more time and help."

"Finds worthwhile things to do during class when an assignment is completed early."

Before these reports were to be sent out for the first six weeks, there was an article in the local newspaper explaining the procedure and asking parents who did not receive the reports to please call the school. This letter also accompanied the first grade slips:

Dear Parents:

Enclosed you will find the grade slips for the first 6-weeks grading period. On some of the slips, teachers have written some statements which tell you why a student is failing. On other slips there are none.

We solicit your help and cooperation in seeing that your son or daughter does not do unsatisfactory work. We would be more than pleased to have a conference with you to discuss what needs to be done to insure improved study. You may call, if you wish to have such a conference

Sincerely,

Principal

For several years in this community the principal had not received a call from parents regarding reports sent home. The parents had just signed the traditional report cards and sent them back to school for the next term's grades to be marked. During the first few days after these new reports went out, the principal received several calls and had several conferences with interested parents. It is still too early to know just what the results will be in terms of improved study and progress by the students, but those involved are quite hopeful.

The Junior High School has remained a bit more traditional by keeping the report card which is sent home each six weeks for the parents to sign and return. The front of the card states:

Parents:

This report card will be sent home to the parents each 6 weeks. The purpose of this report is to inform the student and his parents regarding his achievement in the subjects he is now studying.

This card is only one way of reporting pupil progress. A conference between the teacher and parent is probably the best way to report pupil progress. Such conferences are encouraged. The best time for conferences is immediately after dismissal in the afternoon.

Please do not feel that you may go to school only when difficulties arise. We invite you to visit our classes.

Superintendent

Principal

An explanation of the marks precedes the columns for recording marks on the inside of the folded card. The letter grades are explained in numerical terms in addition to these paragraphs:

Occasionally a grade of R is given. This indicates that the student is being given remedial work which is below the requirements for that grade.

The letters S (satisfactory), N (needs to improve, and U (unsatisfactory) are given for Attitude and Effort in each subject.

SUBJECT	Periods						Yearly
	1st	2nd	3rd	4th	5th	6th	Av.
ARITHMETIC							
Attitude							
Effort							

SCIENCE

Attitude							
Effort							
HOME LIVING							
Attitude							
Effort							
Art							
Attitude							
Effort							

Reports of these kinds do require more of the teachers' time and energy in the beginning, but may be very rewarding in the increased understanding between parents and school and the improved application in student work. To be meaningful these comments and marks must be based upon the common goals of the school; the written philosophy of the school gives each teacher the best insight into these.

A help to individual teachers using this method may be a check list of what should go through the mind of the teacher as she assigns marks. On page 17 of the May issue of Illinois Teacher, objectives in terms of student behavior are defined and may be useful in constructing such a check list.

The check list for the Junior High School card on EFFORT might be:

- Records and carries out assigned tasks
- Tries to work independently before asking for help
- Tends to do more than just enough to get by
- Approaches working up to his own capability
- Maintains a reasonable standard in production
- Consistently completes work on time

For ATTITUDE the check list might be:

- Develops an interest and a will to learn
- Shows respect for self, people and property
- Cooperates with teachers, co-workers and others
- Accepts his fair share of leadership and other responsibilities
- Does what he agrees to do
- Displays occasional constructive creativity

General Guides in Observation

As in any other type of testing, there are pitfalls to be avoided and disadvantages which are related to evaluation by observation. Any teacher, whether in the classroom her first year or seasoned with years of experience, needs to be aware of the limitations and common faults to avoid in the use of observation.

A very helpful reference for a teacher who desires to use observation as a method of effective evaluation is Measuring Educational Achievement by Micheels and Karnes. Chapter thirteen, "Observation and Evaluation," offers many suggestions for anyone who desires guidance in this type of work. Following are some general guides which you should find useful.

The teacher must have clearly in mind what is to be observed.

Units in homemaking involve many different types of thinking and performance. As it is not possible to observe many things being done by several persons at the same time, the teacher must give careful consideration to exactly what is to be observed.

A score card for scoring a completed flat fell seam may be relatively simple to construct and use; but a similar device for checking the order of steps and the techniques used in its construction, or for checking the ability to share with classmates the use of equipment, may be much more complicated to do satisfactorily.

Attitudes toward the work, in the process of performing the task or upon its completion, present quite a different problem to the observer who is attempting to check objectively. Identical sets of factors should be used in evaluating each student. Previous determination of these factors helps to eliminate the tendency to evaluate only on the striking factors of each student while disregarding the total achievement.

Objectives are an integral part of all education.

When evaluation is done through observation, both the general objectives of the school and the specific objectives of the course must be considered. If one of the major objectives of the school is to improve human relations through democratic processes, there are many opportunities in varied situations to observe the success or failure of students to meet this objective.

A planned check list is essential. For some teachers it may be sufficient to merely keep this plan in mind, but for others a written check list is invaluable. An analysis of the behavior to be expected of the students must be made; and may be done more effectively with the help of students. In any check list, definitions are important, and it is necessary that all persons involved in the observation have the same understandings of the terms to be used.

One of the times when democratic processes, as used by the students, may be observed is in the division of labor in the preparation of a meal. Another time is in planning a party for pre-school children. In the committee work does each student take a fair share of the responsibility? Will the chairman give members an opportunity to express themselves? Are the accepted leaders equally adept at following the plans and suggestions of others? When there are several suggestions of equal merit,

does everyone accept the desires of the majority? Does everyone take a turn at being on the clean-up committee, the recreation committee, the invitation committee, and the host and hostess committee?

Evaluation is not limited to observation.

In many instances it will be wise to permit the other devices used to influence the determination of what is to be under observation for recording. To encourage improvement by the student, written tests may be used as the basis for determining those particular aspects of achievement which are in need of observation. A teacher may also elect to give special attention and greatest emphasis to behavior indicative of certain concomitant outcomes; for example, cooperation in a group.

When observation suffices as the major or only means of evaluation, it must necessarily encompass the specific subject matter as well as the general outcomes of achievement. When observation is used in conjunction with other methods or devices of evaluation, it may be advantageous to keep a progress chart to record the basic operations performed by the student, such as processes in sewing.

Performance tests may point out other areas for attention. When an application of principles test indicates a lack of understanding of skill performed, careful consideration of observation techniques to be used during future performances of the particular skill are indicated. When a student does not associate the fact that tunnels are formed in muffins with overmixing of the batter, a close observation of mixing technique may aid.

Observation may also reveal that principles may appear to be understood on written tests but are not applied in performance. A student may be able to state quite glibly the principles of getting along with others, but may not be willing to relinquish his status as leader and follow other students' desires at times.

Observation must be recorded.

This is one requirement which prevents many teachers from using observation effectively. There never seems to be enough time for all that is to be done, and the time needed for recording observation may be difficult to manage until a method is devised for conserving time in recording the results.

It is not necessary to secure a record for every student every day. Check lists may be so constructed that the time required for writing is reduced to a minimum. And careful selection of instances of student behavior to be recorded will help to reduce the time required to a workable minimum. There is no more reason to expect to be able to observe all aspects of behavior than to expect to be able to test all knowledge on a pencil and paper test.

The teacher should limit observation for recording to samples of student behavior which are representative of each one's actions.

Special attention should be given to recording evidences of changed attitudes and behaviors. The first check list devised will probably not be entirely satisfactory, but with use, changes will be indicated which will improve the check list, the effectiveness of the teaching in a given learning situation, and the satisfaction of students with marks assigned. There will be less tendency on the part of students to say, "I knew what to do, but just could not write it." There may be more tendency on the part of the teacher to be certain that ideas and principles are practiced so that learning is more permanent.

Any form of evaluation should be reliable.

Three to five levels of proficiency should be established. Two to three levels should be carefully and concisely described with sufficient differences between consecutive levels to insure a minimum of errors in classifying students or in rating the various aspects of their achievements. This is even more important when more than one person is to use the same device for recording the results, or when results are to be recorded at different times.

Rating devices will require revision as the curriculum or skills change. A check list for grooming practices for a 12th grade student may include mention of the use of lipstick, but this item might be omitted from the list for seventh grade, depending upon the practices in the community or particular school. The same check list may define a dress of the proper length as seventeen inches from the floor this year, but next year the desired length may be fourteen inches.

Grooming is an area where the teacher may be inclined to perceive a wide range of levels of proficiency. This would soon be neglected by students because of the time required, and would be of little use, because it could not be as reliable as three to five levels of proficiency.

When the levels are limited, descriptions must be concise and understood. Discussion with all concerned is desirable. Such terms as "too wide," "too narrow," "evenly," or "unevenly" are vague. Specific descriptions, such as "seam is $\frac{5}{8}$ inch wide," are more easily understood.

Critical and careful observation is essential.

This does not mean that the teacher devotes her entire energy and time to observing the student. She must also concentrate on all of the other aspects of teaching. She must be able to differentiate between the student who appears to be busy and the student who actually accomplishes the desired end through his efforts.

Practice in observation is required before a teacher is able to observe critically either in the classroom or school laboratory, or in outside performance situations. To avoid the rush of observation at the time marks are to be reported, the teacher needs to carefully study the problem of what is to be observed, construct a simple device for recording the results, and then deliberately concentrate upon the specifics from the beginning of the class unit or year.

As student teachers or beginning teachers often remark, "How can you think of so many things at one time?" They later begin to understand that through concentration and practice there are some abilities which become habits. Likewise, critical and careful observation may become second nature. And critical observation should be as much, or more, constructive than destructive. For it to be of value at all, the student must know what is being evaluated, be informed of the findings, and given positive help toward improvement.

Observation need not be limited to observation of the student by the teacher. Many other persons may be involved and may be more reliable than the teacher in a given instance or at a given time. For instance, if the unit of study is on family relationships, the more reliable observation may be done by family members at home. Of course, care must be taken in using such observations for assigning marks, for all observers are not equally qualified and prejudices may be permitted to enter into the recording of such observation.

Both observation and written tests can be discriminating

Previous marks or behaviors should not influence the rating of achievement at the time of any observation. Each aspect of achievement should be rated independently. The teacher should not yield to the temptation to rate the particularly likable students high and those who are less likable low.

A well-constructed written test is discriminating, and observation may be just as much so. Behavior varies, and marks should indicate the extent of the variation for individuals. Because John can plan menus that all of his group like, it does not necessarily follow that he can prepare the best hamburgers. Betty may be almost failing Latin, where much reading is required with a good basic understanding of grammar, but she may be a fine little seamstress.

Records are necessary.

Validity of observation is dependent upon the basis of the observation over a period of time. Teachers tend to over-emphasize the more recent and emotional incidents and assign marks on that basis if records are not kept continuously.

Disciplinary incidents should not carry undue weight when the final analysis is made. The teacher should be especially careful to prevent overlapping of influence of incidents being checked. If Mary

refuses to put the books for her table away today, that should not stand out any more than does the day that she is the first to volunteer to clean the floor for her group after cutting out the program covers for the F.H.A. banquet.

These records should be kept confidential unless, if they are made public, they are going to benefit each person involved. Records must be so made that they are easily interpreted when they are to be used for assigning marks.

Variety of Methods

Learning or improvement in any area is more likely to take place when there is a felt need. Needs are more apt to be felt if devices being used are understood by all persons who are involved. Student participation in constructing evaluation instruments for observation is most valuable.

For observation to be a valuable method of evaluation of students, the method need not be limited only to teachers' observations. With forethought and planning many others may be involved, with increased opportunity for learning. After appropriate instruments are constructed, the teacher may find her biggest task is to interpret the observation of others in given situations.

A critical analysis of observation reveals that it is used for more than straight evaluation. It might also be valuable in determining the perception of standards by students. Depending upon who is the observer and who is being observed, there may be fairly clear-cut divisions under this consideration. Each of these situations depends upon the teacher's interpretation of the results.

For use in evaluation, the observations may be:

Teacher observation of student.
Student observation of student.
Outsider observation of student.

For use in identification and interpretation of perception of standards, the observations may be:

Student observation of teacher.
Student observation of outsider.

For use first in identification and interpretation of perception of standards and then in evaluation, the observation, which is perhaps the most difficult of all to do objectively is:

Student observation of self.

When observation is used as a method for improving teaching and learning, the identification and interpretation of perception of standards may be vitally important. Before learning becomes meaningful

there is need for understanding. It is quite difficult, if not impossible, to understand something which has not been experienced either personally or through someone else.

Instruments or devices for recording observations.

As has been stated earlier, for observation to be meaningful instruments or devices for recording results are essential. At this time the construction and use of score cards and check lists, with performance tests, will be considered.

Several authors who have written about evaluation and observation since 1950 have included some mention of the construction of the devices or instruments used for recording the observation. The one thing common to all authors is that they are not certain just what the devices should be named and what the exact characteristics should be for each. There is need for more research upon which to base opinions, but teachers are encouraged to make use of devices which they construct. The guides for the use of check lists, score cards, and rating scales are somewhat contradictory, but may be helpful as a beginning for a teacher.

Mrs. Clara Brown Arny, in her book, Evaluation in Home Economics, points out the value of self-appraisal and self-teaching as an aid to teachers whose classes are growing in size beyond the possibility of adequate individual instruction. Mrs. Arny also emphasizes that teachers should make use of published instruments wherever it is possible to do so, but will have to make their own for many types of work in Home Economics.

The Minnesota Food Score Cards which were developed by Mrs. Arny and her co-workers at the University of Minnesota are no longer available. They set excellent examples of desirable terms for describing characteristics to be checked on finished products in foods.

Score cards

The authors who have included Score Cards among the instruments to be used in evaluation seem to be agreed upon the characteristics which contribute to dependable or accurate use. These may be summarized as:

Provide descriptions of two or more levels with the number of levels to be used dependent upon the degree of specificity of the description used.

When two descriptions are provided, rating may be based upon three levels as:

Sharing of Sink in Dishwashing

	1	2	3	Score
1. Spreads utensils all over sink.			Keeps utensils in her share of sink.	1.

2. Uses spray whenever she wants to.	Takes turns in using spray.	2.
3. Leaves sink bowl uncared for.	Takes her responsibility for cleaning sink.	3.
Total Score		_____

When the descriptions used are for three levels, rating may be based upon five levels as:

An Accessory Made For the Home						
	1	2	3	4	5	Score
1. Inferior product at about commercial price.			Small saving over commercial product.		Distinct saving over commercial products.	1.
2. Messy, inartistic.			Reasonably attractive.		Artistic and appealing.	2.
3. Very perishable.			Will stand a reasonable amount of use.		Excellent material and workmanship	3.
4. Directions disregarded; poor results.			Directions followed carefully		Originality and resourcefulness shown.	4.
5. Art principles disregarded			Some art principles in evidence		Fits in well with other furnishings.	5.
Total Score						_____

The latter score card is much more difficult to construct and requires more time. Therefore, descriptions of more than two levels are seldom desirable. They increase neither the objectivity nor discrimination of the device. It is difficult for an individual to make valid discriminations on more than three levels and descriptions of two levels are adequate in most situations.

Use the most vivid and meaningful words you have for effectiveness in the descriptions of the low and high levels for scoring.

The terms or phrases selected to describe the different levels in a rating device are of great importance. Words that are vague or are

merely antonyms, such as "good or "poor," should be avoided. Definitions of the terms should be thoroughly understood by everyone.

To be able to score a product or performance accurately and quickly, there must be definite descriptions. These examples present discernible differences in terms used:

Low Level	High Level
1. Poor darts vs. Darts form a pleat, threads pulling out, all pressed same direc- tion.	Good darts vs. Darts tapered, threads securely fastened, all pressed toward center.
2. Dangerous vs. Sharp edges and corners	Safe vs. Rounded edges and corners
3. Unsanitary vs. Cannot be washed Difficult to clean.	Sanitary vs. Easily washed No deep crevices.

If there is difficulty in selecting terms which students understand and use, the terms may be taken from the vocabulary used on papers the students have written in describing techniques, behaviors or products. As the score cards are used, they may be altered to obtain greater efficiency. Considerable experimenting is usually needed before really satisfactory phrasing of the descriptions are to be found.

Researchers in instrument construction have found that terminology may vary in different regions or sections of the country. Commercial instruments may require some alteration for use in certain areas of Homemaking education. This may be especially true when customs and personal appearance are the units for study. There will be some distinguishable differences between the large schools in the highly industrialized urban areas and the small schools of the rural area.

It is noted that in one small community there is a difference in what is termed dress appropriate for the occasion in the junior and the senior high schools. The junior high school is under a board policy which prohibits girls wearing anything other than skirts or dresses, with the exception of "slacks" at football games. The high school in the same community under the same board has no such policy. The terminology on a score card for "Dress Appropriate for the Occasion" would necessarily have to differ in the two schools. There are some of the basic requirements which would be the same, but type of garments worn on different occasions might differ greatly.

A teacher who is new in a community may discover that it is necessary to alter evaluation instruments she has used previously. Teachers who have

taught in other countries have emphasized this point from their experiences. Standards may vary in everyday activities, such as serving meals, and score cards should be constructed that are appropriate for the majority of students in the class.

Provide for the scoring of each aspect individually.

For a score card to be reliable, the score must be the same when the technique, behavior or product is scored by different persons. This is not possible until the skill or product has been carefully analyzed into its significant elements, and each element is considered separately.

The score card below is an example of an instrument which provides for argument among scorers when elements are to be defined for scoring.

Personal Appearance Score Card

	<u>Perfect Score</u>	<u>Your Score</u>
Body--clean, natural make-up, hair neat	30	
Clothing--neat, suitable for occasion	40	
Person--good posture, smile, pleasing voice	<u>30</u>	
	100	

Obviously, there is little value in such a score card. There could not be a valid basis for scoring such unrelated characteristics as are grouped together, and it would be very unusual to have agreement on scores among several who attempted to use this instrument.

With the help of students, after they have tried to use the above instrument, a new one may be devised. A part of such a revised score card might be.

Personal Appearance Score Card

	1	2	3		Score
	1. Skin smudged and blemished.		Skin clear and radiant	1.	
Body	2. Make-up heavy, looks artificial, blotched.		Make-up sparingly, naturally and neatly applied.	2.	
	3. Unpleasant body odor.		Free of unpleasant body odor.	3.	

Avoid including so many aspects to be scored that the instrument will be unduly cumbersome.

When there are so many items to be checked that the instrument is too long to be used in the time available, it will be necessary to telescope some of the items. Only closely related items should be grouped and the group given a single rating or score. Telescoping or grouping may be unnecessary for scoring a zipper in a skirt placket, but may be required when the product of the performance is a dress.

This and the previous characteristic of a well-constructed score card may appear contradictory, and well it may. It is sometimes impossible to score each aspect individually and not have the instrument unduly cumbersome. Compromise may be the policy to adopt when a technique, behavior or product requires a long list of points to be checked.

The score card below has telescoped related items to make it possible for the scorer to score several performers in a relatively short span of time.

Score Card for a Time and Motion Performance

Directions: Rate each person on the task being performed. Rate the person according to the description that best tells how she did each part. Place the number of your choice in the column headed "Score."

Elements To Check	1	2	3	Score
Use of Time	Wastes time.		Makes every minute count.	1.
	No plan.		Good plan for work.	
	Unable to follow time plan.		Seems to follow plans.	
Effort	No sequence of work.		Job finished promptly.	2.
	Job finished late.			
	Wastes effort by extra motions and errors.		Motions quick and careful.	
Materials used	Wasteful.		Economical.	3.
	Destroyed some material.		Uses just the right amount.	
	Uses too many utensils.			
Equipment	Tools unsuitable to purpose.		Tools appropriate to task.	4.
	More than necessary used.		Minimum number used.	
Condition of working area	Confusion in area.		Orderly arrangement of tools and supplies.	5.
	Cluttered.		Clearing done promptly and efficiently.	
	Clearing not done as went along.			

Organiza- tion	Gets each item as she needs it. Has a plan but fails to follow it.	Gets all items needed before starting. Has a plan and uses it intelligently.	5.
Storing equipment	Misplaces equipment or leaves it out in sight.	Everything returned neatly to its proper place.	6.
			Score _____

Students may rate one another when observing a time and motion performance. This will help them to fix the main principles and encourage them to strive for a higher score.

Provide for the computation of the total score by simple addition of a vertical column of numbers.

The concept of 100 as a perfect score is not practical for use on score cards. Each item on a specific instrument should be weighted the same. If it seems desirable for one item to be weighted more than another, the item should be divided into smaller parts of a weight equal to other items.

Garment Score Sheet

Evaluate each quality by placing the number in the correct space.

Key--Excellent 4	Total possible score _____
Good 3	Total score _____
Fair 2	Difference _____
Poor 1	

Qualities	Ratings							
	Student				Teacher			
	4	3	2	1	4	3	2	1
<u>General appearance</u>								
<u>Suitability of style</u>								
<u>Fit of garment</u>								
<u>Neat pressing</u>								
<u>Cleanliness</u>								
<u>Choice of fabrics and findings</u>								
<u>Suitability of fabrics for pattern</u>								
<u>Suitability of findings--thread, zipper, buttons, etc.</u>								

Other common qualities involved in the class garments will be added as students and teacher formulate cooperatively a complete score sheet before beginning to construct.

All specialists stress that reliability of score cards and check lists is dependent upon the user. Research has shown that experience is necessary for efficient use of these evaluation instruments. It is not so easy to set up a key for checking results as it is for paper-and-pencil tests. The possibility of completely eliminating personal feelings in observation is unlikely, and so the reliability of instruments used is lessened.

Product-process analyses

The same guides that are used for constructing score cards are applicable to the construction of check lists and progress charts. The clear definition of traits and degrees of traits is of significant importance. Experimentation with any device and revision or alteration in light of the findings is necessary.

As in all evaluation from observation, check lists may be used by the teacher for rating students, by students for rating themselves, or by both. Commercial rating scales have not been very popular because teachers can construct scales that fit their particular situations as easily as they can adapt those constructed by others.

Some reminders for success in use

An observer or rater cannot or does not see all that there is to be seen in a technique, behavior, or product. Experience increases the probability of being able to observe all that is significant. This requires time and diligence on the part of the teacher.

An observer tends to base all judgments upon previous knowledge of the observed. This "halo effect" is indicated when an observer tends to rate the observed the same on all personality traits under consideration at a given time, for example, even when there is no relation between the traits.

The observer tends to avoid the extremes of the continuum of any evaluation instrument. He prefers to remain on the safer middle ground where there is less danger of hurting anyone. He may even be unaware of the extremes.

Terms used may be so broad or vague that the observer misinterprets the meaning of what is to be observed. Specific words or phrases should replace generalities, such as "co-operative," to clarify meaning for all who use the instrument.

The observer brings the "generosity error" into play when he is uncertain about the interpretation that should be given an item, and gives the observed the benefit of the doubt by rating the particular item high.

There is a variation in the units on the continuum which makes it impossible to rate all people equally. The variations at the extremes of the scale tend to be greater than those in the middle area.

It is significant to note that most of the errors in using an instrument prepared by a class are due to the incompetence of the observers rather than to the poor construction of the instrument. Use as well as construction must be taught. The errors may be reduced by:

Limiting characteristics to be rated to no more than six or seven.

Encouraging the observer to recognize items he is not qualified to rate.

Clearly defining the specific descriptions used.

Keeping the observers alert by interchanging the top and bottom end of the scale.

Reducing the "halo effect" by checking all students' ratings on one specific item before going on to other characteristics.

Averaging the ratings of two or more observers on each item to increase reliability.

Comparing average ratings of different observers to point out consistent errors made by individuals, as the consistently high rater.

Check lists

In any check list the items should be functionally defined and checked as either existing or not existing. The first step, as in other instruments for observation, is to critically analyze the object of the observation--technique, behavior, performance. Definitions are derived from the objectives and the content taught as essentials. Standards, therefore, may vary with different classes.

Three columns are often provided with check lists. The column which most nearly expresses the checker's idea is to be checked (X). Some headings may be:

Seldom	Often	Usually
Low	Medium	High
None	Few	Many
Never	Sometimes	Always
No	Partly	Yes

Check List to Accompany Performance Test

Responsibilities for Storytime	Excel- lent	Satis- factory	Needs Improve- ment
<u>Mechanics</u>			
1. Opportunity was provided for each child to sit comfortably in the circle and get ready to listen.			
2. The reader was able to hold the book so that it was within the range of each child in the story group.			
3. The reader seemed to have the essential points of the story well in mind.			
4. The story seemed to be a part of the reader as she was able to look away from the book and communicate with the children.			
<u>Selection</u>			
5. The content of the story was familiar in the everyday life of the pre-school child.			
6. The children were able to enjoy the story through repetition, familiar phrases or rhythmic effects.			
<u>Feelings</u>			
7. The experience was one which the reader and children seemed to enjoy.			
8. Children, at the completion of the story, expressed appreciation.			
9. The reader was able to use a positive approach in the event there was likelihood of a behavior difficulty.			

The following check list is for the teacher's use and does not have columns of descriptions. For the inexperienced teacher, the scoring of the product resulting from the performance would be easier than observation during the process. The items noted are those which cannot be determined accurately by inspection of the completed product. The number of students to be observed simultaneously must also be limited.

Teacher's Check List on Procedures Used in Stitching in a Sleeve

Key: Score as follows while observing each student's performance.

- Excellent 3
- Average 2
- Unsatisfactory 1
- Not done at all 0

Names of Students

<u>Motor control in use of machine</u>					
1. Uses machine without errors and with ease. _ _ _ _ _					
2. Maintains good posture while sewing. _ _ _ _ _					
3. Clips beginning threads by stopping machine with needle down after first 3-4" of stitching. _ _ _ _ _					
4. Places and removes pins, using wrist pin cushion with no lost motion. _ _ _ _ _					
5. Fabric handled carefully and not mistreated. _ _ _ _ _					
<u>Self-reliance</u>					
6. Seems to know processes involved and is sure of self. _ _ _ _ _					
7. Works quickly, easily, and accurately. _ _ _ _ _					
8. Temperment seems patient, relaxed, good natured. _ _ _ _ _					
9. Works steadily with minimum diversion. _ _ _ _ _					
<u>Neatness</u>					
10. Fabric and supplies kept in neat order and clean. _ _ _ _ _					

Total Score

- Possible score 30
- Excellent 28-29
- Average 26-27
- Poor 24-25
- Unsatisfactory 0-23

Progress charts

These are another form of check list which have long been used for evaluating improvement, largely in manipulative skills. Micheels and Karnes tell us that progress charts designed to measure and record specifics will probably have to be teacher constructed for some time to come. Those which are available commercially evaluate general outcomes.

There are two general types of progress charts. One type has the manipulative operations of the course or unit listed, with provision for the students' names arranged in a manner which permits each student to be checked for each skill. This chart may be used in any or all of three ways; to record that a task has been completed, how many times the task has been completed, and how well the task has been done. For the second type the major assignments are listed instead of the basic operations, with provision for recording when the assignment is completed and/or the quality of the work.

The problem of whether to list operations or assignments on the chart is solved when the structure of the course is considered. If the unit under study is sewing construction and includes the making of one type of garment, then the steps in the construction of the garment and the use of necessary equipment will be listed. If the project is a series of sample construction techniques, the samples provide the list.

The specific content of the progress chart is entirely dependent upon the course or unit with which it is to be used. As course content may change frequently, it is not wise to make more than skeleton outlines of progress charts ahead of the time they will be used.

Use of progress charts

The same cautions are required for progress charts as for other instruments used in evaluation by observation. Progress charts have some specific uses that differ from other instruments.

The progress chart provides a detailed guide for the teacher in determining what has been learned in the class and what needs further study or practice.

Progress charts may be kept by students as a graphic picture of what has been accomplished and what is still to be mastered by each person.

When progress charts are made available for student viewing and study, they become incentives for greater effort to show actual progress.

If the progress chart is displayed, it may stimulate friendly competition in the class and speed work along.

The progress chart may stimulate the teacher to keep the promises which the chart implies for class progress; e.g., the small group or class demonstration needed the next lesson.

One of the major disadvantages of the progress chart is that definitions of levels of proficiency are necessarily general to prevent the production of an exceedingly lengthy and cumbersome instrument. When the chart is to be kept by the students, it loses its appeal if the teacher does not keep it in mind and remind the students to check it regularly.

To show or not to show

There has been some controversy over whether or not these charts should be displayed. Some teachers feel that, if they are, the names of the students should be disguised with code numbers. However, code numbers are not too satisfactory for students are aware of what classmates are doing and soon discover the code, or students find it quite difficult to conceal their own identity. There is also the danger that competition resulting from the display of these charts will be unfavorable. The slow student may become very discouraged when she finds herself near the lower end of the chart and feels she is being left behind.

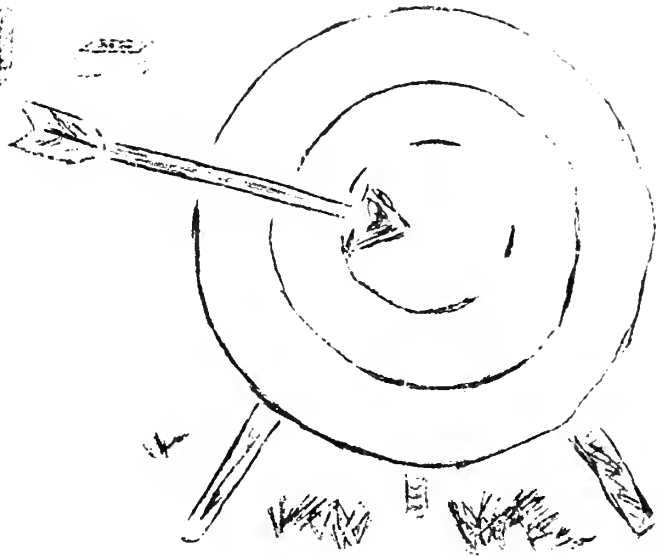
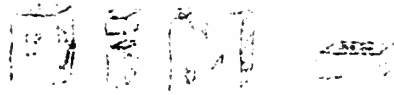
Individual progress records kept by the teacher and studied by the student in private are certainly an aid in teaching. Since competition exists in every field of endeavor outside school, many teachers feel they are in duty bound to do as much as they can to prepare their students for meeting this without becoming unduly disturbed. Girls below the tenth grade, who feel warmly accepted by a teacher and familiar co-workers, can probably accept the harsh facts of their limitations better in such an environment than on a job later. Students beyond the ninth grade usually prefer to keep their own private records and consider "stimulation charts" infantile. Nevertheless, unless the teacher checks with each one consistently, older girls forget to keep their records up to date.

Suggestion for use of progress chart in a foods unit.

The form of the chart may be very stimulating and quite an incentive for students to progress. They are visual aids which do not require artistic talent, but may be devised with just a bit of thought for originality. The illustrations given here may stimulate experimentation in this area of evaluation. For example, if correct placement of cooking utensils after a foods laboratory is a problem in your department, the following chart might be tried. Similar sketches may be devised by teacher and students in all performance aspects of learning.

Enlarge the target and arrows to the size you desire. If each student is to be responsible for correct placement of utensils eight times during the foods unit, draw eight circles, if nine times draw nine circles. Use a different color of construction paper for each circle. Students can make small individual arrows from pins and construction paper. They can write their names on the arrows.

If near the end of the laboratory period, the units have been checked and all the utensils are in the places designated, the girls who are responsible that day for checking the units can put their arrows in the outside circle. If all the utensils are put in the designated places the next time these girls are responsible for the unit checking, they move their arrows to the next circle. In the event a girl does not put all of her unit's utensils in the designated place, she does not move to the next circle that day. The object is to have the arrow on the "bull's eye" whenever the last laboratory lesson occurs.



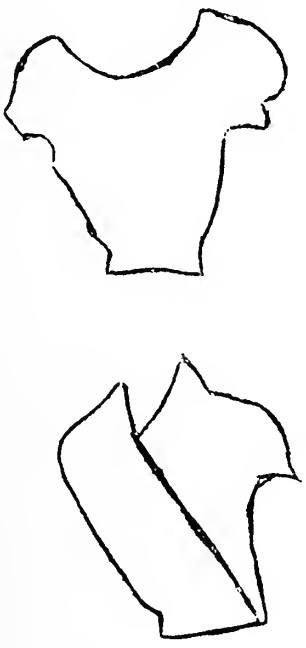
STANDARDS

In order to move your arrow you must:

1. Have all utensils in their proper place. On each cupboard door and in each drawer there is a typed card indicating the exact placement for each utensil.
2. Have your unit checked before the end of the class period.

Progress record for garment construction

The following progress record may be kept on a large sheet of heavy paper or bristol board. At first only the girl's name will be on it, but as soon as she has her garment cut out, she will cut a silhouette of her garment from her fabric and fasten it to the record.



Oct.	Work to be Done	
	1. Test fabric for shrinkage	10. Put on facing or binding
	2. Straighten fabric	11. Hem sleeves
	3. Trim pattern	12. Hem blouse
	4. Fit pattern	13. Press final time
	5. Lay pattern	14. Fill out construction record
	6. Cut out garment	15. Score garment
	7. Mark garment	16. Wear garment first time
	8. Stay stitch	17. Wear garment second time
	9. Stitch side and shoulder seams	

The record may be checked with the date the job is completed, with appropriate symbols sketched or pasted on, or by other methods chosen by the class.

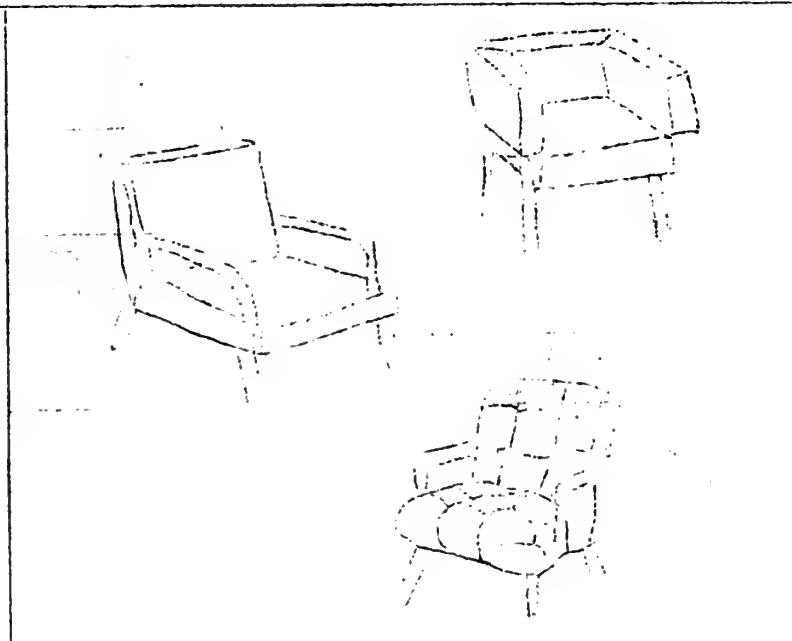
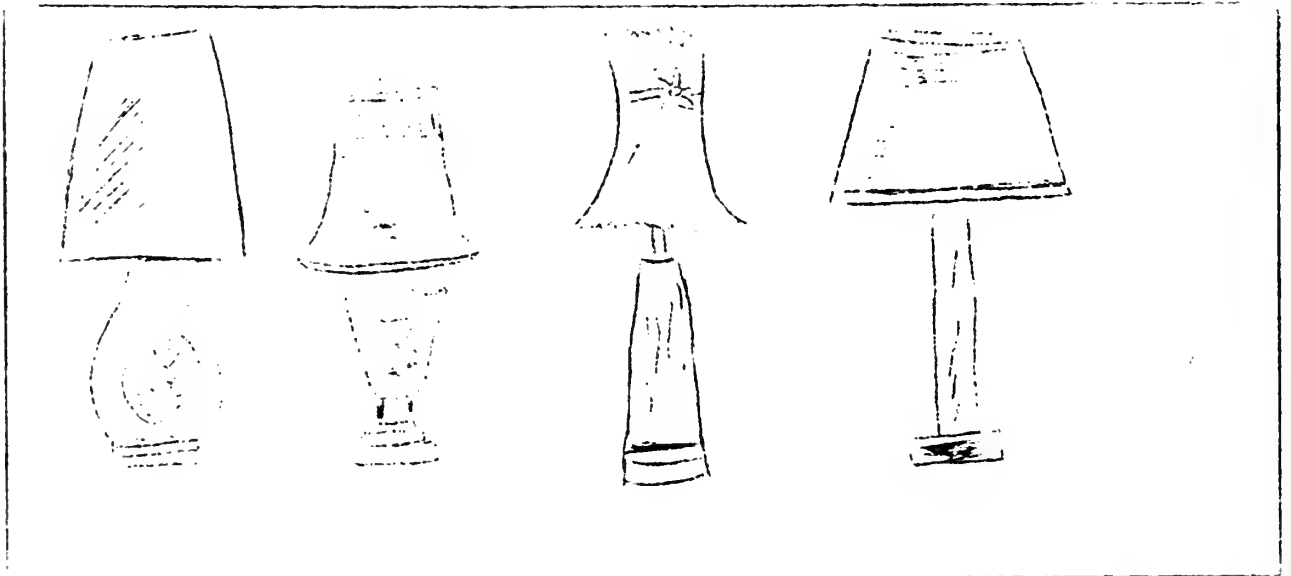
The teacher has the responsibility of making certain that the progress record is not forgotten by the students. It should be easily reached by all. It may be kept on the bulletin board, on the outside of a screen if one is used or at some other place in the room.

Performance in selection

All performance tests do not necessarily involve manipulative skills. Diagrams, pictures, and illustrations may be used as the basis for performance in selection. There are often tests for self-evaluation in magazines for the home. It is a way to check knowledge and appreciation. This may illustrate the point:

Match Your Eye With the Experts'

Here are four sets of objects in everyday use. Select the one you like and compare your choice with the experts.



Pre-test: Beginning Sewing Unit

Performance Test on the Use of the Sewing Machine

Time started _____
 Time finished _____
 Total time _____

Student's Name _____
 Period _____
 Date _____

Materials needed: 1. your own ruler 2. sheet of notebook paper
 3. pencil

Do not waste your time, but take enough time to do your best work.
 You have 20 minutes to complete the test.

Purposes of the test:

- To find how well you can read and follow directions.
- To see if you know how to use your stitch regulator.
- To see if you can stitch square corners.
- To help you decide if you are ready for the next step.

Read the directions carefully and ask no questions.

This is what you do:

1. On the sheet of paper that you have, write the following numbers on the extreme left of the sheet on the first six rows. The chart below shows you how to do it:

12
8
6
10
15
20

2. Set your stitch regulator according to the numbers on the line. Stitch each row as you have it numbered. Start one inch from the end and stop one inch from the other end. Use your ruler and pencil to measure accurately.
3. Skip the seventh line. On the 8th and 9th rows have your regulator set at 12. Stitch reversing $\frac{1}{2}$ inch at each end. Use the reverse lever.
4. Skip the tenth line. On the 11th row have your regulator set at 15. Start stitching at the center of the row, and when you get to the end of the line make a square corner; stitch the 12th row, make another square corner up to the 11th row, and stitch to starting point.
5. When you finish, come to the desk and record the time.

Note to the teacher: The students have had two days of instruction on the use of the machines. Everyone has had some time to practice.

Explanation to teacher

When a class of eighth-grade boys and girls in Home Living explored needs common to the majority, both students and instructor were rather surprised to discover that ironing ranked equally high in frequency for both sexes. The teacher's observation, once focused on the washable garments worn by the boys and girls, supported their contention that they did need help with the ironing problem.

To determine what was already known, the teacher decided to give a performance test some time later. The following pages include the instruction sheet for the performance test on ironing, the teacher's check list during the performance, and a score card for evaluating the performance test.

This test is devised for the class. The week before the test is to be given, the girls are to be asked to have their mothers not iron a plain cotton blouse with short sleeves after it is washed, starched, and dried. The boys are to be asked to do the same for a plain cotton shirt with short sleeves. They are not to be told what use will be made of these garments in class to prevent some from having special help at home before the pre-test.

The garments are to be placed on hangers in the garment closet. Each pupil is to write his or her name and the period his Home Living class meets on a 3 x 5 card which has a hole punched one inch from the upper left corner. The card will be slipped over the top of the hanger to label the garment.

Because of the time factor and to limit the test to the single process of ironing, the teacher will dampen the garments. Each dampened garment will be folded loosely and placed in a plastic bag with the label card just inside the opening and not in contact with the dampened garment. These plastic bags will be placed on a table in the room where the test is to be administered.

The test will be administered in the clothing laboratory, with class members not taking the test working on a given assignment, which will be unrelated to ironing, but related to the unit being studied. These students will work in the foods laboratory with a class member in charge. For the end-test the "fill-in" work will be a written test on the unit.

This test is devised for a class of fifteen members with class periods 56 minutes in length. The three ironing boards will be so placed in the room that students taking the test will be unable to observe each other. The irons will be on the ironing boards. The test instruction sheet will be given the examinee as he or she is ready to begin.

Arrangement of rooms and the number taking the test at one time will be dependent upon the size of the class, the equipment available, and the arrangement of the homemaking department for the number of teachers. Each teacher using this will need to make her own adaptations.

The sheets included are intended to be suggestive of the forms necessary for even a simple performance test that will be worth the cost in time and effort in instruction and diagnostic value.

Instruction Sheet for Performance Test

Ironing a Blouse or a Shirt

Starting time _____ o'clock

Your name _____

Finishing time _____ o'clock

Class _____

Time used _____ minutes

Date _____

Directions:

1. Be certain that the following is filled in on this page:

starting time	class
name	date
2. This test will tell us what we need to work on to do a satisfactory job of ironing so as to look our best at all times.
3. Your procedure will be checked as you work, and the blouse or shirt will be scored in class tomorrow, but no grade will be given on this pre-test.
4. Work as quickly as you can, but take time to do a good job. As class time is limited, you will be asked to stop in ten minutes, wherever you are in the ironing process.
5. Secure the cotton blouse or shirt which you brought to class last week and which has been dampened and placed in a labeled plastic bag on the table at the front of the room.
6. Remove the garment and label from the bag and leave the bag and the label neatly on the table.
7. Take the blouse or shirt to an ironing board.
8. Take safety precautions; remember that you are using electrical equipment, and the iron is hot.
9. Plug in the iron and iron the garment the very best you can.
10. Be certain the iron is unplugged by pulling the plug, not the cord.
11. Record the finishing time on this paper. Do not fill in the time used.
12. Put this paper with your garment by slipping a hanger through the punched hole in the upper left corner.

13. Place the ironed blouse or shirt on the hanger and put it in the right hand garment case.
14. Return to your seat in the foods laboratory and continue your work.

Check List For Teacher During Performance Test

Ironing a Blouse or a Shirt

Key: S--satisfactory N--needs improvement U--unsatisfactory

		Names of Students							
Class _____									
Date _____									
<u>Observed Actions:</u>									
1. Showed familiarity with equipment									
2. Used safety precautions									
3. Set thermostat on iron correctly									
4. Ironed garment in satisfactory order									
5. Guided iron slowly and smoothly without pressure									
6. Placed garment on hanger correctly									
7. Made all motions useful									
8. Was quiet but energetic while working									
9. Concentrated on own work; not easily distracted									
10. Displays an effort to hold to high standards, even though unable to achieve									

Note to teacher

There are other actions which might seem important to other teachers or in special situations. The order for ironing a

garment or the safety precautions might be listed. However, at all times the teacher should keep in mind that she is observing three students at work, and that it is very difficult to observe many things, though the time may be as much as ten minutes.

This may also be constructed as a score card with two levels of description for three levels of rating as:

Fumbled with iron awkwardly; ran hands over cord; hesi- tantly placed plug in wall outlet.	Picked up iron with con- fidence after placing plug in wall outlet.
---	---

Score Card for Product of Performance Test

Ironed Blouse or Shirt

Date _____ Class _____ Name _____

	1	2	3	Score
1. Garment on hanger uneven. None or all buttons fastened.		Garment on hanger even. Top and third buttons fastened.	1.	
2. Garment wrinkled and with wet spots.		Entire garment smooth, free of wrinkles; dry.	2.	
3. Garment scorched or very shiny.		Garment natural color.	3.	
4. Seams puckered or parts bulged.		Seams flat and smooth; parts flat.	4.	
5. Collar wrinkled; curled.		Collar flat and smooth.	5.	
6. Sleeves wrinkled; creased.		Sleeves smooth; no crease.	6.	
7. Facings wrinkled; lapels uneven, curled.		Facings smooth; lapels even, flat.	7.	
8. Fabric puckered near buttons; buttons melted.		Fabric smooth to buttons; buttons normal.	8.	
9. Yoke puckered or bulged.		Yoke flat and smooth.	9.	
Total score				_____

Note to teacher

This score card could be used as instructional material following the day of the performance pre-test. As the students examine the products of their performance, they may set up the score card. They may find it helpful to do some reading to know just what to do to have the desired effect in ironing. The score card set up at this time would be used to score the product of the performance end-test. Dewey declares observation is essential both at the beginning and the end of a complete act of thought.

The performance pre-test product may be scored by the teacher, by the performer, and by the group within the class to which the performer belongs as previously or presently determined. These scores may then be compared and plans made for study and practice as indicated by these results.

Thinking--A Major Outcome of Education

From the very beginning of a child's education, he may be told to "put on his thinking cap," when he has a problem to solve. As the child grows older, his problems continue coming in different sizes, shapes and combinations. The thinking needed in solving these problems also continues to demand an opportunity to develop. This becomes the task of the teacher to guide growth in thinking at each step of the educational process, not to merely teach rules as expressed in one verse of James Barrie's, Peter Pan.

"I won't grow up!
I don't wanna go to school
Just to learn to be a parrot
And recite a silly rule."

Mixed-up thinking

Before one can clearly think about teaching students how to think, an examination needs to be made of some of the common misconceptions about thinking which are often accepted as truth.

Thinking is an experience reserved for the gifted or more able student.

Thinking is an experience for every student. True, there will be individual differences in the achievement of thinking, as there are differences in any classroom learning. In a democracy, it is very important that every person be given the opportunity of learning to think.

Thinking is a series of precise steps.

Thinking involves a variety of abilities. Some problems will call for one ability, while another will demand various combinations of these abilities.

Learning to think is a natural concomitant of teaching.

If an individual wishes to learn Latin, he studies Latin and likewise, if he wants to learn piano, he studies piano. Learning to think must be pursued with the same purpose and ambition. No other tool of skill is permitted to just happen, neither do we dare permit thinking as a mere afterthought. Thinking must become a planned part of the curriculum in every subject matter field.

Only a few areas of subject matter can teach students to think.

Research has shown that all subject matter fields have the potential to teach thinking. Some fields lent themselves more readily to particular kinds of thinking, but ALL can teach students to think. We do lack evidence that all areas are cultivating or realizing this potential.

Teaching thinking

The necessary prerequisite for teaching students how to think is the same as for any other learning--the teacher must plan for thinking. Perhaps just for a check, the high school teacher might ask herself some questions to check her own thinking in planning a learning experience which has just been completed. A critical analysis, before the teaching, might ask:

1. What evidence do I have to indicate the readiness of my students for this experience?
2. What thinking do I expect to take place in this experience?
3. How do I plan to evaluate the thinking I expect?

After the learning experience has taken place in the classroom, the teacher might ask:

1. How good was the thinking for which I have evidence?
2. What parts of the experience were satisfactory and why?
3. For whom did the plan fail to provide? Why?
4. Was the discipline satisfactory? Why?

Teachers are always in need of better ways to manage their time. Evaluations of pre-planning and post experiences will ultimately save time, and work will yield a much greater satisfaction.

Instructors desiring to teach thinking are often frustrated by the relative scarcity of workable suggestions and practical techniques. In the field of home economics, there is a lack of suitable instruments of evaluation. In order to develop instruments of evaluation, we must identify the abilities involved in thinking. These abilities need to be stated in the form of observable student behavior.

Abilities involved in thinking

If thinking is a tool or a skill, there must be some characteristics which describe behavior which in turn would evidence this ability. The four abilities suggested are adapted from a committee led by Paul Dressel and Lewis Mayhew. Thinking, as you remember, involves a wide variety of abilities with some problems calling for one of the abilities and others demanding various combinations.

1. The ability to identify the problem of the main idea.
2. The ability to recognize the underlying assumptions.
3. The ability to evaluate the evidence.
4. The ability to draw warranted conclusions.

The remaining pages of this article will present possible techniques using these four abilities in an attempt to approach this compelling need for teaching thinking.

Techniques of Teaching Thinking

With everyone in agreement that thinking is or should be a major outcome of education, one wonders what makes this such a difficult task. Six factors adapted from a list suggested by Bernard Mehl might help us find the answer.

1. Very few people do thinking.
2. Those who do think are often not team members; they do not seem to fit, nor do they adjust.
3. The average youngster or oldster cannot afford to be critical.
4. Thinking is not required because it is done for him through the media of mass communication.
5. He belongs to some sort of pressure group and takes on its pronouncements.
6. He was never asked or made to think.

A second question naturally seems to follow: Who is responsible for this result? Certainly, teachers have honestly tried to teach

students to think, but they have been thwarted by the relative scarcity of practical techniques. Recognizing this difficulty, the following ideas are presented as possible clues for the teacher.

Errors in thinking

Pointing out the errors in thinking is one method of approach in introducing high school students to this learning experience. A dialogue adapted from Max Black's book, Critical Thinking, affords excellent material for a class in home economics at the junior or senior year in high school.

The ability emphasized in this dialogue is the ability to evaluate the evidence. Possible learnings included in this type of evaluation are:

- Recognition of stereotypes and cliches
- Recognition of emotional factors and bias
- Distinguishing between verifiable and unverifiable data
- Distinguishing between relevant and non-relevant data
- Recognition of adequate data
- Checking of consistency
- Determining whether facts support a generalization.

Here is the dialogue with an analysis following each participant's speech.

Vegetarianism

Scene: A restaurant. Two friends, Tom and Harry, are revealed eating. Tom is attacking an oversized porterhouse steak; Harry is toying with an even larger salad.

Harry: "How can you eat that revolting food, Tom?"
Error in thinking: Argument begins with name calling.

Tom: "Revolting? This wonderful piece of juicy steak?"
Error in thinking: Tom introduces his own emotive language.

Harry: "I call it a piece of the scorched backside of a cow's carcass."
Error in thinking: More emotive language, a mere fencing with words.

Tom: "Now you're being disgusting. Whatever you call it, it's still the best steak I've tasted in a long while."
Error in thinking: An attempt to divert the talk to another issue.

Harry: "Animals wouldn't be killed unless people ate them. Therefore, you cause animals to be murdered. Therefore you are a murderer."

Error in thinking: Here Harry shifts terms, he uses kill and murder as synonymous.

Tom: "Animals would have to be killed even if they weren't eaten. Otherwise there wouldn't be any room for people to live."
 Error: Without defining terms, Tom is arguing unavoidable killing is not murder. Another hidden assumption can be detected here--balance of life must be controlled by man's destroying animal life.

Harry: "Oh, yes, there would. Animals in a state of nature keep their numbers down. Darwin proved that."
 Error: This is an appeal to authority to prove the obvious, and also misquotes Darwin. Darwin spoke of "struggle for existence."

Tom: "Well, if I'm a murderer, so are you. What do you suppose your shoes are made of?"
 Error: Here Tom is using the same technique Harry has been using and is trying to appeal to his opponent's convictions or prejudices.

Harry: "I wouldn't wear them if I could get equally warm shoes that weren't made of leather."

Tom: "You object to the taking of all life, don't you?"
 Error: Tom is continuing his argument, ignoring Harry's answer, and beginning a counter-attack.

Harry: "Yes."
 Error: An unnecessary admission.

Tom: "Well, how do you justify eating vegetables? They're alive aren't they?"

Harry: "Well, I suppose vegetables are alive. But you have to admit that they are a low form of life."
 Error: Another attempt at diversion.

Tom: "Julian Huxley says that life is one and indivisible. How can you draw a line between lower and higher forms of life?"
 Error: Appeal to a fallacy in which some slogan, catchword or oversimplified statement is accepted without critical examination.

Harry: "In that case you ought to approve of eating human beings."
 Error: Another appeal to disprove Tom's argument by using propositions asserted or accepted by him--an appeal to Tom's convictions and prejudices.

Tom: "Now you are being fantastic. When you start accusing me of cannibalism, I know at least you've lost the argument. Anyway, my steak is growing cold."
 Error: End in irrelevance.

End: A silence falls broken only by the sounds incidental to the munching of meat and the crunching of lettuce.

As mentioned earlier, the ability emphasized is the ability to evaluate evidence, but this dialogue is an excellent example because the lack of the other three abilities is also illustrated. From the beginning, neither boy seemed able to identify the real problem; instead, emotional language was used and no attempt was made to set up their problem. This resulted in a predominance of emotionalism without attempting to identify the underlying assumptions. With the evidence inconsistent, irrelevant and actually false, it seems redundant to add the fourth ability was never realized, for it was impossible to draw warranted conclusions.

Taking things for granted

The second ability is the ability to recognize the underlying assumptions. By definition, an assumption is a proposition treated as true without examination. Assumptions may be generally accepted, or they may not be accepted, or there may be some doubt to their truth. Sometimes, we are aware of the assumptions upon which we act, and at other times we are completely unaware of the underlying assumptions--we take things for granted. One method which might be used to introduce this concept to a class would be to present a very simple incident and have the students identify the assumptions.

Suppose you call a co-worker and arrange for a F.H.A. committee meeting for 8:00 P.M. next Wednesday. You agree to meet her at Jane's home at that time. In making this arrangement, and later acting upon it, what are the assumptions?

1. It is assumed 8:00 P.M. means the same to both parties.
2. You are both thinking about the same Jane.
3. It is assumed you both consider this agreement binding.

You can think of more assumptions than these, but this is sufficient to point out that assumptions serve as short cuts. These short cuts are very useful IF we are careful to identify the assumptions when we are acting on important decisions. One good habit of thought is to stop and ask: What am I taking for granted?

Another common experience everyone participates in every day is that of reading advertisements. For example, one might read, "Plex toothpaste will do wonders for your teeth. It contains chlorophyll." The hidden assumption is that teeth need chlorophyll. If we do need chlorophyll, is the amount found in toothpaste important? Does chlorophyll help clean the teeth, or should it be taken orally to produce white teeth? Having students collect advertisements and analyze the assumptions is one method of teaching thinking and learning to "put all our cards on the table" before we make conclusions.

Creative discovery method :

When students discover a principle for themselves, there is better retention of the learning, and the experience is more meaningful. In teaching thinking, the teacher might have the students read a paragraph from their text and ask them to discover the main idea and the assumptions made by the author.

The following paragraph is taken from Homemaking For Teen-agers, by McDermott and Nicholas.

"Felt fabric is different. This is the only fabric which is neither woven nor knitted. Wool felt is made by applying steam and pressure to mat the fibers together. The felting quality of wool is associated with the scaly fibers which mat and interlock to form a dense fabric. Wool fibers alone do not make the best quality felt. Wool felt is made into low-grade felt hats and other products. Felt made from rabbit and beaver fur is stronger and finer in quality than wool felt. Besides hats, wool felt is used for pennants, blackboard erasers, and in pianos."

1. What is the most important idea in this paragraph?

Answer: Felt is a fabric made by matting together of fibers rather than weaving or knitting.

2. What assumptions are made by the author?

Answer: a. Students know about weaving and knitting.
b. They know the physical properties of rabbit and beaver fur.

Or a teacher might ask all the students to find the three most important ideas and state them in their own words. This would be a good thinking habit to cultivate--just to pause and ask, "What is the author saying in this paragraph?" The ideas from the paragraph above might be:

Hats, pennants, and blackboard erasers are wool felt products. There are different qualities of felt, depending on the fibers used.

Felt is a unique fabric which is neither woven or knitted, but is made by applying steam and pressure, causing the scaly fibers to mat together.

Recently, felt has been used in skirts. This might be used to tie in the learned facts of this paragraph with the student's experience. One might ask, "How satisfactory have felt skirts been?" Perhaps, some girl in the class has had personal experience, or several class members might conduct a little survey and report back to the class. Teachers need to ask the students how these facts might be useful to them. Too often we fail to carry through the complete act of thought and stop with the facts gained.

The question method

Another method used by all teachers is the method of asking questions. When research reports that teachers do 72 per cent of the talking in the classroom, one wonders if this method needs any promotion. But John Dewey said, "A question well put is half answered." If teachers are going to motivate thinking in their classroom, they will need to examine their questions. Using the four abilities involved in thinking, questions have been adapted from a list of thought questions developed by Robert H. Ennis.

The ability to identify the main ideas

- Is this what you are saying?
- Would you say it in other words?
- What would be an example of that?
- What would you call this? (Teacher cites an example.)
- Would this, also, be an example?
- What is the problem here?

The ability to recognize underlying assumptions

- Are you assuming that?
- Is that true by definition or by experimental evidence?
- Does this person or this position assume that?
- What are you taking for granted?

The ability to evaluate evidence

- What are your criteria?
- What seems to be his criteria?
- Is that true by definition or experimental evidence?
- What weakness do you see in this position?
- Which of these pieces of evidence is most reliable?
- Aren't you arguing over a definition?
- Is your position consistent with this bit of evidence?
- Is your definition appropriate in this situation?
- How is that relevant?

The ability to draw warranted conclusions

- What is the proposed solution?
- Is the conclusion justified on the basis of the evidence offered?
- On the basis of that generalization, what would you expect or predict in such and such a situation?
- If that is true, would this also be true?
- Suppose that teacher supplies additional evidence, would you then say the conclusion is justified?

Focusing attention on conscious, deliberate consideration and planning of the types of questions teachers use may result in students asking

the same types of questions. As students learn to answer and ask questions, they will learn to think, using these four abilities. Every teacher uses the question method. The problem is, do the questions motivate students to THINK or to "recite a silly rule"?

Promoting thinking through tests

Using evaluation devices in teaching thinking is perhaps an obvious technique, but how many of our devices motivate thinking? An example of how one idea can be developed into various kinds of questions demanding different kinds of thinking might suggest ways in which the teacher might utilize one idea in a variety of ways.

Objective: To help a child express himself through art.

Direction: Choose the one best answer for each situation given. Place the number of the one best answer in the blank provided in front of each situation.

Situation: John, age three, is painting at an easel.
2 If you were the teacher, which would you say?
 1. May I show you how?
 2. John, what lovely colors.

If the teacher wished to make this question more difficult, a list of possible reasons might be given and the student would be asked to place an X in front of each reason for the choice made in the situation above.

- Reasons:
- X 1. Art is a language for three year olds in which they express their feelings.
 - 2. Copying an adult's idea serves as a challenge to do better.
 - X 3. Art materials are a means for children to express themselves.
 - X 4. Some children are afraid they can't paint as well as other children.
 - 5. Models or patterns may help a child's freedom of expression.
 - 6. A teacher's pattern helps a child overcome his fear of not doing well.

Asking the student to do his own recalling of reasons for the choice given in the situation demands a still different type of thinking and more difficulty is involved. Another approach would be to present three basic principles and have the student write statements teachers might make to the children.

Principles:

Painting is one means of self-expression for a child.
 Freedom of exploration in expression is important.
 Patterns or models inhibit a child's freedom of thought.

Directions: Keeping the three principles above in mind, write three statements you might make to a child at an easel.

Painting is fun, isn't it?
 Did you see the colors we are using today?
 Your painting is lovely.

A still more difficult thinking exercise would be found in asking the student to justify each of his three statements. For example:

1. Statement: Painting is fun, isn't it?
 Reason: A general comment that does not give pattern or suggestion to the youngster. May be used with children who find it hard to talk except while doing something.
2. Statement: Did you see the colors we are using today?
 Reason: This question might be used to interest a child in painting. If the child becomes involved in seeing and naming the colors, he may decide to paint.
3. Statement: Your painting is lovely.
 Reason: Praising his work can reinforce the child's enjoyment of painting. Some children need this reassurance.

Five ways of using the same idea have been presented, and many could be added. Keeping main ideas on cards and developing various levels of difficulty would aid the busy teacher in test construction and the student's growth in thinking.

Student challenges student

Problems in which students have something at stake serve as excellent material for developing thinking. Seventh and eighth graders might challenge each other concerning the use of the lay-away plan in making purchases. The teacher is a member of the social group of the class and has a responsibility for serving as a leader and guiding the experience of the group members. One precaution the teacher needs to keep in mind is to make sure that the problem is defined clearly and a suitable plan of exploration is devised. Left alone without direction, a student-challenging-student might become impulsive and non-rational.

A possible outline which might evolve from a group is suggested. The class would be divided in two groups, one group would answer the question of the problem in the affirmative and the second group in the negative.

Problem: Is it wise to use the lay-away plan?

Taking for granted assumptions

Students can use this plan.
This is a debatable problem.
Answer can be determined.

Gathering evidence

Both groups decide that they need to send representatives to stores in the town. Before the students go, the entire group sets up questions.

Can junior high school students use this plan?
What proportion of the total amount is required for a down payment?
If a payment is missed, what happens?
How often are payments required?

Other representatives from each group might conduct a survey asking.

Do you buy on the lay-away plan?
If the person answers "no," find out his reasons.
Likewise, if the person answers "yes," find out his reasons.

Evaluating evidence

Both groups present their findings to the class. For example, they might have found out:

Junior high students may use lay-away plans. Stores have different practices regarding the down payment; some have a minimum amount on any purchase, others require a percentage of the total cost.

If payments are missed, the money may not be refunded, or it may be applied to another purchase.

The time of payment varies; some stores work out plans to suit the individual's needs.

Summarizing evidence

From the surveys they conducted, they might report the following.

Advantages of the lay-away plan:

One can buy in season when stocks are complete.
Students can use this method.
It can be adapted to the individual's needs.

Disadvantages of the lay-away plan:

- The store keeps the purchase until the final payment.
- To pay for the article may take so long the person has changed his mind about wanting it.
- If unforeseen emergencies arise, one may lose his investment.

Drawing warranted conclusions

This is the kind of problem in which each person might draw a different conclusion. A conclusion may be right for an individual, not necessarily so for a group. As students draw their conclusions, the teacher has the responsibility of helping them discover what influenced their decision.

Too often, discussions stop after all the information has been gathered and presented. But the complete act of thought demands that this last step be taken. In drawing a conclusion, the student will have to think through why his is the best conclusion for him. Actually, he has a new problem, that is, "In the light of this information, is this a good buying plan for me?" The teacher hopes the experience of thinking through this group problem will help the student visualize personal consequences. But it is not enough to assume this transfer will take place without providing opportunity for the student to test his conclusion.

The teacher might ask for individual volunteers to express their conclusions, and then ask the group to evaluate the decisions. But for those students who do not voice their opinion, here is the place for the teacher to have each student draw his conclusion and list his personal reasons for that choice in written form. These can be studied by the teacher, and weaknesses can be detected.

High school juniors and seniors have many problems of consumer buying. Common problems which they are often considering seriously are:

- How much does it cost to run a jalopy?
- Should we consistently patronize stores where trading stamps are given?
- To what extent should a lot of money be put into records?
- Is it wise for a high school girl to buy a set of cooking utensils?

That the problem being considered is a real problem to the student is of primary importance. From a class discussion a list of problems could be made, and groups interested in the various problems could investigate them and report back to the entire group.

Each group might work out a plan for action which would be checked by the teacher. The outline of the four abilities is an easy one to

follow. For example, one group might develop the problem, "Is it wise for a high school girl to buy a set of cooking utensils for her future home?"

Next, they would write down the things they were taking for granted in setting up this problem, such as:

Salesmen are selling sets of utensils to students.
Girls seem to have money for down payments.

Having stated these assumptions, they are now ready to pose some questions for the group to consider in gathering evidence.

Is it cheaper to buy a set of utensils?

What is included in a set? Are all these essential?

What is the total cost of a set, when the student buys on time?

In these days of fast changing designs, colors, and workmanship, will the students' choices be the same when they marry as they are now?

Where will this set be stored until marriage?

Will certain care be required to keep the set "new"?

Will the future husband favor this choice?

Each group would be responsible for drawing conclusions and giving reasons for each choice. The other groups would be responsible for evaluating the conclusion drawn. A check list on the kind of thinking demonstrated would be a good guide to keep the challenge of students under control.

Your conclusions are showing

A check list has been devised from suggestions made by Rhoda Bacmeister in Growing Together. These are nine common mistakes made in thinking. As each group is reporting, the rest of the class is busy listening for these "common mistakes." One teacher has reported these nine precautions soon become a part of students' thinking, and they will be heard outside the classroom challenging someone's statement.

Beware!	By Whom	Statement
Wishful thinking	Jane	John says we will be married right after we graduate.
Slogan thinking	Betty	There's always a "plus" when you buy a set of X.

Sweeping statement	Iris	My sister's utensils all match. All girls want their utensils to match.
Contagious thinking	Jane	Mary's aluminum set was cheaper. This set is aluminum; it is cheaper.
Irrelevant thinking	Betty	The salesman was so intelligent.
Memory mirages	Iris	My mother said she remembered X was an old company.
Black-and-white thinking	Jane	Buying <u>sets</u> of utensils is always smart thing to do.
Free opinion	Iris	I think buying a set is a dumb idea.
"My dad says"	Betty	My sister says you would never go wrong buying a set of Y.

To develop the usefulness of these nine common mistakes, it is helpful to think of a question one might ask to determine when one is making this error.

Wishful thinking--

Is there any advantage to the speaker if this were true?

Slogan thinking--

Is there any valid reason that this might be true?

Sweeping statement--

Is this statement true for the whole group or situation to which it is applied?

Contagious thinking--

Does the conclusion follow? Just because something is like in one thing does not make it alike in all ways.

Irrelevant thinking--

Is this statement related to the subject under discussion, or has this person changed the point?

Memory mirage--

Has a long time passed since this was a fact? Is there any proof besides memory?

Black-and-white thinking--

Is this necessarily all bad or all good?

Free opinion--

Has this matter been settled by proper information or study?

"My dad says"--

Has the person being quoted had any experience in the subject under discussion, or are they possibly an expert in another area but not qualified in this matter?

This check list will help students listen more carefully, which is an essential habit if the ability to think is to be achieved. The old saying, "stop and listen" is prerequisite to "stop and think." Take time to ask students, "How are our conclusions showing?"

Now is the time

The evaluation of student performance by observation as developed in this discussion, and the evaluation of thinking are new ideas to most of us. There has been a lack of research and definite thinking in both areas, particularly in the evaluation of thinking.

Why not try an idea or two and test your experimental quotient? Open minds receptive to a new idea are a necessity in developing useful instruments of evaluation. One way to improve a device is to use it, making improvements as needed. Remember, use a few ideas and expect gradual growth--in your students and in yourself.

A PHILOSOPHY FOR A TIME OF CHANGE*

"We are left, then, only with the certainty that life will be very different from what it has been A wise parent, before he starts advising a child as to his future, will do his best to inquire what sort of character is best fitted to live a satisfactory life in a world which will certainly be stormy, shifting, and unexpected, where no one will know from year to year what sort of government he is going to live under, what changes of condition he may have to adjust himself to, and how much money he will have to live on.

"In the first place, he will certainly need the qualities necessary for survival in a struggle. It will be no good being hypersensitive. The man of twenty years hence should be tough-spirited, adventurous, exhilarated by suspense, able to live from day to day, adaptable, not bound by convention, accustomed to various types of people, not class or race conscious, hard-working, able to enjoy small momentary pleasures, able to enjoy the thrill of curiosity, nerve to make observations of crises coolly."

*From "As a Father Sees It" by Lord David Cecil, an article published in an English magazine, The Listener, in 1938.

EXPLORATIONS IN CLOTHING COMFORT

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Have you ever heard such comments as these in the summertime? "I always change to cotton slips in the summer; nylon ones are too hot." "I bought this dress because it looked so cool and it's the hottest one I've ever had." "My husband just won't wear nylon shirts; he says they're too hot in summer and cold in winter."

In the minds of the general public the idea seems to be definite that clothing made from cotton is cooler and more comfortable to wear in hot weather than the newer synthetics, especially nylon. In order to test this common conception, research on the comfort of clothing has been underway at the University of Illinois for five years. This work has been a cooperative project between the Departments of Home Economics and Mechanical Engineering. It has been done in the Physical Environment Unit, a facility of the Graduate College. In this laboratory the temperature is kept at 75° F. and the relative humidity at 45%. Within the main laboratory is a smaller one in which the temperature and humidity can be accurately controlled and varied from cold to hot and high to low.

The study was started because of an interest in civilian clothing worn at conditions that actually exist in the summer in Illinois. In this study we were interested in thermal comfort, not total comfort. Thermal comfort is comfort related to heat, temperature, and humidity. Total comfort would include thermal comfort plus all other aspects, including the psychological and physical.

The work was planned to test two main assumptions: 1. that there is a difference in the thermal comfort of clothing based on fiber content, and 2. that the ability of a fiber to absorb moisture might be one of the reasons for this difference.

Two series of tests have been done on girls between the ages of 19 and 26. These girls have worn complete outfits of clothing made from cotton, nylon, acetate, and Arnel fabrics. In order to measure objectively changes that took place with changes in temperature and humidity, the girls wore a thermocouple harness which measured body temperature at 20 places on the body. Also during the test period the girl sat in a large balance which measured her weight very accurately. From these weight measurements, a total weight loss was obtained and an evaporative weight loss. Total weight loss was the amount lost from the beginning to the end of the test. Evaporative weight loss was the amount lost while sitting on the balance. Along with these objective measurements, a seven-point subjective comfort vote was taken in which one rated cold; four, comfortable; and seven, hot.

The girls were given complete physical examinations before becoming subjects. All tests were run in the afternoon. Diet was not controlled, but the girls were asked to eat about the same amount of food every day at the same time.

The first series of tests

These tests were run at temperatures of 70, 76, 88, and 94° F. and at two humidities, 40 and 80% at each temperature. One test at each condition was done on five girls with the four different outfits of clothing each of different fiber contents. As a result of the tests in this first series, we found that there was no difference in thermal comfort based on fiber content of the four fabrics used in the study. Although some large differences in total amount of weight loss did occur while the girls wore the various outfits of clothing, these differences seemed to be more directly related to the weight of the total outfit of clothing rather than to fiber content.

The comfort votes that the girls gave when wearing clothing from fabric of the four fibers differed very little. The comfort votes at the two humidities were essentially the same at the lower temperatures. At the higher temperatures the comfort votes increased when the humidity was raised from 40 to 80%.

The wearing of clothing of the four different fiber contents caused no important difference in the skin temperatures taken at the 20 places on the body, using the thermocouple harness.

There was an important relationship between the comfort vote and the skin temperatures. The two agreed very well. As the skin temperature increased so did the comfort vote. When a person's skin temperature was high, she voted hot, but she was as hot in cotton clothing as in that of nylon at 94° F. and 80% r.h.

Weight losses as measured while the subject sat in the scale showed no differences between the clothing of the four fiber contents. Regardless of fiber content, the subjects lost the most weight at the high temperature of 94° F. and 80% r.h. There was discomfort at this temperature and humidity because the girls sweat, and the sweat could not evaporate because of the high humidity.

The second series of tests

In the second series it was decided to simulate conditions that people actually meet in the summer when going in and out of air conditioned spaces. In this series there were three periods. In the first period the girls sat for one hour in the large laboratory at cool, comfortable conditions of 75° F. and 45% r.h., dressed in the thermocouple harness and one outfit of clothing. At the end of the hour she went into the smaller room which had a temperature of 94° F. and a humidity of 80%. She sat here for 100 minutes. (Second period) During this time she always became hot enough to sweat and get her clothing wet with this sweat. After the 100 minutes in the hot, humid conditions, the girl again sat in the balance in the large laboratory at 75° F. and 45% r.h. for one hour. (Third period) During all three periods the same measurements were taken as in Series I, that is body temperature at 20 places, total weight loss, evaporative weight loss and comfort vote. The name clothing was used in this series as in Series I.

Comparisons between the results of the tests in the two series cannot easily be made because conditions of the tests were so different. However, the results in the second series followed the same general pattern as in the first series. Again no differences in the comfort votes or body measurements could be attributed to fiber content of the clothes worn.

During the periods of the Series II tests, both the comfort votes and the skin temperatures showed almost no differences that could be explained by fiber content of the clothing worn. During the first period the skin temperature showed that the subjects were comfortable. During the second period at 94° F. and 80% r.h., the comfort votes and skin temperatures both rose, indicating that the subject was uncomfortable. During the third period the subject at first was slightly chilled, then comfortable again.

The weight losses, while different for each period, did not show differences between fibers during any given period. In summary we can say that, contrary to what popular belief might suggest, we could find no differences in thermal comfort of clothing worn at various temperatures that could be explained by differences in fiber content. In other words, at high temperatures and humidities a person was just as uncomfortable, thermally, when wearing cotton as she was when wearing nylon or acetate or Arnel. This does not necessarily mean that there are no differences in total comfort between clothing made of different fibers, since this study was concerned only with thermal comfort.

Also the difference that is commonly believed to exist between clothing of different fiber content may be related more to the way the fiber is made rather than to fiber content. The size of the yarn, the closeness of the weave, the weight of the fabric--these factors may be the ones that make the differences either in thermal or total comfort. The popular conception that there is a difference is too strong to be denied at this point.

The work on comfort of clothes is continuing. We have changed from a complete outfit of clothing to a one piece suit and are no longer using the thermocouples, since this measure gave us no difference. We are depending on total weight loss and evaporative weight loss to help us detect differences if they are measurable.

Implications for teaching

Textbooks often say that one fiber is hotter than another and that a fiber that absorbs moisture will be cooler than one that does not. We repeatedly see in the literature that cotton is cooler than nylon because cotton absorbs moisture and nylon does not. Although many of the synthetics do not absorb moisture, they do remove moisture from the skin by the process of wicking. In the case of wicking the moisture is not absorbed by the fiber but adsorbed or collected on the surface of the fiber.

From the results of this research study and one done by the duPont Company, it is evident that no differences in thermal comfort could be found between clothing of different fiber content. Therefore we can't say that a person is hotter in clothing of nylon than in that of cotton. However, we still haven't proved that a person may not be more uncomfortable in clothing of a certain construction (closeness of weave, yarn size) made from nylon than from cotton. In other words, the yarn and fabric construction may make a person more uncomfortable but not hotter. In some cases the cause of discomfort may be the greater amount of moisture left on the skin when wearing clothing made from a synthetic fiber. The sensation when going from hot, humid conditions to cool, comfortable ones may vary in relation to this moisture on the skin. Some subjects felt a definite chill when dressed in nylon and making this temperature change similar to going from an air-conditioned to a non-air-conditioned room.

Another cause of uncomfortableness, rather than heat, may be the fact that fabrics that don't absorb moisture seem to cling more to the body. Also, some subjects have reported that these fabrics have a clammy feel. In one case, one fabric was scratchy and was uncomfortable for that reason. At any rate, we are not yet ready to say that a person may not find clothing made from one fiber more comfortable than that made from another. Further work needs to be, and is being, done in this area. We are, however, able to say with some degree of assurance that a person is not hotter in clothing made from one fiber rather than from another.

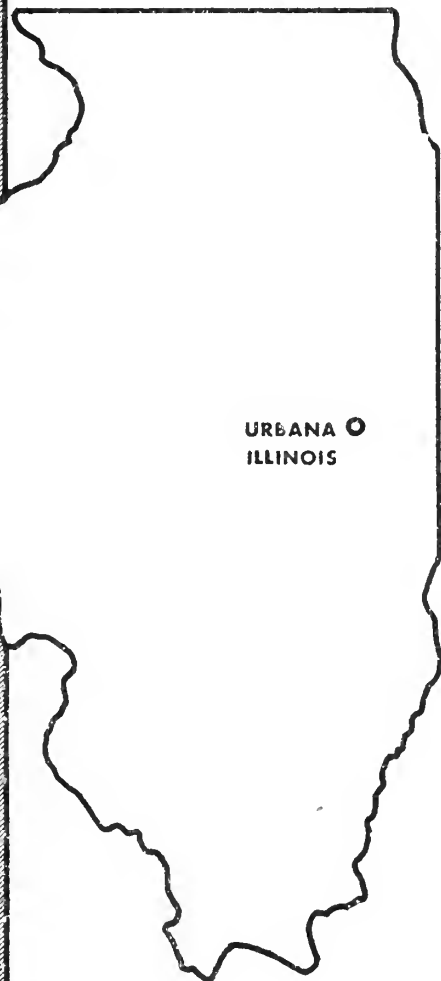
ILLINOIS TEACHER

HOME ECONOMICS
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Star Feature

TELEVISION FOR TEACHING
ADOLESCENTS AND ADULTS



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Vol. 11 No. 4

TELEVISION FOR TEACHING ADOLESCENTS AND ADULTS

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Both adolescents and adults are being taught by television today. What ideas are they getting about homemaking? Let us hope that few have the notions facetiously portrayed in an article in the October 1958 Atlantic Monthly.

"A glorious new design for gracious living has come into our home via television. . . . the "better way" is flashed to me electronically. . . . Sometimes I am so happy I could dance! So I did, with the vacuum cleaner for my partner. First, of course, I changed into a tight sheath and my highest heels. To think I once wore blue jeans and sneakers--and got down on my hands and knees to clean under the sofa! But that was before my adwoman showed me the carefree way to vacuum, as delicate as croquet and far less tiring.

. . . . Come ahead, children, tromp around all you please. Wouldn't you like to pour a little raspberry jam on the floor? You know how it pleases me to be a smiling cleaner-upper, you little messer-uppers, you! And don't forget--leave the refrigerator door open as long as you like, just the way the pretty lady does on TV. . . . Now pass out the tissue boxes and skip through the house playing that charming new nursery game called 'lift out one, out pops another.'

. . . . All was in order, as usual, in the kitchen. The luncheon sandwiches were busily wrapping themselves in wax paper, and as I passed by, a square of paper toweling detached itself from the roll and floated into my soft, white hand. I had only to pat daintily on the floor, and presto! the jam (and everything else spilled) was gone. Then I stood at the sink with a tin of detergent and spoke, pleasantly but firmly to the dishes. 'Disappear!' . . . and they obeyed instantly."

What can we, as teachers, do to help people to learn ways to solve their homemaking problems? What can we provide for additional viewing?

Opportunities for Television Teaching

That television is a part of the lives of many families and the youngsters in our schools would be attested to by teachers who see the sets in homes (even when other conveniences may be missing), or, who by taking a census in the classroom, find a TV set to be a very common household possession, and TV watching a common occupation. The television industry itself has grown very rapidly, and in the past few years a variety of efforts in educational television have been tried. Newsweek reports in the issue of October 6, 1958:

"Today TV is serving at least 1,000 schools by 'open circuit' over commercial stations and through more than 30 nonprofit, strictly educational stations. 'Closed circuit' cable operations are in use in 133 schools In higher education more than 100 colleges and universities are using the new method. Its adherents foresee wondrous expansion for TV teaching within the next two years, or as soon as cost reduction is achieved through technical improvements."

What does all this mean to the home economics teacher? Some are probably closely associated with TV teaching now, but the rapid expansion of educational TV has many implications for teachers of all levels. Most of the talent for educational television comes from the teaching ranks. A teacher who a year ago may have been only vaguely concerned with TV may be working with it today. The medium is proving to be a tremendous resource for adult education and is coming to be a regular instrument of instruction in the classroom.

It behooves every home economics teacher to be familiar with the many possibilities of television, so that she will be in a favorable position when given an opportunity to use the technique. Becoming well informed about television is a must. This means reading, talking to people, and looking at television critically. Can you imagine yourself conducting some of the programs related to homemaking and figuring out what you might have done differently? Teachers must be prepared to go "on-camera" themselves and with their pupils, and be prepared to work side by side with a TV set in their classroom.

Television teaching may be thought of as both direct and indirect teaching. Direct teaching may be the courses or programs presented over closed circuit, or by open circuit through commercial or educational stations, while indirect teaching may be thought of in at least two ways: (1) using materials already on the air as food for thought in our classes just as we use movies, advertisements, family situations and the like, and (2) helping students plan, present, and evaluate television programs that are an outgrowth of their class work, thus giving them opportunities for self-expression and application of concepts learned. Programs of the latter type can also be an excellent way to interpret our curriculum to parents and to the general public.

Let us take a closer look at the various ways we may teach by TV. Closed circuit television means special equipment in your school. Closed circuit refers to the method of distribution of the television signal. It means that only those receivers which are connected to the circuit by special cable can receive the TV picture. Thus programs telecast via closed circuit are not sent out to a vast unseen audience, but are telecast to persons who come to receivers for the express purpose of seeing what is being shown. The use of TV in the professional training of medical students is a good example of how closed circuit telecasting can serve education. For public schools a community-wide circuit for the local school system may be arranged as has been done in the experimental program in Hagerstown, Washington County, Maryland.

A teacher working with closed circuit television may be teaching in her classroom while that lesson is being simultaneously telecast to viewers in other classrooms. There may or may not be two-way communication between the TV teacher and the viewers not in her immediate area. Another teacher, one less experienced, an apprentice or a cadet teacher, may be in the receiving room serving as monitor and answering questions.

In another situation the TV teacher may be in a special studio with no pupils present, but her telecast is sent to numerous classrooms throughout the school system. In this case the regular classroom teacher is with her own pupils, and the telecast would take only about half of the period time. Let one who is sharing her classroom with a TV screen speak.

"When we first began using TV I was concerned, along with others, with what it might do to me as a classroom teacher. My fears soon ended. We organized a teaching team in which the TV teacher would be responsible for items that television can do best, and a classroom teacher caring for those needs which seemed to be handled better by direct contact with pupils. Basically, we worked it out that the TV teacher would introduce and present the new lesson, while the classroom teacher would review factual material and make the assignments.

By using television, we believe we have strengthened our teaching program at no loss to our own individual contributions. With a television teacher on the team, we can devote more time to working with students on a personal basis. We do not believe that the classroom teacher has been replaced by a monitor--we are convinced that the classroom teacher must be better qualified, and a more forceful teacher than was required in the traditional setting."

The team idea works to the mutual advantage of each teacher. The television teacher, free from her routine and repetitive tasks and responsibilities, can now devote full time to planning the lesson she telecasts daily. All efforts can be centered on one thing--the best possible lesson. With the challenge of the new medium, teachers report that they are re-evaluating their set ideas about education and continually look for new ways to improve the quality of their lessons.

Much of the experimentation with teaching by closed circuit TV has been to see if problems of quality and quantity in education for the future can be met. As Superintendent Brish of the Washington County (Maryland) school says,

"The purpose of our new program is to learn how to make the most of the resources of television to improve learning as well as to find ways of dealing with the shortage of qualified teachers and adequate building facilities."

When we think of television primarily as a distribution and communication medium, and as we learn to use it for maximum effectiveness in

teaching and learning, it is easy to see how quality teaching may be given to many more people than formerly. Many problems still have to be worked out, but evidence is mounting that pupils can learn from television just as well, and sometimes better, than in traditional classes. In one experiment in which Red Cross Home Nursing was taught by formal classes and by television, the TV pupils learned just as much as classroom students, and in just about half the time.

Another way of taking advantage of closed circuit operations, when you have the cables in your school, is to present assembly programs which originate in the homemaking rooms. Rather than having to take equipment to the auditorium stage and plan for staging a show, the program is developed "on location!" The TV camera transmits the picture to the auditorium, where it is projected on a large movie screen.

This is an excellent way to show the work of your classes in a realistic way. Too often in our attempts to show what we do, we use the traditional fashion show, or emphasize, in one way or another, the food products the pupils have learned to make. And, too often, the casual visitor to the homemaking room notices only the sewing machines or the cooking equipment, and often these are the most visible because of their number. Or the idea that home economics is "cooking and sewing" may be so firmly ingrained that is all the visitor expects to see.

Home economists must try to give broader interpretation to their programs. Opportunities in television can be a big help here. An assembly program presented directly from your homemaking rooms can help make for good public relations by building understanding of the breadth of your curriculum, as well as serving to instruct students not having the advantage of homemaking classes.

One of six such assembly programs developed by Mrs. Gwendolyn Murphy at Yorktown Heights High School, New York, was described in the March 1958 SEVENTEEN-at School. This thirty-minute program entitled "Tale of a Shirt" dealt with laundering methods. Four teams of two girls each did each section of the show. One girl demonstrated while the other narrated. As well as the demonstrators showing how to do the various aspects of laundering, the narrators were able to give many reasons why things were done as they were. Dividing the responsibility gives each performer a better opportunity to concentrate on her unique part. Having four sections to the program, with each being introduced by the mistress of ceremonies who opened and closed the show, gave variety for the viewers and meant that no one group of student performers was on-camera for a very long time. This may or may not be a strain to novices in the work.

To make the most of using assembly programs such as suggested above, have your pupils do much of the writing. They will likely think of ways to present ideas that will catch on with their school mates better than the teacher can. In addition to the televised program itself, hallway display cases or bulletin boards keyed to the same topic as the program may be a way to give additional information, or to spark pupils' interest in finding out more facts.

As compared with other methods of presenting teaching by television, closed-circuit TV provides the greatest freedom in scheduling programs for in-school broadcasting. The school can dictate when programs are to be aired, and can completely control the nature of the audience since only sets connected to the TV cable can pick up the picture. For the school which wants to limit its television activity to in-school programming, closed-circuit TV would be lower cost than open-circuit. But it also follows that such a school cannot ordinarily engage in adult education activities by television. There would be no cultural programs for casual viewers, no public information programs on behalf of the school.

To reach a great number of people, the use of a commercial television channel is possible. Commercial stations set aside a portion of their air time for public service programs. Local schools can very often provide program material for this time, and many schools have done this. The chief disadvantage in using commercial television for educational programs, however, may be the uncertainty of time assignments, or a limited selection of time. As a recipient of free time, the educator cannot complain when the commercial station may change plans to accommodate someone paying for the time. Some stations, nevertheless, may have certain programs at set times which are always a public service feature.

The third opportunity for broadcasting educational programs is over an educational television station if you are in or near one of the thirty cities where such a station is located. These stations are locally owned and directed, non-profit, and free of commercials. A greater variety of programs can be offered to more people than by either of the other two means. Nor do you have the problem of limited time arrangements which you may have on a commercial station.

Indirect teaching by television

The teacher who is familiar with the type and quality of TV programs available to her students, both on educational and commercial stations, can assign out-of-school viewing which she and her students can discuss at the next class meeting. In addition to information about programs found in such publications as TV Guide and the daily paper, teachers need to be alert to special columns in their educational journals. These often give suggestions for viewing and may even provide study guide suggestions. Teachers can also make use of penetrating program critiques which appear in syndicated columns, in periodicals or in metropolitan newspapers. Program analyses may offer valuable suggestions for determining the success or failure of a given author, producer or cast to turn in effective television performances.

Two of the commercial networks issue advance schedules of programs. These are available on request and contain informative details.

NBC Television Network Advance Schedule, a mimeographed form, covers a 2-week period. Requests to be added to the mailing list should be directed to:

NBC Television News, Press Department
National Broadcasting Co.
30 Rockefeller Plaza
New York 20, N.Y.

CBS Television Program Guide is released quarterly and contains interesting facts about public affairs, news, and other informational and cultural programs. Requests to receive copies should be directed to:

The CBS Reference Department
Columbia Broadcasting System
485 Madison Avenue
New York, N.Y.

A teacher cannot preview TV as she does a movie for class use, but the same principles of preparation and follow-up should be used here as well as with other audio-visual materials. Program details from the above sources should help with this.

A census of your pupils' favorite TV programs and their time spent in watching may help you know where they are in their viewing habits, and how much encouragement they may need to make the most of their watching. Finding out if there is family agreement about who watches what, or how much viewing is done together, may give clues as to how their families operate in regards to this part of their lives. If TV watching is all absorbing, too time consuming, class discussions and investigations about other ways individuals and families can use leisure time may be called for. Raymond Wittcoff, in writing for Television's Impact on the American Culture, has suggested that perhaps the best thing educational TV could do is to drive us away from our TV sets occasionally.

"Television can direct us toward, as well as distract us from, the best in books, music and art. It can have a vitalizing or a lethal effect on conversation in the community. It can be a mirror that reflects the lowest common denominator of our interests, or a beacon that illuminates our lives."

Could not TV have a vitalizing or lethal effect on family conversation also? Could we not encourage students to discuss TV shows with their families? It has been common practice in the classroom for students and teacher to discuss a movie after they have seen it in order to bring out various viewpoints or to drive home a point. Perhaps role playing of a family situation where discussion follows shared viewing may give students ideas for thinking about what they have seen, and for sharing and testing their ideas with other family members. This should encourage students to be more analytical about what they see on TV, not to be so gullible, or to be more appreciative of subtle points.

Even the commercials can be food for thought or family conversation. As you are studying consumer problems and the appeal of advertising, do you pay attention to the powerful medium of TV? Do you help students analyze the types of appeal made by such slogans as these?

"Move Up To Quality"

"Live Modern"

"The Man Who Thinks for Himself Will -----"

We are very careful to analyze printed advertisements for the amount and kind of factual information given. Do we help students to see how much of this is present, or lacking, in TV commercials? Do we help them learn ways to make reasoned choices?

When high school students are studying child development, they can try to evaluate programs for children's viewing. If possible, it would be desirable for them to observe children watching various types of programs, some expressly designed for them, and some not. An analysis of why certain programs such as "Captain Kangaroo" or "Ding Dong School" are considered good would be just as meaningful as why certain books appeal to children. Companionship with younger brothers and sisters in a follow-up of some of the suggested activities may be an outgrowth of paying more attention to their programs.

In a chapter on "Enrichment Program for Schools" in a 1957 U.S. Office of Education Bulletin, Television in Education, the teacher's responsibility to help develop appreciation for better programs is summarized as follows:

"She begins where she finds the learner, watching and studying the programs he likes as well as those she thinks he ought to like. She must be familiar with what she criticizes so that her criticisms are valid. As she expresses her personal reactions to programs, she does not present them as definite standards of what is good and what is not good, but rather as a point of view which is different from that of others, perhaps, but as worthy of consideration.

Actually, what the problem reduces itself to is simply the question of developing taste in the use of the medium, just as one tries to foster taste in the choices of books to read.... Once this taste has been sufficiently cultivated, it becomes easier to identify mediocrity and to show a preference for programs of genuine merit."

When you like what you see on television, and particularly when you find such programs useful and constructive, let your local station, the network or the sponsor hear from you. Such pats on the back from you will get more stations' managers thinking seriously about top-quality public-service programs. Home economists, as well as other teachers, can do much to help television to improve the quality of family living in ways other than giving direct broadcasts. Home economists have a

responsibility to help families use TV constructively. Questions such as the following may be raised: Does a particular program possess anything of permanent value? Does it set a good example? Does it give a spiritual lift? That is, do you feel better after seeing it, and are you glad you traded your precious time for the privilege of watching and listening to the program?

Interpreting your program through television

Television provides a wonderful opportunity for selling our profession to the community. The medium lends itself to public relations efforts because of the large audience it reaches, and since parents may not visit schools as much as they used to, the school can go to the public. The public is usually interested and curious, but if there is no way to inform them, erroneous conceptions can develop about school programs. The more accurate the picture the public has, the better their understanding for tax support.

The schools belong to the public, not to the teachers, and people have a right to criticize constructively. It would be a tragedy if no one ever talked about the schools. Be careful, however, about being on the defensive. If our voices are heard only after complaint, someone may think "the lady doth protest too much." In communicating with the public never underestimate public intelligence, and never overestimate public information. Too often we confuse ignorance with lack of intelligence.

The following are suggested as lessons learned through presenting some 500 programs over local stations in Cleveland, Ohio:

1. Manner of execution is important, talent is more important than brains.
2. The personality selected is more important than the subject.
3. People want to know about people.
4. Show rather than tell.
5. Simplify. Use one important idea in various compelling ways rather than many ideas in a dull fashion.
6. Emphasize why.
7. Use community experts to provide audience attraction.
8. Avoid "pedagogy." Present in terms of the experiences of the audience. Telling is not communicating.
9. Beware audience loss by contrast with program standards. Do what Hollywood cannot do; localize in terms of familiar people and familiar ideas.

10. Publicize well in advance. There is always a gap between the audience you have and the one you might have had.

Good promotion is just as important as other objectives in home economics. It is not enough to have knowledge, we must also share it. We must determine what we want the public to think about our particular classes and the homemaking department in general. Alice Kirk suggests in "You're Using TV" in the December 1955 Journal of Home Economics that we consider the same technique as the automobile manufacturer who builds a better car, then buys an hour on TV and drives the car right into our living rooms extolling its virtues. She advises:

"Let us build a better and more modern curriculum, and let us take it right into the living room to parents and prospective homemaking students for them to see, to appreciate and to want."

As a means of evaluation of your television presentations, the following essential qualities suggested by Harold Wigren, as quoted in This is Educational Television by William Cumming, may be helpful:

1. The program should have an educational purpose. A teacher must decide on the program's purpose and what changes in behavior are to be desired as a result of the program.
2. The program should provide the possibility of continuity. A single program may be satisfactory for many ideas; but, on the other hand, much material is best presented in series form. Better learning usually results from repeated stimuli.
3. The program should be built upon the needs and problems of the viewers. It can help viewers use their own abilities to solve problems, improve relationships, increase skills, and understand others. The educator must beware of falling into the mistakes of the commercial telecaster who substitutes his own needs for those of the viewers.
4. The program should serve as a means of growth and development. Building programs only on the basis of obvious problems of viewers may handicap growth. The educator must help improve tastes and standards, and should help individuals achieve fuller lives.
5. The program should involve the viewer as a participant. An individual learns best those things in which he has some part. He might be given a part in the program itself, help in planning or evaluating it, might plan organized discussion groups to follow a program, or practice a skill after seeing it on the program. The performance should always suggest ways in which the information or imparted skill can be used effectively in daily life. Efforts must be made to prevent television from becoming simply a one-way channel of communication.

6. The program should be a means by which many creative and thought-provoking experiences can come to individuals. Rather than tell the viewer what to do or believe, it is better to cause him to take action as a result of his own thinking. Television can do this in many ways: by presenting many points of view, by examining and testing existing beliefs and attitudes, by comparing information from different sources, by using panel discussions to evaluate films, and by using dramatic episodes to illustrate problems. A program can also provide experiences which viewers would be unlikely to get any other way and thus enrich their lives.
7. The program should be presented in an atmosphere of objectivity. Beware of distorting facts for showmanship purposes.
8. The program must communicate clearly and effectively. Only a few points should be covered in one program. Vocabulary used must be chosen wisely and in terms of the particular audience to whom the performance is aimed. It is a good idea to start with what the viewer knows and move out to what he does not know, and to make use of summarizations."

Don't the above sound like just good educational practices? Principles we try to follow all along in our classrooms? Educational television may sound less formidable to those who have not yet tried it if we think of it as "televising education." And there are very good reasons for doing this.

Why Teach By Television?

"It seems to me that if we really believe in education, we must believe in education through the newest medium of mass communication--television. The very technological and scientific progress that created television is changing our world with such growing acceleration that we must work harder than ever before to minimize the cultural lag between scientific progress and public understanding. Educational television offers great possibilities in informing people of our traditions and of the changes now being wrought with such breathtaking speed."

So states a businessman. The question might well be asked: of what value to education are the special characteristics of this medium? In general we can say that, when properly used, the qualities of TV which have the greatest value to educators are its method of distribution, its versatility, its immediacy and intimacy, and its power for expertly informing, persuading, and suggesting.

Television offers unique opportunities for distributing education to many. By means of television an outstanding teacher can reach hundreds or thousands of students at once rather than the few who could crowd into her classroom. Classes for which teachers are scarce can be given, using kinescoped films of televised courses given elsewhere.

Courses in high school physics are a good example of this use of television. Handicapped students can continue their studies at home. Television is a new way to reach adults, both to build understanding of the educator's problems and to draw them into educational pursuits.

Some direct teaching programs can be designed for special groups of students. For example, in Pittsburgh television instruction is offered each summer for students who failed to pass courses the previous year. Students may earn credit and be ready to pass on to the next grade. In San Francisco, gifted high school students are given an opportunity to watch televised college courses, attend discussion meetings at their high school and earn college credits in advance.

Television offers versatility. It can bring students visual information not otherwise accessible for direct observation. Students may see food cooked within an electronic oven, or the formation of sugar crystals within a solution. Through the use of multiple-camera techniques, television can portray, visually, relationships between two or more different things which are not readily apparent when examined singly.

People, objects, and events can be utilized more efficiently through teaching by television than by traditional means. Pupils can be taken to far distant places. The talents of master teachers and expert authorities can be tapped at one place and spread to many outlets simultaneously. Students have a greatly enriched learning experience.

Television gives a one-to-one relationship. An intimacy is created between performer and viewer which increases the power of communication. Haven't you had the experience of feeling that someone like Garry Moore or Douglas Edwards is talking to you right in your own living room? In the classroom, pupils feel that the TV instructor is looking at each of them squarely in the eye. By "teaching the camera," rather than a physically present class group, the TV teacher can command more attention and concentration than a classroom teacher is able to with group instruction.

Some students, however, may need help in breaking habits of TV viewing developed at home. The pupil who is able to sit in an easy chair, eat popcorn, read a comic book, and listen to the family gossip and the TV program all at the same time needs to learn that such listening leaves him poorly prepared for follow-up discussion. The use of study guide sheets and note-taking during the TV lesson could help to counteract poor listening habits. Most students soon learn that attention is important since the TV teacher cannot be asked to repeat if they have been inattentive.

Television gives everyone a front row seat. It creates the illusion for viewers of being an actual eye-witness to action in progress. It can make education seem timely and spontaneous. There is a tendency toward immediate and sustained emotional involvement on the part of the viewer. The learner has a sense of expectancy, a sense of participation in reality, his attention and interest are held.

The TV camera can pin-point the smallest detail of whatever it looks at and magnify it so everyone sees equally well. It can bring every member of each viewing group a close-up view of teaching demonstrations conventionally feasible only on an individual or very small group basis. There would be much less craning of necks or excuses that the pupil couldn't quite see, and much less repetition of the same demonstration to successive groups with the use of a TV camera. Can't you imagine the advantage of a TV camera and screens for a demonstration of making bound buttonholes?

The same advantage can hold true for the showing of small objects or illustrations. How many times have we been guilty of saying, "I doubt if all of you can see this, but - - -" yet we show it anyway? Or, in trying to insure better visibility, have we had students file by an object or display, study it in small groups, or attempt to pass a picture around the room? These procedures are time consuming, and the immediacy of the visual impact of the illustration is lost. TV viewing can give that immediacy.

Functions of a television teacher. Although the following list was developed for the TV half of the teaching team in the Hagerstown, Maryland experiment, most of these suggestions would serve for any TV presentation which one wanted to be educational.

Functions best carried on by the television teacher are:

1. to motivate and stimulate interest
2. to inform
3. to demonstrate
4. to show application
5. to enrich backgrounds
6. to provide common experiences
7. to raise questions
8. to suggest activities
9. to challenge pupils to assume more responsibility for their own learning.

Learning is a two-step process. This description may seem an oversimplification of the process, but learning does consist of two phases. The first has to do with gathering the raw materials of learning through the senses. The second involves turning these raw materials into the finished products of knowledge and wisdom. The first phase--perception, the second phase--thinking. The more effective the first step, the more fruitful the second. Would it not seem possible that more of the first

phase might be done in large groups with the use of TV? Then after perception has taken place the thinking and reacting phase might be done more profitably in smaller groups. Colleges and universities frequently use large lecture sections for presentations, with smaller sections for laboratories, discussions and quizzes. Such scheduling is not feasible in most high schools, but with the growth of educational television, both through closed circuit and by non-commercial stations, TV presentations might well become the means to serve more students in a forceful way.

Television as an educational tool. TV is more than another visual aid, although it surely serves that function also. As has been suggested above, the TV camera is very useful in presenting close-ups and magnified views, but prolonged use of a single fixed camera does not utilize the fullest potential of the medium. Effective TV presentations employ many tools of a graphic nature--slides, charts, real objects, film clips to name a few. These must be integrated into a smooth presentation without pauses or interruptions. The extent to which a program should be "entertaining" would surely be debatable, but it might be said that every educational presentation should use "showmanship" if this is defined as the desire and ability to communicate, a knowledge of people's interests and needs, and ways of making subjects interesting as well as helpful.

Television is not a cure-all for educational ills, but as one of the newest communication devices, it is an important teaching aid. It can make the best teachers available to more persons, as books make the best writers available. It won't do the whole job of education, but then books don't either.

Limitations of teaching by television. The chief drawback so far as education is concerned is that television does not allow student participation in the learning situation through questions or discussions. It is primarily one-directional. Along with this is the lack of personal contact between student and teacher, but television teaching seldom means a hundred percent absence of personal contact with all teachers. Some people fear that television may standardize or stereotype instruction, or that student initiative might be stifled. Others, who are evidently shy of the process, say that errors made on the TV screen would be very hard to correct because of the authoritarian impact of the medium.

It is possible that television may be improperly used educationally. Performances by weak personalities, failure to exploit both the medium's visual and aural elements, presentation of distorted size relationships, attempts to spread one viewpoint to the exclusion of others, may mis-educate and misinform. But, so may some classroom presentations.

By-products of teaching by television. One important by-product of all open-circuit educational programming is increased public understanding of educational aims and practices. When parents can tune into the same class their children listen to, or take courses themselves, they are likely to have a more positive attitude toward local schools. Special

programs about school functions, of course, also serve this end. As homemaking teachers visit homes, they frequently act as public relations agents for the schools. A homemaking teacher should be well informed about the opportunities for viewing educational programs in her community, especially those her school is offering, and encourage home viewing of these.

Other important by-products of working with television are the constant re-examination of educational practices and an improved quality of teaching. As you figure ways to do things on television to make the best use of the time given you, you may come to the same conclusion as a teacher leaving a TV workshop who said, "Why, we're not talking television; we're talking education!"

Procedures and Program Ideas

The suggestions in this section are primarily for teachers planning to present programs on commercial stations, but many of the ideas would be equally suitable for presentations over a channel devoted to educational TV. A producer of a state university's shows makes these suggestions for the productions of programs on commercial stations:

Make the series a service to the station: bring the station programs which it could not get anywhere else.

Make the programs a service to the audience: develop subject matter of functional value or timely interest to viewers in terms of their lives.

Personalize and personify: make subjects center around real people on the show.

Use real things: visuals are inexpensive and must frequently be used, but the real objects will get the best response.

Get action: find ways to put physical movement into programs.

Don't talk about it--do it! demonstrations are better than discussions, talks, and interviews.

Make it big and keep it simple.

The approach in asking for TV time.

Before approaching a station, you need to have a definite idea in mind for possible programs. Have some idea of the message you'd like to get across and the type of audience you'd like to reach. Be familiar with the various types of public service programs your station carries and the different programs where guests are used as part of the program material. You may find it to your advantage to try and find out from your pupils and their families which programs have the most appeal. As suggested earlier, become somewhat of a student of TV yourself, watching

with an analytical eye, raising questions about why something was done a particular way, or how you might have done it differently. If you, or your students, have never seen a telecast from a studio, try to observe one if you can so that you are familiar with what goes on behind the scenes; also, so you can know the problems and resources of studio presentations.

When you have some idea of what you would like to present, ask for an appointment with the public relations or program director at your station to find out if it is possible to have air time on a public service program or to be guests on some type of "home" show. If the station is in your local area, phone for an appointment; if correspondence is necessary, it is, of course, courteous to enclose a self-addressed stamped envelope. Make your requests well in advance, since it takes time to develop a good show, and desirable air time may be scheduled well in advance.

When you go to the studio for an interview, it may be a good idea to take one or two from your group of potential performers with you. The station personnel can then get some idea of the people they will be dealing with, and your pupils can get an appreciation of the factors conditioning the development and presentation of their program. This may be the time you could also watch a program being telecast. You may be thinking of your potential program as a public relations effort, but remember that how we deal with people is really what makes for good public relations. Project yourself and try to understand the others' point of view as you work with the station personnel. Good human relations are necessary for good public relations.

The basic idea behind your show

An idea for the show should include the telecaster's purpose as one of its main elements. Purpose gives direction to a TV presentation, helps keep content within the program's scope. Extraneous details, which may be interesting but of little value in working toward the goal of the show, will thus be eliminated. The purpose is the guide upon which format and content are built.

Ideas for individual shows stem from the basic purpose. If your basic idea is to inform the public about what up-to-date homemaking education is in your school, you will build one kind of a program. If, on the other hand, you are in a series of general school programs trying to inform the public so as to get increased tax support or a bond issue passed, you would build another type of program. If your aim is simply to give the homemaker useful information, your program would be of still another kind.

Beware of being too abstract with your ideas. Rather than saying, "Let's do something about consumer buying," suggest, "Let's do something about buymanship of furniture because this is a big expenditure for families, and the choices are many. Our purpose will be to help homemakers

to recognize the differences in low, medium, and high quality furniture." The underlined part of the previous sentence could be used as a basic framework when verbalizing any ideas for TV shows.

Selecting a subject for a specific program

Your TV show should appeal to the type of audience likely to be watching the time of day or week you are on the air. Ask yourself who might be interested and why. Is there a potential audience already interested in the topic? Could you present programs on buymanship to tie in with traditional sales such as "white" sales? If there is concern about recreational activities of teen-agers, perhaps programs giving simple snacks for teen-age parties at home would have appeal. If your pupils are doing a lot of baby-sitting, or if there are many new, young families in your community who need baby-sitters, why not present programs about the mutual responsibilities of baby-sitters and employers? Always remember to think of the audience viewpoint. Plan for the masses, but remember you are programming to an individual in her own living room.

Know the homemakers in your community; know what they are interested in and be alert to picking up new interests. You may hear something like the following: "I wonder why there are so many kinds of _____. I never know which to select or what to use when." Many kinds of food products could fit here, and good TV shows be built upon such a question. Or "I'm bewildered by all the choices at the hosiery counter. Often I'll buy the first thing shown me, because I don't know what kind of questions to ask."

Appeal to basic interests such as curiosity, vanity, health, or freedom from fatigue. Programs which show "before" and "after" effects are good for this purpose. These can give your pupils opportunities to demonstrate they have applied principles learned in the classrooms. Examples of ideas are:

A kitchen drawer in a jumble, then the same material stored in an organized way using boxes or partitions. Dresser drawers or those for sewing supplies and equipment may be handled the same way.

Furniture arrangement with the use of models or doll house furniture can show adequate or inadequate consideration of art principles, traffic lanes, or grouping for conversation or other purposes.

Posture in household tasks can be dramatized by showing correct and incorrect working heights for different operations and for people of different sizes.

Since a fashion show as a parade of models may be considered trite by a program director, besides being hard to do in competition with professional ones, plan to highlight good style another way. Accessorizing a dress for various occasions, or showing the effect of too many or too few accessories, or those of wrong scale versus appropriate ones is one way. Effects of

skirt and jacket lengths on figures of different sizes or two-tone versus solid color, or full skirts and slim skirts are other ideas of ways to teach becoming styles rather than merely showing fashions.

For shows to explain your work at school search out class activities that will demonstrate that you are accomplishing your purposes. Then plan to show, not tell it. Think of TV as opening the window so others can see in, then remember you have three factors to work with--action, sight, and sound.

Deciding on the format for the program

First, be concerned with the purpose and content of your show, then decide which kind of format can present the content in the most effective way. Do not be limited by thinking only of what is easiest. Ask yourself if the format will so simplify the subject so that it will be crystal clear to the audience and still sustain interest. Will available talent fit the format? How can an overly academic approach be avoided? Will the format provide enough visual impact to maintain interest? Programs must have visual quality, the camera must be able to pick up clear shots of objects in use, to show action and movement. But be careful that movement is an inherent part of the act, otherwise it will be distracting.

The demonstration, familiar to all home economists, is one of the most common shows on TV. The same rules of good visibility hold true as for all demonstrations: be careful of the arrangement of your work area and use glass containers for cooking and mixing. In addition learn to be skillful in working toward the camera rather than yourself, and learn to move from one thing to another, slowing enough for the camera to follow. Careful choice of serving plates so as to show food to good advantage, and careful selection of tools to cut down on unnecessary noise are other admonitions for TV. Excellent, detailed suggestions for demonstration on TV are given in Women on TV by Ellen Pennell, a 1954 publication of the Burgess Publishing Company in Minneapolis.

Interviews, panels or roundtable discussions can have their place on TV programs, but the personalities of the speakers are of utmost importance if the show is not to seem dead. A lively discussion by interested people may carry itself, but if at all possible, use some visual aids in the program too. For example, if FHA members were discussing news from their "Pen Pals" " maps, showing where these correspondents lived, pictures of the persons or their countries, and objects which may have been sent as gifts or some that were typical of the country, could be included.

The chalk talk can be effective if you have someone who can sketch well and quickly. On TV this would be done with a soft crayon on a pad of newsprint. Stick figures, simple diagrams, a point or two in summary or unusual words to remember may all find their place visually in one program or another.

Dramatizations may be done with puppets to tell a story about good nutrition, grooming, or buying habits. Puppets may also be used to show certain aspects of family relations, or pupils may dramatize some of these as short vignettes as part of another type of program.

Using visual aids

This is a must, since the visual quality is television's unique quality. Use the real object whenever possible, pictures of appropriate size and clarity as next choice. Slides which can be projected may be simpler to handle than charts or posters, but in any event check with your TV studio about the visuals you would like to use, and follow specifications they give you as to size and color contrasts. The wrong choice will lessen their effectiveness if not even their visibility.

Flannel boards are excellent tools for presentation of visual materials, but they must work! Cutouts must be firm enough not to be flimsy, but not too heavy to droop, with backing covering them completely to insure their sticking to the display board. Magnetic boards can, of course, be used in a similar manner. With either tool it is often easier to get action in a talk than by stopping to write on a newsprint pad.

Find out against what type of background your show can be presented. It should never be too elaborate or "busy" so as to be distracting. But one that is appropriate for the subject-matter can add immeasurably to the presentation if the setting is simple and does not compete with the performers for attention.

Selecting participants

"Not too many people" is the usual advice of station personnel. A variety of performers may confuse the viewers and complicate production. Space at the studio may be at a premium. The number of cameras or the type or number of microphones may condition what is possible. Then, since TV is an intimate medium, a forceful individual or two will probably make a better impact than a group. Never use more pupils than can actually "get in the act."

Whenever possible, select pupils who photograph well, who have pleasant speaking voices, and who enunciate clearly. It is especially important for your mistress of ceremonies to have an animated expression and be one who can speak directly into the camera. For all participants, good posture, good grooming, and well-fitting clothes are important. Remember that in TV close-ups are important and that errors are easily magnified. A person who knows her subject and who is enthusiastic about it ought to make a good performer. Students who have helped prepare the ideas for the program and write the script will speak with more interest and authority than those who have just had plans turned over to them for presentation.

You, as teacher, need not appear on the program itself, but if you are brought in at the beginning, you could easily appear later if the situation warranted it for some reason or another.

Rehearsals

Thoroughness in preparation is necessary; no one wants too little too late. The quality of the program may be in direct ratio to the amount of preparation and rehearsal time spent on the program. However, too much rehearsal of an exact script may destroy the spontaneity which is desired. Demonstration skills, nevertheless, should be practiced until the person is letter perfect.

Check with your studio as to how long and when they want you there for rehearsal, and how much preparation you can do at school ahead of time. Since camera time is expensive time in the studio be prompt, have your material ready, and remember that the director has a right to expect performers to do exactly what he says. And he has a right to expect enough material to fill the required time, with opportunities for cutting if necessary. The time and interest of the director are highly important to the success of your program.

A rehearsal in the studio gives everyone an opportunity to test the plan in action, and for the performers and the studio personnel to develop rapport with each other. For performers new to television appearances, some explanation of what will happen may help them to understand the many distractions as lights, camera, and microphones are adjusted and tried in different positions.

After the show is over

At this point you may want to draw a big sigh of relief that everything went as well as it did, but for the sake of future programs, as well as your learning and that of your students, an immediate discussion of the program can be of value. A short get-together of the performers, you, the producer and/or director for the purposes of criticism should yield worthwhile results. And after you get home, the usual notes of appreciation for help given and courtesies received should help keep the door open for future appearances.

If the telecast has been at a time when classmates of those performing could view the program, evaluations should be sought from them. Different pupils can be asked to watch for and to comment on certain techniques such as manner of speaking, adequacy and handling of visuals, hand skills in a demonstration, or general appearance of personnel. Others may be asked to comment on possible audience reaction. Do they think the message got across? This may be done from their own viewpoints as well as by interviewing others. But in any event let us remember that the impact made by an educational TV program is probably more important than the numbers reached.

* * * * *

In the next part of this issue ideas are presented as to how television teaching may be used in adult education. A detailed description is given of how a course in clothing construction was organized and presented over a commercial station.

Teaching Clothing on Open-Circuit television

Open-circuit television is telecasting over a large network from a commercial studio. This type of program is planned to meet the educational needs and interests of the general viewer, but may also be organized to meet the requirements of students wishing to earn credit.

An experiment

This experiment was sponsored by the Ford Foundation and Millikin University. For two semesters clothing construction and tailoring were selected as appropriate educational topics in this experimental program. Details on these two programs are presented here, as experiments, not models. However, results were collected, recorded and examined critically by a television specialist in charge of the Ford plan at Millikin University. In light of these results, details on the procedures used seemed worthwhile sharing with other home economics teachers.

In most schools "Courses of Study" for teachers have long since given way to "Resource Units" or "A Guide" filled with suggestions for teaching. Probably no woman ever lived who followed any part of such publications exactly. Nor should she! All educational situations differ in many ways, and must be taken into account by a teacher. But specific procedures used successfully by one teacher can be helpful and stimulating to others in secondary schools or colleges.

Securing cooperation from a commercial studio

At all times, open-circuit programs must create a desire to tune in to the next telecast. The philosophy of the British Broadcasting Corporation is "If only five people view a broadcast, they will go out and educate five more people. Eventually you will educate the public."

Commercial studios carry three types of programs. They are:

- The live program which originates in the studio
- The live program which originates at a remote location
- The program which is projected on the television system by motion picture film.

Teachers can usually win a studio's cooperation best by providing a live program in the studio. However, this necessitates transportation of equipment from the laboratory to the studio for every telecast. And each telecast must be prepared and in the producer's office one week before the program.

The television studio

The major purpose of the commercial studio and all the paraphernalia that goes with it, is to create an illusion. The scenery used

in television is designed to have the same effect on the viewer as does theater scenery. The two types used differ in terms of purpose. When clothing construction is being demonstrated, the purpose of the scenery is to create a sense of reality. When a fashion show is being presented, scenery is used to create a fantasy background. However, no scenery should distract the viewer's attention from the telecaster. And all background scenery is flameproof.

The telecaster, of course, is the teacher presenting the educational program. The producer is the person responsible for organizing the program and getting it on the air. The producer and the telecaster work together very closely; both, in turn, are dependent for success upon regular studio personnel.

The floorman

After the producer has checked a script for timing and content with the telecaster, she turns it over to the floorman. He arranges all scenery and the equipment required for a particular telecast. He can provide an overhead mirror so that every viewer will have a direct picture of cutting and construction techniques. Usually he has to limit the table arrangement to a space no longer than 36 inches and not more than 54 inches in width since the cameras in most studios cannot reproduce successfully a larger area for demonstration purposes.

The telecaster then makes a final check on the whole arrangement to make sure that everything necessary is on the table and in the spot for greatest convenience in use. No one can hand her anything once she is on the air.

The studio engineer

The engineer is responsible for so managing the sound equipment that talking and picture coincide. In most studios the telecaster wears a lavalier type of microphone around her neck. This is small and inconspicuous and permits speaking in a normal tone of voice. Both microphone and voice are tested for depth and radius before going on the air. The engineer makes any adjustments necessary, and plans when to soften the sound, for example, of a sewing machine while a close-up is being taken so that the telecaster's voice will not be drowned out at an important moment.

The teacher is instructed by the engineer as to the meaning of signals. The words "stand by" mean the program is within seconds of air time. The "all quiet" red light signals the announcement of the program, often by use of a record. The telecast starts immediately after the close of this announcement.

The producer uses three signals to aid the telecaster to keep to the time she has indicated on her script. When he stretches his arms sideways, he is indicating "Lengthen your talking and demonstrating;

you have plenty of time." When he waves his arms very rapidly in a circle, he is signaling "Speed up, you are going over time." Waving arms in a wide circle warns that it is time to "wind up" or draw your presentation to a smooth but speedy conclusion.

The camera man

The handling of a camera is a highly creative job. The telecaster is never conscious of the camera man. He is watchful about following the original script's timing and cues. But if there is a slight variation in procedure, he will follow along as though no change had been made.

Most studios use two cameras. One camera, #1, is for "close-ups" and one, #2, for all the rest of the presentation. Usually cameras are movable and can follow the telecaster all through her performance. To do this, the camera man needs a knowledge of good composition, a well-developed sense of coordination and a keen understanding of showmanship.

Close-ups, usually taken about 18 inches from the telecaster, demand the finest judgment, speed, and accurate timing. A good close-up, for instance, on the hands of the telecaster, requires a minimum of 30 seconds for the viewers to have a firm picture of the techniques and/or illustrative materials being used in the demonstration. The telecaster is responsible for providing a beginning or a reason for doing each close-up, a middle which is the process, and an end or summary.

The studio provides direct light and overhead lights to give the soft light most flattering to a telecaster. The intensity of the light is measured with a light meter such as is used in photographic work. Hard light would cast sharp shadows, particularly on the neck and the prominent features of the face. This soft effect in lighting has made it possible for heavy persons to appear attractive on television, contrary to the popular notion that only the very thin can aspire to television. Note that not everyone seen on commercial telecasting is a size twelve.

Arrangement of the viewing area for clothing

The scenery and 36" X 54" table should represent a clothing workroom. A canvas painted a dull gray forms a good backdrop. If desired, a sewing machine, a dress form or other equipment may be painted on this to increase the sense of reality.

A small portable machine with which the demonstrator is thoroughly familiar can be placed in direct view of the camera and leave ample work space on the table. All electrical connections must be planned so they cannot be seen by the viewer. The operation of the electric machine should be tested well before the telecast is due.

Both the machines and scissors will need to be sprayed with wax before each telecast to prevent glare. The steam from a steam iron

will be visible if the iron is set at the high temperature. A slip cover made of duck to protect fine materials will still allow steam to penetrate. An actual dress form can be used when teaching pattern alteration and fitting if it is the size of the demonstrated garment.

Dress and make-up of the telecaster

Of course, the type of program will influence the clothes she wears. For teaching clothing, a comfortable, conservative dress or suit with a becoming neckline is always appropriate, just as in the school-room. To appear at her best on the screen, she may wish to remember:

Rough textures like tweeds televise well while shiny surfaces reflect the light and form a glare.

Dress colors should be a medium gray or a pastel in pale gray, pink, blue, yellow or green to concentrate attention on the material being demonstrated. White reflects light into the camera and black or very dark colors create "halo effects" around objects.

Sleeves should be long enough to avoid a "bare-arm look."

Comfortable shoes are necessary if one is to stand in one spot for half an hour. If shoes will be visible, ankles may be flattered by an opera slipper with a medium-height heel.

Small button earrings and simple necklaces may be worn. Avoid bracelets, jewelry made of brilliants, and artificial or real flowers.

Hair newly set looks stiff and unnatural; if done a day or two before the telecast, the effect will be better. Nail polish is permissible if it flatters your hands.

The purpose of make-up is to give a smooth complexion on the screen and conceal fatigue. Pancake make-up two shades darker than the telecaster usually wears can be put on evenly with a sponge. Then she may use rouge, lipstick, eyebrow pencil and eye shadow to emphasize her best facial points.

Glasses are no problem on television, although it may be better to avoid dark, heavy-appearing frames.

Planning the Programs

Whatever a telecaster can do with ease is the best program for her. But it must also be what many adults are eager to view and worthwhile for them in their daily living. Adult classes sponsored by public schools in Illinois have a high proportion enrolled in clothing construction, hence the area appears to be a "natural" for television

In order to keep their charters, all commercial stations have to assign a certain amount of time to educational television. School administrators are often informed of the time available and asked to supply one or a series of instructional programs as a service to the community. On the average, one half-hour program requires 20½ hours of preparation time when clothing construction is being demonstrated. Reduction in teaching load is obviously called for if a series of presentations is planned.

An outline is approved

Six months before the beginning of a series an outline of topics and demonstrations for each telecast must be submitted to the producer. Together the producer and telecaster confer on the unsolved problems involved. The series is then approved for certain dates, and these dates must be kept. Here is such an outline on clothing construction as approved for Millikin University's thirty-minute programs over station WCIA in Champaign.

- Feb. 2--Types of skirts, materials, and patterns. Sewing equipment.
- Feb. 9--Operation of a sewing machine.
- Feb. 16--Pattern fitting and alterations
- Feb. 23--Layout of material, placing of pattern, cutting, marking.
- Mar. 2--Seam construction and pressing.
- Mar. 16--Inserting zipper. Putting in hem.
- Mar. 23--Types of blouses, materials, and patterns. Fitting pattern.
- Mar. 30--Review of alterations. Layout of material, placing of pattern, cutting, marking.
- Apr. 6--Fitting blouse sleeves, tailored collar.
- Apr. 13--Machine-made and bound buttonholes.
- Apr. 20--Pockets. Belts
- Apr. 27--Finishing and pressing blouse.
- May 4--Fashion show of finished skirts and blouses.
- May 11--Use of additional types of sewing equipment. Other pressing problems.
- May 18--Bias bindings, facings, cordings, folds.
- May 25--Use of interchangeable garments. A summer wardrobe.

Educational programs--non-credit and credit

Most educational programs are designed for the interest and help of general viewers. This series was viewed in 50,000 homes from Streator to Olney, Ill.; Beardstown, Ill. to Dana, Indiana. Commercial stations secure such information through Telepulse, a company that rates numbers of viewers. The rating of 13.5, earned for two years by the Millikin University program, was unusually high for an educational series, implying a 75% response, while a program that rates 6.0 or more is considered worth sponsoring.

However, rewarding as these numbers may be, the teacher can feel still more certain of the worthwhileness of the effort if arrangements can be made for some viewers to take the telecourse for credit. A "telecourse" is similar to one taught in a regular classroom, requires the same work of enrollees, and gives the same number of credits. It is an interesting and efficient way of teaching adults. Since it can be offered during daylight hours, women who could not leave home evenings for several weeks to attend a traditional class can often participate.

A teacher teaching a telecourse has several responsibilities beyond presenting the weekly television program. She--

- Plans the series of lessons to be taught via television
- Determines the test to be used by credit viewers
- Plans all samples of clothing construction processes to be required and prepares mimeographed instruction and information sheets
- Prepares and plans for distribution of registration blanks
- Notifies enrollees of time and place for the "workshops" for credit viewers to be held every four to six weeks
- Teaches these workshops and grades progress
- Arranges for final judging by outside specialists if prizes are to be given, and presents a fashion show of winners' finished garments on television

Desirable time arrangements

Because a regularly employed teacher is free only on Saturdays, there is little choice about the day. A period of thirty minutes is necessary for satisfactory demonstrating and teaching. Any time that a commercial station is willing to provide free for educational purposes is profitable, but about 10:30 to 11:00 a.m. seems to be especially convenient for credit and non-credit viewers.

The workshops can be planned to meet in the afternoon after a morning television presentation. These workshops are handled informally so that credit viewers living closest to the school can come early; those living at a greater distance can arrive later. Of course, for credit as well as learning, each person's attendance is important.

The telecourse description and the dates of the workshops should be announced early enough for individuals to make long-range plans for their Saturdays. Likewise, a sufficient length of time as well as adequate announcements should be provided for would-be students to pick up and mail registration blanks.

Announcement of the telecourse on tailoring

The following information was supplied in announcing the second telecourse offered by Millikin University during the first semester of 1957-58.

Instructor: Mrs. Ruth F. Adams, Millikin University
 Prerequisite: Elementary Clothing or consent of instructor
 Credit: Three semester hours
 Workshops: Five
 Dates and topics of weekly lessons on television:

September

21--Equipment, material and pattern

28--Pattern alteration

October

5--Making muslin suit or coat

12--Fitting and alteration of muslin model

19--Cutting wool garment Workshop--
 Checking muslin model

26--Construction of skirt

November

2--Making jacket or coat

9--First fitting, alterations

16--Pockets and bound buttonholes Workshop23--Second fitting, final stitching Workshop

30--Steaming, shaping, padding, taping

December

7--Final pressing, hem, facings

14--Cutting, marking of lining

21--Construction of lining

28--Lining coat or jacket

January4--Slip stitching, marking hem in lining . Workshop11--Arm straps for coat, edge stitching . . Workshop

18--Demonstration of final pressing. Fashion show

25--Presentation of contest winners.

Registration blank for telecourse contest in tailoring

The fashion show was limited to the products of those enrolled for credit. A "contest" with prizes provided by business houses concerned with the sale of sewing equipment, materials, and other supplies was limited to non-credit viewers. Two purposes were apparently served by this contest. It seemed to be responsible for much of the sustained interest of non-credit viewers and for promoting fine public support for both the school and the studio. It also afforded some tangible evidence of the effectiveness of the teaching, even though the personal contacts provided by workshops was entirely absent.

Small "flyers" were printed and distributed through the stores cooperating in the contest. These included information and a blank for registration in the briefest possible form.

Millikin Telecourse Contest in Tailoring

1. WHO is eligible? Any one within viewing area of WCIA-TV, Champaign, with the exception of enrollees in the credit telecourse and on-campus college classes in tailoring.

2. WHEN is dead-line for ENTRY? October 15, 1957.
3. HOW enter? Pick up an entry at a leading store in your area and mail to TELECOURSE, MILLIKIN UNIVERSITY, DECATUR, ILLINOIS. If a blank is not available, one may be secured by writing to this same address.
4. WHAT SUBMITTED? Contestant must make and model an all-wool suit or a full or three-quarter length coat, with lining and bound buttonholes. Instructions will be given each Saturday at 10:30 a.m. on WCIA-TV, beginning September 21, 1957.
5. WHEN SUBMITTED? Time and place will be announced later.
6. JUDGING will be done by qualified persons not connected with either Millikin University or the WCIA studio.

Prizes in cash or merchandise will be awarded by several stores on WCIA-TV, January 25, 1958 at 10:30 a.m.

Tear off along dotted line, fill in, and mail as directed in no. 3 above

.....

NAME _____

Please print

ADDRESS _____

Planning lessons to be presented

Naturally each teacher will decide upon her own choice of text, the specific techniques she will demonstrate, and the supplementary information she will incorporate into her instruction on construction, such as textile facts, fashion trends, buying economics, and information on care of clothing. She should be thoroughly experienced in using whatever techniques she selects so that she will feel at ease when demonstrating them.

Even though she may have just completed one or more garments such as she is teaching, she must plan to construct one complete garment, step by step, on the television series. Of course, this investment is not wasted. But the choice of texture, color, style may have to be a compromise between her free choice and what will show well on television.

There is a great temptation to try to cover too much in one lesson. Many critics of education believe that teachers might well teach less but teach that little more thoroughly than they are now doing. A telecourse, by forcing this practice upon a teacher, may increase her teaching effectiveness in the classroom. In clothing construction, especially, there are often similar and equally desirable ways of completing a process. A choice must be made--preferably the way that is the simplest and quickest, yet still acceptable in its results.

Planning illustrative materials for each lesson

The simplest and most commonly shown card is the title card which is used on every type of program. The lettering on title cards must be three times the size of lettering used for classroom illustrative material. Use a poster board, a wide lettering pen, and India ink. Color used for the background, as in the case of the poster board, must be tried out with the studio director in order to insure maximum readability. Bold block letters are good. A minimum of words and plenty of open background help. Here is a sample of the material necessary on a title card for the opening of each program.

TELECOURSE

CLOTHING CONSTRUCTION

NAME OF SCHOOL

PLACE

As each piece of equipment is introduced for the first time, a close-up can be taken with a title card and the piece of equipment. The telecaster herself is not seen, only her voice describing the equipment. In teaching clothing construction to adults, even the most common pieces of equipment need to be treated in this way for each viewer will henceforth have a clear mental image of the details of the equipment or whatever is being shown. Sometimes a woman who has never had more than a yardstick given away at a carpet store is amazed to discover the accuracy and convenience of a tailor's square. And when she goes to purchase one, she appreciates knowing the correct name of a tool. Other tools worthwhile showing are tracing wheel and tracing paper, cutting shears, pinking shears, sizes of needles--indeed, the number is legion! However, the number featured on one show needs to be sharply limited. Pre-planning can insure a satisfactory distribution.

Examples of step-by-step procedures in clothing processes

Samples that are mounted do not show on television. Smooth materials in samples do not televise well. Rough or loosely woven fabric, such as tweeds, surahs, and cottons with rough, irregular weaves televise exceptionally well. An easel draped in velveteen in a soft shade of green makes a good background against which the telecaster can place each large sample. Naturally she must stand at one side so as to not obstruct the view yet not turn her back to those watching the program. Cotton samples cling to velveteen very well. A large floor easel is placed at the side of the worktable at the right of the telecaster; a small display easel is placed on the right end of the table itself. Often both sizes are used together, depending upon what and how much is to be displayed to viewers.

All home economics teachers know the advantage of having an example to illustrate every step in any construction process, but it often takes

an experience with television to make them realize the inadequacies of what they may have been using in their large classes. When they are told that samples for televising must be at least twelve inches long and eight inches wide, even when enlarged by the television camera, they begin to wonder how much their students have really been able to see!

Bold prints on a background of decidedly contrasting value make attractive samples; plain material combined with a print makes a further contrast that is effective. For example, the method of making a bound buttonhole in the tailoring series that was given in the text was not the one used on the television lesson. All step-by-step examples were made on a bold print to represent the garment, and strips of a cerise cotton were used for the binding. Stitching was done with black thread.

Every viewer desiring to receive credit was required to bring a practice sample of a bound buttonhole to a workshop for approval, before applying the technique to her garment. So vivid was the mental image left by the illustrative materials and the careful directions that were offered that not one of these viewers encountered difficulty. As compared to usual class results, these students' observation and concentration were so superior as to raise another question in a teacher's mind--to what extent were the meeting of television requirements actually increasing the clarity and general quality of the teaching?

All step-by-step procedures in sewing techniques are prepared ahead of time and pressed, ready to be shown. Such samples take time but also provide "refresher" practice for the telecaster. Then each step is demonstrated on the program with a minimum of movement; for instance, every step in making the bound buttonhole is demonstrated, but the pressing technique is shown only once. To save time the previously pressed models are displayed so that the viewer still goes away with the correct mental picture of how each step looks when finished.

Slides, too, may be used

The studio art department will make these slides if the telecaster furnishes the ideas. Drawings from reference books or pamphlets may be used. If the telecaster makes rough sketches of original drawings, the art department will enlarge and refine these. Often areas which the telecaster wishes to emphasize are darkened on the slides. Each slide needs to be lettered so that the viewer may better connect the drawing with what it is.

Title cards, illustrative samples, and slides all depend for maximum effectiveness upon the principles of good poster art. These are one idea at a time, a center of interest, good proportion, and no clutter.

The teleprompter

A "teleprompter" is a roll of newsprint directly above the main camera. A blackboard is not satisfactory to use while you talk. Newsprint is a fairly soft, creamy, light-weight paper. A special pencil

with a soft, heavy black lead is recommended for use with this. This pencil is easy to use in writing, and your regular handwriting in large bold letters is easily read.

In preparing the teleprompter for a presentation, you can write out the opening and wind-up you have planned and time them. At your normal rate of speaking, the wind-up should take one minute. The opening may vary in length. The teleprompter rolls at the speed of your voice.

The teleprompter is really a crutch to lean upon; sometimes a prominent figure may read his entire address from a teleprompter. Yet to the viewer, he appears to be talking directly to her. That illusion is created because the teleprompter is just above the camera.

In a demonstration, looking down at what the telecaster is doing makes reading from a teleprompter impossible for much of the time. "Cue words" can be written on the paper, however, to remind the telecaster of the points she planned to emphasize. As the demonstrator looks up from her work occasionally, these cue words remind her of any idea she may have forgotten to include or any particular emphasis she intended to make when performing a process.

This same type of newsprint can be purchased in over-size tablet form for use by the telecaster during a presentation. Large legible handwriting or sketches can be readily seen by viewers on this paper, but a chalk-board is not satisfactory for this purpose. The telecaster will need to practice standing to one side when writing or sketching on the newsprint, for her back should never be to the camera.

Sample of a "run-down script" prepared for lesson on April 13

As has already been indicated in the outline of lessons on clothing construction, the subject of this lesson on April 13 was "Machine-made and bound buttonholes." A skirt had been constructed, and viewers were about half through the construction of a blouse in which they were to put buttonholes. The "thirty-minute" program actually provided about twenty-eight minutes for the telecaster because of the time necessarily taken for station identification and close, each of which takes one minute. Some copies of the information sheets on "Fabric Facts" were still available from the earlier presentations on materials for skirts and blouses.

Station: WCIA	Hour: 10:30-11:00 a.m.
Program: Millikin Telecourse, No. 11	Length: 28:10
Date: April 13, 1958	Page: 1

VIDEO--What is seen AUDIO--That which is heard on the air

Slide: PR-148

Music and announcement on a recording:

This is telecourse time. (Slight pause) Millikin University and WCIA invite your attention to the

eleventh telecast in the current series entitled, CLOTHING CONSTRUCTION.

Slide: PR-281

And now to the television classroom of the chairman of Millikin's home economics department, Mrs. Ruth Adams.

Camera #2:
Adams at table

Music, then Adams reads from teleprompter back of camera #2:

I know what most of you beginners are saying or thinking at this time. "Horrors, do I have to make buttonholes?" After I finish the demonstration today, you will realize how easy it is to make buttonholes and wonder why you were ever afraid of it!

I can appreciate your dislike or fear of buttonholes. As a student I had to make 25 worked buttonholes on a sample before I was permitted to put them on my blouse. I can still remember the last ones on that sample; they really were terrible.

Today we do not teach clothing that way, and I find we have more interest and much better workmanship. I do suggest that you use a sample piece of material and practice a few buttonholes before working them on your blouse.

Many home sewers brag how clever they are. They sew on a button and place a snap under it. This only tends to make the garment look homemade. Rarely do we use a button without a buttonhole. Sometimes we use a row of buttons to create a design; otherwise, a button is supposed to be functional. Being careless about making buttonholes is another way to cheapen the appearance of a garment. It takes time and patience to make a good buttonhole.

There are many types of buttonholes, but for beginners, I am stressing just two. One is the machine made; the other the bound buttonhole. I do have a little trick in finishing the machine made buttonhole. After it is finished, you will have a handmade buttonhole. I avoid a misshapen buttonhole by doing it with the attachment first. If you do not have an attachment for your machine, any sewing machine store will make them for you at a very reasonable price.

Camera #1 for close-up: Demonstration: ad lib by Adams
Process (mirror)

Camera #2:

Adams at table

Adams reads from teleprompter:

There are ways in which buttonholes must be even. They must be an equal distance apart from the finished edge. The "finished edge" of a garment is the edge when it is sewn and finished. This may be a fold on some of your blouses or it may be the seam line. You will need to study your pattern carefully.

The buttonholes must be an equal distance apart. Buttonholes must be even in length and, also, in width.

Of course, you will need to consider the type of material. On cottons and materials used for casual wear, we use machine made buttonholes. You cannot make bound buttonholes on sheer materials. They will show through and be disagreeable to the eye. I should also emphasize the use of an inner facing such as organdie or batiste, which helps in giving the professional finish you want. See your "Fabric Facts" in selecting materials.

Camera #1:

Newsprint

Markings for buttonholes in various makes of patterns: ad lib by Adams

Camera #2:

Adams

Adams reads from teleprompter:

To determine the length of the buttonhole, consider the diameter and the height of the button.

Now for the bound buttonhole! I am afraid the credit viewers will not find the method I am going to show you in the text. This is something I made up in working with beginners, and seems to never fail. Every one of you can make a perfect bound buttonhole.

Camera #1:

Process (Mirror)

Demonstration: ad lib by Adams

Camera #2:

Display easel

Demonstration: ad lib by Adams

Camera #1:

Floor easel

Buttonhole to create design: ad lib by Adams

VIDEO--What is seen AUDIO--That which is heard on the air Page: 3

Camera #2:

Adams

Time: 26:00

Adams reads wind-up from teleprompter:

You can have fun making buttonholes! You can be your own designer. For bound buttonholes, you could use a contrasting material. Using the method I have demonstrated this morning, you would have a design if you used striped material. By cutting striped material on the bias, you will get a pleasing effect. In the worked buttonhole, you could use thread of a contrasting color.

Worked buttonholes are made when the garment is completed. Bound buttonholes are made before you put the garment together for the first fitting. Anybody can make either buttonhole if they try and really want to do it!

Time: 26:45

Now a word about "Fabric Facts." This is the free material which we are sending to all of you who request it. There are information sheets on types of synthetics, use of synthetics, weaves, and finishes; in short, a means of helping you to get your money's worth when purchasing materials.

Slide: PR-148

We have a few copies of "Fabric Facts" left. Just send a card or letter to TELECOURSE, MILLIKIN UNIVERSITY, DECATUR, ILLINOIS. (pause)

Camera #2:

As long as the supply lasts, a copy will be mailed to you promptly. Ask for "Fabric Facts." (Pause) After just paying income tax, it might be wise for all of us to study "Fabric Facts."

Slide: PR-148

Time: 27:30

Music and announcement on a recording:

Today WCIA and Millikin University have presented the eleventh show in the current Telecourse, CLOTHING CONSTRUCTION.

Slide: PR-201

We invite you to be with us next Saturday when Mrs. Adams will consider "Pockets and Belts."

Slide: PR-"p"

Time: 28:10

A WCIA Television Production

Music: Theme up to conclusion of selection.

THE END

Presenting the Programs

The actual presentation on television is the deeply rewarding "pay-off" for all this meticulous preparation on the part of several people. Occasionally in classroom teaching an instructor has a "Red-Letter Day"

when she can feel honestly delighted with her results, even though the numbers of her students are limited. How much more satisfying the feeling that 50,000 have profited from a single, well-prepared lesson!

Some do's in presenting programs

Begin with enthusiasm and some remark to catch viewers' interest in the first sixty seconds. Try to end with some kind of a "punch line" that will leave your viewers chuckling.

Look directly into the camera as much of the time as possible when you are speaking. Even reading from the teleprompter gives each viewer the feeling that you are looking and talking to her in her own living room. You, in turn, need to keep the feeling that you are one person visiting with another person. Whenever practicing, talk to one person (perhaps only represented by a chair).

Look up from demonstrating often enough to hold the viewer's attention. For instance, it is impossible to keep your chin up and face the camera if you are cutting a garment. Stop cutting, look up, and re-emphasize a point in cutting techniques. When sewing on the machine, looking up occasionally is equally important.

Talk clearly and slowly, pronouncing the last letter of each word. Use the simplest possible language and an informal conversational tone. "Ad lib" sounds unpracticed. Actually to "ad lib" requires much practice in telling and doing at the same time, but the telling is never memorized. Consequently, while the main ideas remain the same, each ad lib practice varies somewhat so that the result on the television program sounds spontaneous.

Use large shallow boxes or trays in which to store small equipment and supplies you will use during the demonstration. These may be placed on the side of the table out of the range of the viewers or on a shelf beneath the table top at a comfortable distance from the telecaster so that she does not have to bend or reach for supplies as she needs them.

Keep the line of vision for the viewers clear on the one thing you are doing; telling about something that the viewers cannot see is not only useless but frustrating. As you finish with a piece of equipment, illustrative material, or garment, place it out of sight.

Do all demonstrations toward the camera and away from you. Your hands must not hide whatever you are doing. To achieve this takes considerable practice and often an adjustment in the ways you have formerly done the process.

Hold all illustrative material or other visual aids at least 30 seconds so that every viewer has an opportunity to get a firm mental picture of whatever is being shown. Describing what they are seeing at the same time, thus supplementing the visual image with a word picture, helps most viewers to retain.

Be sure that your technical facts are accurate and up to date. For instance, if you are talking about colors of the season, be sure to use the exact term being used to describe that color this year, not last.

Be thoroughly prepared to demonstrate and give reasons for each technique you use. Take no information for granted but show in logical sequence. As you demonstrate, explain why you are doing the process this particular way. Your viewers not only understand the method better when reasons are given, but also are left free to use their own former method if they so choose. Because you give your reasons, they will almost inevitably be led to examine their reasons for the method they have been using, and the decision-making will develop their critical thinking ability as well as their interest.

Explain to the viewer quite calmly what has happened if you have an accident. On the second television program of the series on CLOTHING CONSTRUCTION, the portable electric sewing machine would not work. The telecaster simply remarked that the machine seemed to be locked and that she would change her plan of demonstrating machine basting to hand basting. Later she discovered that one of the studio employees had tried running the machine with no material under the needle and thereby locked it before the program went on the air. She received many sympathetic letters from viewers who explained that they, too, had encountered that difficulty when their small children managed to get at their machines.

Some don'ts in presenting programs

Don't involve too many people. One or two may be used effectively; to use three or more is difficult and confusing to the viewers.

Don't try to see yourself in the monitor while on the air.

Don't try to give memorized "speeches." Use the teleprompter when appropriate; then "know your stuff" so well through pre-practicing that you can tell your story comfortably and with ease.

Don't talk too fast. The pace on television should be slower than that for classroom teaching. Fast talking confuses the viewer and reduces learning.

Don't hesitate to repeat important points in a variety of ways. Take your time in demonstrating so that the picture speaks for itself and for you.

Don't make unnecessary motions or gestures. These show lack of adequate practice in front of a mirror. Relax and do everything naturally.

Don't run over the time planned. It is far better to have a short time left during which you can add a few pertinent facts or summarize, then close with a stimulating last sentence than it would be to fail to round out and bring your program to a definite close.

Don't hesitate to let your personality "show through" your presentations. One thing that helps is to avoid taking yourself too seriously. Tell little incidents from your experience, preferably with the joke on yourself, of course. You will be amazed at the response from your viewers. They feel that you are visiting with them, and visit right back with you by writing or phoning to you similar incidents from their experience. They are delighted to discover that you, too, are human, perhaps on the unconscious premise that Judy O'Grady and the Colonel's Lady are sisters under the skin.

Fashion shows on programs

A walk-through rehearsal is absolutely essential for a fashion show on television. Such a show is difficult to plan and requires much help from studio specialists. Yet it is probably one of the best possible ways of bringing a series of lessons to an impressive close.

A platform helps to show garments. This needs to be only about nine inches from the floor but should be large enough for each model to walk and turn on it. Moveable screens can be used for a background. They should be covered with a soft, textured material. Usually a light tone is desirable, although it may be necessary to experiment to determine the background that will best emphasize the models' costumes.

After the telecaster has introduced the fashion show, she steps out of sight of viewers as each model appears but can see the model in order to describe each garment in an interesting way that will tie it up with lessons seen previously. All walking and turning of models should be slow, deliberate, and as graceful as possible. If you have ever seen a candid camera shot of yourself or any other person walking at a normal pace, you know how one appears to "hitch along" in a far from graceful fashion. Moving slowly and deliberately prevents this. All models need to look at the camera, but they have to be helped to look steadily in that direction, for newcomers to television tend to avoid doing this because they feel self-conscious. If for any reason there is need for the telecaster to appear on the screen with a model, she should look directly at the person to whom she is talking in a natural way, not at the camera.

Even when everyone knows what to do and how and when to do it, a walk-through rehearsal is necessary in order that the producer may know with split-second accuracy the timing required. Because studio personnel recognize the popularity of fashion shows, they are happy to give many suggestions on timing and other factors that affect the success of the program.

Supplements to the programs for credit viewers

If a teacher is involved in a program for which credit may be earned, as has been briefly explained earlier, she has additional preparation and teaching to do. Probably only college credit would be in demand in most situations, and only college instructors would attempt to go beyond presenting programs. Nevertheless, because the Ford Foundation desired to learn how credit, too, might be incorporated into a program, a brief resume of this part of the experiment follows.

In addition to following instructions and constructing the skirt and blouse presented on television in the CLOTHING CONSTRUCTION series, each credit viewer was asked to construct and mount samples of certain processes made according to the directions in the text required for the course. These samples were to be nine inches in length and three inches in width, and made of a cotton printed percale which had a definite right and wrong side. Each sample was to be labeled and mounted in a scrap book which would be returned to the maker after being graded. The samples selected were:

- Pinning, basting, slip basting
- Running stitch
- Five different types of hemming
- Overcasting
- Three types of finished plain seams
- French seam
- Fell seam
- Slot seam
- Five types of hems
- Buttonholes, machine, bound and handworked
- Buttons, methods of sewing on
- Zippers step by step, in skirt placket and dress placket
- Neck openings, visible and invisible
- Hooks, eyes, snaps

Not only did it seem necessary to select some such set of samples to be made in a telecourse for credit, but workshops also appeared to be essential if grades and standards were to be satisfactory. These were held once a month at the university on Saturday afternoons. Some goals sought by the instructor were:

To create interest in the subject matter taught through the telecasts, the text, the duplicated sheets such as "Fabric Facts" and others, and the mimeographed guides for making and mounting the samples.

To develop better relationships between instructor and students, and add a social value to the telecourse through all students getting acquainted with each other through a coffee break each afternoon.

To guide students to clarify their thinking and correct their errors, raise their own standards, and improve their work habits.

Television IS for You

Are you feeling about now as the viewers felt when they considered making buttonholes--"Horrors, no! Too much work for me!" A sincere effort to provide every helpful detail may have merely succeeded in completely overwhelming you!

The truth is that no one expects a teacher to begin with any such elaborate program on television. But every day it becomes apparent that begin we must! When you read in the November, 1958 issue of the Journal of Home Economics that 30 educational television stations have been established within the past five years and that over forty million people are living in communities where these stations are broadcasting, did it not make you realize the enormous potential of television for education of adults?

Such growth of educational television stations is putting commercial stations on their mettle to provide similarly popular programs. At WCIA, where the Ford experiment described was broadcast, additional home economics programs are welcomed in spite of the fact that the station employs an excellent home economist and an assistant to present "Home" programs every afternoon on week-days. Commercial stations without a home economist on their staffs are even more eager to have teachers present one or more programs at a time.

Perhaps the most popular area

Clothing has long been the most popular choice of Illinois' adult classes for women. Last month Time reported that about "20% of all feminine clothes are now made at home by women who sew an average of four to six garments a year." "Millions of women now rank sewing as their No. 1--and often only--hobby." The belief is growing that they do it as an art form through which they express their creative urge. This seems to be supported by the fact that the biggest pattern buyers are now women in families with incomes above \$7,500.

Moreover, the average home sewer's age has dropped from 45 in 1928 to 27 now. With so many early marriages, twenty-seven is likely to find the majority right in the middle of the child-bearing period, since it is now estimated that the average mother has had all her family by age thirty-two. Such young women are far more likely to turn to home viewing of television than to make the struggle inherent in getting away to attend classes.

The Ford Foundation experiment satisfactorily demonstrated that good results can be achieved by women who limit all their study to a series of lessons on television, supplemented by free information sheets. However, it might be feasible to offer an occasional workshop as much for the teacher to study her results as for helping the adult viewers.

One reason that television results in such good products is that the general interest in "do-it-yourself" has led manufacturers to produce many kinds of mechanical aids for the home sewer. One prominent company in this field is said to carry 100 such items. In this year alone 18 new items have been introduced, including a "foolproof" button-hole maker, electric scissors, and an upholstery repair kit. Sewing machines, too, have been greatly improved and do what sewing machines never before have been able to do. Indeed, they are fascinating in the infinite variety of what they can do. A common but fashionable wedding present for suburban brides is now a sewing machine.

Begin small

Why not start with a ten-minute demonstration? Choose something very familiar to you so that you will feel as much at ease as anyone can when appearing on the air for the first time. Even an idea already familiar to some viewers will excite and hold interest at least for a short time because of our eternal human curiosity to see what someone else recommends. Only the simplest process or mechanical aid can be adequately introduced, demonstrated, and summarized in ten minutes--remember the pace of television teaching must be slower than that in the classroom. Or, just possibly, classroom teaching needs to be slowed down for maximum effectiveness with adults! But always at the close, be the program long or short, there should be introduced some fillip to stimulate curiosity for further viewing.

How does one increase the program as experience builds security? One way may be by extending the time to 15 minutes, then 20 minutes, etc. Another may be by increasing the challenge of the program to the tele-caster. For instance, to talk and demonstrate at the same time is hard, but to get across statistical facts is far more difficult. Most women will find interest and pride in the numbers quoted in that issue of Time for November 10, 1958. But instead of telling them that "about 20% of all feminine clothes are now made at home by women who sew an average of four to six garments a year," a large pictograph showing one darkened dress out of five sketches with the printed comment below, "One out of Five! Is That YOUR Score?" will be more effective when introduced by your oral explanation. As a nation, young and old, we are very eye-minded.

Another way of extending the program may be by offering a series of lessons, more or less related. Usually in clothing a series is built around a garment, but it need not be. For example, the Ford experimental program on CLOTHING CONSTRUCTION might readily be broken down into three separate series. In other aspects of homemaking, this

premise is equally applicable. For instance, in a series on "Refurbishing Furniture," the lessons may be built around one type of slipcover or re-upholstering, or they may offer a variety of techniques useful in refurbishing different pieces of furniture.

Use lessons already prepared and taught in school

Too many teachers are inclined to think that their lessons "for kids" would not interest adults. Just try one on adults and you'll change your mind--and fast! For instance, perhaps you were attracted by the description of a new bulletin on the use of popcorn in Christmas favors and decorations advertised in the November, 1958 issue of House Beautiful. You send for a copy, then you and your children "have a ball" trying out the inexpensive suggestions.

Have you ever realized that few adults in the community see this magazine, much less own a copy of the fifty-cent bulletin? Why not demonstrate one or two of the most popular products on a short television program? Your students will get a "big bang" out of helping you to prepare the illustrative material step by step, print necessary title cards, and make some over-size models (which can later be used as the makings of a popcorn party).

Adults, like adolescents, are intrigued to discover how most any experiment is going to come out, in class or on television. You may have had one of your classes select from the excellent chart on soaps and syndets in the October 1958 issue of What's New in Home Economics those commercial products most commonly used in their homes. They may have then devised experiments to discover the relative costs and other advantages of these commonly used syndets compared with using a water softener and soap in hard water.

Even without using brand names, if this seems best, these experiments can be made interesting and worthwhile to adults watching television. So many homemakers waste costly detergents and water conditioners by failing to measure exactly the amount necessary, that the careful measuring done in the experiments may point up still another learning to the viewers. Since the vision of the viewers must be unimpeded, remember to use containers of clear glass for these experiments.

Make long-range plans

Why not start right now to make illustrative materials for your classes three times as large as heretofore? There are two reasons for this recommendation. One is that, if you should ever care to use anything on television, it would be ready. But let's be honest! The more important reason is that it will be so much more effective with all your students. To enlarge samples is easy enough, but a pantograph may be needed to expand sketches, yet keep them in true proportion.

Again, as you use this illustrative material, try to note where misconceptions arise and students make mistakes. Ask them to help you figure out a better illustration or explanation.

Keep constantly alert to ways that you can share new ideas, new equipment, new techniques with the homemakers in your community. Retain and polish your preparations for teaching these so that, if and when an opportunity to offer a television program arises, you will be at least partially ready to oblige. Sometimes the ability to meet an emergency request has led to many more satisfying experiences.

The "information sheets" for which viewers write in to television stations for free copies need not be fancy, printed brochures. But the information must be accurate, up to date, useful, and timely. Often the lowly dittoed sheets concocted from several recent periodicals, simplified and summarized by yourself, rate higher in these respects than printed materials in books in the eyes of adults as well as your own students. Customarily, viewers are asked to send a stamped self-addressed envelope to the station with each request for information sheets.

Be a little selfish

What will appearing on a television program do for YOU? So very much that the work entailed will seem small by comparison, believe it or not!

As has been not too subtly suggested before, telecasting will improve your classroom teaching. You will learn to simplify your methods, to work within a time limit, and to repeat and summarize until learning really takes place.

A few appearances on television, if even moderately successful, will give status to your department and influence mothers of adolescents to urge enrollment in your classes. Your fellow teachers and school administrator will be impressed as you courageously experiment with this "wave of the future" in education.

If you are able to present several short programs, you might deliberately and effectively interpret your homemaking and family living program to your community through the variety of your aspects. To clinch their admiration for so rich and varied a program, use an occasional student on a program. If a class, not the instructor, selects this performer, jealousy will be avoided, and a pleasant time will be had by all, including yourself!

Above all, a whole new world of acquaintances and friends will open up to you. Strangers will stop you on the street to tell you how much they enjoyed your program. Viewers will write you letters, letters, and more letters, a few to raise a question or make a suggestion, but most just to visit. Before Sputnik we were said to be living in an "age of anxiety." The new and stupefying concepts of the Space Age have led some psychologists to describe today as the "age of great loneliness." What could be more rewarding than to feel you are alleviating the loneliness of others, and of yourself, too? If that be selfishness, to paraphrase an old saying, make the most of it!

DEVELOPMENTAL TIMETABLE--A GUIDE OR A GYVE*
I. Torgoff**

"When I was a child, I spake as a child,
I understood as a child,
I thought as a child:
But when I became a man,
I put away childish things."

Portion of a letter St. Paul
the Apostle wrote to the
Corinthians. I Corinthians 13:11

The question of the chronological appropriateness of behavior is of as much concern today in our culture as it was almost 2000 years ago. It may be of some interest to note that Paul says "But when I became a man, I put away childish things." In Paul's day the direction and outcome of personal development was seen as the responsibility of the individual himself. In our culture, however, the emphasis is on the responsibility of the parents who now feel more keenly than in the past the need to have some landmarks by which to know whether the child's development is progressing according to schedule. Parents time their guiding behavior in relation to what they perceive to be the temporally appropriate point in the child's development.

The present paper stems from a larger research study*** on the antecedents and consequences of parental influence behavior. It is focused on one aspect of the problem, namely, parental beliefs regarding the chronology of development in children. Parents and teachers time the content and quality of the control they exert over their children in relation to what they believe to be the appropriate point in the child's development.

In fact, much parental disciplinary behavior can be viewed as attempts to encourage a child either (1) to maintain existing, or adopt new, modes of behavior which the parent believes appropriate to the child's level of maturity or (2) to forego existing, or prevent the adoption of new, modes of behavior which the parent believes inappropriate to the child's developmental level.

*For those who are addicted to Scrabble--gyve is of Middle English origin and refers to a shackle.

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***A study of Parent Influence used in controlling child behavior and their Psychological Effects on the child--supported by Foundations Fund for Research in Psychiatry. Co-authors I. Segal, Mr. Hoffman and A. Dreyer. Merrill Palmer School. Detroit, Michigan.

Discussion of Method

As part of a research project on the determinants of parental disciplinary behavior being conducted at the Merrill-Palmer School in Detroit some attention was given to what we called "the parental developmental timetable." This was based on parental beliefs regarding the temporal appearance of various aspects of readiness in a child. A questionnaire was constructed consisting of 25 items divided into two parts. The first was composed of an Achievement-inducing Subscale of 12 items. Here the parents were asked at what age they thought it appropriate to start to teach, to encourage, or to train a child to adopt more mature modes of behavior, e.g., learn to keep his room tidy, go in a library alone, etc. The parent was asked to give the appropriate age for all items for both boys and girls.

The Independence-rating Subscale consisted of 13 items. In this section the parent was asked at what age they thought it appropriate to allow the child to engage in activities requiring responsibility, autonomy, independence of action and freedom from parental supervision and control, e.g., when to allow a child to remain home alone during the day, make "dates" without first asking for parental approval, etc.

Two groups of families having children between three and one-half to four years of age in attendance at a half-day nursery school were used as subjects. One group consisted of ten middle-class families and the other consisted of ten working class families.

Possible Determinants of the Developmental Timetable

What determines a parent's response to the question, "At what age is such-and-such behavior appropriate?" A few factors which we believe may be involved are listed below:

- (1) Experience with children or memory of own development.
"My neighbor's child was able to walk by herself when she was 11 months."
- (2) Contact with 'experts' both in formal (e.g., academic) and informal (e.g., books, magazines) settings.
"Dr. _____ says a child should be able to stay dry during the day around the time he's two to two-and-a-half."
- (3) Social milestones: "rites de passage" (bar mitzvah, confirmation, etc.) school age, marriage, legal age of maturity, so-called "age of reason," etc.
"I think that as long as my daughter lives under my roof she should tell me where she's going and with whom she's going when she goes out at night."

(4) Physiological or psychological milestones: puberty, etc.

"I'm rather broadminded but I think that as soon as children begin to show an interest in sexual differences, they shouldn't be permitted to go around naked or see others naked."

(5) Situational demands.

In some cases where the pressure from the situation is very great, what must be done is felt to be what should be done, e.g., both parents, having felt it necessary to be away from home to earn a living, believe it appropriate to encourage the child to assume responsibility for his own welfare at an earlier age than do parents who can care for the child themselves.

(6) Group membership.

Class, sex, nationality, religion, cultural group membership, all may affect the parent's developmental beliefs. This may be due to contact with what other members of the group believe or it may be the result of indoctrination of the ideology and value system of the group.

(7) Personality structure of the parent.

Because the objective determinants of what is temporally appropriate are so ambiguous and because of the wide range of individual differences in rate of development, the parent's needs, values, and ideology have the opportunity of influencing when the parent believes a behavioral pattern to be developmentally appropriate. Thus, a parent who places a great importance on cleanliness and orderliness in his or her own way of life may tend to believe a child is able to keep himself clean at an early age. Furthermore, he may believe that it is appropriate for a parent to encourage a child to develop cleanliness habits at an earlier age than would a parent who is not overly concerned in such matters. There are many other important psychological components of parental personality that are undoubtedly of importance here. One other example will have to suffice. Parents who, at whatever level or for whatever reason, derive great satisfaction from their power status in the parent-child relationship, may tend to believe that children are not ready for and should not be permitted independent behavior until a much later age as compared with parents who do not derive undue satisfaction from such a role.

(8) Attitudes and feelings toward the child.

Attitudes and feelings directed toward the child, of which the parent may or may not be aware, may affect the parent's beliefs regarding developmental readiness. Thus, a parent who feels guilty when he is hostile toward the child may try to eliminate this guilt by being

over-protective; i.e., "infantilizing" the child. The developmental timetable of such a person would reveal a belief that the child is rarely considered old enough to make decisions or take care of himself. This parental attitude would be operative regardless of the child's actual or potential level of development. Another parent may be anxious to rid himself of responsibility for caring for the child. This may be reflected in a developmental timetable indicating the early (as compared with the beliefs of other parents) appearance of a child's ability to do things on his own.

These are some of the factors which may systematically influence the beliefs of parents regarding the chronology of development. It is appropriate to ask how this cognitive developmental timetable may function in an ongoing parent-child relationship.

Parental Reaction to the Relation Between the Child's Actual Development and the Parent's Timetable for the Child

There are many kinds of reactions that parents may have in relating the child's actual development to a timetable of development. These reactions may take various forms: (1) Some parents are worried that the child may not be normal. He has not learned to walk although he is a year old. (2) There are parents who are merely curious regarding the child's developmental progress and are aware of the wide range of individual differences in such matters. These parents "take note," but are not unduly alarmed if the youngster has not achieved a certain developmental level. (3) Another parent may constantly evaluate and measure the child in regard to the timetable standard. (4) And still another parent may occasionally "check-read" the disparity between the child's "what is" and the parent's belief of "what should be." This parent becomes alarmed only if the difference in behavior becomes an obvious problem, or is too far out of line with what he observes in other children whose age is comparable to the age of his offspring. (5) Again a parent may discard the timetable when a gap appears between the developmental "what is" and the "what should be," or (6) the parent may initiate corrective action to bridge the gap. This latter type of reaction is of considerable interest in terms of parent-child conflict.

There are 4 main situations which contain the seed for parent-child conflict involving the developmental timetable:

- (1) A parent believes a child is now old enough to take on more "mature" forms of behavior (e.g., help out with chores around the house). The reaction of the child is to resist.
- (2) A parent believes a child should give up behavior which the parent perceives as outgrown (e.g., crying as a means of attracting attention, getting what the child wants, or getting child to give up the use of a pacifier). Here again the child's reaction is to resist.

- (3) Child attempts the resumption of developmentally outmoded forms of behavior (e.g., wants to be nursed when seeing baby sibling being nursed). The parent resists, believing the behavior no longer appropriate in view of the child's age.
- (4) Finally, the parent resists the child's attempts to take on new behavioral patterns, believing the behavior too advanced for child's present developmental level. In this situation, for examples, a child might insist on crossing streets by himself or striking matches in an unsupervised situation, etc.

Relation of the Developmental Timetable to Different Aspects
of the Parental Role

There are two distinct parental roles which stand out in regard to the developmental timetable a parent may have. The first of these roles is concerned with the parent as one who induces the child to adopt more mature modes of behavior. The parent acts so as to "activate" or "push" or encourage the child to take on and master the tasks appropriate to his developmental level; or, on the other hand, the parent "holds back," "infantilizes," discourages the child from learning how to deal with his environment in a more mature fashion. Items on a questionnaire which attempt to get at this "achievement inducing" facet of the parent's timetable include:

- (1) I believe a parent should start training a child to keep his own room tidy by the age of _____.
- (2) I believe a parent should start teaching a child that it is wrong to steal by the age of _____.
- (3) I believe a parent should start "correcting" a child who messes with his food by the age of _____.
- (4) I believe a parent should start teaching a child to say "thank you" and "please" by the age of _____.

The second major role is that of the parent as one who withholds responsibility from the child or one who grants him independence of action and decision. The parent is viewed here in relation to his willingness to "release" the child, to "let go," to give up his power to control and supervise his child's behavior. Items on a questionnaire which attempt to get at this "independence granting" facet of the parent's timetable include:

- (1) I believe a child should be allowed to cross busy streets by himself by the age of _____.
- (2) I believe a child should be allowed to remain alone at home during the day, if he wants to, by the age of _____.

- (3) I believe a child should be allowed to go swimming without being under constant close supervision by the age of _____.
- (4) I believe a child should be allowed to make his own friends without asking for his parents' approval by the age of _____.

The two roles described above are independent of one another. Thus, one parent may encourage a child to early mastery of various tasks and yet may be unwilling to grant the child independence and release from parental control until quite late in the child's development. Another parent, however, may be both an early inducer of task mastery as well as an early independence-granter. The "achievement inducing" and "independence granting" roles would seem to have an important bearing on the child's status in regard to what Ausubel* terms "executive dependency" and "volitional independence." Further work along these lines is intended.

Since the research on which this article is based is still under way, it is too early to present final conclusions. In a progress report such as this, however, it may be of interest to present briefly some of our findings to date.

- (1) Middle class parents (both fathers and mothers) expect to induce a task mastery orientation in the child at an earlier age than do working class mothers and fathers.
- (2) Mothers, regardless of their socio-economic class background, expect to push the child toward task mastery at an earlier age than do their husbands.
- (3) Middle class parents (both fathers and mothers) expect to grant independence to their children at an earlier age than do working class parents.
- (4) Middle class mothers tend to expect to grant independence at a later age than do their husbands. Thus, we find that these mothers plan to push their children to achieve at an earlier age as compared to their husbands but at the same time they plan to "hold on" to their children longer. In working class families, mothers plan to "push" earlier than their husbands but they also "let go" earlier.
- (5) Working class parents tend to have different timetables for boys and girls to a greater extent than do middle class parents--regardless of the sex of the parent.
- (6) Fathers tend to have different timetables for boys and girls to a greater extent than do mothers--regardless of the socio-economic class background of the parent.

*D. P. Ausubel; Theories and Problems of Child Development, 1958, Grune and Stratton.

- (7) Regardless of the sex or class of the parents, parents tend to have different developmental timetables for boys and girls in regard to the granting of independence than in regard to inducing task mastery.

This section of the research project dealing with the "beliefs" of parents with regard to the "time table" of the child's developmental level has been completed and was recently reported in a paper read at the 1958 meetings of the American Psychological Association. A further study integrating the results of parent's beliefs with regard to their child's performance and the actual behavior of the parent is the next step in the study, and is now in progress.

There is not always a correlation between what a person believes and what he actually does. Since the factors which account for this difference are of interest to parents, teachers and others concerned with parental education, it is hoped that the final report in this research project will focus attention on these critical aspects of the socialization process.

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Star Feature



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TEACHING FOODS AND NUTRITION IN THE SPACE AGE

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Great and disturbing social, economic and technological changes have taken place during the past fifty years. These many changes have affected the family and in turn have necessitated changes in the emphasis and direction of homemaking education.

Are We in Orbit?

To stimulate your thinking, we suggest here a few of the changes that seem to hold implications for our teaching in the area of foods and nutrition.

<u>Since</u>	<u>Does this suggest a need for</u>
1. the population has become more mobile,	community surveys to show new home practices that have developed as a result of new patterns of living?
2. one will find a greater diversity of backgrounds, interests, attitudes, and values within neighborhood groups,	attempts to help students appreciate the merits of a variety of dietary patterns, each of which can meet the nutritive requirements of the body?
3. the number of older persons living on small fixed incomes has increased,	emphasis in adult education on the nutritional needs of the aging and ways of being well nourished on a small food budget?
4. work involves less physical exertion and more pressures from making decisions and meeting deadlines,	provision of opportunities for creative activity in food preparation? emphasis on meal time as a period of pleasure and relaxation?
5. there has been a tremendous increase in the use of mechanical appliances,	increased emphasis on study of appliances--principles to follow in selection, interpretation of directions, proper care--so that the housewife can safely use and maintain a variety of these devices?

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| 6. institutions have taken over some of the work of the home, | helping students to learn how to choose healthful meals and snacks when away from home? |
| 7. some of our ideas about "women's work" and "men's work" have been changed, | instruction in foods and nutrition for boys as well as girls? |
| 8. most women spend smaller amounts of time on household tasks, | concentration on short cuts, time and energy saving practices, and the <u>essentials</u> in food preparation? |
| 9. There is a trend toward early marriage and motherhood, | emphasis on the effect that the diet of the adolescent girl has on the well-being of her future children? |
| 10. small family units encourage intense personal relationships, | study of the role of food in the hospitality which can help one to build friendships outside of the family circle? |
| 11. there is a trend toward informal, flexible living, | emphasis on informal, yet gracious ways of serving meals in different parts of the house? |
| 12. the influence of radio and TV advertising has become all pervasive, | evaluation and analysis of current advertising techniques <u>and</u> for accurate information on food and nutrition? |
| 13. we have higher and higher standards for our material living, | development of higher standards for our nutritional levels as well? |
| 14. our family economy is increasingly built on credit, | emphasis on the desirability of long-range planning so that one may get the most from one's food money as well as from one's time and energy? |
| 15. our economy is now one of abundance, rather than of scarcity, | more information on which to base choices, plus practice in choosing and evaluating the choices one can make among a bewildering array of goods? |
| 16. other parts of the world are still underdeveloped in relation to our economy, | development of an appreciation of the world food situation so that pupils may see some reason for avoiding food waste? |

17. the government has become more concerned with general social welfare, appreciation of ways in which the government aids consumers and a willingness to cooperate with government agencies which protect our food supply?
18. Russia's scientific advances have promoted sharp criticism of our methods of teaching, teaching in a logical, organized fashion and finding effective ways to measure what has been learned?

Thoughtful consideration of the implications of social and economic conditions is a first step toward improving our effectiveness by doing quality teaching.

What is quality teaching in the area of Foods and Nutrition?

If we are doing such teaching, we will be considering the implications that current socio-economic situations hold for our teaching:

- Pupil interests, needs, and capabilities.
- The family and community background of pupils and needs which result from these backgrounds.
- New research findings relating to food requirements, methods, and equipment.
- The integration of one course with the next.
- Our own philosophy and goals.

We will find that our pupils are:

- Learning new things.
- Aware that they are learning.
- Developing a creative approach to food preparation.
- Doing more food preparation at home.
- Making conscious efforts to improve their diets.
- Willing to eat a greater variety of foods.
- Practicing good habits of sanitation in relation to food.
- Learning to cooperate more effectively with others.
- Becoming less dependent on adults and more able to plan and work without close supervision.
- Looking critically at their own work and helping to evaluate their own progress.

Preparations for Launching

Quality teaching requires much pre-planning. Basic objectives may be similar, but no two classes are alike, and different groups often need to be taught in quite different ways.

Charting a course

Many students have definite objectives of their own when they enter a homemaking course. Sally, who was soon to be married, came to one

class determined to learn to make bread. Her joy when she took her first small loaf home was intense. All the rest of the semester she practiced and brought samples to school for evaluation. Now, several years later, she is a happy homemaker and quite a "community authority" on bread making.

However, even if students do start out with some personal goals, they will need help in adding breadth and focus to their goals. There is general agreement today that interest is greater and instruction more effective if students take part in deciding on the material to be studied in a given course. Many values may be derived by students who take part in setting objectives toward which they wish to work, deciding what they will do to reach these objectives, and evaluating their own progress.

The interests, problems, and responsibilities of the learner need to be identified to enable the teacher to help her pupils make worthwhile plans. A check list is one quick way of obtaining information so that students and teachers may plan together more effectively. The following check list may be used in whole or in part. It has been taken from Homemaking Education: a Checklist for Planning the Program, Bureau of Research and Service, Michigan State University, East Lansing, Michigan, 1956.

Selection, preparation, service, conservation, and storage of food for the family.

Directions:

Following is a list of some of the things which are studied in foods and nutrition. In the first column to the right, labeled Have Studied, write X if you have studied it and write 0 if you have not. In the second column, labeled Should Study, write X if you think that it should be studied this year and 0 if you think that it should not be studied this year.

Homemaking Can Help Me to Do These Things	Have Studied	Want to Study
1. Understand the importance of personal appearance when serving or preparing food either on the job or in one's own home.	_____	_____
2. Be a good hostess.	_____	_____
3. Understand the importance of good table manners and practice these.	_____	_____
4. Read a menu, know the meaning of cooking terms and food terms.	_____	_____
5. Understand good public relations in dealing with the customer and the behavior and attitude of the customer to the seller.	_____	_____

6. Work cooperatively and efficiently in the group. _____
7. Keep the kitchen an efficient working space. _____
8. Be suitably dressed when working in the kitchen. _____
9. Do certain things well enough in the kitchen to enjoy doing them. _____
10. Evaluate my own ability to do many useful things such as planning, preparing, and serving meals and finding out how much things will cost. _____
11. Develop a healthful attitude toward kitchen duties. _____
12. Plan and pack attractive box lunches. _____
13. Entertain friends without spending too much. _____
14. Plan and carry out different kinds of entertainment for family and friends. _____
15. Prepare unusual foods. _____
16. Plan and give a party for children. _____
17. Understand how to keep account of what I spend from the food budget. _____
18. Prepare and serve meals for special occasions--special family meals, school parties and lunches, community meals. _____
19. Understand ways to manage the food budget. _____
20. Understand how to decrease food costs. _____
21. Understand the factors which influence the cost of food. _____
22. Understand how to buy the food my family uses. _____
23. Understand what information can be found on labels of food items. _____
24. Evaluate advertising material pertaining to foods. _____

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| 25. Understand how to get the most for one's money when buying food. | _____ | _____ |
| 26. Gain some experience in buying food supplies. | _____ | _____ |
| 27. Judge recipes as to number of servings, cost, proportions, and ingredients. | _____ | _____ |
| 28. Prepare food to maintain maximum food value. | _____ | _____ |
| 29. Understand where I can find information about different vocations relating to food. | _____ | _____ |
| 30. Understand the type of jobs in food service and the preparation needed for them. | _____ | _____ |
| 31. Understand my own abilities, skills, and limitations in relation to possible jobs in food work. | _____ | _____ |
| 32. Understand how to apply for a job of this type. | _____ | _____ |
| 33. Understand how home economics can help me to get a part-time job now and a full-time job later. | _____ | _____ |
| 34. Improve my work habits on the job where I am now working. | _____ | _____ |
| 35. Understand the advantages of good health when employed in a food preparation or service job. | _____ | _____ |
| 36. Understand and follow a standardized recipe. | _____ | _____ |
| 37. Recognize some of the causes of failure in products. | _____ | _____ |
| 38. Care for and use kitchen equipment. | _____ | _____ |
| 39. Select kitchen equipment. | _____ | _____ |
| 40. Care for and launder uniforms and table linen. | _____ | _____ |
| 41. Care for and use power equipment in the kitchen. | _____ | _____ |
| 42. Establish good work habits with relation to coordinating work, keeping order, cleanliness, speed, accuracy, and preventing accidents. | _____ | _____ |

43. Develop skill in some kind of food preparation or service. _____
44. Arrange floral centerpieces for the dining table. _____
45. Select table covers, dishes, and silver to make the table attractive. _____
46. Keep the kitchen clean and attractive. _____
47. Care for food and supplies that come into the house. _____
48. Plan, prepare, and serve family meals that are good and attractive. _____
49. Can and preserve foods. _____
50. Understand what foods are good for me. _____
51. Understand why my family should eat to keep well. _____
52. Plan well-balanced meals. _____
53. Choose healthful foods for children of different ages. _____
54. Understand the effect of nutrition on health. _____
55. Recognize and prevent food spoilage. _____
56. Understand safe practices in handling kitchen equipment. _____
57. Understand health requirements for food handlers. _____
58. Understand laws of sanitation pertaining to food establishments. _____
59. Understand what methods of reducing weight are desirable and dangerous. _____
60. Understand how common diseases are spread by food handling and ways of controlling them. _____
61. Understand how community regulations help to prevent diseases and accidents. _____

52. Plan simple, nutritious, and inexpensive meals for the working girl.
-

What About Nutrition?

Many pupils are intrigued by the prospect of studying food preparation at school. But the student who reacts with delight when the topic of nutrition comes up is rare, indeed. Yet, as teachers, we know that the need for nutrition information and for changes in food habits is great. Recent studies in Iowa and elsewhere indicate that teen-agers head the list of those who need dietary guidance.

According to the Iowa studies, as reported by Pattison, Barbour, and Eppright in Teaching Nutrition, the proportion of children with diets fully meeting recommended allowances decreases sharply with age. As they grow older, girls reduce their food intake and, with this, the nutritional quality of their diets. Junior high teachers should note that the age of twelve seemed to be the breaking point!

Boys fare better, largely because they eat more food.

Some specific findings of the Iowa studies:

1. Vegetables were the least popular type of food.
2. Few of the children who took vitamin supplements needed the particular supplement they took.
3. Almost half the teen-age girls over fifteen had diets deficient in calcium. Iron and vitamin C were also low.
4. The children obtained 40 to 45% of their calories from cereal foods, sweet foods, and fats.
5. The greatest differences between the good and poor diets were in the use of milk and the vitamin rich fruits and vegetables.
6. Breakfasts became poorer as girls became older.
7. Snacks represented a considerable portion of the day's intake of food.

If similar conditions are found to exist in your area, the foods work might well emphasize:

Vegetable cookery.

The use of more raw vegetables.

The proper use of vitamin and mineral supplements.

A comparison of the nutritive value of various snacks

Snacks as a part of the day's total consumption of food.

Ways to include milk in many dishes.

Quick and satisfying breakfasts.

Food records

To find out what a particular group of students is actually eating and to serve as a means of motivation, many teachers like to have students keep food records. From a study of these, the students and the teacher can draw conclusions as to breakfast habits, the place of snacks in the diet, etc.

In making such forms, one should be careful to use terminology which is familiar to the students. "Lunch" and "dinner," for example, may be confusing to a pupil who has always called these meals "dinner" and "supper." In some communities the word "snack" itself may not have much meaning. In others, it may not mean to students the same thing that it means to a teacher.

Students will need some help in judging the amounts of food eaten, if this part of the record is to be at all accurate. Some illustrations of the difference between one tablespoon, one-fourth cup, one-half cup, and one cup of a few commonly eaten foods may be of assistance here. The record may be useful, however, even if the amounts are a bit sketchy.

Here is an example of a form that may be used:

Name _____
Date _____

This Is What I Ate

Note to student: Write down the names and amounts of all the foods you eat for three days. Be sure to tell what kind of sandwich, salad, soup or vegetable you ate.

	Day 1 _____	Day 2 _____	Day 3 _____
	Food--Amount	Food--Amount	Food--Amount
Breakfast			
Snacks Between Breakfast and Lunch			
Lunch			

Snacks Between Lunch and Dinner			
Dinner			
Snacks Between Dinner and Bedtime			

Students may evaluate their own diet by using a simple check list. This list may be started in class, using the three-day record, and then continued for the remainder of the week. The following form has been found usable.

How Well Did You Eat This Week?

	M.	Tu.	W.	Th.	F.	Sat.	Sun.	No Checks	Total Good Score	+	-
Did you have											
1. At least 3 glasses of milk?									7		
2. Two servings of fruit?									7		
3. One serving of meat or a meat substitute?									7		
4. One serving of potatoes?									5-6		
5. Two other vegetables?									7		
6. One egg?									3-4		
7. Two servings of whole grain or enriched bread or cereals?									7		
8. A leafy, green, or yellow vegetable?									3-4		
9. A citrus fruit or tomatoes or raw cabbage?									5-6		
10. A raw vegetable?									3-4		
11. Some butter or Margarine?									7		

One serving of meat = 4 oz. = 1/4 lb. = 1/2 c.
 One serving of vegetables = 1/2 to 3/4 c.
 One serving of bread = 1 slice

One serving of cereals	= 1/2 to 3/4 c.
One serving of fruit	= 1 medium apple, orange, banana, pear, etc. or 4 oz. (1/2 c.) of cooked fruit or fruit juice.

Danger ahead!

Efforts to change food habits should be made with certain precautions. Habits and customs that do not conform to our standards have resulted in healthy people, and this fact should be given consideration. There are many gaps in our present day knowledge of the constituents of a perfect diet.

It is also important to remember that our food habits are complex. Certain food combinations in our diets may influence the intake or utilization of other foods.

Most teachers belong to the middle class and find it difficult to accept the standards of pupils coming from homes where these middle-class food practices and social customs are strange. If they insist on teaching only middle-class standards, they may be disturbed to find that home practices have not been changed. If, however, they accept and practice in class some lower-class ways of doing things, suggesting improvements only in the most basic essentials, much more carry-over will probably be evident.

Point toward student goals.

Nutrition education, as all education, must have meaning for students, if it is to encourage any real change in their behavior. Learning in this area is likely to be effective when the relationships between the food eaten and the goals important to the students are recognized and accepted by them. Most adolescents have as goals:

- Maintaining an attractive personal appearance
- Making friends
- Having enough pep to take an active part in work, play, and social activities.

When teaching makes clear the relationship between these goals and the food eaten by an individual, boys and girls are likely to be motivated to learn how to achieve better nutritional status.

Rat feeding demonstrations

Many teachers have found a rat feeding demonstration a powerful motivating device, not only for their own pupils, but also for the entire school population. Few teaching tools can show so vividly the importance of a proper diet. While it is true that all the findings from animal experimentation cannot be directly applied to human beings, the

basic principle--that food does make a difference-- is a completely sound one.

Rats are especially useful because

1. They metabolize and respond to foods in much the same way as humans do.
2. They will eat natural foods or processed mixture with equal relish.
3. The effect of diet shows quickly in a rat. Eight weeks in a rat's life are equal to $4\frac{1}{2}$ years in the life of a person.

Rats are small, clean, easily handled and cared for. Almost all children enjoy working with white rats.

Tangible Evidence

Animal feeding demonstrations produce living evidence that foods work together to promote growth and health. It is often difficult for pupils to understand the vital importance of a balanced diet. Although they are told that certain foods are good for them, they can't see the effects and consequently don't always believe what they are told. The rat demonstrations help pupils see that a single food cannot promote growth and good health, and they gain an understanding of the need for selecting a variety of foods.

Learning by doing

Pupils of all levels like to learn by participating in activities. In rat demonstrations, pupils have an opportunity to plan for the care and feeding of the animals, to keep records of growth and health, and to prepare exhibits and reports.

Where to get rats

1. Sprague-Dawley Inc., Box 2071, Madison 5, Wisconsin.
2. Harlan Small Animals, Box 134, Cumberland, Indiana.
3. National Laboratory Animal Co., Box 93, Creve Coeur, Missouri. This company can also supply guinea pigs.

These producers will pack the animals carefully so that they arrive in good condition. Small rats can be purchased for 60¢ to \$1.00 apiece. Shipping costs are additional. Write directly to the addresses given and ask for more exact costs.

It is wise to keep two rats on each diet, so as to avoid having your demonstration end in failure if something should happen to one animal.

It is also suggested that rat demonstrations be carried out early in the school year, so that the requirement of keeping the animals warm enough will not present a difficult problem.

Plan with others

Enlist the help of shop students to make the cages. Perhaps a "do-it yourself" father will come to your rescue.

Tell your principal and other teachers of plans for the demonstration. This can give useful publicity to the homemaking department. The lessons from the demonstration should be of interest and benefit to the entire school, and to the community also. In one school, students presented a short skit describing their rat feeding project over a radio station--and thus carried a message about good nutrition to a wider audience.

Materials needed

1. An accurate scale, recording in grams or ounces.
2. Notebook for record keeping.
3. Labels or tags to be attached to cages.
4. Soap and small brush for cleaning cages.
5. Two one pound coffee cans. Punch holes in top and use when weighing the animals.
6. Food and water.
7. Cages.
8. Small containers for food and water. Cosmetic jars, half pint canning jars, small glass peanut butter jars, etc., may be used. Milk should be placed only in glass containers.

Directions for making cages and other helpful suggestions will be found in these two pamphlets:

1. Animal Feeding Demonstrations for the Classroom, National Dairy Council, 111 N. Canal St., Chicago 6, Illinois. Cost--20¢.
2. Laboratory Animals, Care and Feeding, Ralston Purina Company, 835 South Eighth Street, St. Louis 2, Missouri. Free.

Handling animals

Rats need to be handled gently. In picking up a rat, extend the hand slowly from behind toward the rat's head. Place the thumb and forefinger under the rat's chin. Poorly nourished rats become irritable and may snap at fingers; therefore, they should be handled with gloves.

Set up a rotating schedule, so that many pupils may share the responsibility for weighing, feeding, cleaning cages, and other details.

Preparation of food

Since rats have excellent teeth, they can be given food in almost any form, such as frozen, dried, or ready-prepared pellets. Ready-

prepared pellets may be purchased from biological supply houses and have the advantage of being convenient. However, the diet may not be as realistic to pupils as fresh food.

Pupils are better able to see an application to their own eating habits if rats are fed foods which are in the same forms as those which are eaten by the pupils. A convenient plan is to feed fresh foods one week, so that pupils can visualize the diet, and then feed a comparable frozen mixture. This requires less daily effort in preparing and assembling the food. The food may be given to the rats in the frozen state.

Choice of Diets

Rat demonstrations may be used for different purposes, depending on the unit being developed and the grade level being taught. The simplest type will contrast the effects of a balanced diet with one lacking certain essential elements.

A good diet might consist of:

Milk

Whole wheat bread

A complete protein--cheese or ground meat or
hard cooked egg.

A fresh fruit and/--raw apple, lettuce, raw
or vegetable carrots, cabbage, etc.

A contrasting, inadequate diet might be based on the "hamburger and coke" lunch eaten by so many teen-agers. Since hamburger is a good source of protein, it will be several weeks before the real deficiencies of this diet are evident.

A diet with inadequate protein will produce a sad looking rat very quickly--and may be used to demonstrate the necessity of this nutrient for growing animals.

A flour-sugar mixture, raw or cooked apples, and cold coffee is the equivalent of another common lunch: apple pie and coffee.

A very simple but effective demonstration can be carried on by feeding two rats on whole wheat bread and varying only the beverage. In one case milk is given, and in the other, coke, coffee or water, depending on community practice.

For older students and those who are studying more advanced nutrition, diets which are deficient in only one nutrient can be worked out. The students can plan these, after appropriate research, and then watch for the symptoms which indicate a particular deficiency. Remember that rats synthesize ascorbic acid and therefore cannot be used for vitamin C studies. If you are interested in demonstrating vitamin C deficiency, use guinea pigs as laboratory animals.

Caution!

Students sometimes confuse an inadequate diet with starvation. It is wise to point out that all the rats are being given plenty of food. The teacher will want to make sure that pupils understand that it is the quality of the food being eaten that makes the difference in the appearance of the animals.

Concluding the Demonstration

Results of an inadequate diet show quickly in rats. Some differences can usually be seen within a week. The demonstration may continue from four to eight weeks, depending on the amount of contrast you wish to show. After six weeks, it is often advisable to reverse the diets, or simply to feed all the animals a good diet for two additional weeks. Students can then see the very dramatic evidence of improvement. This is especially desirable with younger students, who may identify with the animals, and be emotionally upset by their lack of progress.

At the conclusion, dispose of the rats quietly when the pupils are not present. It is not wise to let pupils take the rats home. Perhaps the Biology department would like to prepare and mount the skeletons as permanent exhibit.

Dramatize the results

As mentioned earlier, nutrition teaching will be more effective if it shows people how to reach goals that they already have. In rat demonstrations, the results to be emphasized will depend on the group with whom you are working.

Grade school children are anxious to "grow up" and will be impressed by the steady gain in weight of the well-fed rats. High school boys may well be reached with the same argument. However, gaining weight is definitely not a goal for the usual teen-age girl. In most cases, it is doubtful if it should be! For her, we will want to emphasize the signs of good nutrition which are independent of the rate of growth.

The high school girl is interested in her physical attractiveness and in her relationships to other people. So we might point out the equivalents in the human body of the pale ears, scaly tails and dull eyes of the poorly nourished animals. The general irritability of the rats also indicates that a poor diet leads to "jumpiness," to fingernail-biting and other nervous habits, and to the development of an unpleasant disposition.

Charts may be used to record the growth rate of each rat.

The teacher can help pupils to identify principles which can be used in making posters. These may be used for a "Good Health Week" or to explain the findings of the demonstration.

News stories and pictures may be used by local newspapers.

Window displays can be planned for downtown stores.

Pupils may interpret their findings to children in the elementary school and to Parent-Teacher groups. In this way the parents may be reached with nutrition information.

Solid Fuels For the Trip

Perhaps we have analyzed societal changes and arrived at certain implications for our teaching. We have become familiar with our community and with the family backgrounds of the girls whom we are teaching. We have remembered the characteristics of young people and the particular needs of the age level with which we happen to be working. And we may have students who are ready to learn, thanks to our use of satisfactory motivational devices. But a big problem remains: How shall subject matter be selected and organized?

One approach

In their excellent book, Teaching Nutrition, Pattison, Barbour and Eppright suggest restating a teacher's objectives in terms of specific behaviors under four headings:

1. "Acquiring information and judgments as to sources of information"
2. "Developing effective methods of thinking"
3. "Developing attitudes and values"
4. "Developing skills"

To illustrate, we might attempt to state some specific behaviors which a teacher might hope to obtain as she worked with her class on an objective suggested in the same book:

"to attain good nutrition by preparing food so that it will furnish maximum nutritive value"

Under the heading, "Acquiring important information and judgment as to sources of information," she would expect her students to:

1. Recall facts about methods of cooking each type of food so as to conserve nutrients.
2. Recognize which nutrients are less stable, and thus more apt to be destroyed by improper cooking.
3. Understand the effect of storage practices on the nutrient content of food.
4. Recognize half-truths, incomplete facts, misinformation or superstitions relating to the cooking of food.
5. Develop some criteria by which to judge sources of information.

Under "Development of effective methods of thinking," she would expect her students to:

1. Develop reasonable generalizations from specific facts, as shown by the ability to
 - a. Interpret and use data from research relating to the effects of food preparation methods on nutritive values.
 - b. Decide on a method for cooking an unfamiliar food, when one knows its composition.
2. Solve problems, as shown by ability to
 - a. Select the correct method of preparation for a given food.
 - b. Analyze a problem about food preparation methods.
 - c. Determine alternative methods of preparing foods and the nutritive values gained or lost through the use of each alternative.

Under "Development of attitudes and values" she would expect her students to:

1. Be willing to try unfamiliar methods of food preparation.
2. Develop a preference for foods cooked so as to conserve their nutritive value.
3. Be willing to change methods when facts indicate better ones.

Under "Development of skills" she would expect her students to gain in ability to:

1. Pare vegetables thinly.
2. Regulate a stove so as to get varying amounts of heat for different parts of the cooking period and for different foods.
3. Use cooking thermometers.
4. Tell when a product is done, but not overdone.

Such an analysis of objectives will suggest subject matter to be taught as well as types of evaluation which might be used to see how well students have achieved the objectives. This type of analysis is time-consuming, and a busy teacher probably could not do it all at once. She could, however, work on two or three objectives each year, and thus, after a period of time, have a very carefully considered outline for each of the different units she teaches.

Start with basic understandings

Graduate students in workshops held at the University of Illinois have found it helpful to formulate a list of "basic understandings" before beginning plans for a teaching or resource unit. For example,

one participant, working on a short unit in which time-saving methods in meal preparation were to be emphasized, decided on five basic understandings:

1. If homemakers manage time, money, and energy wisely, they may prepare adequate meals in a limited time.
2. The selection of correct equipment for each kitchen task can make the work to be accomplished easier and less time consuming.
3. Commercial mixes are not always an improvement over conventional methods of food preparation, since they may take the same amount of time to prepare and are usually more costly.
4. If adjustments are made in recipes and methods of food preparation, nutritious and palatable meals may be prepared in a small amount of time.
5. If served attractively, simple foods may be more appetizing.

Specific objectives which would contribute to the mastery of these understandings were then developed. Subject matter covered included:

Convenient kitchen arrangement.
 Long-range menu planning.
 Shopping habits.
 Use of left-overs.
 Selection, use, and care of time-saving equipment.
 Commercial mixes.
 Tricks with seasonings.
 Time- and energy-saving methods of preparation.
 Recipe modification.

What is being suggested here is that we start with those basic concepts that we want all students to grasp, and that we develop objectives and content of a unit from the basic understandings.

Teach through generalizations and principles

A generalization is a statement of a basic principle which has broad application. Generalizations show relationships among ideas, particularly cause and effect relationships. These relationships are significant enough to influence behavior in new situations. We believe that learning is transferred according to the degree that generalizations are understood and applied. According to the authors of Teaching Nutrition, the amount of help which must be given students in formulating generalizations will depend upon their intelligence and past experience in generalizing.

The first step in teaching students to generalize is to plan situations in which the facts that the teacher wishes to present can be pointed out. Real demonstrations, for example, give students much factual information.

The second step is to point out similarities and differences among the factors in a situation. Students can then be helped to make general statements, expressing a broadened interpretation of the situation.

A final, but very important step, is to help the students apply the generalizations that they have helped to state, to new situations.

Start slowly

If you have never used generalizations in your classes, a gradual approach is desirable. You might start by setting aside the last five minutes of a class period--for a written or oral response to the question: What was the most important thing that we learned today?

At first replies will probably be very concrete and specific, even personal. Gradually you can lead the students to make broader statements. For example, in the course of lessons on meat, students might learn certain facts such as:

A government inspection stamp tells us that the meat is safe to use as food.

The government grades meat according to a set of quality standards.

Appearance helps in deciding on the quality of meat.

Tough cuts of meat may be made tender and palatable by cooking them slowly with moist heat.

We might call these specific factual statements LEVEL ONE in our sequence of thinking. To help students reach LEVEL TWO, the teacher could guide the summarization and combination of facts into broader statements which would give some direction for behavior.

If we understand the meaning of government grades on meat, we can select a quality more nearly meeting our requirements.

If suitable cooking methods are used, meat cuts of any quality may be made palatable.

Such statements imply that we need to know things:

What government grades mean.

How to decide on the quality of a piece of meat.

What characteristics in meat determine the use of a cut.

What the various methods of cooking meat are.

How to select a method suited to the particular cut with which we are working, etc.

They also imply that we need to do things:

Look for the government grade stamp.

Determine our probable needs before selecting meat.

Choose a cut that will meet our requirements.

Use a method of cooking suited to the particular cut, etc.

After a class has studied the preparation of several classes of foods, they may be ready to move to LEVEL THREE, and state principles so that still broader applications are evident.

Cookery methods suitable for a given food are largely determined by the characteristics of that food.

By setting quality standards for food and rating certain foods in terms of these standards, the government can help us in making our selections of food.

LEVEL FOUR is reached when we are able to work out what we might, at last, definitely label generalizations--broad statements of principles no longer confined to the field of food and nutrition, but with a more universal application.

The characteristics of an object help to determine the preparation needed to make it usable.

Adequate information concerning alternatives contributes to the ability to make satisfying choices.

Probably it is too much to expect that high school students will be able to reach LEVEL FOUR in their thinking. However, the teacher could, from time to time, state such a generalization, give examples of its application in specific situations, and encourage the students to add examples of their own. Sometimes she might reverse the process, giving the examples first and showing how the generalization is derived from the examples. The better students could be urged to try such analysis on their own.

LEVEL TWO seems like a more possible goal for the ordinary class. We all want to do more than just teach facts as isolated bits of information. By helping students to use facts as a basis for stating principles by which to direct behavior, the home economics teacher can make a real contribution to the development of thinking ability in her students.

Good lists of principles and supporting facts which the teacher can use in setting up basic understandings in the area of nutrition are found in Chapter Four of Teaching Nutrition. This book may be obtained from the Iowa State College Press at Ames, Iowa.

Plan with pupils

In previous issues of the Illinois Teacher, cooperative planning has been dealt with in some detail. The values of this type of teaching are generally accepted, but the difficulties in actually carrying it out are often so great as to seem insurmountable. Experienced teachers, who have planned with students many times, feel it is wise to emphasize the value of:

Having goals understood by the pupils as well as by the teacher.

Teaching students the techniques of cooperative planning as the class proceeds.

Order, logical progression, and sequence in all classroom activities.

Honesty in acquainting pupils with possibilities, alternatives, limitations, and difficulties.

Continuous planning and evaluation of plans with the class, rather than doing all planning at the beginning and all evaluating at the end.

Speeding up planning by avoiding the attempt to get class agreement on every small detail.

Giving students more responsibility only as they are ready for it.

Because skills are concrete, students are often better able to help in the planning of class work designed to teach or improve skills, than in that related to developing attitudes, appreciations, habits of thinking, etc. In her book, Evaluation in Home Economics, Clara Brown Arny gives a list of skills and abilities which are required to care for, prepare, and cook food. Such a list could be used by older students when laboratory experiences are being planned. Some sample items from the list are given here.

A person who wishes to learn to cook should be able to do the following things:

- A. Use equipment such as:
 1. Coffee maker
 2. Dish washer
 3. Electric mixer
- B. Follow a recipe or modify it
- C. Measure accurately
- D. Combine ingredients:
 1. Dry and liquid ingredients
 2. Fat and dry ingredients
- E. Prepare and cook food
 1. Bake
 2. Beat
 3. Boil

- F. Regulate cooking temperatures of flame, cooking surface, or oven
- G. Test whether product is done:
 - 1. Baked products
 - 2. Cereals
 - 3. Cheese dishes
- H. Make decisions regarding:
 - 1. Whether to use one method or another in combining products
 - 2. Whether to use one method or another to cook products

From such a list, teachers and pupils could work out charts for checking progress in the development of skills by the members of the class. Incidentally, Arny gives a similar list of skills in clothing construction.

Teachers may, of course, construct their own lists of abilities that they consider important for pupils to develop. One teacher used the following as a stimulus for student-teacher planning of the skills on which the class wanted to work.

Things most essential to know

1. How to plan a nutritious diet for an individual or a family.
2. How to plan meals that are appealing and varied as well as nutritious.
3. How to prepare foods so that nutrients, good appearance, and appetizing qualities are not lost.
4. How to prepare and store food so that it will not cause illness.
5. How to follow recipes and use a cookbook.
6. How to select, use, and care for kitchen equipment.
7. How to arrange equipment so as to save time and energy.
8. How to manage efficiently the time spent in food preparation.
9. How to choose food and plan meals according to the amount of money available.
10. How to adapt a diet to special needs (those of children, old people, persons who are overweight, etc.)
11. How to keep a kitchen clean and safe.
12. How to shop for food so that one gets good value for the money spent.
13. How to eat with acceptable manners.

Things not so essential but nice to know

1. How to set an attractive table.
2. How to add that "special" touch to food.

3. How to plan and manage refreshments for entertaining.
4. How to preserve foods for future use.
5. How to make the kitchen and the dining space attractive.
6. How to improve an unhandy kitchen arrangement.
7. How to carry out different types of table service that are suited to different situations.
8. How to act as a waitress.

Girls of junior high school age should be able to:

1. Prepare a simple meal along.
2. Shop for groceries with supervision.
3. Eat all foods commonly served in the locality.
4. Choose food wisely when eating at home or away from home.
5. Tell when they are eating the proper foods, because they know what a good diet is like.
6. Help prepare simple refreshments for use in entertaining.
7. Set the table neatly for a family meal.
8. Defrost and clean a refrigerator.
9. Eat with acceptable manners.

Girls of high school age should be able to:

1. Prepare meals for a day for the family from supplies on hand.
2. Shop for the family groceries.
3. Help younger children form good eating habits.
4. Adjust a diet to special needs.
5. Eat foods commonly served in the locality.
6. Eat and enjoy some more unusual foods.
7. Regulate their appetite for food so that they take in a good diet.
8. Tell when a diet is adequate for normal persons.
9. Set a pretty table, using common household materials.
10. Serve a meal skillfully.
11. Care for stoves, refrigerators, and other equipment.
12. Prepare special refreshments for simple parties.
13. Prepare left-overs in an appetizing way.
14. Eat away from home with ease and pleasure, because good manners are habitual.

Perhaps you feel that your particular class is so inexperienced in planning that the students would be completely overwhelmed by such lists as the two presented above. In that case you might want to start more simply. Group discussion of possible objectives works well if the discussion is focused by a suitable question. A good question from which to develop objectives is: "What do we need to know to become a good cook?" With a little help, a class should have no difficulty in arriving at some such list as the following.

1. How to plan meals.
2. How to measure and mix simple products.
3. What a good product looks like and tastes like.

4. Cooking times and temperatures.
5. Amounts needed to serve a certain number.
6. Relative costs of foods
7. Ways to dress up and vary simple products.
8. How to plan ahead and follow a plan.
9. How to be safe while cooking.

While this list is not exhaustive, it suggests most of the skills important to beginners. The teacher could accept it and plan class activities accordingly, helping students to see how each day's work contributed to the attainment of the various objectives. In many cases this would be a very satisfactory procedure. The class would have helped in deciding what they needed to learn; order and sequence would have been added by the teacher; and the time spent in preliminary planning would not have been excessive.

More Planning is Desirable

The above suggests a minimum amount of planning which could be carried on by any group. Most classes should be able to do more than this, particularly if they have had some practice in planning together, perhaps on several short units. The teacher, who wished to do more planning with her class, could follow up the lesson described above with a further question: "Where might be a good place to start our foods study?"

Perhaps this question could be given to the class as an "emerging assignment" at the end of the period in which the objectives were agreed upon. Then the students would have time to think about it and discuss it before the next class hour.

What would students say in reply to such a question? Perhaps:

"I think first we need to find out what we should eat." or

"We have to know how to plan good meals before we can cook them." or

"We don't know where anything in the school kitchen is yet." or

"I've tried to follow recipes from cookbooks, but I can't understand them." or

"We should start with simple foods and then learn to make harder ones."

Which of these statements do you think sounds most promising? Actually, any of them could be used as a basis for planning the first activities of the unit. So the teacher should try for class consensus on one as a first choice, promising to consider all these needs before

the end of the foods work. Here, briefly, are some suggestions for developing class work in terms of each statement.

1. "I think first we need to find out what we should eat."

What should we eat? How can we find out? Why do we know certain foods are needed?

The students might first write what they now consider to be the essentials of a good diet. Then they will need to explore available references to check their own information. If sources disagree, the teacher will need to point out the importance of evaluating sources of facts and also the variables which affect diet requirements. Better students may be interested in reporting on the methods used to determine nutrient and caloric requirements. Rat demonstrations might be planned as a result of this study.

The logical follow-up to "What is a good diet?" is "Is my diet a good one?" At this stage, simple methods of checking the adequacy of the daily diet may be presented, and students may be encouraged to evaluate their own diets. The problem of food dislikes that interfere with a good diet pattern is almost sure to come up at this time. The concept of foods with equivalent nutritive values may be explored. And perhaps actual food preparation might start with ways to make the foods that "we need but don't like" more appealing.

2. "We have to know how to plan good meals before we can cook them."

A pre-test is a natural starting place here. One of the simplest is given by asking each student to write an example of what she would consider good meals for a day for a high school student. Comparing these with menus from their textbooks and cookbooks will be an enlightening experience. An exploration of reasons for the differences can lead to sets of standards for

Daily food requirements
Forms for writing menus
Aesthetic considerations in
meal planning.

A study of nutritive requirements might grow from this consideration of planning. The food preparation might start with combinations of foods that go well together.

3. "We don't know where anything is in the school kitchen."

The class may start by exploring the laboratory. Demonstrations on the use of the large and small equipment may be given. Students could prepare some simple demonstrations--how to use the different types of knives and spoons available, for example. Class members may practice basic operations necessary in using stoves and other equipment. Activities to indicate the time required for certain processes may be performed,

and the results recorded for future use. In making work plans, for example, it is invaluable to know how long it takes a given amount of water to boil on a given burner at a given control setting. Water can be boiled, so that students can see the difference between "simmering," "a gentle boil," and "a full, rolling boil." Glass saucepans make boiling water most interesting to watch. Flour and water mixtures can be prepared to indicate degrees of thickness referred to in recipes. Rules for the use and care of equipment can be agreed on.

Actual food preparation will go more smoothly when students are familiar with the laboratory and have developed some skill in handling equipment.

4. "I've tried to follow recipes from cookbooks, but I can't understand them."

In this case the class might start by exploring a cookbook. A good cookbook gives much basic information besides recipes. This information is often given in a more vivid manner than in a testbook presentation. Different students might take sections and list unfamiliar words and terms. If you think that the whole cookbook might produce too many, the recipe section of a foods text may be used. Demonstrations of basic terms and processes may be given. The class may practice the most commonly used techniques, such as measuring. They may be interested in checking the difference in meaning of such terms as slice, dice, cube, section, chop, and mince.

Cookbooks are usually well organized by types of foods. The sequence used in one may be a suitable sequence for the class to follow as it moves into food preparation.

5. "We should start with simple foods and then learn to make harder ones."

Here the class, with the aid of cookbooks, past experience, and the teacher's advice, might first classify foods according to the difficulty of preparation. The students may be surprised to find that some which sound easy, a simple corn starch pudding, for example, are actually very difficult to make perfectly. The classification made may be further divided into types of foods. The class may then either take one group at a time, starting with simple things and moving on to more complex ones, or they may agree to do a number of simple things first to gain confidence and skill more quickly.

It should be noted that each of the preceding sections describes one suggested approach to a foods unit. Naturally, each class will need to study all of these things. The point being made here is that classes do not need to study them always in the same order. By involving students in the planning, the teacher uses the interest and enthusiasm we usually show when our ideas are considered important, to stimulate more learning than would be possible if students were spending much of their time rebelling against doing only "what the teacher wants."

No matter what form the class planning takes it is the teacher's responsibility to plan for:

- a. Sufficient clarity and sequence so that students have a sense of orderly progress.
- b. Participation by all students in the planning and in the class activities.
- c. Thoroughness of learning.
- d. Enough speed in the planning, so that activities are not dragged out, thus resulting in a loss of interest.

Continuous planning

Sofar, we have been thinking mostly in terms of the first foods unit. In later years, cooperative planning can be even more useful, since students already have had many experiences and can be expected to do more difficult things.

If outsiders can be invited to share in the planning of discussions, a more realistic approach will be possible. What, for example, do mothers think their daughters ought to be learning about food preparation? Perhaps young married women, close to seniors in age, would be willing to discuss with an advanced group some of the problems that they encountered in their first cooking experiences.

If such resource people cannot come to the class, students might prepare "interview schedules" and conduct personal interviews. In either case, the results should lead to some very practical goals for advanced work in foods. The teacher has a real responsibility to see that this is not just "more of the same"--a repetition of work already covered in beginning classes.

Try including different topics

1. Short cuts in food preparation

With the increased number of wives who are working and managing a household, too, there is a specific need for learning how to prepare nutritious meals in a minimum amount of time and with a minimum of effort. A supply of canned and packaged products on the pantry shelves is an asset in the preparation of a quick meal. By combining these foods and keeping a supply of salad greens in the refrigerator, the busy home-maker can prepare meals which are adequate, interesting, and nutritious.

2. Outdoor cookery

Informal outdoor eating is an important recent development in our American way of life. Teaching in this area may help families get more satisfaction from leisure time activities related to food.

3. Creative touches for ready-mixes

The use of prepared mixed has been generally accepted in recent years. Since cake mixes and biscuit mixes can be used as a basis for so many variations and products, the teacher might encourage a desire to find out about a particular mix. We might suggest that girls make their own. *Here is a recipe for a master mix, which can be made and stored on the pantry shelf.

2 c. all purpose flour (measured after sifting once)
 $\frac{1}{4}$ c. baking powder (double-acting type)
 $1\frac{1}{2}$ tbsps. salt
 $1\frac{1}{2}$ to 2 c. shortening (hydrogenated type)

Large portion:

5 lbs. all purpose flour
 $\frac{1}{2}$ c. baking powder
 3 tbsps. salt
 $1\frac{1}{2}$ to 2 lbs. shortening

Methods

1. Stir the baking powder and salt into the flour.
Sift three times.
2. Cut in the cold shortening with a pastry blender until it is as fine as corn meal.
3. Store in covered containers.

To measure, pile lightly into a measuring cup and level off with a spatula.

Students may enjoy doing their own experimenting and developing their own recipes from this basic mix. Suggested proportions to use as starting points are given here.

Biscuits:	1 c. master mix, $\frac{1}{4}$ to $\frac{1}{3}$ c. liquid.
Muffins:	2 c. master mix, $\frac{2}{3}$ to 1 c. milk, 1 beaten egg, 2 to 4 tbsps. sugar.
Waffles:	3 c. master mix, 2 beaten eggs, $1\frac{1}{2}$ to 2 c. milk.
Coffee cake:	3 c. master mix, $\frac{1}{2}$ to $\frac{3}{4}$ c. sugar, 1 to 2 beaten eggs, $\frac{1}{2}$ to $\frac{3}{4}$ c. milk.
Drop cookies:	2 c. master mix, $\frac{2}{3}$ c. sugar, 1 beaten egg, $\frac{1}{3}$ c. milk, 2 tbsps. melted fat, 1 tsp. vanilla.

* Adapted from a publication of the Wisconsin Extension Service.

4. Fancy touches without fancy equipment

Your advanced students may like to try their hand at cake decoration.

Cut a 9-inch square of three thicknesses of wax paper, or use parchment, baker's paper or heavy bond paper.

Fold it into a triangle.



Turn point no. 1 to form funnel. The end of the funnel is to be on no. 2. When properly shaped, there is no opening at the small end of the funnel.

Wrap no. 3 about formed funnel. The edge of the paper must make a straight line from the tip of the funnel to the center of the top.

Fold in ends to give finished edge to top of the tube.

Cut the end of the tube in one of these shapes.



Fill tubes about 1/2 full of icing.

Fold the points over far enough to seal the tops well and make a platform against which both thumbs can apply pressure on the icing within the bag, while both forefingers lie along the slope of the bag to steady it. Or the top can be twisted. If the bag becomes soft or the tip is unsatisfactory, cut a generous piece off the point and press the icing into a new bag.

Hold tube close to the cake--and have fun!

Students would probably need a practice session, making designs on waxed paper first. Principles to follow in garnishing food can be emphasized:

Delicate colors
Simple effects
Plenty of undecorated space

A recipe for icing:

1/4 c. shortening or butter
2 c. sifted powdered sugar
1 1/2 tsps. lemon juice or water
1/2 tsp. vanilla

Cream shortening or butter until fluffy. Add lemon juice or water and vanilla. Add sifted sugar slowly and beat until smooth.

Icing is ready when a line stays open when a dry, clean knife is drawn through the mixture. Thin by adding shortening (never liquid) and thicken by adding sugar.

Directions for cake decorating are adapted from the Women's Home Companion Cookbook.

5. Equivalents and substitutions*

<u>Food</u>	<u>Measure</u>	<u>Equivalent</u>
Baking powder	1 tsp.	1/4 tsp. soda + 1/2 tsp. cream of tartar
Butter	1 c.	7/8 to 1 c. hydrogenated fat + 1/2 tsp. salt
Chocolate	1 oz. or 1 square	3 tbsp. cocoa + 1/2 tbsp. fat
Egg	1 whole	3 tbsp. lightly beaten 2 yolks + 1 tbsp. water (in cookies) 2 yolks (in custards, cream fillings and similar mixtures)
Flour, all purpose	1 c.	1 c. + 2 tbsp. cake flour
Flour, cake	1 c.	7/8 c. all purpose flour
Milk, sour	1 c.	1 c. sweet milk + 1 tbsp. lemon juice or vinegar
Milk, non-fat dry milk solids	3/4 c. + 1 qt. water	1 qt. liquid skim milk.
Sugar	1 c.	1 1/3 c. brown sugar, lightly packed 1 1/2 c. powdered sugar 1 c. honey less 1/4--1/3 c. liquid 1 1/4 c.--1 1/2 c. corn syrup minus 1/4--1/2 c. liquid 1 1/3 c. molasses minus 1/3 c. liquid

*List adapted from Practical Cookery, Kansas State College. Published by John Wiley and Sons, Inc.

5. Interpretation of recipes

According to a report given at the Second Annual Cookbook-Recipe Conference in November 1952, on the results of a study on the use of recipes and cookbooks made by Alfred Politz Research, Inc., only one out of four housewives uses recipes from her mother, mother-in-law, relatives or friends. Twenty-four percent of housewives have no recipes at all in their homes. Of the others, the younger, the better educated, and those in the higher income brackets are the ones who tend to collect recipes and use them in contrast with older, less educated, and less privileged groups. In dishes which were prepared by housewives and which were learned from recipes, desserts led with 41%. Entrées were second with 34%, of which 18% were meat dishes.

There seems to be a need to study more thoroughly:

1. Standards by which a recipe may be judged.
2. Forms in which recipes are written.

- a. Standard form, giving ingredients in order of use.
Describing the procedures
 - b. Step by step method. Listing ingredients as they are used.
 - c. Narrative form. Making of dish is described in running copy.
3. Processes in food preparation, such as:
- | | | |
|---------|-------|---------------|
| Fold | Scald | Muffin Method |
| Whip | Cream | Simmer |
| Combine | Stir | Dredge |
| Beat | Boil | Puree |
| Blend | | |
4. Table of abbreviations and equivalents, such as:
- 3 tsp. = 1 tbsp.
 - 16 tbsp. = 1 c
 - 2 c. = 1 pint
 - 2 pts. = 1 quart
 - 16 oz. = 1 lb.
5. Terminology. Housewives, as well as young people, are often confused by terms such as:
- Ready-to-cook, fresh or quick frozen chickens
 - Mild-cure for today's hams, as against old-fashioned cure
 - Sweetened condensed milk
 - Packaged pre-cooked rice (Minute-type)
 - Processed rice
 - Tart apples
 - Fresh bread crumbs

Try using problem solving techniques

Problem solving capitalizes on the desire of students for independence and can be an effective tool of learning if skillfully guided. It teaches values and techniques of democratic action; develops more social competence in pupils; promotes better teacher-pupil relationships; provides more naturally for individual pupil differences; encourages creativeness, resourcefulness, and imagination on the part of both pupil and teacher; and develops pupil's ability to evaluate and analyze.

Students may use the following steps in the process of solving problems related to food:

1. What is the problem or area of concern?
2. What are our goals in solving the problem?
3. What do we need to find out in order to solve this problem?
4. Where can we get information to help us with this problem?
5. How can we interpret results, draw conclusions, and make applications to other situations?

Making decisions by this form of reasoning is likely to result in better nutrition for more people than if the facts were gained through memorization. For instance, the girl who is told that her dermatitis is caused by lack of Vitamin A is not likely to be impressed if given Vitamin A capsules. But if she is asked to locate rich food sources of

Vitamin A, she may independently find out that carrots are high in Vitamin A and a much cheaper source. She will be impressed with her discovery, and it will no doubt have a much more lasting influence. Her family will also gain experience in food selection.

Suggestions for use of problem solving techniques in homemaking classes

1. Raise rats on a normal diet and others on a diet deficient in milk.
2. Compare different brands of non-fat dry milk solids as to time needed for reconstitution, ease of same, amount of foam, flavor, and cost compared with liquid skim milk.
3. Pan broil two small cubes of meat at high and low temperatures. Compare as to quality, tenderness, flavor, etc.
4. Compare cost and quality of different sized cans of same products and of different brands. Stress importance of knowing purpose for which food is to be used. Examples: tuna fish--flaked, chunk, solid pack.
5. Compare cost, quality, preparation time and ease of preparation of purchased mixes (cake, pie, rolls) with the homemade product.
6. Freeze class products as cake, rolls, pies, both in baked and unbaked state. Compare quality, length of baking time and/or baking time after a specified storage time.
7. Keep record of family grocery bill at home for a specified time (perhaps two weeks). Analyze needs, desires, spending habits. Try different products; plan meals; compare differences in time and energy and money spent.

Don't neglect demonstrations

Effective foods teachers have found that they can encourage many learnings by giving carefully planned demonstrations. Sometimes a whole class hour may be spent in this way. At other times "minute demonstrations" may be given at crucial points in a laboratory period. A good teacher demonstration:

- Sets a standard for a product.
- Establishes a pattern of procedure for preparation of a given product.
- Helps students to judge the amount of time needed for preparation and cooking of the food.
- Sets a standard for work habits.
- Illustrates hard-to-describe terms and processes.
- Gives pupils a chance for critical analysis.
- Motivates the desire to try the product.

After students have watched a number of well-prepared teacher demonstrations, they may enjoy giving their own. When students demonstrate, they have an opportunity to develop poise and leadership. They learn skills more effectively. The home-school relationship becomes closer because the student often practices at home so that she can do well in class.

In one class, student demonstrations added much interest to the often disliked study of nutrition. The students chose partners and each pair was assigned a vitamin or mineral. Their job was to plan a class period in which they would not only give a report on the nutrient, but would also demonstrate the preparation of some food which was rich in it--with samples for the entire class, of course. Each group also prepared a short quiz on the most important points in their report. This was given to the class near the end of the period in which the report was given.

With the teacher's help, the class formulated the following set of questions for the demonstrators to answer.

1. Who discovered the nutrient?
2. What does it do for the body?
3. What will happen if we don't get enough of this nutrient?
4. What foods are rich in the nutrient?
5. How much is needed each day?
6. What special techniques are needed to keep this nutrient in foods?

The pair of demonstrators was, of course, free to include any other interesting information that they discovered.

A check list for evaluating the reporters was also composed:

1. Did they have good posture?
2. Did they hold the attention of the class?
3. Did they speak clearly?
4. Did they stay on the subject?
5. Did they give a lot of information?
6. Did they explain technical terms?
7. Did they present their material in an interesting way?
8. Did they answer the questions well?
9. Did they plan their time and stick to their plan?
10. Were they neat about their work?
 - Orderly table?
 - Careful measuring and mixing?
 - Clean aprons?
11. Did they seem to know exactly what they were doing?
12. Did each do an equal share of work?
13. Did they cooperate without interfering with each other?
14. What did this group do best?

Much outside study, evaluation of alternative plans and home practice went into the preparation of these reports. The food to be made was kept a secret until the day the demonstration was presented to an eager audience. It was a critical audience, because each class member was given forms on which to record answers to the two sets of questions given above. But it was also an attentive audience, because each girl knew that the check test on the material presented would show how well she had been listening.

When this class made an evaluation of its work at the end of the unit, many of the students mentioned the demonstrations as the most enjoyable class activity. And they had learned nutrition, too!

To A Kitchen

A kitchen is a valiant room
 Melting pot of stove and broom
 Of homely tasks, of dreams and plans
 Nutured over pots and pans.
 Life's richness other rooms adorn
 But in a kitchen home is born
 Constance V. Frazier

Trails to Explore

The student who finishes her work early
 The gifted student
 The older girl taking a beginning course
 The student with special talent or special interest in a given area.

All these are a challenge to the homemaking teacher, and stimulating them is a constant problem. Often, too, we can work with another subject matter teacher to increase interest and improve achievement in both areas. The list of topics given here may suggest some of the possibilities for enrichment of the homemaking curriculum.

History

Food and our holidays
 Origins of common foods
 Famous men who have worked with food
 Burbank, Booker T. Washington, those who discovered
 the vitamins, etc.
 Food habits of a historical period, i.e., Colonial

Economics

Food budgets and cost records
 Comparative shopping to determine best buys
 Ways to equalize food supplies so that the under-nourished may be better fed
 Dietetics as a profession
 Other work opportunities in food service

Science

Nutrition research
 How did we find out what foods are best?
 Studies being made at present
 The effect of diet on physical appearance

Deficiency diseases or diet's relation to disease
 The way certain foods are processed
 Planning a diet for a special situation

Sociology

Food habits in other cultures
 Ways of getting people to change food habits
 World nutrition problems
 Community work to improve nutrition
 Prevention of accidents in kitchens
 Teaching good food habits to a child

Art

Color schemes for kitchens
 Principles of arrangement
 Art objects used as decoration
 Flower arrangements for table centerpieces
 Artists who have used food as a subject
 Personal use of some media to express something
 related to food

Languages and Literature

Foods that we have adopted from other countries
 Different names given to the same food in different
 countries
 Famous descriptions of food in literature
 Personal creative writing about food
 Meanings of terms from other languages--used in des-
 cribing foods

Music

Music written about food
 The relation of music to digestion

Analysis of Records and Reports

A recent issue of the Illinois Teacher was devoted entirely to the subject of evaluation. This section will, therefore, consist of a few types of devices that have been found useful in the evaluation of classroom work in the areas of foods and nutrition. Some of the devices have been developed by the authors, others by students enrolled in graduate courses at the University of Illinois.

Short tests

Frequent short tests keep students "on their toes" and help the teacher check on the points that need re-teaching. Corrected tests should be returned promptly and the answers given so that students may

write these on their own papers. A plan that encourages more learning is to repeat on the next short test any question that was missed by half the class. By keeping a record of missed questions, a teacher can see at once which parts of the material have not been grasped. She can then plan ways to improve her methods of presenting these topics.

Self-Evaluation

Pupils should be given plenty of chances for self-evaluation. The familiar score card is made a better self-teaching device when an analysis of mistakes is added, as in this example.

Score Card for Muffins

External characteristics		
Shape--symmetrical, well-rounded top, free from peaks or knobs		<u>10</u>
Crust--tender, thin with rough edges, uniform browning		<u>10</u>
Size---light in weight in proportion to size		<u>10</u>
Internal characteristics		
Texture--medium fine, moist, tender crumbs		<u>20</u>
Grain----round, even cells, free from tunnels		<u>10</u>
Color----characteristic of the kind of muffin		<u>10</u>
Flavor		
Blended flavor of well-baked ingredients		<u>30</u>
Total		<u>100</u>

If your score is low--check your mistakes on this chart.

External

- Shape -- top uneven with peaks or knobs
Cause: too much flour, not enough liquid, overmixing, or oven too hot
- Crust -- too brown
Cause: oven too hot, or baked too long
- Crust -- too light colored
Cause: oven not hot enough, or not baked long enough
- Size --- heavy and small
Cause: too much flour, too much fat, not enough baking powder or soda, overmixing, or oven too hot

Internal characteristics

- Texture--coarse, dry, tough crumb
Cause: too much flour, not enough fat, too much egg, too much sugar, or overmixing
- Grain -- tunnels and big uneven cells
Cause: too much flour, not enough liquid, or overmixing

Flavor

Flavor---not blended

Cause: too much fruit, nuts or other material added for flavoring; bitter taste--too much soda or baking powder

A careful analysis of meals served in class encourages steady improvement. Some way of recording this improvement should be devised. Otherwise students become very impatient with the time spent in evaluation.

Perhaps one or two aspects can be selected for particular emphasis at different times. The following list of questions may be suggestive.

Evaluation Guide

1. Names of group members
2. Name of person submitting report
3. Limitations--set by teacher
4. Menu
5. Cost of meal
6. Cost per person
7. Evaluation of planning
 - a. List all the contrasts evident in the meal.
 - b. Was the time plan followed exactly? Explain any changes, giving reasons why they were made.
 - c. Were there any dishes which were not suited to the time and equipment available?
 - d. Were correct amounts planned for?
 - e. What new things did the group learn about planning?
8. Evaluation of preparation
 - a. Were all foods ready on time? Explain.
 - b. Were any products not up to a good standard? If so, what were they lacking?
 - Attractive appearance?
 - Correct temperature for serving?
 - Pleasing flavor?
 - Texture typical of product?

Can you suggest reasons why certain products were not satisfactory?
9. Evaluation of table service
 - a. Explain the type of service used.
 - b. Were any mistakes made in carrying it out?
 - c. Describe the table centerpiece. Was it attractive?
 - Could it have been improved?
 - d. What things were done to make the service more efficient?
10. Evaluation of sanitation and clean-up
 - a. Were all aprons and hands clean?
 - b. Were sanitary practices followed as the food was prepared?
 - c. Were dishes washed correctly?

- d. Were all utensils and dishes put away in the proper place after use?
 - e. Was the stove washed and polished?
 - f. Was the sink left clean?
11. Evaluation of group cooperation
- a. Did any members do more or less than their share? Why?
 - b. How smoothly did the work proceed? If there were difficulties, can you determine what caused them?
 - c. Was any work left unfinished?
12. Personal Analysis
- a. What was your particular assignment?
 - b. What difficulties did you meet in carrying it out?
 - c. How well did your product turn out?
 - d. Give evidence that you were or were not
 - A neat worker.
 - A safe worker.
 - A businesslike worker.
 - e. What did you do that was a new experience for you?
 - f. What did you learn from watching the others?
 - g. Did you enjoy the meal? Why or why not?
13. Looking forward
- What specific suggestions do you have for improving another meal?

Observation guides

An observation guide for a demonstration will give both teacher and pupil a chance to evaluate how skillful the student is at observing the actions of another. The teacher who wishes to try this should work slowly but should say nothing during the demonstration, allowing students to gain all information from watching her and observing the product at various stages. The following guide was developed for use with a muffin demonstration. Students should be permitted to study the guide for a few minutes first.

How Much Can You See?

Directions:

This lesson will test your ability to gain information by watching, rather than by reading or listening. Your teacher will make muffins, and will vary the amount of mixing given the batter before baking. She will not answer questions or tell you what she is doing. You are to observe carefully and base your answers to the questions below on what you see.

1. Keep a record, in order, of the steps in the process of making muffins.
2. At what temperature was the oven set?
3. How was the pan prepared?

4. List ingredients used and the amounts used of each.
5. Which ingredients are placed together?
In the first bowl?
In the second bowl?
6. Describe the method used to combine the ingredients.
7. Describe the appearance of the batter after mixing
8 strokes
15 strokes
30 strokes
100 strokes
8. How long were the muffins baked?
9. After the muffins are baked, make a drawing and describe in words: the muffin shape--the outside texture--the inside grain.
Mixed 8 strokes
Mixed 15 strokes
Mixed 30 strokes
Mixed 100 strokes
Look at the picture of a good muffin which will be given you.
10. Which amount of mixing appears to give a better product?

Analysis of Menus

It is possible to check students on their ability to plan, their understanding of nutritive values and cooking processes, and their imagination and resourcefulness, by asking questions about a given menu. The following device is an example.

Directions: Read this dinner menu carefully, and then answer the questions that follow it.

Swiss steak
Mashed potatoes and gravy
Buttered carrots
Lettuce and tomato salad (individual servings)
Whole wheat bread, butter
Canned peaches, home-made ginger cookies
Coffee, milk

1. Would apple pie with cheese be an equally good choice for dessert? Give a reason for your answer.
2. Give two suggestions for "dressing up" this meal to make it seem more like a company dinner.

3. What are the most important vitamins found in the
 - a. meat?
 - b. carrots?
 - c. milk?
 - d. butter?
 - e. tomatoes?
4. Which item on the menu would cost the most to prepare?
5. Give two ways in which the meat used for the Swiss steak might be made more tender.
6. What is the general method for preparing Swiss steak?
7. Arrange the menu items in the order of the time required for preparation by putting the one which must be started first, first on your list, and so on.
8. Suggest two changes which might be made in methods of preparation, etc., which would not change the menu itself or the food value, but which would shorten the time required for preparation.
9. Suggest a change which would lower the cost and not have a serious effect on the food value.
10. Plan a breakfast and lunch to complete the meals for the day on which this dinner was served.
11. Draw a diagram of a single cover at a table set for this meal. Label all parts of your drawing.

Tests which help to develop, as well as test, thinking ability

Information gained from charts:

On page 20 of Teaching Nutrition, a chart gives the results of Iowa studies which showed the nutritional deficiencies of the diets of teen-age girls. The girl figures on this chart are here reproduced in word equivalents.

	<u>12-14 years</u>	<u>15 years and over</u>
Calories	1/3 figure	1/2 figure
Protein	1/2 figure	1 figure
Calcium	3 figures	4 1/2 figures
Iron	1 1/2 figures	3 1/3 figures
Vitamin A	1 figure	2 figures
Thiamin	2/3 figure	1 1/3 figures
Riboflavin	1 1/4 figures	1 1/2 figures
Vitamin C	2 figures	2 1/2 figures

Number of Teen-age Girls in Ten With
Diets Deficient in Specific Nutrients

Students might be asked to study this chart and then evaluate a list of statements as:

- A. Chart gives no evidence for or against this statement.
- B. True, with supporting evidence supplied.
- C. False, with supporting evidence supplied.
- D. Probably true, but evidence is lacking.
- E. Probably false, but evidence is lacking.

Sample statements related to the chart given here are:

- 1. Girls over 15 have poorer diets than girls under 14.
- 2. Some girls had diets which were deficient in all nutrients.
- 3. The nutrient most apt to be missing in the diet at all age levels is calcium.
- 4. Most girls in both age groups are underweight.
- 5. Girls in both age groups have plenty of bread and cereals in their diets.
- 6. Over half the girls from 12-14 have diets deficient in protein.

Ability to select the principle which lies behind a desirable practice is tested by items like the following. Note that for each practice given, a reason which sounds perfectly plausible has been devised. It may even be a true statement, but it is not the reason for the practice that should be checked as most desirable.

To preserve the vitamin content of green beans, Jean should use these methods:

- 1. Use as little water as possible when cooking.
- 2. Discard the liquid in which they are cooked.
- 3. Add soda to shorten the cooking time.
- 4. Thaw frozen vegetables before cooking them.
- 5. Cover the vegetable completely with water.

Check the reasons for the choice or choices that you made.

- 1. Frozen vegetables take longer to cook than thawed ones.
- 2. Vegetables served without liquid are more attractive.
- 3. Vegetables should be cooked in the shortest possible time.
- 4. Vegetables cooked in small amounts of water are more nutritious.
- 5. Cooking in a lot of water dilutes the flavor, and people will like the vegetable better.

Problem items stimulate thought on the part of students. Here is an example:

When Mrs. Jones was told that her three-year-old son had a slight case of rickets, she exclaimed, "That's impossible! Bobby gets plenty of sunlight. He is outdoors all day long

except for his mealtime and napttime." Tell what you think the doctor probably said next and why he said it.

A problem such as the following can serve as a class assignment or as a test during which the use of notes and reference books will be allowed.

Directions: A friend drops in to visit you, and you invite her to stay for lunch. Your sister will also be home. You have the following foods on hand. Plan a luncheon for the three of you that you can prepare in one hour.

Cheddar cheese	- ½ lb.	Apples	6
Stale bread	- 2 slices	Celery	½ bunch
Eggs	- 1 dozen	Pineapple	#2 can
Milk	- 1 quart	Tomatoes	#2 can
Lettuce	- 1 head	Corn	#2 can
Tuna fish	- 1 seven oz. can	Frozen peas	- 1 pkg.
Onions	- 2	Coffee	
Staples	- flour	Salad dressings	
	rice		
	macaroni		
	seasonings, etc.		

- A. List your menu.
- B. List the order in which you would prepare the foods in your menu.

Don't overlook test items in textbooks. Food for Better Living by McDermott, Trilling, and Nicholas uses the technique of presenting recipes with mistakes for the pupils to discover. For example, what is wrong with this one?

Cheese Souffle

1/4 c. butter	1/2 c. nippy cheese,
1/4 c. flour	grated
1 c. milk	4 eggs

Melt butter in double boiler; add flour, salt and milk to make white sauce. Add cheese and stir until melted. Beat eggs slightly and add. Bake in slow oven for 1 hour or until done.

A few at a time

Devices such as those just given take longer to construct than simple recall items, but they do a far better job of checking on pupil growth toward the real objectives of our foods teaching. Not only do they test; they also serve as techniques for increasing pupil growth in the first place. Could you not, therefore, plan to develop a few such items this year, a few more next year, and so on? Before you know it, you will have quite a respectable collection!

ARE NOT MY HANDS MY OWN?

Bonaro W. Overstreet

Are not my hands my own?

How is it, then
That I stand here alone within my kitchen,
Intent upon the making of a pie,
And suddenly my mother's hands have slipped
Inside of mine . . . and mine are only gloves
Made flexible by what she wills to do
With flour and salt and shortening?

I stare down:
My hands, proved mine by permanent signature.
And yet . . . their motions . . .

I have seen before
Fingers that held a pie-plate in mid-air
Upon their tips that spread to balance it;
And I have seen a hand that slid a blade
Around the pie-plate, neatly shearing off
Unwanted crust that dangled to the board
To crumple there into a little heap.
This is familiar. But it was not I
Who poised the plate or drew the cutting blade.
That was my mother . . .

And if this be I,
How do I know to the last small detail
The feeling that was intimately hers--
Just as she must have learned, upon some day
(And felt her fingers halt with quick surprise),
The sense of having other hands slip in
To use her hands, their muscles and their joints,
To work an older will with flour and salt.

This is the ancient comfort: the deep knowing,
In heart and bone and sinew, that I stand
Never alone so long as I can share--
Here in my kitchen, here in my little hour--
The modest drama of man's staying alive:
A quiet drama played in the small sounds
A spoon makes against a mixing bowl . . .
The little slap of dough upon a board:
Sounds all too slight to hear above the guns
That shrill the desperate drama of man's dying;
But sounds that will be there when the tired guns
Have grumbled into silence: always there . . .

So I stand here alone within my kitchen--
Flour on my hands, and centuries at my elbow--
As though I had come back to some beginning
To take another look at chart and compass.

*From *Hands Laid Upon The Wind* by Bonaro W. Overstreet, W. W. Norton & Company Inc., New York, 1955.

RECENT RESEARCH ON MEAT

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From the standpoint of economy, nutritive value, and palatability, meat is important in our daily lives. Thus, it behooves us to consider what researchers are finding out about meat. Some of the problems concerning meat are centuries old, others have been introduced by changes in technology, distribution and marketing, while still others are potential ones which must be solved before new methods of processing meat are used. Work is being done on all these problems, and a search of the pertinent technical literature will reveal a multitude of articles on meat. However, the present review is limited first to beef and then to developments in increasing tenderness, in pre-packaging, in cooking methods and in suggested preservation procedures.

Past research has shown that in general beef is more tender: if the meat comes from well-fed, well-fattened animals than from poorly fed; if the animals are slaughtered as yearling and two-year-old steers and heifers instead of as older cows or bulls or even older steers; if the carcasses are aged for ten days or longer rather than for shorter periods; and if the cuts of meat used include the larger, less worked muscles of the back and loin instead of certain working muscles such as those of shank, neck, shoulder and round. Present research is concerned with finding out what exactly constitutes tenderness and further ways of producing more tender beef.

One interesting investigation was undertaken to find out whether there was a relationship between the diameters of muscle fibers and the tenderness of the cooked meat. Samples of different cuts of meat from fifty-two beef and veal animals, including cows, heifers, steers and calves, were taken for microscopic study and for cooking. The neck and foreshank had muscle fibers with the largest diameters; slightly smaller were those of the round; in the third group were the two chuck muscles, eighth rib, shortloin and loin end; while the smallest fibers were found in the tenderloin. In addition, as the age of the animals increased, the diameters of the fibers increased and the resistance to shearing increased. Meat tissue from the above animals was also used to determine if there was a relation between the amount, distribution and character of the connective tissue and tenderness. Study of the microscopic sections showed that collagen was much more abundant in the muscles with more resistance to shearing and likewise that there were more elastic fibers in the tougher muscles.

The Texas Agricultural Experiment Station has a project for selective breeding of cattle for improvement of economic traits. During a three-year period, one hundred and twenty-six steers, representing the progeny of twenty-four sires, have been investigated. The results have so far indicated that a significant portion of the difference in tenderness between steaks from different animals was due to differences in

heredity. Thus, by simple selection more tender beef may eventually become available, although there are two main obstacles. Progeny testing is slow and costly, and the breeder who did select for tenderness might not receive proper economic recognition. However, in regard to the first problem, some preliminary observations on correlation between temperament of the animals and tenderness of the meat appear promising.

Other studies show that the type of feeding will influence the quality and quantity of meat from beef cattle. In a series of experiments where the steers were fed a low or high concentrate ration, the latter usually produced more desirable meat, and the taste panel consistently preferred the meat from carcasses showing the most marbling. Hormones, antibiotics and tranquilizers have been used in the feeding of beef cattle because they increase growth and feed efficiency. The use of hormones has been reported to improve carcass quality, but more research will have to be done to find out if the administration of these compounds has any effect on the tenderness of cooked meat.

Commercial meat tenderizers have been widely advertized in popular publications, and a few controlled studies have been carried out. In one series of experiments where treated and untreated thick and thin round steaks, sirloin tip steaks and rump roasts were cooked and rated, the meat treated with the tenderizer at room temperature was more tender than the untreated. However, there are problems connected with insuring any great amount of penetration into the meat by the tenderizing enzyme and with the inactivation of the enzyme in a meat such as beef which is cooked at low oven temperatures to an even lower internal temperature.

One of the greatest recent changes that has taken place in the marketing of meat is pre-packaging for retail distribution. During a comparatively short time this procedure has become widespread, and today thousands of supermarkets and other retail stores offer pre-packaged meats to the American consumer in self-service type display cases. The research that has been carried on to further the development of pre-packaging and display has had two main objectives: first to prolong the retention of satisfactory appearance, primarily color; and then to postpone flavor and odor deterioration. This has necessitated the investigation of the physical characteristics of a host of wrapping materials and of the effects of the wrapping materials, nature and intensity of light in the display cases, and various holding temperatures on the quality of different kinds and cuts of meat.

The Departments of Food Technology and Animal Husbandry of Rutgers University set up a five-year project to select or develop combinations of packaging materials, packaging conditions and storage conditions which were commercially applicable and which would best inhibit deterioration of quality in pre-packaged meats. Extensive experiments on meat from hogs, steers and lambs were carried out, and the results of the research have been published in many technical articles, a few of which will be considered here. One of the first things that was done was to classify different packaging materials in respect to their prevention of weight losses. Cans, a cellophane-pliofilm laminate with

the pliofilm inside, a cellophane-polyethylene laminate with the polyethylene inside, and a cellulose acetate-pliofilm laminate with the pliofilm inside gave superior performances.

In one of the studies, samples of ground, lean beef were packaged in different films, held under various conditions and examined at approximately weekly intervals for a period of three to four weeks. It was found that the meat had better flavor and total palatability when the samples were stored in films having a relatively low oxygen and water vapor permeability than in films having relatively high permeability, and when the temperatures were close to 32° F. rather than around 40° F. Whether during storage the meat was exposed to light or not did not seem to affect overall organoleptic quality. In another study the relationship of package characteristics to color was investigated. The results showed that no one film was best suited for packaging all types of meat, and that some packaging films are considerably better for short periods of storage than for long ones.

Discoloration due to light has proved to be more of a problem with frozen than with fresh meat. In an experiment carried out with steaks packaged and frozen in Cry-O-Vac plastic bags, it was found that the surface color of the frozen steaks was relatively good where they were not exposed to light, but that the steaks on the top level of the display case became discolored in about two to three days. Further investigation was made employing filters to cut out different ranges of wave lengths of light. This work showed that the yellow portion of the spectrum emitted by white fluorescent lamps commonly used for frozen food display cases is responsible for color degradation of packaged frozen meat, and that formation of metmyoglobin is the primary cause of discoloration when packaged frozen meat in a transparent wrapper is exposed to light.

Many articles on the effects of different cooking procedures on nutritive value and palatability of meat have been published within the last five years, but space allows for only a few to be mentioned here. The most comprehensive project on the determination of the nutritive value of cooked meat was undertaken by the Oklahoma Agricultural Experiment Station and supported in part by a research grant from the National Live Stock and Meat Board. The published bulletin gives the results of analyses of common retail cuts of meat cooked by usual household methods. Among the values reported are weight yields of cooked meat, energy, protein, fat, moisture, ash, phosphorus, and magnesium contents of the individual lean, marble, and fat portions of each cut, and the B-vitamin, calcium, potassium, and sodium contents of a smaller number of selected cuts.

In another interesting study the effects of moist and dry heat cooking on vitamin retention in loin and round steaks and in rib roasts were compared. It was found that thiamine and niacin retentions were higher in the meat of the broiled steaks than in the meat of the braised ones, but that the braised steaks with the broth contained as much

thiamine and more niacin than was present in the meat alone of the broiled steaks. Somewhat less thiamine but more niacin was present in the meat of the oven roasts than in that of the pot roasts. In conclusion the authors stated that it was impossible to make generalizations relating thiamine retention of home cooked beef to cooking temperature, cooking time or moisture content.

The effect of braising and pressure saucepan cookery on the cooking losses, palatability and nutritive value of the proteins of round steaks was investigated. The results showed that it took three and a half to four and a half times longer to braise steaks to an internal temperature of 80° C. than it did to cook them to the same internal temperature under ten or fifteen pounds of pressure while the total cooking losses, palatability and nutritive value of the meat proteins were similar in the different cooking methods. However, when steaks were cooked under fifteen pounds pressure to an internal temperature of 112° C. the cooking losses were increased; aroma, flavor and juiciness were scored lower, but tenderness was scored higher.

Four conditions of cooking, including moist and dry heat and different degrees of doneness, were studied in relation to the eating quality of loin and bottom round steaks. The cooking losses were greater with the more thoroughly cooked meat, while the juiciness scores were higher for the less well-done than for the more thoroughly cooked steaks within each cut and method of cooking. The shear force values obtained indicated that loin steaks were most tender when they were broiled to the rare stage, and that the round steaks were most tender when they were braised very well-done. The findings on tenderness are especially interesting because these methods of cooking and these stages of doneness are the ones recommended for cooking loin and round steaks under practical conditions in the home. Now that quite a little is known about what happens when different cuts of beef are cooked under various conditions, fundamental studies are needed to explain such facts as why one muscle becomes more tender under certain conditions, another under others.

Research on newer methods of preservation of meat is proceeding along at least two main lines. The use of antibiotics is being investigated as a means of reducing spoilage and increasing the shelf-life of fresh meat. To date the antibiotics which have received the most attention are chlormycetin, aureomycin and terramycin. In one study it was found that chlormycetin inhibited growth in seventy-four of ninety-two strains of organisms isolated from meat, terramycin in seventy-seven, and aureomycin in eighty-one, while nine strains grew uninhibited by all antibiotics. In other experiments antibiotics have been applied to the surface of cut meat, added to ground beef, or infused through rounds or carcasses shortly after the animals were slaughtered. All the processes seem to present possibilities for delaying spoilage and increasing shelf-life, but further work needs to be done on the effect of these processes on the palatability of the meat and on the amounts of the antibiotics remaining in the meat after cooking.

The second proposed method of preservation is the use of ionizing radiations to destroy food-spoilage micro-organisms. If safe, palatable products could be obtained by "cold sterilization," the changes in palatability and nutritive value produced by the high temperatures required for canning or the equipment for and cost of holding meat in frozen storage could be avoided. Irradiation as a means of preservation for meat has been investigated in relation to dosages required for sterilization or inhibition of bacterial growth, inactivation of enzymes, and the effect of different dosages on nutritive value and palatability.

Experimenters have shown that various bacteria differ in their sensitivity to irradiation, that spores are generally more radiation resistant than the vegetative forms, and that larger doses of irradiation are required to inactivate enzymes than are needed for sterilization. Unfortunately, even the latter doses produce undesirable changes in color, odor and flavor of meat, and apparently beef is the meat which is most sensitive to irradiation. It has been reported that the fresh meat color changes to brown, that a pink color may be imparted to cooked meats, and that most people dislike the irradiation-induced off-flavors. The chemistry of the sensory changes is not completely known, but changes in protein and fat constituents have been postulated.

The effects of irradiation on the nutritive value of various foods have been investigated, and a limited amount of work has been done on meat. In one series of experiments, fresh, raw ground beef was sealed in tin cans, irradiated and analyzed for thiamine, riboflavin, niacin, pyridoxine, inositol and tryptophane. With the doses employed, the following percentages of the nutrients were destroyed: 61 to 67 percent of the thiamine; approximately 25 percent of the pyridoxine; and about 10 percent of the riboflavin. Niacin, inositol and tryptophane were resistant to the effects of gamma irradiation, and no destruction of these nutrients occurred. The fact that thiamine is more radiation-sensitive than either riboflavin or niacin has been confirmed in another study.

The consensus of present thinking seems to be that irradiation may first be used in conjunction with some other means of preservation to increase shelf-life. For example, with some meat products heat could be used to inactivate the enzymes, and a pasteurizing dose of irradiation, which would not produce disagreeable changes in palatability, rather than a larger, sterilizing dose could be given. Such a product, if properly sealed in a container before treatment, might be held two or three weeks before spoilage occurred. Irradiation of food presents many interesting possibilities, but there are many problems which must be solved before it is extensively used. The following concluding statement was made by an authority in this field of research: "Radiation as a food preservation process for use in civilian foods still lies in the future."

ILLINOIS TEACHER

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Star Feature

TOWARD MORE SATISFYING LIVING THROUGH
BETTER TIME MANAGEMENT

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TO:WARD MORE SATISFYING LIVING THROUGH BETTER TIME MANAGEMENT

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"Dost thou love life? Then waste not time, for time is the stuff that life is made of." Benjamin Franklin.

"I'm absolutely worn out! It's always just rush, rush, rush, and then I never have time to do all the things I need to do and want to do." Mrs. Hurry had experienced quite a full day from the time she had prepared a hasty breakfast, left the dishes undone, and arrived at school just one minute early. School hadn't helped much--the Foods II class didn't finish on time and had left the laboratory in sad disorder. Three of the girls came back during their study hall, but were noisy while the child development class was in session. Since Mary Brown was behind schedule, she required an extra help session on her clothing project during Mrs. Hurry's only free hour.

After school she had that curriculum committee meeting when she really needed to shop for the weekly groceries. She felt guilty not going to the church supper as she'd promised, but the family hated to have her gone so often, and this would have been the third time this week. Now that she was home, should she grade those papers she'd planned to grade when Mary Brown came in, or should she clean the house? Goodness knows the house needed it! The refrigerator needed defrosting in the very worst way, too, and when would she get this week's ironing done?

Mrs. Hurry is only one of thousands of teachers and homemakers who face the problem of time management at home and at school. It seems that nothing stands still any more. In this age of space and satellites, it is difficult to keep up with the times much less keep pace with them. Yet, each person has the same twenty-four hours each day that she has always had. It becomes apparent that it is not the AMOUNT of time that counts, but the way in which the time is used. Only twenty-four hours, and yet some people get so much more from the twenty-four than others!

Take Miss Plan Ahead, for example. She is entertaining friends for dinner. When you arrive at the appointed hour, there she is smiling, serene, a gracious hostess. She seats you in the living room and sits to chat briefly with you. Then, she takes her leave, quickly and calmly with no fuss or bother makes her last-minute preparations, and her dinner is served. You feel wanted, relaxed, and sociable.

Now look at Miss Deadline who also is entertaining friends for dinner. When you arrive at the appointed hour, Miss Deadline greets you breathlessly, dashes off to another part of the house, leaving you to wonder if you should find your own chair, follow her into unknown realms, or summon help for her! Finally you seat yourself while Miss Deadline frantically completes last-minute meal preparations--calling snatches of conversation to you all the while. The meal is served, but you feel so guilty for having caused so much work and fuss. Your hostess finds it difficult to remain at the table with you, and you become weary for all of her bustling about and so take an early departure.

Both of these hostesses had the same resources of time, energy, and materials with which to work. However, their use of these resources varied to the extent that their guests, their families, and they, themselves were affected.

Making Minutes Matter

"All that time is lost which might be better employed." Rousseau.

Just twenty-four hours per day for each person to use, and to the business man, time is money. The time of each and every employee on the job is so important to many employers that efficiency experts are hired to study the jobs and the way employees perform their tasks, so that valuable time can be saved and hence many dollars for the business man. Motion and time studies are the order of the day with the various jobs being constantly evaluated and revised. With thousands of workers, two minutes of wasted time means a great loss in money. These studies have also indicated that the worker's sense of well-being, his happiness, and his comfort are important elements of the job requiring consideration. Such innovations as coffee breaks and comfort in physical environment are planned for, because it has been found that with such considerations, there is better use of time while working. The teacher and the homemaker can learn much from these practices in industry.

Just twenty-four hours per day for each person to use, and it is true that time is a precious resource to use in obtaining better living. Well managed, efficient time management can provide for:

Time with family	Time for rest
Time for leisure	Time for personal growth
Time for work	Time for happiness
Time for health	Time for community activities
Time for hobbies	Time for fellow man
Time for church	Time for the job or profession

Just twenty-four hours per day for each person to use, and if this time is well used, there comes a personal satisfaction of living to the fullest. Well-managed time obtains a sense of accomplishment, as well as more being actually achieved in a given amount of time.

Just twenty-four hours per day for each person, but this age of expanding technology permits women a double career of homemaker and wage earner. With more and more working wives and mothers, efficient use of time is essential. It is surprising how many of these "double career" women say, "Since I started to work away from home, I find that I get more accomplished both at home and on the job." Having found it necessary to plan and manage time with two jobs, this individual does a better job at both, generally speaking.

The key to success requires good health, intelligent planning, a cooperative family, and labor-saving equipment. This forces the woman with the "double career" to:

- (1) streamline her house by: putting away dust catching bric-a-brac; replacing ruffled curtains with straight hanging ones of easily-cared-for fabrics; arranging furniture conveniently for easy cleaning; furnishing with easily cared for floor coverings and finishes.
- (2) streamline her housework by: realizing that she can't expect to do much housework each day; doing housework on early mornings, evenings, and week-ends; maybe trusting weekly cleaning to employed outside help; sending laundry out; shopping once a week; straightening the living room and dining room before retiring each night.
- (3) simplify meals by: writing menus for the week which simplifies marketing and enables her to profit by weekend specials, permits planned-overs and not left-overs by cooking ahead for next day, and gives peace of mind for being well organized; using simple menus; keeping equipment and utensils like knives in good cutting order; serving electric skillet meals, pressure pan meals, freezer meals, broiler meals; making use of stove-to-table dishes, stainless steel flatware, plastic table covers and place mats, paper napkins; eliminating side dishes whenever possible; using packaged foods, prepared mixes, pre-cooked foods, and tender cuts of meat.

The key to success encourages one to accept the fact that with less time spent at home, the house may not always be as neat as a pin; that family meals are likely to cost more; that the cleaning schedule will have to be flexible; and that assistance might be needed from commercial agencies or through purchasing special equipment, employing paid help, or securing help from other family members in doing household tasks.

Just twenty-four hours per day for each person, and it is very important that efficient time management be learned in the school. Here is the opportunity to learn the scientific principles of time management and to learn to practice these principles in a variety of situations. With regular practice of the principles, good habits of using time and energy to the best advantage are developed. The use of good time management on the part of pupils and teacher enables the class to cover more material in a given time and results in orderly classes. Many routine jobs can be eliminated by good management and thus free the teacher so she has more time for individual help as it is needed. The teaching of time management and the demonstration of good time management on the part of the teacher are important contributions that the school can make to the growth and development of individual pupils.

"Don't put off until tomorrow what you can do today."

Although only twenty-four hours each day is an established fact well known by all, it is too easy to linger in the joy and security of the present, and so time is wasted. We tend to put off unpleasant tasks,

unfamiliar tasks, and/or dull and uninteresting tasks. When we indulge in such procrastination, time is usually not well used in doing other things, but the "unwanted" tasks remain on the so-called conscience and it is said that time is wasted.

Conduct Your Own Efficiency Study

"Don't do as I do, do as I say!"

How Jane longed to be like Miss Smith--so efficient, so well groomed, so kind and understanding, such an interesting person who did so many things so well. "She's neat!" Jane exclaimed, and she did not mean neat just in appearance. Miss Smith always seemed to have time to really sit down and listen to her pupils' problems. It was interesting to Jane, too, to note that teachers and parents felt free to come to Miss Smith. One wouldn't think she'd have time for anything else, but she did. Her classes were the very best ones in the school according to most pupils. Miss Smith seemed to have some part in all of the school activities and most of the community activities. Oh, to be like Miss Smith--that would be heaven itself!

Teacher sets the example.

It's so easy to emphasize the value and importance of efficient management of time and quite another matter to practice these things. It doesn't come easy at first, and many times there seems to be no place to begin. However, the experts keep saying that the first and most important step is to become MOTION MINDED. Now what does this mean for teachers--home economics teachers especially? Let's watch Miss Smith get ready for one day of teaching.

To begin with, Miss Smith had planned her week. She knew what she would be teaching in each class for each day of the week. Then, she had planned for the day. Several of her lessons were boxed and labeled. All she had to do was to get the proper box from the shelf. For example, one box contained the illustrative material she needed for the lesson on small equipment. There were several typed of can openers, knives, measuring cups and so on. Since she taught in a crowded building and moved from room to room, she placed her boxed lessons on a utility cart and was ready for the day.

As she helped pupils in laboratory situations, she organized small groups with similar problems and guided them in solving their problems as a group instead of repeating the same guidance and instruction several different times. She enlisted the aid of able pupils who also gave assistance to other pupils and in turn became more able themselves. Miss Smith helped pupils, too, in using time wisely. She provided duplicated recipes on recipe size cards for the pupils instead of using valuable class time in copying. Materials for bulletin boards were filed in folders with a simple sketch of how they were to be placed on the bulletin board. Pupils helped her develop these folders from a rich supply of pictures and ideas kept in other folders. She had reference materials ready for individual problems, and she assisted pupils in planning time schedules for their work in her classes.

She used short cuts herself and helped pupils to use short cuts whenever possible. In addition, Miss Smith allowed time for the unexpected and emergencies. When no emergencies occurred, she had other non-pressing things ready to do, and she did them. She avoided putting off dull, unpleasant tasks. She eliminated, combined, and rearranged her work for greater efficiency. There was a place for everything and everything in its place in Miss Smith's department.

How is your "time honesty?"

Every teacher realizes that it is important that classroom time be used wisely, but some go amiss and waste valuable time. Check the following list to see how you rate.

For Teachers

Yes No

1. Have a daily schedule and lesson plans.		
2. Have plans and schedules which are flexible.		
3. Prepare materials, apparatus, supplies necessary for class work or class demonstration before the class period.		
4. Adjust the physical environment of the room before class time.		
5. Handle routine matters expeditiously.		
6. Let a pupil check attendance quietly.		
7. Encourage all pupils to contribute to the discussion.		
8. Guard against having attention deviated by pupils who suggest your pet topic in an effort to steer you away from the subject at hand.		
9. Avoid taking class time to handle individual disciplinary matters.		
10. Promptly begin and end class work.		

As an illustration on the effect any one of these points might have on valuable classroom time, consider the matter of a teacher taking attendance orally. By calculating, you will see that if you had thirty pupils in your sixty-minute class period, you have thirty clock hours per period at your disposal. Thirty clock hours times five days a week adds up to one hundred fifty clock hours per week. Three minutes spent to check roll orally means ninety lost minutes per class period or four hundred fifty minutes per week, or seven and one-half hours. Just think! A teacher can unconsciously throw away a day of instruction with just a trivial matter like checking roll orally.

What is your time-saving account?

Time is like money in that it is not so much the amount you have that brings greater interest as much as how you manage it. With your time-saving account, it is not the hours you deposit as much as how you deposit those hours. Check your time-saving account to see if you have more "yes" or "no."

Time	Kind of Deposit	
	Yes	No
1. Do you consider time management as an aid in getting what you want?		
2. Have you considered your values critically before trying to plan your time?		
3. Have you set up desired objectives and planned time to obtain them?		
4. Do you concentrate your time on one phase of living to the neglect of another?		
5. Do you do first things first instead of worrying about what you have to do?		
6. Do you jot down a plan on paper or make a mental note daily?		
7. Are you allowing time for personal and professional growth?		

Which checking account is in the red?

Pretend that you had three separate time accounts at the local bank. The first account is labeled REST AND HEALTH; the second account is PERSONAL; and the third is labeled PROFESSIONAL. Your original intent in having three separate checking accounts was to assure yourself that you balance your precious time among these three areas. But at the end of the month you make a startling discovery.

The least number of checks have been written on your PERSONAL account. A few more checks have been written on your REST AND HEALTH account, indicating that you could use more rest. BUT, look at the number of checks labeled PROFESSIONAL TIME! Why, you even wrote a few blank checks! Does this illustration hit home? Maybe your checks were mostly labeled PERSONAL OR HEALTH. It is true that because time is a personal matter no one can offer a set formula on how to balance these three accounts; only you can decide. HOWEVER, your life might prove richer if you can manage to balance these three accounts.

Timely tips for the homemaking teacher.

One homemaking teacher in New York set up a flexible eight-hour day schedule for five days a week plus a three-hour period over the weekend. For example, she sets aside perhaps Mondays for filing all new illustrative materials, Tuesdays for home visits, and so on. Of course, this plan does not guarantee that everything will always get done or that one will always be caught up, since something unexpected is bound to occur. But this homemaking teacher explains that a plan would help one accomplish more than could possibly be done without a plan and that, having put in an honest day's work of eight hours, one feels free to enter whole heartedly into outside activities without the guilty thought that she should be home correcting papers.

Suggestions of other teachers that have been collected from near and far follow:

- (1) Develop a good filing system or plan on storage of illustrative materials.
- (2) Build and use a card file similar to the library card catalogs of textbook references and magazines.
- (3) Have separate wire baskets for papers handed in, for papers ready to return, and for incoming mail.
- (4) Have spindles for notes to yourself or bills.
- (5) Keep a pair of scissors in every place at home or school where you are likely to sit down to read.
- (6) Get a small notebook to carry with you at all times to jot down ideas or write notes to yourself.
- (7) Keep a supply of postcards, stamped envelopes so that you can send for pamphlets or bulletins the minute you see something valuable.
- (8) Keep an appointment calendar.
- (9) Designate pupils to help with housekeeping, shopping, preparing for teas, training other girls in the use of equipment. In Massapequa High School in New York, this reliable, mature-pupil help is "Teacher's girl, Friday." She is a volunteer enrolled in the third or fourth year homemaking class who receives extra credit in homemaking for assisting.

Do you recognize any of them?

Hamilton Hertz, promotion manager of Men's Wear magazine once divided time wasters into three groups:

"Habitual Stallers"--no matter what time the appointment, they keep others waiting.

"Log Jammers"--people who pile one appointment on top of another, pack them tight, often overlap them, and let everyone after the first caller wait.

The "Minuteman"--he says, "I'll be with you in a minute!" He intends to see his appointee right away but somehow gets tied up somewhere else as you arrive.

Principles of time management

"She saves so much time." This is not a true statement. Time cannot be saved. With twenty-four hours in each day, each individual has no more or no less. Individuals can, however, use time wisely and

efficiently and hence can accomplish more in a given amount of time than some other individuals. What are these principles of time management that enable one to do this?

First of all, one should plan for the job to be done. Then the job should be broken down into all of its parts and each part studied carefully. Ordinarily, most jobs have three main parts:

The getting ready preparations.
The doing of the job.
The clean-up.

In order to save time, motions should be reduced. In each part of the job as it is broken down motions can be reduced:

By elimination of some parts.
By rearrangement--changing the order in which certain aspects of the job is done.
By simplification of the job--making each part as simple as possible.
By combination of those parts of the job that can be easily done at the same time.

These four important principles of saving motions--eliminate, rearrange, simplify, combine--should be applied to every part of the job and to the job as a whole.

Other ways of reducing the energy demanded by a job that are often recommended but may require some practice to achieve true efficiency are:

The best equipment for doing the work should be selected.
Standards should be set for the finished job.
Energy can be conserved by sitting instead of standing whenever possible.
Time can be saved by working with both hands at once whenever possible.

Following the study of the job and the job parts, evaluation of the job as it has been set up in light of what has been learned is an important step. When the job is planned according to the new and better way of doing it on the basis of the study according to the principles of management, then practice at doing the job in this manner is essential if further time is to be decreased that is spent on this job.

Every homemaking teacher knows how hard it is to teach the principles of time management in such a way that a pupil will think through his personal situation and reach a solution which truly applies the principles taught. So don't be discouraged if your first or second or even third method fails to bring results.

Not every technique that works for one pupil will work for the next, nor will every technique that works with one teacher work for you. Therefore, the important thing is to try some of the suggested ideas and then develop your own by always keeping a conscious eye on the clock.

Just remember that time management is based on the BASIC 3 A's:

- Ability to think through a problem.
- Ability to evaluate possible solutions.
- Ability to follow the best procedure for the purpose.

Time Management and Decision Making

"For of all sad words of tongue or pen
The saddest are these:
'It might have been'." Whittier

Successful time management requires the use of intelligence. This is evidenced when time management is viewed as problem solving, as decision making, as a research method, as a creative activity, and as a process of deductive thinking.

Time management is problem solving.

Remember that people must become aware of the advantages of being efficient and must desire to learn and adopt efficient methods before they can obtain the advantages of such methods. The first question is: How do they arrive at a method which is economical in use of time? Let's take a class project on remodeling a kitchen. Here is a procedure which the pupils might use to solve the problem: To find the most efficient arrangement of kitchen equipment which will make for quick preparation of meals.

- (1) The class states or defines the problem.
- (2) Each girl identifies one arrangement possibility which might contribute to the time-saving campaign in meal preparation.
- (3) The class evaluates each arrangement submitted by the girls by use of a score card on a step-saving kitchen.
- (4) The class selects the two or three best from all the students' arrangements.
- (5) The class analyzes these arrangements with the help of a flannel board.

Using cut-outs of the major equipment from construction paper, make a layout of each of the two or three arrangements selected. Let each girl whose plan was selected use a ball of string to plot the path taken by her homemaker to prepare a simple meal. Compare the lengths of the strings which designate the path taken by each homemaker to prepare identical meals. Is there any difference?

(6) Use this plan in the kitchen which is being remodeled.

Such a project will enable the homemakers-to-be to become aware of the steps of problem solving. This awareness might stimulate a desire to solve other problems in similar fashion to obtain the advantages of the results of a solved problem.

Concerning problem solving in today's education, John Dewey believed that one learns from experience only when the experience leads him to formulate a question and later has a sensory experience which answers the question which was originally aroused.

Time management is decision making.

It is evident that successful time managers know how to put first things first. They do the first things first, taking the most important phase of a task, disposing of it, then going on to the second important phase. Meanwhile they steer clear of trivial matters. How do they decide on what is first? Wise choice depends on their sense of values. This sense of values may be the result of many kinds of experiences and training.

It is also evident that successful time managers work at the hours best for them. From their own experience, they have discovered their peak of efficiency. Some individuals' peak is in the early morning, others do not reach their peak of efficiency until the afternoon.

It can be readily seen that successful time managers are familiar with Rudyard Kipling's----"I keep six honest serving men

They taught me all I knew,
Their names are what and why and when
And how and where and who."

They have borrowed Kipling's "honest serving men" to make their motions count with every task at hand. About every task they have asked themselves:

WHY is it necessary?
WHAT is its purpose?
WHERE should it be done?
WHEN should it be done?
WHO should do it?
HOW is it done correctly?

Yes, successful time managers are constantly making decisions.

Integrating the Teaching of Time Management in Various Areas of Study

"Three things wait for no man--running rivers, fading
flowers and passing time."

Mary went home frustrated and discouraged. She had so much homework to do--the math assignment covered two pages of problems to work, a book report was due tomorrow, she had her science paper to write, and the oral report in history to prepare. She just had to press her garment for the style show tomorrow afternoon. The committee for the school dance had stayed so long after school. She was supposed to be in the card section at the game tonight. Mother expected her to share the responsibilities of the evening meal. She knew Mother would have a good deal to say about her unmade bed she left this morning. She had promised to call the youth group for the program at church Sunday night. Teachers and parents just expected too much. Whoever said we have more and more leisure time? Mary didn't have ANY!

A critical look at the time requirements of a high school pupil reveals not only the usual demands of regular classwork but also countless extra class and community activities, such as:

- Special interest clubs (FHA, Dramatic, Yearbook, etc.)
- Athletic events (both as participants and loyal supporters)
- Committee work (for class and out-of-class activities)
- Class projects (out-of-school responsibilities)
- Musical organizations (band, orchestra, glee club, etc.)
- Church groups (Chi Rho, Iota Chi, Walther League, Choir, etc.)
- Service groups (Scouts, Campfire girls, YWCA, etc.)
- Special talent activities (Piano lessons, instrumental lessons, recitals, art lessons, voice lessons, swimming lessons, dancing lessons, etc.)
- Earning money (part-time jobs, baby sitting, etc.)

With regular classes and the work entailed preparing for them, home responsibilities, and the other responsibilities such as those listed above, it is little wonder that many young people are overwhelmed with all that they have to do. Ambitious parents and zealous adults can easily indicate the necessity and importance of all these activities. Result? Frustrated young people who try many things but who do all of them in a slipshod manner.

Studies of adolescence suggest that this is a period where boys and girls have difficulty in appreciating the value of time. They drift along, and then comes a dead line and great is the scramble to get things done. All of these things point up the need of the pupil to get help with his management of time.

Parents and teachers have a fine opportunity to help pupils meet their current time-management needs by helping them make choices in their goals. This is not a continual adding on of more activities and responsibilities, but is many times a process of eliminating some things. After the decision making, pupils need help in planning how they can best attain the goals they have set for themselves and, also, need guidance in developing a means of working toward the goal.

Teachers can make a real contribution toward the time-management needs of pupils by training them for future living through a well-founded

knowledge of management principles, the development of habits of good management in all situations, and the gradual development of a philosophy of living.

With the very young child who is just beginning to tell time, the first step in helping him become clock-wise is by letting him make a clock to understand that the hour hand always moves forward at the same tempo, and that there are only twenty-four hours each day. Unlike the young child, the teen-agers in your classrooms already know that there are only twenty-four hours each day and that, for many, these twenty-four hours are much too short to accomplish everything their busy lives demand. Therefore, the starting point in helping teen-agers make the most of their days is to begin with their personal lives.

Inventory of my time and energy, incorporated.

Let the girls list their major goals; then let them keep a running record of their time and activities for a week. At the end of the week, let them summarize their findings with a plan similar to this, as suggested by Bartine and Hawkins in an NEA Journal.

Estimate as accurately as possible the hours you spend each week in the following categories:

Home:

Meals____, sleep____, dressing and clothes care____, family fellowship____, telephoning____.

School:

Classes____, lab____, gym and athletics____, study hall____, assemblies____, clubs and committee work____, others____.

Work:

Home responsibilities____, paid employment____, homework____, church and community service____.

Recreation:

Sports____, parties and dates____, club____, church and social activities____, movies____, hobbies____, other____.

Religious and spiritual growth:

Sunday school____, church services____, youth groups____, choir____, other____.

Cultural growth:

Listening to music____, studying music and practicing____, reading____, art classes____, dancing lessons____, other____.

Is there a discrepancy between what teen-agers want to do and what they are doing? Are they getting all they want from their 168 hours? Here are more ways of taking an inventory of their time and energy, incorporated.

Do you have a "Time Pie"?

With the younger students, let them translate their running record of their activities for the week into a "Time Pie." A Time Pie is a circle divided into equal parts, each part designating an equal number of hours. Designate the number of hours each engages in sleep and rest, school work, leisure time activities, et cetera by shading them in different colors or by using different colored papers. This visual aid should give them a better perception of how they spend their time.

Older students may see how many of the questions below they can honestly answer "yes." If their total is less than 10, chances are that they should give their schedule a spring housecleaning.

DO I:	No	Yes
Allow enough time for sleep and rest (8-10 hours each night)?		
Eat slowly enough to: give my digestive system a "break"?		
use mealtime for fellowship?		
Share my out-of-school activities with: my family?		
my church?		
community?		
Spend some of my leisure: outdoors?		
in an active sport?		
in worthwhile reading?		
listening to good music?		
acquiring some musical, manual, or artistic skills?		
quietly and alone?		
Use my school time wisely by: honestly concentrating on my class work?		
taking full advantage of extra-curricular activities?		

Guilty or Not Guilty? An open letter to a Time Killer.

Dear Teen-ager:

Are you a member of the ever popular "Time Snitching Club"? Is your goal, "Fritter away not minutes, but hours"? Are your personal club meetings devoted to using strategy which takes an hour to save that minute of honest work? Perhaps you can identify the membership of this club.

First, there is Judy who studies with the television set turned on. It took some practice, but she figured out a way of utilizing both eyes to do two things at once; keep one eye on her book page and the other on the TV screen. With the exception of a minor detail--not knowing

what she read for tomorrow's assignment--Judy not only finished reading her assignment, but also enjoyed her favorite TV program.

Then, there is Liz the "list maker." Being a firm believer that organization saves time, she spends an hour and a half listing all the jobs she must do that evening. When she finally completes her list and begins to work, three-fourths of her evening is gone.

There is Thomas the "excuse maker." By the time he figures out an excuse to get out of burning the rubbish, he could have had the job all done.

Here is Ross the "clothes tosser." He gets to bed three whole minutes quicker by tossing his trousers on the nearest chair instead of hanging them on the hanger. It'll only take his mother an extra hour to pick up after him, get out the ironing board, and press his trousers for the next wear.

Heard of Lance the "once-a-monther"? He is the one who prides himself by announcing, "Why bother to straighten out your room if you can burrow your way to bed and the closet!!" Just think how much fun he must have frittering away minutes hunting for something he wants or spending hours scooping up the heaps from desk tops, from under the bed, and the floor at the end of the month!

Lance's counterpart is Nance the "once-a-monther." She saves all her washing to the end of the month. By doing this, not only her calendar page is new, but she experiences a feeling of newness on the first of each month. For thirty or thirty-one days she runs downtown if and when she needs an extra pair of socks. Or, caught short before a date without a clean pair of hose, she manages to borrow one from her sister who reluctantly hands them to Nance after forty-five minutes of convincing.

Of course there is Tucker the "crib-note maker." To review for an exam is time wasted to Tucker. He knows of a quicker way--at least he thinks he does--to prepare for an exam. He takes notes on postage stamp sized papers to refer to on the sly. Being the cautious type, he spends several days copying everything. At exam time he is the only fortunate (?) one who experiences added "butterflies" in the pit of his stomach with "Will I get caught? What will happen to me then?"

There is Kris the "sleep-less gal." To spend eight hours in bed is a waste of time to Kris. She putters around her room, calls several of her sleeping friends, and finally gets to bed after midnight. In class the next day, she sits in the back of the room and sleeps to the music of the teacher's lecture. She always makes certain that the girl next to her gently awakens her before the class is over.

You mustn't forget Tub the "favorite club member." It takes ten minutes to rewrite his committee report so he squints and fumbles through his scrawled notes and takes fifteen minutes to report what he could easily have said in five minutes.

There is chirper Molly who skips try-ons when she shops for clothes. She gambles with the 50-50 chance that a dress will fit by not spending fifteen precious minutes to try it on at the shop. She can always take it back (another trip to the shop will cost her an hour), or let Mother alter it (it will only take Mother about an hour and a half to alter).

Then, there is Priscilla the "procrastinator." "Oh, why must I clean my room!!" she complains. She moans and she groans for an hour and puts off cleaning her room. She is the unlucky gal who hasn't heard that if she zips through that unpleasant chore immediately, she can forget about it and proceed to something more enjoyable.

Last but not least is Naomi the gal with a finger in every pie. It's amazing how she manages to be in on everything by sacrificing sleep and meals. Anyone can do this! After all it only takes about a month in bed to recover from exhaustion or a semester to repeat a course.

Signed,

MR. TWENTY-FOUR HOURS

Plan for my time and energy incorporated.

No matter what your age, a time schedule is a big help in making the most of your twenty-four hour day. First list the week across the top of the page with the hours down the left side of the sheet of paper. Block off the hours in school. Then block off the hours you spend for sleeping and eating. Now what are you going to do with the remaining hours?

Bread down your jobs into smaller jobs and list them separately. For example, instead of listing "writing letters" list "letter to Jim" or "letter to Grandmother." You might find greater satisfaction if you can cross off each small item rather than wait days and days until four letters are written, before being able to cross off "write letters."

A Check List for Your Time Plan

	Yes	No
1. Is this plan based on my own habits and experience?		
2. Does this plan help me to put first things first?		
3. Is the plan flexible?		
4. Are the large tasks broken down into smaller parts?		
5. Does this plan give me a feeling of order?		
6. Is there a catch-up period?		
7. Are there reminders, i.e., bulletin board, note pad?		
8. Is there a "check-up" period of time?		

Care for a story with a happy ending?

Here is someone your age who knew the secret of how to manage her time. "Budget Girl," by Frank B. Pearson. This is a story of a girl who followed through on her father's casual wonder as to whether

Barbara could formulate a budget of her hours just as she did on the matter of her allowance. This father being rather wise in educational matters, a firm believer in the efficiency of initiative, with a clear concept of project, reminded his excited daughter that the matter was rather vague and nebulous in his thinking, and that he was only curious to learn what his daughter thought of the idea. He did not tell her that if such a budget came out of her own thinking it would stand a far better chance of being successful than if she followed someone else's plan. So it was that the entire matter was left to Barbara.

Three days later Barbara approached her father with a beautiful, detailed plan. Her father asked, "But will it work?" "Work?" she replied. "Why, Dad, it just has to work. Didn't I make it? I couldn't look you in the face if it failed to work! Only a poor mechanic can't make his own machine work!"

She tackled each new experience in her first few days of high school according to her time budget. The real test came when she was doing her algebra lesson, which was a difficult challenge to her. At the expiration of the allotted time she found herself far short of the lesson assigned. She was dismayed. She slammed her book shut with a vow that she would speed her work the next day. Because of her pride, she made no mention of this to her Dad. The following day, she attacked her algebra lesson with new vigor and advanced beyond the mark of the previous day at the end of the algebra time. By the end of the week, Barbara completed her assignment in the time allotted.

This victory applied to her other subjects. Barbara soon won leadership in her class. Her classmates attributed it to her superior ability, but Barbara knew a more appropriate word, "Budget."

Teacher, how can you help them?

You may have heard a fellow teacher say, "Surely, I want to help the students with time management, but the class periods are too short. Why, we don't even have time to cover the necessary subject matter!" Ah, here is something she should know. A study conducted at Ohio State University in the 9th and 10th grade foods classes showed that pupils tend to adjust to the time available to them, and that limitation of time forces both teacher and students to utilize time and energy to better advantage. Gross and Crandall in Home Management in Theory and Practice, page 251, state that two of the special ways to evaluate time management are in terms of ability to estimate time required for specific work and ability to stick to a plan when once made.

To learn of techniques used by others, let each student interview the best time manager that he or she knows. Have him find out how each one interviewed gets everything done or remembers to accomplish everything, or how each handles an emergency situation.

Other departments may have clever ideas. A peek into one of the engineering departments at the University of Rochester shows that the class divides itself into squads of two for laboratory work, and each

squad works on a project of its own choice. Doesn't this sound like something feasible with one of your advanced classes, especially if they have had previous experience with motion and time study?

In the demonstrations by you, purposely utilize time-saving techniques. Then have students list all the time-saving techniques they observed and also additional ones that they can suggest. This can be just as effective with adult groups.

For an entire week let each student keep a record of the number of times she or a member of the family could not find something because it was not where she thought she had put it or not in the proper place. Have students analyze each situation with questions like: Did she forget where she put her purse? Did Junior return father's tools after he borrowed them? Were you frantically searching for your science book this morning because you carelessly laid it on the nearest table or chair last night? Are you constantly misplacing your glasses? This exercise can help them see that an orderly habit of putting things where they belong will save time. "A place for everything and everything in its place."

Students may write a skit presenting Mary or John's problem in getting dressed quickly for school each morning. Illustrate these points in the skit: deciding what to wear as he dresses; running into shirts and skirts with missing buttons or broken fasteners; rummaging through a heap of socks, underclothes, toilet articles, sweaters; hunting for misplaced articles; showing a poorly arranged dressing area.

Let different class members observe different processes, such as making a sandwich, setting a table. Have each observer record time required, number of steps taken, equipment and utensils used, and the work places used for each process. Then, lead students to analyze and suggest ways of improving each process. An example is setting a breakfast table. This is a good introduction to the study of step-saving arrangement of kitchen equipment and utensils. Process charts can be used in this case.

Time study can be an eye opener

Time study can be divided into three divisions: process charts, time study, and motion study. A process chart is a graphic means of portraying a sequence of operations of some order to discover what things are done and in what sequence.

All of your pupils have work habits. Some are good, but other habits are wasteful of time and energy. To help them perform various tasks in half the time they ordinarily spend, motion studies are effective. There are three parts to a motion study of any task:

1. List the steps and motions used in the present method of doing the task.

2. Analyze list or chart to see if anything can be left out, combined with parts of other tasks or done at the same time, done with both hands, done in different order, or done in a simpler way. Analyze tools to see if they are being used for the right job or placed within easy reach or pre-positioned for use.
3. List steps and motions for the revised method. Try the revised method.

Here is an example of how to chart motions in time and motion study. In a quick meal demonstration, first make a list of the trips that were made by the demonstrator and the purpose of each trip, for example:

Trips to	Purpose
1. Refrigerator	1. Get milk
2. Mixing center	2. Bring milk and look at recipe
3. Refrigerator	3. Get eggs

After the demonstration has been completed, record time used. Then analyze the process chart and apply step two. List steps and motions for the revised method. Then re-do task, keeping all the changes in mind, and see how much time was saved.

In class, begin with a minor time study to accustom students to the use of the watch so that they can read a stop-watch or a clock accurately. Also, give pupils experience by analyzing a film or filmstrip which points out time-saving motion elements in order that pupils will be able to think in terms of motion-and-time economy principles when observing.

Have students work together, divide class into two groups, or have a volunteer perform the task while the rest of the class watch and make note of what is done, motion by motion. Together, analyze and arrive at a new method.

To two students give some type of foundation board into which nails can be driven, such as a discarded bread board. Place a nail in the location of each large piece of equipment in the unit kitchen where the demonstration is taking place. Two girls are necessary for accurate results. Let each tie the string to the nail where the worker starts, then follow her steps by twisting the string once around the nail representing the equipment where she is working. When the job, such as preparation of a simple food like creamed carrots, is completed, the length of string may be measured to determine the amount of travel. After an analysis of the time and motion that could be saved with improved pre-planning, the job is repeated in this revised form. The difference in "before and after" lengths of string will convince the most doubtful skeptic.

A test to determine time and energy saving of pupils in foods laboratory seems to indicate that having the supplies and small equipment stored at the place where first used is more important in saving steps and time than is the arrangement of the unit kitchen. Also, having two complete mixing centers in each unit reduces amount of traffic and congestion and helps to facilitate efficiency of the worker.

Teaching time management during a foods unit

Do you know a Nancy who rushes to the grocery store from work each day, deciding on the ride what she will have for dinner; or a Jane who starts preparing the meat for dinner, deciding as she goes along what she will have for vegetables; or a Jill who shops once a week, has her menu written down and all recipes checked with food on hand when she enters the kitchen each day, yet never gets her dinner ready on time? Don't you agree that any or all of the girls need help with managing their time? Any one of the students in your class could easily be a Nancy, or a Jane, or a Jill.

Especially for the Junior High level

Usually students this age do not like to do the dishes. Take this cue and help them find ways of shortening time spent on this unpopular task.

One less pan may save a minute. Have the students count the number of dishes and pans and silverware that each group used. Have each group record the number on the board. Analyze why one group had more than the other. Were all these dishes, pans, silverware necessary? How can some of the dishes and/or pans and/or silverware be eliminated?

Measure to save dishes. On the day that the students are baking something, have them count all the measuring utensils they used. Did Mary use twice as many utensils as Jane for preparing the same product? Could it be that Mary used a cup for measuring the dry ingredients and another cup for measuring the wet ingredients rather than measuring the dry material first in the one cup?

Right to left or left to right? Divide the used dishes into two groups. Stack one pile on the right counter and wash the dishes from right to left. Have someone time this procedure. Then stack the other group to the left of the sink and wash these from left to right. Time this second procedure too. If you are right handed, which arrangement proves to be more efficient? If you are left handed, which is more efficient.

A drop too much! Again divide dishes into two equal parts. Let one group use the dunk-method in pouring liquid detergent into the sink. Whip up lots of suds. Let the second group measure detergent with cap of can, and whip up just enough suds

to get the dishes clean. Compare the amount of time required to rinse the same dish for group I as against group II. Is there a time difference?

These and other changes in techniques can be expected to gradually change attitudes, also. A legend on the chalk board, "Just because your hands are in the dishwater is no sign that your head has to be," may lead to a lively discussion of pleasant things to think about while engaged in dishwashing. Margaret Kagarice of Iowa State College suggests this cheerful little ditty.

Let's Do The Dishes

Flying fingers in the suds washing dishes.
 Flying thoughts on the run wishing wishes.
 Fingers flying to and fro,
 Make the dishes shining dishes;
 Make them match the shining wishes.
 Thoughts a-flying to and fro,
 Make the wishes clear and bright;
 Make them strong and brave and right. .washing dishes.

A place for every item in the refrigerator!

A simple 10-15 minute skit, using two refrigerators, will help the students to visualize and understand the importance of placing most often-used foods and snacks where they can be easily seen and reached, without the necessity of removing food or containers to get at them, the importance of storing like items together, and the importance of storing each item on the most appropriate shelf from the standpoint of food spoilage as well as accessibility.

As the skit begins, the class can be brought face-to-face with a striking contrast between Mrs. Well-Arranged and Mrs. Dis-Arranged as they both slowly open their respective refrigerators and display the contents. Then the class can witness the ease with which Mrs. Well-Arranged locates and reaches for the needed items while Mrs. Dis-Arranged wastes minutes looking for the items while pulling out other things which are placed in front of it. Perhaps an appropriate ending is where Mrs. Dis-Arranged is belatedly serving her family a sad looking green salad of wilted vegetables in contrast with the crisp lettuce salad of Mrs. Well-Arranged.

Use of score sheets on work habits in foods laboratory helps the teacher and students in evaluating time management. A simple score card, cooperatively prepared and used systematically by both teacher and students serves to establish habits that are invaluable at school and at home. One example of such a score card follows.

1	2	3	Score
Had not planned duties: needed direction	Had duties planned and proceeded without direction	_____	_____

Collected supplies and equipment as realized need	Assembled equipment and supplies before beginning work	_____
Ignored time schedule	Followed time schedule	_____
Kept work area cluttered	Maintained orderly arrangement of utensils	_____
Piled up soiled equipment for later washing	Cleared as work progressed	_____

More ideas for any grade level

Pre-test meals? Do you let your pupils prepare a "test-meal" at the beginning of the foods unit? Have you considered using this pre-test not only to discover the pupils' limitations, experiences, backgrounds, but also to analyze the "set-up" of the kitchen in terms of time and energy expended? At the end of the pre-test, ask the class, "What was the least pleasant part of the class today?" You might be surprised at remarks like, "I didn't like walking around the table; I didn't like walking back and forth from the counter to the cupboard when drying the dishes." This is an opportune moment to begin the first of the "Three Propers" in the food preparation

- , Proper use of equipment
- Proper handling of food materials
- Proper work procedures

Pre-planning means time saving! Let students prepare a simple snack one day without any pre-planning. Time each kitchen. On another day, let students prepare the same snack, this time after pre-planning with written work plans and tasks divided among the members of the group.

Here is a good device to evaluate the two preparations, as suggested by Laretta Larson Wieland in At Work in the Kitchen.

How Do I Rate As A Time Manager?

Work Done	No. Of Utensils Used	Time Taken For Prep.	Time Taken For Cooking	Time Taken For Serving	Time Taken For Cleaning

A list is a must! To make out a shopping list before going to the grocery store may seem like a bother. A student may say, "Mother never makes out a shopping list!" Have the students keep track of the time spent doing the family's

weekly marketing the following week without any list. Did they forget anything? Did they really need all those items? For the following week have the students go to the market with a shopping list. Any difference on time spent?

Wash as you cook! Compare time required to do dishes by two cooks or two groups where cook A washes the equipment as she cooks the meal and cook B washes all the equipment at once at the termination of the meal.

Save time through simple menus and service. Help the pupils to see how forethought in selecting time-saving menus and table service can mean saving dish-washing time. Let the class pretend that they were all serving the same dinner using the same menu and utilizing the equipment and utensils available in the class room. Let each unit kitchen decide on the table service and pull out all the pots and pans, dishes, silverware, glassware that they would use, were they to prepare and serve this meal.

Then, let each group count the number of dishes, silverware, glassware that they would use, were they to prepare and serve this meal. Compare this number with the other unit kitchens. Any difference and why? Did one group serve the meat and vegetables on the same plate? Did another group serve relishes and jellies in partitioned dishes? Serve salads individually or in a bowl? Did still another group serve the food directly from the kitchen?

In addition to simple versus elaborate menus, similar comparisons can be made in broiler versus over meals, top of the stove versus oven meals. Let the students prepare a broiler meal. For today's busy homemakers and short order cooks, this is a must. Don't forget to include hints on how to be spared from scouring dirty broiler pans with suggestions for keeping pans from getting that way in the first place.

Mix or from scratch? Compare time involved in preparing similar products using a mix and a non-mix recipe. Either have the same girls prepare a product using a mix and also a non-mix, or have two groups--one using the mix and the other using a non-mix recipe.

To evaluate products made from mixes and from scratch, a chart similar to this can be utilized:

<u>For Mixes:</u>						
KIND	BRAND	COST	SERVINGS	PREPARA- TION TIME	BAKING TIME	EQUIPMENT USED

<u>For Homemade Products:</u>						
<u>KIND</u>	<u>METHOD OF PREP.</u>	<u>COST</u>	<u>SERVINGS</u>	<u>PREPARATION TIME</u>	<u>BAKING TIME</u>	<u>EQUIPMENT USED</u>

Have the pupils prepare two meals using the same menu or divide the class into two. Let group A prepare a meal, using processed foods and mixes. Let group B prepare the same meal, only using no mixes and no processed food.

A hint on laboratory lesson. A quick-to-make and quick-to-bake or quick-to-cook dish is well suited not only to the short laboratory period but to the short-time cooks of today. For example, consider the quickbread pudding which serves as an easy classroom demonstration, is suitable for a one-period meal preparation unit, is a variation of the practice and technique in preparation of baked foods other than breads, and is a dessert which can be incorporated into foods lessons in a number of ways.

Unexpected company? Decide on food necessary for an emergency shelf. Have a minimum emergency shelf in the department. With an advanced group announce that they must provide for an unexpected guest or guests during a meal preparation period and have them meet this emergency. If this is not possible, just before preparation period, announce that each unit will not actually prepare, but put on paper how each provide for unexpected company.

The recipe makes a difference.

"Recipes must be changed to keep up with our times," says Pearl A. Janssen, Associate Professor of Home Economics at the University of Illinois. When changing recipes, she considers four steps: (1) commonly used procedures, (2) basis for this procedure, (3) changes, and (4) effect of the changes. She challenges teachers with the question, "How often are the recipes you use and hand out to your pupils carefully examined?"

What about the written form of a recipe? Numbered steps with each step starting on a new line are easier to use and less chance of overlooking some ingredient or direction.

How are ingredients measured? Does it say 8 tablespoons instead of 1/2 cup?

What procedures can be eliminated? She suggests considering the following four headings:

Directions Often Given	Changes	Advantages	Effect On Quality
Beat egg yolks until thick and lemon-colored	Add unbeaten egg	Saves time & energy used in beating & the washing of a bowl and perhaps a beater	Little difference in quality is apparent in souffles, puffy omelets, starch thickened mixtures, mayonnaise, custard type products, such as corn pudding and spoon bread

Mrs. Janssen reminds us that "to make some of these changes, knowledge of the principles of food preparation is required and some experimenting to see if the results are as expected."

What about certain techniques? It is very necessary to use good common sense here--when is it practical?

Have ingredients and directions been included in the recipe to insure good results?

Are the newer findings included?

Good recipes can also be time-saving. Use and study time-saving recipes. Analyze each and decide why each is a time saver. Establish principles applicable to other recipes. Let the students evaluate several recipes and dinner menus which are common among the families, yet require much time in preparation. Let them revise the menus, using the same foods but simplifying them so that less preparation time is required.

Better meals with less work in a nutshell

1. Plan ahead. The secret is, "Advance head work instead of fast foot work."
2. Make a schedule. The secret is "A schedule gives time for everything."
3. Arrange equipment and have equipment in good order.
Purchase time-saving equipment as money is available.
4. Make a shopping list. Shop once or twice a week only.
5. Use pre-prepared foods: mixes, frozen, pre-cooked, canned food.
6. Cook for more than one meal at a time. The secret is to have planned-overs and not left-overs.
7. Dovetail jobs. One hint is to hard cook eggs for tomorrow's salad while doing dishes.
8. Have pantry shelf of cans and nonperishables. The secret for unexpected company is the Girl Scout motto, "Be prepared."
9. Keep measuring units in jars or cans of staples.

10. Use the french knife for cutting any food with the flat surface down against the cutting board. The secret is "this prevents slipping."
11. Organize for cleaning table and washing dishes! The secret is "A tray on your arms means less on your feet!"

Time saving tips for smart cooks

Two cooking jobs--all in one pan. Just make two aluminum foil cups out of two thicknesses of aluminum foil and fit right into the pan at the same time. Place two different vegetables in its own cup, season, stand cups in pan with one inch of hot water, cover pan, and steam the vegetables.

Let your oven fix bacon for the hungry crowd. Line unseparated bacon, right out of the wrapper, on a rack with aluminum foil or large pan underneath to catch the dripping. Bake in hot oven (400° F) for about 10 minutes.

Baby foods for adults too. The next time a recipe calls for pureed, seived, or strained vegetables, borrow one of baby's strained vegetables.

Quickest Quickies in cookies.

Mix well:

- 3/4 cups Bisquick
- 1 pkg. instant pudding mix (any flavor)
- 1/4 cups salad oil
- 1 egg

Form into small balls (drop with teaspoon). Flatten on ungreased cookie sheet. Bake 8 minutes at 350° F. Makes 3 dozen cookies.

Handsome toppers for your desserts. How about fudgy-cap frosting? The next time you bake a cake and decide to use boiled frosting, add chocolate pieces to the hot frosting. And fudgy-cap cookies? Immediately after removing cookies from oven, place chocolate pieces on each cookie. When soft, spread evenly to frost cookie. Even cupcakes! Just dip top of cupcake in soft swirling frosting; swirl slightly, and quickly turn right side up.

Even speedier toppings for quickbreads, puddings, cakes, etc., can be provided by placing the desired mixture on top of the product before placing in the oven or placing on top of the finished product and setting it briefly under the broiler. Such toppings usually consist of a mixture of brown sugar, flour, butter, nuts, seasonings like cinnamon, etc.

"Breakfast Minute-Minders" from Quaker Oats.

Pancakes for Breakfast? Place milk, egg, and non-liquid shortening in a shaker or glass jar. Add pancake mix and shake vigorously or until batter is fairly smooth. Pour batter onto griddle. No spoons, no bowls, but just one jar to wash!

Or maybe coffee cake for breakfast? Put the egg, milk and mix into a large plastic bag. Force part of the air out. Holding the bag shut with your fingers, and resting the bag on the table, mix by working bag vigorously with fingers until the batter is completely blended. Bake in aluminum foil pans. When serving, just open corner folds of pan for easy cutting. Just think, no mixing spoon, no mixing bowls, no baking pans to wash.

Better yet, how about breakfast-in-a-glass? Here's a recipe for a new early morning treat that's cool, quick, and nourishing. It takes but minutes to prepare this:

- 2/3 cup cooked oatmeal, chilled
- 1 cup cooked apricots, drained
- 2-4 tsp. sugar
- 1 tsp. vanilla
- 2 1/2 cup milk.

Place all ingredients in bowl. Beat with rotary beater or electric mixer until smooth. If blender is used, blend for 1 minute. Makes two servings.

A few sample suggestions.

Pre-test questions are helpful in determining something of each student's judgment of time used in cooking and factors affecting this time. Questions similar to those that follow, when developed in adequate detail, may prove very revealing.

Directions: In the blank to the left of each piece of equipment or utensil, write the letter corresponding to the center. Letters may be used more than once.

Equipment And Utensils	Centers
_____ 1. Frying pans	A. Mix
_____ 2. Toaster	B. Sink
_____ 3. Spice set	C. Range
_____ 4. Others commonly found in kitchens	D. Serving

Directions: To the left of each food, write the method which would take the shortest amount of time to cook.

	Food	Method A	Method B
_____ 1.	Chicken	Roast	Pan Fry
_____ 2.	Bacon	In oven	Under broiler
	Etc.		

Directions: List 10 main dishes which you can quickly prepare if you returned home late one afternoon and have only one hour to prepare, eat, and clear up the dishes for two people. A pressure saucepan is not available.

Key: Any dish using the following methods can be accepted as long as the time element has been considered: casseroles, broiled food, creamed food, fried food, frozen dinner and frozen foods, grilled food, canned food, pre-cooked food, left-overs, one-dish meals.

Directions: Write menus for three days, breakfast, lunch, and dinner, and list 10 possible ways to dovetail tasks to save time. For example, a baked ham from one dinner can be served in a sandwich a day or two later.

Key: Give credit for every dovetailed item.

Teaching time management during a clothing unit

Often teachers make the mistake of thinking that time management is important only in teaching foods--naturally they do not want to wash dishes left through an error in time management. But opportunities in other types of units are many and varied.

Utilizing the flannel board and cutouts of the equipment in the room, make a layout of the clothing area or clothing laboratory. With common pins, tacks, ball of yarn, and cutout of two little feet, chart the pathway of the "Dawdler" who stops at every table to chat and wanders around before beginning to sew. Then chart the pathway of the girl who enters the room, proceeds directly to the sewing area, and promptly begins to sew. Now measure the difference between the lengths of the yarns. This difference in distance traveled as measured with the yarn will also indicate the difference in lapse of time or time wasted.

Students and teacher together develop a work plan on the construction to be done, order of doing the steps, and time each construction will take. (Translate this work plan into a bulletin board display. On the face of a clock which designates days or weeks, list the steps in construction which should be accomplished at the end of the days or weeks.) This can help students organize their time by serving as a goal

of accomplishment for each week. This prevents the slow students from becoming discouragingly far behind at the end of the project by showing each one when she needs to put in extra time. The skillful students may be encouraged to make an additional project or do a special study.

Mrs. Anne Teter, teacher at New Augusta, Indiana, finds cobbler aprons with their useful pockets a stepsaving, time saving, and protective item for both students and teachers. Scissors, tape measures, and all the other little necessary items for a clothing project can be within reach wherever you are.

Try designating certain skillful and fast workers as student assistants to help other students. Also two students working together on a layout and cutting, not only means added experience for both but a time saver. These are but two instances where two heads are better than one.

With sewing equipment easy to see, easy to reach, easy to use in the home sewing center of the classroom, the students can take time to practice management. There is no longer the business of getting all settled to sew or mend and then having to run after thread, buttons, or needles. Everything is right within easy reach. Students can study the arrangement of their laboratory equipment and, if necessary, rearrange for greater efficiency.

Concerning a mending lesson....Have you introduced the students to mending tapes and other ready made attachable ones? Have you explained or shown them why small rips, tears, and worn places should be mended immediately. Have you suggested keeping mending baskets in convenient places to be picked up at odd moments? If you replied, "yes" to all these questions, then you are teaching time management, also.

When considering sensible buying of clothing in the unit on ready-to-wear, encourage students to read the labels. Then help them to interpret the terminology on the label in terms of time-savers. For example, Pre-shrunk eliminates let-outs and let-downs; Colorfast avoids spoiling a whole wash; and Wrinkle-free means easy ironing.

There are opportunities for job analysis in a clothing unit. When the teacher or a student demonstrates washing a sweater, let the rest of the class analyze the arrangement of the equipment and the motions involved in washing this sweater. Have two students plot the steps taken by the demonstration. Compare a wide and a narrow ironing board. Let two volunteers iron identical pieces. Let half of the class record motion and time of girl A and let the other half do the same with girl B. Was there any difference in the amount of time required by girls A and B?

Tips for time savers in clothing classes.

Hang scissors for storage and easy checking for number.

Use plastic trays for storage drawers. Less time has to be spent on finding items.

Buy extra bobbins. Sell them to the pupils at the beginning of the unit and buy them back at the end.

Have extra sleeve boards and irons to do small amounts of pressing while waiting for a large one.

Encourage use of wrist pin cushions so pins will be at point of use.

Demonstrate construction processes to groups of girls as needed.

Have a filmstrip ready in a dark room where girls can individually view as needed to refresh memory on a certain step or process.

Give girls opportunity to use sewing equipment which lend to quick sewing, for example button hole attachment.

Plan in advance of new construction project to insure that each pupil will have her pattern and material when needed.

Thoroughly study pattern parts, symbols, and steps.

Select projects that are worth the time put in on them.

Use unit construction procedures. Do a whole unit while at the sewing machine and thus save motion and time.

Point out time saving procedures when demonstrating a process.

Teaching time management during a housing unit

Here again, job analyses can be made of various jobs requiring the care of household goods. Motion and time studies are interesting and educational when applied to different phases in the upkeep of the home. Time principles can be learned, re-emphasized, or applied to different situations while pupils are learning important principles quite different from time management.

Daily pick-ups bring time pick-ups! Have each student record the time she spent in cleaning her room one week-end. Then during the following week, let each student keep a daily record of time she spent in keeping her room in order--hanging clothes, straightening the dresser and study table at night, and making the bed, dusting, and emptying the wastebasket in the mornings. Again let the student clean her room at the end of the second week. Compare the time each took to clean the first week end and the second week end.

Two hands? Remember the old adage, "two heads are better than one"? Well, two hands are better than one. Demonstrate dusting furniture by using both hands and also by using one hand. First dust entire chair using one hand, then dust same chair using both hands. Let pupils time you.

Let one of the pupils demonstrate this point in class, utilizing the family living room. Let her dust and straighten out this room twice while the rest of the class time her. For the first part, disarrange some furniture and magazines, leave a coat on one of the chairs, and leave purses, newspapers, an open book or two on the table. For the second dusting and straightening out period, put everything in its proper place. Were there any differences in the time spent for dusting and straightening? Just let them multiply the number of rooms in their homes by the minutes saved here.

Logical sequence? Demonstrate how time and energy can be saved by dusting each part of a chair in a logical sequence. Have one pupil time the organized and disorganized procedures.

Know your attachments? Have two pupils clean two radiators. Let one pupil use the "crevice tool" attachment and the other a small broom or brush. Which is quicker?

Proper storage can be a time saver, too. Not only does storing things within easy reach, labels placed for easy reading, tall things behind short ones, and the things used most often stored for easy access, but here is a chance to investigate the location of the storage area. For instance, should the vacuum cleaner be kept in the kitchen or utility room which is located at one end of the house, or should it be kept in a more central location? This can be a good problem for seeking some solutions.

Line your kitchen cupboard shelves with several thicknesses of shelf paper all cut at one time. When the top layer gets soiled, slip it out, exposing a fresh lining.

Using cutouts can be another time saving device. Let students rearrange the furniture in a room by the trial-and-error method of using a yard stick and moving furniture to fit a certain area. Time them. Following this, begin by rearranging on paper, using cutouts drawn to scale, and make another arrangement. Time them again. Compare the time involved for both methods.

Teaching time management during a home nursing unit

Motion and time studies can easily be made in this unit, for example, bathing a patient. While a student goes through the steps of bathing a patient, the class can make a process chart by recording all her movements. Then either use the blackboard or flannel board to make a pathway chart. Analyze the chart.

When changing bed linens, make a motion and time study of bedmaking. Let one student make a bed using her own method. Have two students plot her steps and the rest of the class time her. Let the same student make the same bed using the following method. Line up the tops of the bottom sheet, top sheet, and blanket at the head of the bed before

beginning to make the bed. With just three flips--flip goes the bottom sheet, flip goes the top sheet, and flip goes the blanket--the bottoms of the bottom and top sheets and the blanket will be at the foot of the bed. Tuck in the bottom sheet, then the top sheet, and maybe the blanket; all this can be done while standing on one side of the bed. Do the same with the other side of the bed. Compare the difference in time required and steps involved in making the bed employing the two different methods.

This time, compare the time required in putting on a bottom sheet, using a fitted sheet the first time and using a regular, flat sheet the second time. Is there a saving in time by using the fitted sheet? Is the time worth the extra cost?

Schedules are extremely important for the patient in bed. Here again we find that they enable the home nurse to accomplish all she must accomplish as well as to help her have the jobs done when they are supposed to be done for the patient's welfare.

Trays or baskets can save many steps and save time for the home nurse in transporting her many supplies, cleaning equipment, and tools to and from the sick room.

Teaching time management during a child development unit

Helps for expectant mothers. Let pupils make a time plan for an expectant mother's day of activity. First list all her activities before she was pregnant. Secondly, to allow for stated rest periods, decide what tasks can be eliminated, how she can get the others done, and when.

Quick tricks with new baby's laundry! For young parents with a new baby, baby's laundry can be the most time consuming of their new routine. Let them consider disposable diapers vs. non-disposable diapers.

Diaper service can be a definite lift, however, this is too costly for the family budget in most cases. Therefore, keep the garment pile to a minimum by clothing the baby once a day, following his bath, in a diaper and shirt only. Keep the same shirt on him for the day unless it gets wet. A receiving blanket often suffices for long kimonos when nursing. Use a moisture-proof pad between diaper and garment when nursing. When laundering, baby's laundry can be divided into three groups: the diapers; the bedding, towels, receiving blankets; and his shirts and other garments.

Play schools and other similar contacts with small children can afford your students an excellent opportunity to make and execute schedules for the management of time.

For children of the nursery school age, forethought in the selection of clothes, providing physical facilities for employing child's help, and proper training can mean time saving for the adults.

Select clothes which permit older child to dress and undress self.

Provide low hooks for children to hang clothes.

Provide low shelves for children's toys.

Train children to put away school books, coats, and other belongings when not in use.

Let child help with things he can.

Teaching time management during an equipment unit

The selection of right equipment or utensils can be a time saver. Let the students analyze various small equipment and utensils to determine which is most efficient for the job at hand. Compare the product and time involved between different types of equipment or utensils for doing the same job.

Grater versus chopper, for shredding

Paring knife versus french knife

Dull knife versus sharp knife

Electric mixer versus hand beater

Carpet sweeper versus vacuum cleaner

Pop-up toaster versus broiler.

The arrangement of small equipment for quick and handy use can be a time saver. Studies show that many precious minutes can be saved by not stacking bowls, pans, and other utensils and equipment.

Teaching time management during a laundry unit

An analysis of a simple task like ironing and storing towels can be a good introduction to a laundry unit when the emphasis is on time and motion study.

At each ironing board a girl might be given a sprinkled huck towel to iron, while fellow students observe and record:

Over-all number of minutes used by girl

Kinds of motions used while handling towel

Laying down

Straightening

Smoothing

Lifting up

Turning over

Folding, etc.

Number of each motion used

Efficient and inefficient ways of matching corners

Efficient and inefficient ways of storing on shelf

Compare records of students and compile consensus that can be compared with other groups' results. Draw conclusions and apply to ironing various common articles.

Try out time saved, if any, by so-called "labor savers" in techniques like:

Sorting clothes for hanging while wringing them
 Proper wringing and hanging to avoid wrinkles and
 retain original shape
 Pressing garments of synthetic materials at the correct
 dryness

Comparative studies on the selection, arrangement, and use of laundry equipment with regard to time can be a real learning experience. Experiment to determine time and effort saved through use of recommended equipment such as a cart on wheels, a revolving clothes line, a wide ironing table, a sit-down ironing board, a posture chair on casters, a sprinkle-steam-dry iron. Discuss whether enhanced cost is worth time saved.

Here's a way to help pupils determine the best working position with the least amount of time employed in sorting clothes for laundering. Have an average-sized family's weekly wash. In preparation for washing, let the class time the number of minutes spent by a demonstrator on sorting this laundry load at different heights: clothes taken from the floor, from 12" above the floor, from the counter top, from shelf at shoulder level.

The passing of time can be a psychological factor. Hurrying and worrying by the housewife while doing her laundry may hinder her ability to perform her task in the most efficient manner. Therefore, let students determine day and hour for doing laundry to fit most comfortably into different families' schedules. Identify safety devices on equipment and safety practices that will not only prevent loss of time from accidents but also greatly reduce the housewife's tension.

If you're looking for captions, here are two suggestions for a bulletin board displaying labels from wash-and-wear garments.

"To unshackle you from the drudgery of Mr. Ironing Board."

"Said the Iron to the Clock, 'We're not going to spend so much time together!'"

Teaching time management to adults

Many of the learning experiences given in this article up to this point can be adapted for adult classes. In addition, however, there are other techniques and devices especially good for adult classes.

Management of time is important to everyone, whether you are a student, a part-time homemaker, or a full-time homemaker. You cannot afford not to acquaint self with time saving techniques. As a full-time homemaker these so-called short cuts will free you from becoming a slave to housework; instead you will have time on your hands to engage in other activities. As a part-time homemaker or a student, time saving techniques will prevent you from paying unnecessary money for drawn out methods of work or for unnecessary domestic work.

Is homemaking a full time job?* A legend from Nebraska says that once upon a time, Farmer Sam stayed at home to manage the household with its five children while his wife spent all day at a leader training meeting. Farmer Sam was curious to know what women folks do while their husbands are hard at work in the fields or on trips to town, so he kept a record of what he did that day. Here is the record the Nebraska Extension says Sam made:

Services	Number of Times
Opened door for children	106
Closed door for children	106
Tied their shoes	16
Chased the baby who is willing to creep	21
Told two-year old Georgie "Don't"	94
Stopped quarrels	17
Spread bread with butter and jelly	11
Issued cookies	28
Served drinks	15
Answered telephone	7
Wiped noses	19
Answered questions	145
Stumped by questions	175
Lost temper	45
Ran after children	About 4½ miles

*Brieflet 770 by Vermont Extension Service.

How much is your time worth? Like a business firm that takes an inventory each year, make a realistic appraisal of the time you spend on dozens of different kinds of homemaking tasks to see how much an hour you are really worth.

First, list each activity and ask yourself these questions: How long will it take me? How well can I do it? How well do I like to do it? How much will it cost me to have someone else do it for me?

Secondly, see if you are only concentrating on those tasks for which your experience, skill, talent, and desire make you especially able; are employing the help of others for chores for which you lack the tools, knowledge, aptitude, or interest and thus impair your efficiency. For example, let us say that you dislike ironing. Then hire someone to do the family ironing. Where will you get the money? Earn it by doing something you love to do and do well.

Or, maybe you have a home freezer for which you have been freezing everything. Sit down and figure out whether it is really an economy to freeze your own food or to own a freezer by adding your time spent for preparing foods for freezing and care of the freezer to the initial cost and the upkeep of the freezer.

Of course, your love, care and devotion for the family cannot be substituted with money, but almost every phase of homemaking can lend itself to financial analysis if you are wondering what your time is worth anyway.

How Do You Rate?

Are You:	Yes	Sometimes	No
A <u>Putterer</u> , forever picking up and putting down?			
An <u>Overdoer</u> one day and <u>Halfdoer</u> the next?			
A <u>Prissy Perfectionist</u> who wears everyone out with unnecessary work?			
A <u>Putter-Officer</u> , and at the last minute rush to get things done?			
A <u>Never Get Througher</u> ?			
A <u>Busy Beaver</u> with no time for leisure, community activity, or family recreation?			
A <u>No Planner</u> with no preplanning or fore-thought before performing a task?			
A <u>Worrier</u> who spends so much time reflecting upon all that has to be done that you don't have enough time to accomplish your task?			
A <u>Martyr</u> who glories in being worn out?			
A <u>Don't Stay Long</u> hostess because you're concerned about work to be done?			

If you checked "yes," to too many of the questions, it might be advantageous to mend your ways.

Analyzing yourself still further, which homemaker would you say you are?

"Mrs. Clutter-Upper" who wastes time sorting, hunting, handling?

"Mrs. Always Weary" who is so tired at the end of the day that she can hardly lift her foot?

"Mrs. Flora Fussy" who spends all her time keeping the house spic and span?

"Mrs. Easy Day" who has learned to manage the home with ease and satisfaction?

Management of Your Time and Energy*

	Maximum Score	Your Score
A. Do you make and use a plan for your work? (choose one or none)		
1. Regularly	8	_____
2. Occasionally	6	_____
3. At special times	4	_____
B. Is your plan (choose one or none)		
1. Written	3	_____
2. Mental	1	_____
3. Combination of written and mental	2	_____
C. Do you customarily finish your work? (choose one or none)		
1. Nearly all of it	6	_____
2. The majority of the tasks	4	_____
3. Only part of planned work because you do many unplanned tasks	2	_____
D. Do you plan meals in advance? (choose one or none)		
1. More than 2 days in advance	8	_____
2. Two days ahead	6	_____
3. One day ahead	4	_____
4. Some meals planned in advance	3	_____
5. Breakfast night before; others same day	2	_____
6. No planning except weekly shopping	1	_____
E. Do you cook food for more than one meal at a time?		
1. Sufficient of certain foods for 2 or more meals	6	_____
2. More than enough so that remainder can be used later	3	_____
F. Do you consciously plan for leisure activities with your family? (Choose one or none)		
1. Often	5	_____
2. Occasionally	2	_____
G. How do you use your leisure time? (choose as many as apply)		
1. Do you take part in any group activity	2	_____
2. What forms of leisure do you enjoy by self	2	_____
a. Active--examples: sports, music, hand work	2	_____
b. Passive--examples: reading, listening to radio or going to the movie	2	_____
BONUS for varied forms of leisure (part G) Add 3 if you score 6. Add 1 if you score 4.		
H. Do you get your needed rest and sleep?		
1. Sleep at night (choose only one)		
a. 7-9	5	_____
b. Over 9 hours	2	_____
c. Less than 7 hours	1	_____
2. Rest during the day (choose one or more)		
a. Regular during daytime	5	_____
b. Irregular or during evening	3	_____

*Taken from Circular Bulletin 211, Measuring Home Management by Irma H. Gross, Michigan State College, East Lansing, Michigan.

BONUS for balanced use of time

If "yes" to the following practices, add 5

Nearly all of your work done

3 types of leisure

7-9 hours sleep

Want to manage your kitchen time? There is a place for a time plan in every phase of homemaking, but because kitchen tasks are most demanding of any homemaker's time, let us consider the steps in making a time plan for the kitchen.

List all the tasks which must be included in the plan, i.e., a breakdown of baking, cooking.

Write down the time meals must be served.

Estimate the amount of time required for each task or group of tasks.

Decide on time sequence for each task or group of tasks.

Write down the plan. Are there any blocks of free minutes in the morning or afternoon?

Write down the time of preparation for each food alongside the menu. This will help you in developing step three above. Don't be discouraged if your less rhythmic, slow motions, or lack of confidence and skill serve as obstacles in carrying out your plans according to schedule. Remember that the homemaker with the most efficient kitchen techniques and skill acquired them by trial and error doing the task as best as she can, changing methods of work until she gradually learned the easiest and quickest way to do her task. A word of advice is, seek better ways of saving time.

Because of individual differences which exist among homemakers, it is almost impossible to prescribe the "one best way" for every homemaker. What you will accept as a desirable standard of work procedure may not be acceptable for your friend, Mrs. Brown or your neighbor, Mrs. Jones. Therefore, you must first define your standard. Some homemakers begin here with the standard product or arrangement desired by deciding how one can achieve this. Maybe you would like to experiment with one of your simpler, yet necessary tasks like dishwashing.

Make a comparative study of the time required to wash the dishes when one dish drainer is used, for draining dishes on the drainboard only, and when two dish drainers are used, immersing one in the second sink to rinse the dishes while one drains on the drain board. Also the spray rinse method may be the third method to be compared. In each case, dry and store the dishes. Here are bonus hints for dishwashing.

Use suitable equipment

Arrange equipment so that work progresses without needless trips back and forth.

Have adequate lighting directly over dishwashing area.
 Store cleaning supplies near place where they are used.
 If right handed, work from right to left.
 Standardize general methods used in dishwashing.
 Use both hands simultaneously.
 Air dry china
 Store dishes near dishwashing area or place where used.

More hints for saving minutes

Plans to save time. Make a plan of work. List all things to be done. Then fit them into a daily, weekly, monthly program.

Job analysis to save time. Study one job at a time. Question every step. Dr. Gilbreth, the famed mother in Cheaper By the Dozen suggests to first pick your ten most repeated actions. Then make a motion and time study with one party observing and jotting down each step taken by the other. Break down task into three parts: get ready, do, and clean up.

Work procedures to save time. Break down large jobs into small parts. Proceed with one operation until it is finished, such as all polishing or all dusting. End one job where you begin the next.

Movements to save time. Train both hands to work; work rhythmically; maintain good posture. Carry all supplies like dust cloths, polishes, brushes in a container or basket.

Selection and arrangement to save time. Provide storage for and store all cleaning equipment and supplies together. Plan closets and storage space to make it possible to put things away quickly and easily.

Equipment to save time. Fit proper equipment to the task. Use long handled equipment to avoid bending and stretching.

Supplies to save time. Use wax on floors to speed up cleaning. Use polish on silverware.

Following directions to save time. Read directions and follow directions to avoid trial and error with new or unfamiliar equipment and supplies. Follow directions to prevent work disruption by broken equipment.

A newspaper article from Milwaukee states that housewives can cut cleaning time 75 percent by knowing when to use the vacuum cleaner and carpet sweeper. The tests showed that a woman using a vacuum cleaner took four minutes, forty

seconds to clean a small spot of spilled ashes on a 9x12 rug. The same job took 75 seconds with a carpet sweeper.

Wendy Wagner, home-cleaning adviser for the E. R. Wagner Manufacturing Company, recommends these rules to save time: (1) Use the vacuum cleaner when you must clean an entire rug or carpet, and in weekly housecleaning. (2) Use the carpet sweeper for quick tidy-up jobs, such as picking up ashes, crumbs, threads, and lint, or after a party. Can you add more to this list of when to use the carpet sweeper and when to use the vacuum cleaner?

Have a neighbor who likes to visit? A housewife, Josephine Bleecker, in an issue of the American Home suggested a "pick-up basket" in which you put any little thing that needs attention. One rule is to put in nothing that requires undivided attention, as you must be free to carry on a conversation as you work. Keep a mending kit in this basket. While you enjoy a nice visit with your neighbor, your pile of mending disappears.

Before-or-after-skit

A ready-made skit or playlet can serve as an excellent interest approach or can be a culminating experience that provides opportunity for creative students to summarize essential learnings in an interesting form. Sometimes, however, writing an original playlet requires more time for preparation than the experience may justify unless it is to make a contribution to some school or community program.

The following is an example of a ready-made skit which can be used not only by high school students, but also by an adult group.

EVERY MOTION COUNTS

A Play About Motion and Time

Prepared by
Home Management Committee on Work Simplifications
National Work Simplification Project,
Purdue University
Lafayette, Indiana

Scene I

Characters. Mother - a homemaker Johnnie - 16-year-old son
Father - her husband Mary - 12-year-old daughter

Scene A modern kitchen. Soiled dishes are piled on table. On the opposite side of the room is a badly arranged, poorly planned dish cupboard. Mrs. Jones, in housecoat with hair straggling, is in the kitchen haphazardly stacking dishes for washing.

The towel, dish cloth, and soap are in the cupboard. Off-tune humming is heard behind stage. Father is searching for his pipe in the kitchen.

Time: The present - after breakfast and before school.

* * *

Father: Mother, what did you do with my pipe?

Mother: How would I know about your pipe? You're the one who smokes it, aren't you?

Father: Yes, but you moved it when you got breakfast.

Mother: No, I didn't, and besides you shouldn't smoke so much. The trouble with this family is that they depend on mother too much. Wait, I'll get it for you.

Father: Never mind, I found it. (He finds it on the cupboard. He leaves the stage following this speech.)

Johnnie: (stepping inside door) Hey, Mom, where is my history book?

Father: (off stage) Johnnie, you are big enough to take care of your own things.

Johnnie: Oh, yeh? What about your pipe?

Mother: Johnnie, don't talk back to your father. Don't you have your book in your room?

Johnnie: Nope, I looked, and besides I can't find anything there.

Mother: Well, look in the desk.

Johnnie: O.K. (he saunters off)

Mary: (off stage) Mother, where is my blue hair ribbon?

Mother: (Starting to wash dishes - she goes to the opposite side of the room for soap and a towel. Her dishes are stacked carelessly and she puts them into the water without scraping and without regard to order.) I don't know, and I haven't time to look. Will you get out here and wipe these dishes, Mary?

Father: (off stage) Mary, go help your mother.

Mary: (off stage) Oh, alright--but, I heard on the radio that if you wash dishes the right way, you wouldn't have to wipe dishes. (She comes into the door, grabs a towel, and starts wiping with a great deal of effort. As she wipes each dish, she goes across the room to put the dish away.)

Mother: That's alright for them to say, but I want you to know how to wipe dishes and do other things about the house. Besides, the water streaks the dishes if they're not wiped.

Mary: Why, Mom, I'm taking 4-H club work and home economics in high school just to learn to do housework.

Mother: Well, why don't you apply yourself once in awhile, then?

Mary: I do try. (Mrs. J. and Mary finish the dishes in silence and Mary bolts out of the kitchen just like a shot as the telephone rings.) (off stage) It's for you, Mom.

Mother: (Goes off stage and you hear her say) Hello - yes - Oh, is it? I forgot about the meeting today. I really don't have time to go, but I guess I will--stop for me about 1:30 this afternoon.

Scene II

Scene: The same as in the morning. Dishes are done. Cupboard doors are closed. Mother, dressed in street clothes, is sitting in the kitchen thinking.

Time: Evening of same day about 5 o'clock.

Mother: (talking to herself) Every motion counts--huh, I wonder? Process chart--remain seated while working--use both hands. Well, maybe it would work, but I don't know. (A door is slammed and running footsteps are heard.)

Mary: (off stage) Oh, Mom, (she comes running into the door, goes to the cookie jar, takes out a cookie, and starts eating. Mother looks up and watches her daughter) guess what, Mom?

Mother: What?

Mary: Miss Miller, the Home Demonstration Agent, visited our home economics class today and talked about making every motion count and Mom, I think she's got something.

Mother: Well, maybe. She talked at our Homemakers' meeting, too. I don't know, though.

Mary: (brings up a chair and sits close to Mother) Mummie, let's try it out together. I could do it for my home project or for my 4-H club work. There are lots of things I could do.

Mother: Alright. It possibly won't do any good, but since you want to, let's try it. Mary, Miss Miller said you're right; she said that if dishes are washed and scalded correctly, it isn't necessary to wipe them.

Scene III

- Scene: The same kitchen several months later. The table has been moved near the dish cupboard. The cupboard has been rearranged and extra shelves have been added. Mary and her mother are both neatly dressed. Mary is washing and rinsing dishes that have been well scraped and stacked. Mother is ironing on the other side of the stage.
- Time: After breakfast on Saturday morning. Several month's time has elapsed.
- Mary: Mom, I never realized how much fun homemaking could be.
- Mother: I didn't either until we started to make our work easier. Now I have time for that Red Cross class. Before, I was kept so busy at home that I didn't even have time for our homemakers' meetings. Those meetings surely helped our family. Things have changed around here since we started making every motion count.
- Johnnie: (Sauntering into the doorway) Yes, and we have some order around here now. Since you folks have been using process charts, it's even gotten under my skin. You should see my bed, Mom. Two months ago I didn't even know how to make a bed. I'll bet Uncle Sam will welcome me in his army! Maybe I can keep out of K.P. Here, let me put those dishes away for you.
- Mary: O.K., but don't drop any of Mom's good dishes.
- Johnnie: Don't worry, I won't. What you streamlining now?
- Mary: Dusting--want to help?
- Johnnie: Sure, how do you do it?
- Mother: First thing you do is to write down everything you do now. Johnnie, get some paper over there in the drawer and a pencil, too.
- Johnnie: (Goes to drawer for pencil and paper) O.K., Mom.
- Mother: You chart everything Mary does as she dusts the living room. See if you can do it better. (Johnnie and Mary leave the stage. The dishes have been done and a few are left in the drainer to dry. Mother continues with her ironing. As she does so, she talks to herself.)
- Mother: My, it's nice to sit here to work. Sarah thinks it's lazy to sit to do housework, but anyway my back doesn't ache any more. Maybe she'd feel better if she would sit down to do some of her work.
- Johnnie: (Off stage speaking to Mary in a loud voice) Didn't you say to use both hands whenever you can?
- Mary: Yes, but who can dust with both hands?
- Johnnie: Well, I can and it works. Look, Mom. (He comes to the kitchen and has a chair, with two dust cloths or two dust mits to show Mother his method of dusting a chair with both hands). (Mother

gets up and watches him. She even mimics his motions. He takes the chair out and comes back with another. This continues throughout the play.)

Father: (Coming into kitchen, pipe in hand) What a change in this family. Can you feature these kids of ours working about the house and liking it? They even got me doing housework, but that's alright. Every motion does count! (He goes over and puts his arm around Mother) This time and motion stuff sure has made you feel better, hasn't it, Mother? (She nods) I've even learned how to keep track of my pipe. Hm, I wonder if this business would help me in my job? I think I'll give it a try.

Mother: Why don't you, dear? They tell me they have used these methods in factories and it has helped them. Maybe, it would help you, too.

Father: (Going for a chair--he reaches in his pocket for pencil and paper and takes notes) Well, maybe--how did you say you go about it?

Johnnie: (dusting a chair) First, you put down on paper exactly what you do in a job you want to improve. That's what you call a process chart.

Mary: (Coming in with the process chart Johnnie had made of dusting). (She is studying it). Then you look at that process chart to see if you can leave anything out of the job. Now, let's see, what do I do that I don't have to do in dusting? Do I have to move everything off of that desk before I start dusting it?

Johnnie: Maybe you could leave out dusting all together!

Mary: That's just like a boy. A fine soldier you will make. No fooling though, maybe I could use two dust cloths instead of one. That way I wouldn't have to go outside to shake off the lint so many times.

Johnnie: That two-dust-cloth idea sure works. Hey, Pop, look at me. It's swell to use both hands whenever you can. Pop, a good rule to remember is not to use just one hand when two can be used. (He leaves with the chair).

Mother: Then whenever you can, combine jobs. If you didn't like sheets ironed, Daddy, I wouldn't iron them. You see this sheet under here? Well, I'm ironing it as I'm doing the other ironing. That is what you call combining jobs. And then, have you noticed lately that we have been having one-dish meals served in a glass dish? That means that Mary has only one dish to wash, where before she washed kettles and the vegetable dishes. That saves dishing up and washing dishes.

Mary: And do I like that idea! Anything for less work.

Mother: Take a look at the way I've arranged my ironing. I have everything arranged within easy reach. It surely saved steps. We save steps in washing dishes these days. I sit as much as I can now. It's easy to iron sitting down.

- Mary: Oh, I got it! One way of making dusting easier is to put all my cleaning supplies together. (She leaves room).
- Mother: The right tool surely helps you. Since you got this stool for me, it's easier for me to sit while I work.
- Mary: (Sticking her head in the doorway) Yes, but Mom, a long handled dust pan would be a better tool than this short handled one.
- Mother: I hadn't thought of that. I'll bet there are a lot of other things we haven't thought of, too. But we will get everything done some day.
- Father: In the meantime, we will be so motion and time conscious that we may be eating with both hands.

* * *

TIME MANAGEMENT FILMS AVAILABLE FROM UNIVERSITY OF ILLINOIS, URBANA, ILL.

Planning and Organization: Cooking Series. 16mm., 11 min., snd., b&w., produced by Young America. \$2.15 rental fee.

Shows what can happen when the preparation of a meal is attempted without adequate planning, and how such troubles can be remedied by planning and by the use of a time chart.

The Procrastinator: Discussion Problems Series. 16mm., 10 min., snd., b&w., 1952, Produced by Centron Co. \$2.15 rental fee.

The situation dramatized revolves around Jean Nelson, social committee chairman for her high school class, whose procrastination impairs the success of her class party.

Successful Scholarship: Psychology for Living Series. 16mm., 10 min., snd., b&w., 1954, produced by McGraw Hill. \$2.45 rental fee.

Planning, place and method are vital parts of the study pattern of a good student and are illustrated by Helen in her day-to-day activities.

You and Your Time. 16mm., 10 min., snd., b&w., 1950, produced by Association Films. \$2.15 rental fee.

Presents four typical situations on proper and improper use of time as a basis for discussion by teen-agers.

TIME MANAGEMENT FILM AVAILABLE FROM IOWA STATE COLLEGE, AMES, IOWA

Yarn about a Kitchen. 16mm., 20 min., snd., color, 1952, produced by Iowa State College, Ames, Iowa. \$3.75 rental fee.

Shows a farm housewife preparing a meal in a poorly planned kitchen and her movements traced on the floor plan with red yarn. After kitchen is remodeled the same meal is prepared with fewer steps. Again steps are traced on the floor plan with red yarn. Illustrates how time and energy are saved by well-planned kitchen.

EXPLORATIONS IN HOUSING

Mary Farnham and Helen McCullough
University of Illinois

The University of Illinois has a rather unique potential for contributing information which should lead to improvement in housing. Many different kinds of research projects are being carried on simultaneously by different colleges and departments.

Mechanical engineers are concerned with comfort in housing and have published the results of research in heating, ventilating, and air-conditioning.

Agricultural engineers have considered the special needs of farm families in respect to new and remodeled homes. They have published the FlexiPlan, a device to help those who are planning to build to design space within the house to fit individual needs.

Small Homes Council is well known both in the U.S. and abroad because of the wide circulation of popular publications based on research of their own in new building methods and materials and on the results of cooperative studies with other departments.

Housing research in the Home Economics Department has dealt largely with kitchen arrangements, and with space requirements for storage and for various household activities. Measurements have been taken to determine the space needed to use and care for all appliances and furniture within the average home.

Much valuable information is available, but it has been said that researchers need a public relations department to get the results of their research applied. Many houses are still being built with poor kitchens and inadequate storage in spite of the fact that good, solid data, based on research in the Home Economics Department was published nearly ten years ago by Small Homes Council. This data is being brought up to date by a Contemporary Kitchen study in the Home Economics Department. While there are some adjustments in space requirements which are needed to use some of the new appliances, the basic principles for good kitchen planning have not changed. These principles are:

1. Adequate space allowance for appliances.
2. Adequate counter surface.
3. Adequate storage, located at point of first use.
4. Adequate floor space between counters and appliances.
5. Arrangement for maximum efficiency in the work process, namely placing appliances as close together as is feasible when counter requirements are met.

Space requirements for appliances will vary with the type chosen. Wall space of 36" will take care of most standard refrigerators. New designs have eliminated the need to allow extra space for door operation. Some wall or built-in refrigerators, however, require much more wall space and may necessitate enlarging the total kitchen area to meet the counter requirements. Standard range space is 42", but 36", 30", 24" ranges are completely satisfactory. If a separate oven is used more wall space must be provided.

Adequate counter consists of space to set things and room to work. It is important to have counter space adjacent to each appliance. The following dimensions are recommended:

15" next to the refrigerator, adjacent to the open side, for setting things.

36" to the right of the sink for stacking soiled dishes.

30" to the left of the sink for draining and stacking clean dishes.

24" next to the range or within easy reach, preferably with a heat-proof surface, to set hot dishes and pans.

42" for mixing and food preparation.

Counters may serve more than one purpose so that the total linear feet required may be reduced by combining centers. For example, the same counter length may be used for stacking dishes and for mixing. A total counter length of 8' 6" is very satisfactory if it is distributed in such a way as to meet the above recommendations.

Adequate storage is determined somewhat by the amount of supplies and equipment owned. The following figures show cabinet space requirements for a liberal amount of supplies, utensils, and dishes normally stored in a kitchen:

	Wall Cabinet	Base Cabinet
Ample space	5' 6"	13' 6"
Minimum space	4' 6"	11' 0"

These dimensions are adequate only when storage has been well planned for maximum use of available space.

Adequate floor space between counters and appliances determines the work triangle. Space between appliances placed opposite each other or between fronts of base cabinets should never be less than four feet. Five feet is better, particularly if two people are to be working in the kitchen at the same time. As a guide for keeping the kitchen large enough without being too large the following distances between sink and major appliances are recommended:

Sink to range - not less than 4' nor more than 7'

Sink to refrigerator - not less than 4' nor more than 8'

Range to refrigerator - not less than 4' nor more than 9'.

Good Arrangement

The diagrams on the next page show good arrangement for three common types of kitchens. The U-shaped kitchen is the most compact and requires the least walking. The L-shaped kitchen requires less linear wall space to get adequate storage because only one corner is turned. The total area for such a kitchen is usually larger, but this may be an advantage because the opposite side lends itself well to placement of table and chairs for kitchen eating. The corridor kitchen requires the least linear wall space and is satisfactory unless it becomes a passageway to other parts of the house which is a serious disadvantage. General house circulation should not cross the work triangle in any type of kitchen plan.

In order to use a separate oven and wall refrigerator, it is necessary to add at least 2' 6" to the length or width of the kitchen if counter space requirements are to be met. While this means a larger cost for total space, it also can provide more storage. With the increase in ownership of small electrical appliances which require storage, this is often an advantage.

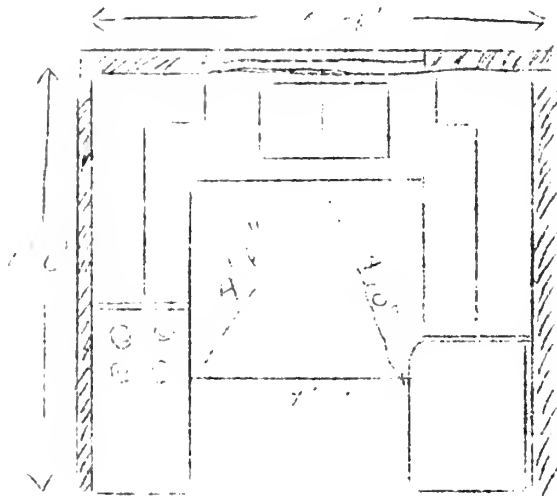
Needs of Consumers

The ultimate aim of housing research, better housing at reasonable cost, would be achieved much more rapidly if each consumer had:

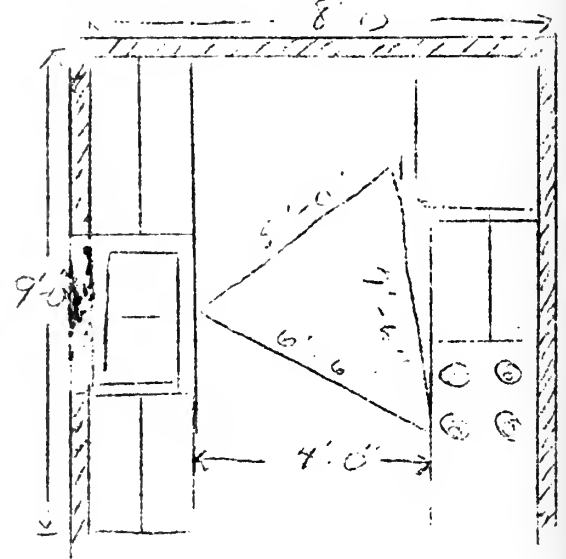
1. A basic housing vocabulary for reading blueprints and discussing building methods and materials intelligently.
2. Knowledge of the basic rules of good design of the rest, work, and play areas of the home with circulation from one to another.
3. Knowledge of authoritative sources of information and the ability to distinguish between true research and mere opinion polls which are not even based on experience in many cases.
4. Ability to distinguish between sound housing methods and materials and high pressure sales features which may increase price without adding comfort or convenience.
5. Some knowledge of the economics of housing and the factors which influence the value of this long-term investment.
6. The ability to insist that the recommendations for space and critical dimensions which have resulted from research be applied by designers and builders.

Good Kitchen Arrangements:

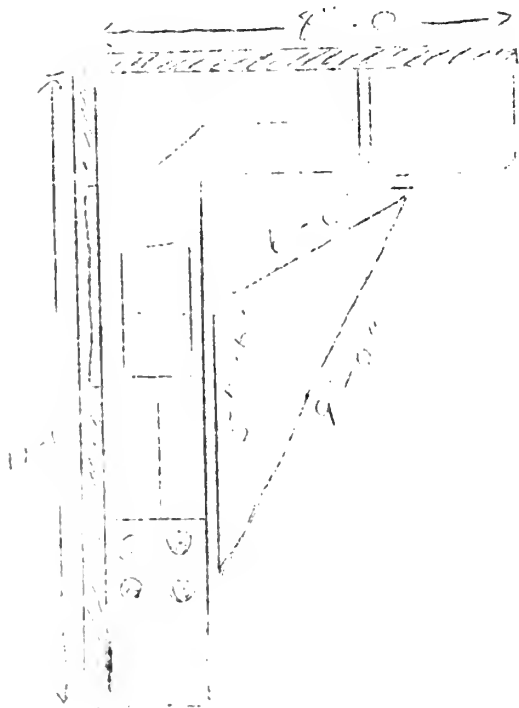
U Kitchen



Corridor Kitchen



L Kitchen



U L Corridor

Wall space, linear	24'-6"	20'-0"	18'-0"
Storage:			
Wall cabinet	10'-0"	7'-6"	8'-6"
Base cabinet	11'-0"	11'-6"	13'-6"
Counter, total	11'-0"	8'-6"	8'-6"

Watch for a more complete treatment of this material in a future issue of the Journal of Home Economics.

ILLINOIS TEACHER

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EDUCATION

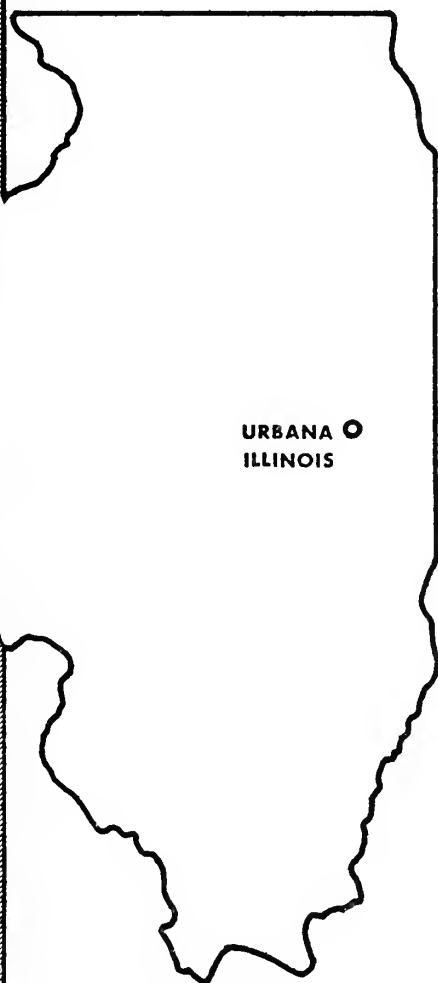
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Star Feature

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ADVENTURING IN HUMAN RELATIONS

Ella May Jesse!, Rantoul Junior High School
Louise Lemmon, University of Illinois

"The six most important words--I admit I made a mistake.
The five most important words--I am proud of you.
The four most important words--What is your opinion?
The three most important words--If you please.
The two most important words--Thank you.
The one most important word--We.
The one least important word--I."*

*From the Greer Shop Training, Inc., Chicago, Illinois

Every day wherever we are, with whomever we work, whatever we do, we are constantly around people who represent varied backgrounds, behavior patterns, attitudes, feelings, ideas, habits and emotions. The success of our efforts with others is determined by the quality of our human relationships. We cannot assume that this will develop accidentally or incidentally. If we want improvement, we must work for it. Even though we are faced with many complex problems today, there is no time like the present to use all available materials and knowledge to work out some of the solutions.

A Beginning to Understanding

In Understanding Group Behavior of Boys and Girls, by Ruth Cunningham and Associates, we quote:

"We know that in these times it is not necessary to point out to teachers the importance of giving consideration to a study of human relations--the way people get along together, the way people operate when they are in groups. The urgency of the problem is brought to our attention by the psychologist, the sociologist, the anthropologist, the statesman. The need for a better understanding of human relations is manifest in problems ranging from those of personal adjustment, classroom living, family relations and vocational efficiency to those of inter-group tensions and international relations.

"Nor is it necessary to point out to teachers concerned with curriculum development--with providing better experiences with boys and girls--the relevance of a study of human relations to curriculum improvement. We realize that the major objective of curriculum experience is to modify behavior--to help individuals and groups learn to act in such a way that there is maximum growth for each and social development for all. The more we realize this, the more certain we become that it is behavior rather than rote memorizing or the content of knowledge that is the substance of education."

The Homemaking Teacher and Human Relations

How can the homemaking teacher put the newer ideas and procedures to work? Thomas G. Andrews, in his article, "On Human Relations in the Dietary Department," in the Journal of Home Economics, January 1957, states:

"Motivating supervisors and administrators to use the effective procedures of human relations is not an easy job. It is difficult because it requires changes in established habits, as well as changes in basic attitudes. Attitudes are always loaded with feelings and emotions, and the logic of feeling is different from the colder, more universal logic of thinking. It is this very basic aspect of human relations that makes it a problem. If the people we work with did not have feelings and attitudes, the administrator's life would seem easy--although infinitely dull."

Dr. Andrews continues with a story about a dogfood manufacturer whose plant was in the red. From all reports, the company used the best methods and techniques to make the dog food, but "the only thing," according to the vice-president, "is that the dogs just won't eat the stuff." Do we sometimes use the latest ideas and knowledge on our students and they, too, refuse to 'eat the stuff'? Perhaps what we need is more emphasis on the feelings and attitudes of our students. What are the most effective methods which will create the maximum opportunities for students to experience satisfying human relationships in the classroom?

What's The First Secret?

First of all, the teacher should develop and maintain friendly relationships with students and between students themselves. The teacher needs to give each student the feeling that, regardless of what happens in a particular situation, he knows that there is someone to understand and help him. As one student wrote, "The teachers we like are those who are interested in the things we do, who help us by just letting us talk about our problems, and who have a sense of humor."

If teachers and students each recognize and assume sufficient responsibility within the classroom situation, all will have a better understanding of what is being done and why it is being done. Ronald Lippitt, a group dynamics specialist at the University of Michigan, says, "Pleasure in successful work projects promotes friendliness; friendliness results in mutual praise, and praise in turn promotes pleasure in work."

Secondly, a teacher must be willing to begin where the pupil is in his experiences, feelings and attitudes, and then adjust the help and guidance given him as his needs and abilities change. Encourage free discussions within the group. If a learning situation is good, the student will feel secure and free to discuss problems of concern to him. W. Russell Shull in his booklet entitled, Techniques of Discussion with Teen-Agers, published by National Forum, Inc, Chicago, gives some important facts about teen-agers which incline them favorably toward discussion:

They like to express themselves. They like to talk, to effervesce, because they are still at the very active stage of practicing the many skills required of young adults--one of which certainly is to be able to express themselves. So, engaging in "gab" is a part of their growing up. It is helping them to mature.

They are eager for the attention of the group. They want recognition. They can get it by talking. They want status, and they seek it by expressing their own opinions about things.

They need to clarify their own thinking. Nothing does this better than to express it. The common statement of teachers that one does not know something until he can express it comes in here. The teen-ager wants to learn. He wants to get things straight. He wants to get things fixed in his mind. To talk about a subject is his way of testing himself to see if he knows it. This may not be consciously done, but it is a part of the youthful process of becoming more mature.

They are very peer-group conscious. They desire to be with and to talk with their own age group. They count the thinking of the peer-group more valid than that of any other age.

They seek the support of the group. The teen-ager and young adult are unsure of themselves. They must try their wings, but prefer to do it in the presence of a sympathetic and understanding group. While most of the group seem talkative and expressive, yet many of them (and deep down inside, probably all of them) have need for this group support.

They don't want to be dictated to. Their urge to become self-reliant makes too much supervision and too much use of authoritative measures unpalatable to them. They like the freedom of free discussion. They like to feel they are working out their own philosophy of life.

Physical environment, too, may do much for the feelings within the group. Of course, factors such as ventilation, lighting, and proper space should be adequate to make everyone as comfortable as possible. A warm, friendly atmosphere will make the students feel at home. The arrangement of the chairs should allow for all members of the group to see and talk directly to each other. Mr. Shull states that "an informal seating arrangement may do much for the establishment of group feeling. A circular arrangement is usually conducive to a relaxed 'family' atmosphere. The position of the leader within the circle is important, helping him to become psychologically as well as physically one of the group. The mannerisms, style of dress and especially the tone of voice of the leader may all contribute to the atmosphere of informality and freedom which are the soil in which individuality will grow and express itself."

Through sufficient opportunity for discussion, students should be able to recognize that everyone has problems of some type. Also, the way to solve one problem may not work for someone else. There are many ways of working out solutions.

What Are Some Possible Solutions?

The following general principles of human relationships may serve as fundamental guides when planning learning experiences. This list is by no means complete. However, these are the ones found most helpful by one homemaking teacher.

All aspects of the growth and development of the student need to be considered.

All students have basic personality needs which must be met to a certain degree by their experiences in everyday living.

Patterns of behavior differ at various age levels.

Students grow and mature at different rates and at different ages.

All behavior is motivated and caused.

One's feelings determine one's attitude and behavior toward others.

Human relationships constantly change and can always be changed.

Experiences in the home, the school, and the community help the student discover and develop a personal set of values which guide his behavior.

In applying these principles in the daily work of the classroom, a teacher systematically follows these guides.

The teacher needs to show the students she is interested in them, in their experiences and in their welfare.

Dealing with the attitudes and feelings of the students until they are able to work toward more mature attitudes requires patience.

Willingness of teacher to say she does not "know all" will contribute to students' feelings of oneness with the teacher.

Learning experiences with greater emphasis on real life situations stimulate classes and make learnings more meaningful.

Providing for individual differences gives each student the opportunity to participate.

The teacher should unfailingly recognize students' efforts and achievements.

An atmosphere of permissiveness within known limits contributes to greater student response, yet does not endanger order in the classroom.

A sense of humor helps to make a group more responsive.

The feelings of the students are often most important in group relationships. One must recognize the different ways of reacting to situations.

Helping student gain an understanding of self and willingness to work for self-improvement is basic to success.

What Contributions Can the Homemaking Teacher Make?

In any class, teachers and students must learn to know each other. With the teacher taking the initiative there are ways to improve teacher-student relationships as well as improving student-student relationships. Hilda Taba, in Diagnosing Human Relations Needs, suggests that the diary is one means of securing information about pupils. A diary of their activities can tell a lot to a teacher about her students.

How To Assign Diaries

The teacher should have clearly in mind what she wants from these diaries before she makes the assignment. If she is going to use them to help members of a Homemaking II class diagnose themselves during a family relationships unit, she would emphasize one thing; whereas if she planned to use them to help a Homemaking III class diagnose time management needs, she would suggest another emphasis.

Generally in making a diary assignment the teacher explains that the information is to be kept confidential, that the student should be as free as possible when writing, and that they are to be used by the teacher and student together. It is a good idea to ask a student to write over a period of four to six days, including a week-end. You might ask the pupil to report on the following in the diary:

What did you do?

Did you do it alone or with whom did you do it?

Where were you at the time?

How long did you do it?

Write a description.

Example

Saturday

- 9:00 Mother called me. I got up and dressed in my school clothes because I had to go to my music lesson.
- 9:25 I made my breakfast and ate while Mother sat with me and had a second cup of coffee.
- 9:45 Mother drove me to my music lesson. On the way over we talked about the C I got in math last week. Mother and Dad seem to think I have the ability to do better in math, but I just don't seem to care.

It seems easier for the student to write the diary and for the teacher to summarize it if the time is written in the margin.

Summarizing The Diary

After the diaries are written and handed in, the real work just begins. Now it is up to the teacher to summarize the information in such a fashion that it is meaningful to both her and the students. She might start by making a list of the activities mentioned in the diaries. Taba suggests some general categories such as recreation, passive entertainment, social activities, loafing, meals and snacks, routine, religious activities and grooming. We think the categories you use depend upon what you are looking for. If this is going to be used during a time management unit, then you might want to divide "routine" into more detailed areas. However, you may decide to categorize the activities; this is the first step in making a summary.

The next step is to chart the activities. Each teacher, in terms of the purpose of the diary, will probably have her own idea about what kind of chart she wants, but some aspects which she might wish to include are:

Routine:

make bed
clean
prepare meals
shop for groceries

Work:

school homework
other lessons
music practice
paying jobs

Social Activity:

dating
talking
meals
snacks

Religious Activity:

church
Sunday School
meetings

Passive Entertainment:

movies
TV
reading
talking

Active Recreation:

hobbies
games
sports

Loafing:

?

Fill in the chart with the amount of time for each activity and total the time in the general categories. After the teacher has demonstrated this summarizing technique, students become interested in doing their own charts.

Revelations

After the activities are charted, it's time to look for revealing facts. The teacher may find that Mary is spending three hours a day on homework, and she also knows that Mary has the ability to get better grades than she is getting with this amount of preparation. Perhaps a conference with the school counselor to ascertain the possible reasons for this discrepancy may be the teacher's first step in helping Mary.

Let us assume that the teacher continues to study the summaries and finds that Ann, who is quite over-weight, spends a great deal of time consuming snacks. This may be a clue to one of Ann's problems. If weight reduction will help solve the problem, perhaps a home project on weight reduction could grow out of this. Whenever the teacher finds clues such as Ann's consuming of snacks, it is a good idea to have a conference with the school counselor before having one with the student. The problem may be deeper than it appears.

The teacher continues to find revealing facts. She discovers that Lois spends five hours a day on a paying job. Now she begins to understand why Lois is tired and underweight. A time management home project might be of value to her. The more the teacher looks for relationships between effects and possible causes, the more the diary summary will reveal to both her and the students.

Besides drawing conclusions about individuals in her class, the summary may help the teacher analyze some class situations. If she finds that two-thirds of the class members are spending zero time on homework, this could help to explain the caliber of work that is being done in her class. Discovering that three-fourths of the pupils in Homemaking I spend considerable time eating snacks might suggest that a unit on nutritious snacks is needed.

There may be many revelations from one diary covering a period of even a few days, but don't consider these activities to be typical. Try another diary later on in the year. This may be even more revealing.

Hints

As you can see, a diary takes quite a bit of the students' time, and they will expect some returns for their efforts. So before you assign diaries, be sure that you have time enough to do justice to a summary and an analysis. The only way diaries can help students grow is the way they are used with the students.

Try this device first with a class where you feel that you have good student-teacher relations. The more warmly the students feel toward you, the more they will reveal. After you have used diaries with one class, you may or may not want to use them with other classes. Remember, decide before you make the diary assignment what you want these logs to reveal, then slant the emphasis toward that end.

Information From Questionnaires And Check Lists

In one junior high school in Illinois an eighth grade class selected a unit on getting acquainted and getting along with others as one with which to start the school year. A short general questionnaire given to the students at the beginning of the year revealed important information which was helpful in planning the class learning experiences.

The students were also given a problems check list. They were given assurance that only the teacher would read the check lists and then give the general results to the class. The Junior Inventory Form S, revised edition, January, 1957, for grades 4-8 was used. It is prepared by H. H. Remmers and Robert H. Braunfeind, published by Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. The list contains 168 items regarding problems connected with school, home, self, and getting along with other people. Each item is checked to show how the student feels about it. The instructions state, "mark X in the big box if it is a big problem, X in the middle-sized box if it is a middle-sized problem, X in the little box if it is a little problem, and X in the circle if it is not a problem."

Some of the major problems checked by these particular eighth graders were:

I need to learn how to get along with people.
 I wish I had a nicer home.
 I wish I could get along better with my parents.
 My parents don't realize that I'm growing up.
 I need more friends
 Grown-ups treat me like a little kid.
 I wish I knew more about boys.
 I'm afraid to talk to people.
 I wish I had a really good friend.
 I want to learn how to act at a party.
 I don't have as much fun as the other boys and girls.
 Grown-ups don't think I'm ever right.
 I feel nervous when people talk to me.
 I wish I knew why people get mad at me.
 I have trouble making friends.

Self-Direction

After a general summary was given to the class, the group set up the following goals for themselves in their new unit.

To try to better understand myself and others.
 To learn to make and keep friends.
 To try to understand our parents better.
 To realize why there are so many differences in our classes.
 To understand some of the causes of our feelings.
 To try to control our behavior in various places.

- To develop our good points.
- To understand the viewpoints of others.
- To help each other in our work.
- To practice getting along better at school, at home, and other places.

Making the Objectives Objective

After outlining the goals, the class read the story, "What happened to Karen That Week-End," found in Adventuring in Home Living, Book 1, by Hazel Hatcher and Mildred Andrews. This story illustrates the feelings Karen has because of her new environment. The class discussed possible reasons for Karen's loneliness and her need for friends. The teacher then related the story to the experiences of the students. The following questions were discussed.

- Have you ever felt lonely and strange in a new community?
- If you had been a classmate of Karen's, what help could you have given her?
- What can we do to help our new students?

The students showed tremendous response. For one reason, the situation in the story had many similarities to the local community. The teacher noted particularly the responses to the third question, as she was very interested to determine if the students would follow through when a new student arrived in class.

Building The Unit

This story led into a discussion of making and keeping friends. To discover the feelings of the group, an informal questionnaire was used. The answers to the questions were kept confidential.

- How do you feel when others are friendly to you?
- How do you feel when you are friendly with others?
- How can you show your friendliness toward others?
- What qualities do you like about your friends?
- What do you think some people may dislike about you?
- What do you feel your friends like about you?
- What can you do to be more helpful toward others?

By this time the teacher was aware of many differences within the class. It seemed as if the majority of class members wanted a friend who "would keep secrets," and someone to whom "you can tell all your little problems that you can't tell your parents." The majority of the group very definitely seemed to have only one "close pal." Some of the group were "all alone."

As Others See Us

The students were then asked to interview boys and girls or adults to find out what qualities they liked in a friend. These qualities were

compared with those found in the text. Of course, they found many similarities. By this time the students were aware of more qualities to look for in a friend than merely one who would "keep secrets."

The class then divided into groups to use the technique of role playing. The situations used were taken from page 93 of Adventuring In Home Living and concerned the problems of Mary Jones, Clarence Edwards, Richard Dawson, and the McCarthy girls. Other situations can be found in most junior high school textbooks, like Clayton's Young Living, Junior Homemaking by Jones and Redford, Exploring Home and Family Living by Fleck, and others.

Example: Mother-daughter. Mrs. Jones disapproves of one of her daughter's friends. Why might Mrs. Jones feel that way? How does Mary, the daughter, feel? What can be done to ease the situation?

This group experience showed how individuals felt about the situations, and they learned new ways of handling a given situation. The students seemed aware of the fact that there is more than one way to handle a situation. These situations stimulated further discussion with their own families. They soon discovered that it was important to get along with people, whether at home, at school, or outside activities. From the group work, they discovered new ways of getting better acquainted. Individual differences were recognized, but they discovered such differences made life more interesting.

How To Use Role Playing In The Classroom

First of all, what is role playing? From the booklet, How To Use Role Playing, published by the Adult Education Association of the U. S. A., comes this definition: "Role playing is a relatively new educational technique in which people spontaneously act out problems of human relations and analyze the enactment with the help of the other role players and observers." Let us see how we could use the aforementioned situations in role playing.

First. The situation or problem should be one which "hits home." If the students are not involved in similar situations, it will not be an effective learning device. So there are three ways of choosing a problem. The group describes it, it comes tailored and is approved by the group, or the tailored suggestion may be modified to fit the group.

Second. Let the students discuss the situation and ask questions about it so that they can "feel" it as well as just "hear" about it. During this discussion the roles can be defined. For example, in the example of Mary Jones, students could discuss the role of the mother. What kind of woman is she? How might she act in other situations? They should also discuss the daughter and give her a personality. After the students become sophisticated in the ways of role playing, the roles may not have to be discussed by the whole class. The teacher can type a description of each role and give these to the persons playing the roles. The total group then knows only the situation.

Third. In assigning the roles there is one precaution the teacher must not overlook. Give distasteful roles to secure group members. If the role playing is spontaneous and genuine, the players can become very involved in their roles and insecure people can be threatened by some roles. As the group members become oriented to the technique of role playing, they can choose the roles they want to play or they can assign roles to each other.

Fourth. What will non-role playing class members do while the situation is being "acted out"? If this is to be a learning experience, they must be good observers so they can take part in the post role-playing discussion. Discuss with them what they should look for. They may all look for the same things or sub-groups may be assigned or assign themselves different things to look for. The teacher may have some prepared observation sheets to give to the class. In observing the situation of Mary Jones and her mother, we might consider:

Are the mother's reasons for disapproval of the friend fair?
Why?

Do you think the daughter has good reasons for wanting this friend? Why?

How well do the mother and daughter discuss the problem?

How do they try to solve the problem?

The more questions the observers can look for, the more valuable will be the role playing. Maximum number will depend on the grade level and students' experience in role playing.

Fifth. Role playing must be spontaneous. A prepared skit is not role playing. The teacher may have to ask a few leading questions in order to help the players start, but after they start it is best to leave them alone. If they pause, just wait; they will resume again. This is the way they learn. We have pauses in normal discussions-- this can be expected in role playing, too. Let the role playing continue for about ten minutes, then "cut" it.

Sixth. Now it is time for discussion. Let the role players assess the situation first. The teacher might ask, "Jane, how do you feel as Mary's mother?" or "Helen, how do you feel as Mary?" If these questions are general, the role players may be able to let off some "steam" that has been building up during the role playing. This also gives them a chance to verbalize any insights into how a mother feels and how a daughter feels in such a situation. After the players have had a chance to talk, let the other class members evaluate the roles. The teacher may begin to ask more specific questions now, such as other good ways of solving such a problem.

Seventh. Probably more learning will take place if the roles are replayed. Continue the situation where the previous players left it. If Joan thinks she has an idea about how she could help the mother

understand her better if she were Mary, suggest that she take the role of Mary. Then, of course, another evaluation session should follow the second role playing. Sometimes it is possible to have two or three different students play the same role, one after another, but without hearing the previous person's version.

Eighth. It is helpful to tape record the role playing. Sometimes we think we said or heard something which we really did not. With a tape we can make an accurate check.

Why Use Role Playing?

We can discuss human relations problems with the class, but this is not as effective as role playing. Why? When we talk about a situation we just "hear" about it, but when we role play a situation we can "feel" it, too. With this kind of involvement we can gain insights into why people behave as they do. This brings us one step nearer to re-education in human relations.

When we use role playing, the situation can be tailored to fit the group. Yet, if a situation is threatening, we know that we are not "playing for keeps." Even though we are temporarily involved, we can look at the situation objectively.

Another important reason for role playing is that the student is learning by himself. He is thrown into a situation and has to depend upon his own resources instead of depending upon the teacher to tell him what to do!

Let's Use Short Stories

Too direct an attack on personal problems may cause embarrassment on the part of some students, so similar concerns of the group could be attacked by examples in short stories. With an eighth grade home-making class one teacher used two stories from Successful Living Booklet, published by Reader's Digest Association, Inc., Pleasantville, New York. "Don't Sell Yourself Short" stresses improvement in personality and emphasizes a realistic appraisal of self values. "Say It With a Smile," brings out the importance of thoughtfulness and sincerity. Since this age group is often outspoken, some of the comments were:

"That sounds just like _____."

"Why didn't I think of that"?

"I never thought about it that way."

After the short story is read and there is plenty of objective discussion, the class may feel secure enough to do role playing. However, the use of the short story alone is of some value.

Characterizations

The last part of the unit on "Understanding Ourselves" was based on the material in Adventuring in Home Living. Since the class had previous group work, this time they divided into partners to illustrate to the class various types of behavior given in the book, such as "Awkward Albert," "Boastful Betty," "Enthusiastic Everett," "Thoughtless Thelma," "Worrying Willard," "Shy Susie," "Selfish Sally," and "Reckless Roger." Each was to show how the character acted, what were some of the possible causes for his actions, and to list possible suggestions to help one overcome any of these traits. From this experience the class summarized the following conclusions.

- We often do things to get attention.
- We should get recognition by acceptable methods of behavior.
- If we try, we can overcome our bad habits.
- Our friends can help us.
- We should try to find the reason why we react as we do.
- We can control our tempers.
- There are ways to overcome shyness.
- Some habits are just part of growing up.
- There are many differences in our own age group.
- We all need some means for self-expression.
- Talking about problems often helps us understand them.
- A worry or fear can be helped if you keep trying to succeed in these:
 - Accept differences in people.
 - Be sincere with others.
 - Build on your strong points.
 - Forget yourself and think more of others.
 - Learn to work well with different people.
 - Practice democratic ways at home and at school.

This part of the unit was particularly helpful for Agnes. She entered school late with several handicaps--a very large girl, a slow learner, and from the lower socio-economic group. Agnes was rejected by the other class members. She was very timid and shy and never recited in class. When called upon, her usual responses were, "Yes," "I don't know," or merely a shrug of the shoulders.

When the class selected partners to illustrate character descriptions, Agnes was left without a partner. The teacher stated, "Since we have an uneven number in this class, I will work with Agnes on her presentation. Everyone will then have a partner."

Agnes was to portray "Selfish Sally." The teacher discussed possible ideas for Agnes. The assignment was almost entirely teacher directed as Agnes seemed incapable of doing much at the moment. The teacher made some concise, short notes for Agnes to use.

The skit was presented by the teacher and Agnes, but Agnes gave the short summary which was practically all prepared by the teacher.

Agnes showed cleverness when she portrayed "Selfish Sally." The other class members seemed surprised. She also had worked very hard to learn the short summary prepared by the teacher. Comments from the class members were:

"Agnes, that was good."

"Gee, you did all right."

"I liked yours, Agnes."

After class was dismissed, Agnes lingered. The teacher asked Agnes if she wanted something. Agnes replied, "Yes, thank you, Mrs. _____ for helping me." After that day, Agnes seemed to feel more friendly toward the group and the class members in turn started giving her more recognition and help. The teacher felt as if "Ah! at last--some of it is soaking in!"

Human Relations in the Food Laboratory

What better opportunity is there to practice new learnings from the family relationships unit than the food laboratory? The teacher will be anxious to see if there will be any carry over. How will the individuals and groups vary in their reactions? But this is not entirely the teacher's job; the students must be made aware that they, too, have a responsibility in maintaining good human relations in the food laboratory. In order for the students to understand how to maintain a pleasant and free atmosphere, they must set up some goals with the help of the teacher. Some goals that involve human relations in the classroom might be:

- Learn how to use our abilities the best we can in our groups.
- Learn that there is more than one way to do a job.
- Learn that the food we eat affects how we look, act, and feel.
- Share in doing the different jobs in the kitchen.
- Learn to listen to and accept ideas of others.
- Learn to do some jobs alone, even though we work in groups.
- Learn to admit mistakes but plan to improve the next time.
- Learn to try new foods.
- Learn that cooperation and working together help all members of the group.
- Learn to work with all class members.
- Share in making mealtime pleasant and happy.
- Learn that manners create a pleasant atmosphere with our friends and family.

Continuous evaluation by both the teacher and the pupils is necessary if any progress is going to be made in both the individual's and the group's relations. Perhaps one of the techniques to appraise pupil behavior is the sociogram.

Using The Sociogram in the Food Laboratory

Henry W. Magnuson and others in a bulletin on Evaluating Pupil Progress, published by the California State Department of Education, Sacramento, 1952, states that, "Sociometry is the study of the relationships existing in any group. A sociogram is a diagram of these social relationships. Test situations have been devised in which children are afforded opportunities of making choices involving classmates."

Security Groupings

In order to place students in their groups, it is necessary to determine their acceptance within the group. The students who are ignored or rejected need special help in making adjustments. Since a unit in foods lends itself to varied group activities, it offers splendid opportunity to help the rejected build the satisfying friendships they so desperately need. By studying the social acceptance patterns in the class, the teacher can plan experiences for the rejected to show some of their better qualities to the class and thus gain some attention and respect from the group.

As Helen Hall Jennings puts it in her book, Sociometry in Group Relations, "One important obstacle in school work is that pupils do not have the securities they need with each other in groups. When an individual is with others who respond to him and whom he wants to be with, he has greater security. The more secure he is as a person, the more relaxed he feels and the more freely he can behave in the group. He can contribute and function better with the group both as a person and in the role of 'learner' in the classroom."

There are unlimited possibilities of using the sociometric technique to help students know their classmates, to improve learning in group situations, and to improve the status of the individual members. Before a teacher can help her students gain a healthier personality and better group behavior, she must understand the existing situations in her classes. As further stated by Helen Hall Jennings, "The happiness and growth of each individual student depend in a large measure on his personal security with his classmates. In a group he also learns to face, to analyze and to assess problems in a social context and to develop ways of solving them with others. In interaction with others, furthermore, the broadening of his personal universe takes place; he gets to know his fellows, their values and ways, and so gradually extends his sensitivity in human relations."

Before administering a sociometric test, sufficient time should elapse so that the students are fairly well acquainted with each other. It is important that the preference situation provides students opportunities to make choices that are meaningful to them. It should be a situation in which students actually have choices upon which they are free to act.

Administering the Sociogram

The following example was used with an eighth grade foods class. The teacher's approach was:

"We have just completed a unit on getting along with others. Some of our classwork was accomplished by committees or groups. I think you will agree that the success of the work done by the group depends to a great extent on how well the members get along with each other. For our foods work, we will be dividing into family groups. Each of you has some preferences as to whom you would like to work with. Put your name in the upper right hand corner of the sheet of paper I have just given you. Answer the questions carefully. I am the only one who will see the results. I want to use your choices to divide you into family groups. Please do not discuss your choices among your classmates." On the sheet of paper appeared:

Write the name of the girl who is your first choice as a member of your group.

Write your second choice as a member of your group.

Write your third choice as a member of your group.

Recording The Results

There are two ways one may record the results. A simple card file with the student's name on the first line of each card and then the choices listed below could be one way. Another way is a chart tabulation. The following chart tabulation was used with the above test.

6	2	1	3										
7			2	3						1			
8	1			2	3								
9			3		2					1			
10			3	2						1			
11	3			2	1								
12				2	3								1
13		2			3							1	
Chosen as 1st choice	2	1	1	0	0	1	1	1	0	0	3	1	1
2nd choice	1	1	1	3	2	1	1	1	0	1	0	0	0
3rd choice	1	0	3	0	1	4	0	0	0	0	2	0	1
Total	4	2	5	3	3	6	2	2	0	1	5	1	2

Some Sociometry Definitions

The teacher can see which students fit the various classifications. In a booklet published by Scott, Foresman and Company, entitled Techniques For Group Guidance With Teenagers, the following status classifications are given.

Leaders--those who are very popular and sought after by others in the group.

Isolates--those who are unaccepted and ignored by the others.

One-way Choices--those whose friendship choices are not reciprocated. These students may be isolates, but not necessarily. Perhaps they are chosen, though not by the classmates they themselves prefer.

Mutual Choices--students who reciprocate each others' friendship.

Cliques--a clique is a small closed group within a larger group, characterized by mutual choices between its few members. These members neither give nor receive choices outside their own limited set.

Interpreting The Tabulations

From the tabulations of the test given on the preceding page, it is easy to see the results. Number 9 was not chosen by anyone, number 10 received only one choice, and numbers 6 and 2 selected each other as first choices. The teacher can continue to read the results in this manner.

If the teacher is fairly inexperienced in working with sociograms, it is better to concentrate her analysis on one pupil at a time. She should also be cautious about making promises beforehand that she simply cannot keep. The main points to keep in mind when arranging the groups are:

Give the rejected one his first choice, if at all possible.

See that each student has at least one of his choices.

Try to maintain a balance in the group between students who fall into leader, isolate or one-way categories.

By careful grouping, the isolates may gain recognition and the "chosen" status in the future. However, if too many isolates or too many leaders are grouped together, the group may lack cohesiveness

and they may find themselves working in opposite directions instead of cooperating. The following questions are given in Evaluating Pupil Progress as guides to use in the analysis of a sociogram.

What appears that you had expected would appear?

What appears that you had not expected to appear?

What seems to account for certain pupils being the most chosen and receiving few, if any, rejections.

What seems to account for certain pupils being unchosen or receiving many rejections?

What seems to account for the mutual choices?

What seems to account for the mutual rejections?

Can you think of any classroom arrangements which may account for the above choices or rejections?

As you read the structure as a whole, do you think of any arrangement which might be a factor in the general patterning of the sociogram?

What cleavages, if any, appear in this sociogram? Cleavage is here defined as an absence of choices between individuals related to a group factor, such as:

- boy-girl
- economic
- nationality background
- religious
- home situations
- academic ability
- being employed after school
- prestige of some special group
- other group factors.

Can you see any spots in the structure of the group as a whole that need to be more related to the rest of the class group for better morale, such as a clique by itself, several mutually choosing students, other students trying to get in with no response?

In the light of your analysis of the students' interrelation structure, what understandings and skills do you estimate they have already well developed?

Which do you judge they need to develop further?

What do the majority of most chosen children have in common?
 Examples: race; do not work after school; socio-economic level; live in open community and not the housing project; most are Protestants; most have lived in this community all of their lives; most take part in after school and in school activities.

What do the unchosen and rejected children have in common?
 Examples: different nationality; lower socio-economic level than rest, most live in housing project; many of them work after school; many are new to community; do not participate in out-of-school and in school activities.

Are there visible signs of segmentalization in your community association patterns which divide according to race, religion, residence location or any other factors?

Why Use Sociometric Tests?

Knowledge gained from the sociogram plus information about the students' home backgrounds and environment can be of utmost importance in improving human relations in the classroom, especially for helping the isolate gain some recognition in his own age group.

In one class, a sociometric test was given at the beginning of the unit. One particular student was a complete isolate; however, the group showed no outward feelings of resentment. Since the isolate, Sara Jane, was from a lower socio-economic level than the majority of students in the class, the teacher decided to have a conference with her. She thought perhaps she could help Sara Jane work on her appearance and other self-improvement. These changes, in turn, might help her gain more acceptance within the class. After repeated conferences and extra help, Sara Jane's appearance improved to some extent. During class discussions, Sara Jane showed marked improvement in her participation.

Watch For Other Changes

When it was time to rearrange the groups, the teacher asked the class to choose four girls to serve in the capacity of group chairman. Four of the class leaders were selected. They in turn had the opportunity of choosing the other members for their groups. One chairman, Mary, made Sara Jane her first choice. Naturally, Sara Jane "beamed with joy." Contrary to previous times, she was not chosen last! The teacher felt that the whole class realized Sara Jane needed their help and recognition. As soon as Mary had broken the ice, the other students' feelings leaned more toward the attitude, "let's help Sara Jane if we can." Throughout the year, the students were very considerate and helpful toward Sara Jane, but when a future sociometric test was given, she was still the rejected one. But Sara Jane's

selection changed. Mary was now her first choice. The teacher felt that Mary realized Sara Jane was getting extra help from the teacher and perhaps she, too, wanted to help. The best outcome was the improvement in the feelings and attitude of Sara Jane.

Later the teacher observed a variation in the first, second, and third choices of the students as they became better acquainted. In the booklet, Evaluation in Home Economics, the Indiana Home Economics Association, 1957, six questions that might serve as guides in analyzing changes in choices in two or more sociograms are suggested.

Are there any major alterations in the structure, reflecting shifts in feeling on the part of a large portion of the members?

Are there certain major consistencies?

Do any new mutual structures appear?

Do any new unchosen structures appear?

What unchosen structures, if any, found on the first sociogram are not found on this sociogram.

Have any mutual choice structures become mutual rejections?

Pupil Evaluation

At the close of the first foods unit, one teacher asked her students to write an answer to the following question: "Now that we have had the opportunity to do considerable group work, how do you feel about it?" The following examples are taken from the papers of the students.

"It was sort of confusing for me at first because I had never done that sort of thing before. I suppose that is because I haven't any brothers or sisters; I am used to having my own way too often, and it was difficult to get used to working in a group. Now I think that they are easy to get along with; they don't try to act smart or anything, and if you make a mistake, they don't make a big issue of it."

"It was my first time in working in groups, and it really did help me in many ways. It taught me to get along with other people and to look at things from their point of view, too. We all learn to know each other better in a group, and so far I think each group has been very nice."

"I have been in groups in which one person always wanted to do things her way, and if no one else wanted to do it this person would get mad. She would also try to tell everyone what he or she was supposed to do. Well, sometimes I would go along with this person if I thought that her idea was the best. Other times I would try to show this person why her idea wasn't a good idea."

"I have found out some things about people I didn't dream were possible. Some of them were selfishness, being bossy, being jealous and not wanting to share. We even had race problems. When we got to know each other better, we broke most of the bad habits ourselves. We also divided the work up evenly and tried to work with different people. We get along fine now."

"I didn't like it at first because I got in a group with some girls I didn't particularly like. Now I like them better because I've gotten to know those girls better. They are really nice girls."

From such "testimonials" as the examples quoted, the teacher was able to understand some of the feelings and attitudes in the groups. The students showed new evidences of being able to work together in groups. It also seemed as if they tried to "iron out" their difficulties by talking things over.

The Student Rates Herself

A check list to measure the students' cooperation, also, may be used in a foods unit.

How Well Did I Do?	Needs Some Improvement	Satisfactory
Participated in group planning.		
Offered suggestions and help to the group.		
Accepted responsibility for some of work.		
Cooperated in all work done by group.		

The student rates himself. The check list enables the student to rate himself on the basis of what he feels he has contributed to the group activities. Also, the students may be rated by each other. All of the ratings would then be available for comparison and appraisal by the student. The results may be used as guides to self-improvement.

The reliability of check lists may vary with the aspect being rated. There are limitations such as the "halo" effect. When the number of aspects is increased, the observer tends to be influenced by a student's superior rating in one of them. The behavior problem child is often rated low on general principles, apparently. Sometimes students are too generous in their ratings. Then, too, all observers do not always agree as to the real meaning of the words or phrases used. Check lists made by the students and thoroughly discussed in the process can avoid this problem in semantics.

The Anecdotal Record

The anecdotal record may be used effectively in any unit in home-making. This device helps give information regarding the pupil's behavior in various situations. They are descriptive accounts of happenings in the school life of the student. This record tells a cumulative story of various behaviors of the individual which will be helpful in the evaluation of the student's growth. It is important that the teacher record only what she observes. She should be careful not to include her own interpretations with the facts of what happened.

There is no set form the record should follow; however it is convenient to keep a file of anecdotal notes. Perhaps a file would be the most useful, with a card for each student. Dates of happenings are important to record.

One single anecdote is of little significance as a sufficient number needs to be recorded before the teacher can obtain a picture of the student's behavior patterns, interests, attitudes, and problems. In the bulletin, A Guide to the Use of Anecdotal Records by J. Krugman and J. Wayne Wrightstone, we find several reasons for having anecdotal records:

- The records are concrete evidence and are preferable to reliance upon memory.
- They help teachers understand and guide children.
- These records reveal data for adjustment.
- They help other school and agency personnel.

When making observations, it is best to start with a few at first. Observations should be incidental and unobtrusive. The students should not be informed or know that records are being kept on them. It is equally important to study the quiet, shy student as well as the problem one. Furthermore, observations should be numerous in various situations. Out-of-class activities often show a different behavior pattern than the classroom situation.

What Should Be Recorded?

- Incidents that characterize the student's growth and development.
- Brief facts on description of happenings.
- Interpretations should be listed separately.
- Date and a statement about the situation as to where it took place.

It is suggested in references that a teacher secure one record per week as a minimum.

To illustrate the use of anecdotal records, one teacher kept records on four girls. With a busy schedule and a full teaching load, she found it time consuming, but very worthwhile in understanding the behavior of the girls. She felt as if the records gave her more insight into the problems of the students. Following is a sample from the records on Betsy.

- 9/23 All students assembled for a group discussion. Betsy pulled her chair way over to one side away from the group. When the teacher called on her she replied, "I don't know, I can't think today."
- 10/7 No response in class discussion
- 10/21 Teacher asked, "Is it important to have friends?" Betsy merely shrugged shoulders.
- 10/22 Came into the room and said to the teacher, "Miss _____, I'm sorry I was in such a mood yesterday. Something happened at recess that made me mad. It wasn't you."
- 11/12 Foods unit. Group made a mistake in muffin recipe. Betsy said, "Why can't I ever do anything right?"
- 11/19 Put eggs in bottom of double boiler instead of top. Teacher told her to start over.
Betsy: "Gee, I was afraid you'd holler at me. My mother would."
Teacher: "We all learn by our mistakes. I'm sure you'll remember next time." (with a smile)
- 11/25 "I can't get over your not hollering at me that day I put the eggs in the water. Boy, if that would have been my mother--that's all she does is holler at me."

As similar incidents were observed and recorded, the teacher began to understand Betsy. After several conferences, one could sense problems at home with the mother. The teacher had an occasion to visit with the parents. The mother seemed highly critical of everything that Betsy did, either at home or at school. The teacher praised Betsy for work well done and, if mistakes were made, the teacher practiced patience and understanding. Gradually, Betsy seemed to relax more, enter into group activities with greater self-confidence, and seemed to feel more secure and certain when she started a new task. The last day of school she wrote a note to the teacher which said, "You've been more understanding than my mom or any teacher ever. We seem to be able to tell you anything, and you aren't shocked."

Interpreting Anecdotal Records

The interpretation of the records is of utmost importance. The steps that follow on the next page are necessary:

Review records often to determine any trends in behavior.

Devise some code to label the various growth aspects such as P for personal, F for family, G for group, etc.

Be careful when making any conclusion. There should first be facts of repeated happenings.

At mid-term, the teacher can summarize the record and make a tentative interpretation. This interpretation will be based on the teacher's knowledge of the student and of scientific principles involved in behavior.

Human Relations During The Clothing Unit

Although we consider most of the work done during a clothing unit individual, there is still opportunity for some group work and for improving human relations. Following are some possible human relations goals for pupils who are studying clothing care, selection, and construction.

Learn to help others in the class whenever possible.

Share in the housekeeping duties.

Share in the use of equipment.

Plan with my family on the amount of money to spend for projects.

Gain self-confidence when choosing clothes.

Practice patience.

Respect opinions of parents and others.

Learn to accept one's physical characteristics.

During the clothing unit many of the same human relations devices that were used during other units can be used here. One teacher has used check lists, diaries, and informal questionnaires. She also used the unfinished story technique to gain information on the attitudes of individuals. The following example is one way an unfinished story could be used.

Unfinished Story

"Janet and Mary were partners and sat at the same table in their eighth grade homemaking class. The class was starting on a unit called 'Making a Skirt.' Miss Barnes, their homemaking teacher, had helped the girls plan the equipment, such as scissors, pins, tape measures, and thread, that each of them needed to bring to school. Also, the whole class had planned what school equipment they would share. This included

yardsticks, sewing machines, and bobbins. The class had been sewing for a week. Janet had forgotten her scissors, and Mary loaned Janet some of her pins so she could pin on her pattern the first day. The second day Janet was ready to cut out her skirt and Mary wasn't ready, so she told Janet to go ahead and use her scissors."

After the teacher read this much of the story, she asked the class to finish the story. To help them start generating ideas she asked such questions as:

"If Mary were ready for her scissors before Janet finished cutting out her skirt, what do you think might happen?"

"If Janet forgot items like scissors and pins, do you think she might forget other things that she would need later in the unit?"

"How would you feel if your partner had to borrow your equipment all of the time?"

"If Janet couldn't afford to buy equipment, what could she do?"

The class was given this story to finish as homework, so each girl would have time to think about the problems of Janet and Mary. After the stories were handed in, the teacher did some summarizing. She read the stories and grouped the problems, causes of problems, and any possible solutions that were given. Some of the excerpts were:

"Mary was too kind."

"Miss Barnes was not strict enough."

"Janet 'slowed up' both Mary and herself."

"Janet was selfish."

The next day when the class arrived the teacher had the grouped excerpts on the board. The class discussed them in relation to themselves as individuals who would soon be constructing skirts. Then the teacher asked, "Besides making plans for your own equipment, what other equipment should we make plans for?" They, of course, could see that some large equipment, such as sewing machines and hem markers would have to be shared. After quite a bit of free discussion the teacher asked, "What rules do we need to make about equipment during our unit, 'Making a Skirt!'" The class made the following ground rules.

Each girl make a list of equipment she needs.

Discuss list with teacher and parents.

If impossible to get all of the equipment, talk to teacher about it.

Have all equipment here when we start the unit.

Each day decide who will have turn at sewing machine at what time.

Teacher will make a list on the board of whose turn it is to use skirt marker.

Pick up stray pins and put them in pin cushions.

The teacher dittoed the list and gave each girl a copy to put in her tote drawer. Each day the class saw these reminders. Although this list was by no means complete enough to resolve all conflicts over use of equipment, it did bring to the girls an awareness of sharing that might otherwise have gone unheeded. The teacher felt that as a result of this planning her energy was directed more toward helping the girls with gaining construction skills, rather than having to referee conflicts.

The Conference

One teacher in Illinois has found that the individual and group conference is a valuable technique to use before and during a clothing unit. During a clothing unit, whether the students are constructing or buying garments to supplement their wardrobes, they will usually be spending money--their own or their parents. At any rate, the parents feel a definite investment in such a unit and are properly justified in wanting something in return. If we take a look at the following principles, taken from the booklet, What Research Says to the Teacher About Parent-Teacher Relationships by Stout and Langdon, we can understand that conferences with students and parents can clear the way for better understanding during a clothing unit.

School procedures affect family life. When Mary announces to her family on Friday night that on Monday she needs material, pattern, and equipment to make a skirt, a minor family crisis may arise. If the family lives from day to day economically, if a new skirt has not been included in the budget, if the paycheck is not expected until the following Wednesday, or if a shopping trip was not planned for the week-end--any of these factors could upset the whole family. What can we do to avoid such upsets?

These the teacher can do.

Teacher helps the students plan at the very beginning of the school year any expenditures they may be responsible for later.

If home visits are made before school convenes in the fall, expenditures should be mentioned to the parents.

Start individual conferences with students six weeks before the clothing unit begins. They can choose patterns, fabrics, and other equipment.

To save time, plan some group conferences with students who are making similar garments.

This may be a good time to make some home visits and discuss the school clothing project with the parents.

These the student can do.

After the first conference with the teacher, she formulates tentative plans with her parents.

She can make several "window shopping" trips, if possible, to do some comparative shopping.

If she feels that there is friction at home because of school demands, she reports this to the teacher. The teacher, in turn, may make a home visit.

She discusses final plans with her parents and teacher.

She herself makes final selection and purchases.

Parental support makes teaching-learning more effective. Research tells us that in order for a student to learn effectively he must be free from conflicting pressures. So we can assume that, if a parent understands and supports what is going on in a classroom, the student will be more likely to have a better chance to learn than if he had constant parental pressures against homemaking class procedures.

Three way communication is required for good learning conditions at school. We can see that the conference may serve as a valuable accessory in paving a three-way road.

A way to proceed with the student conference. Although the conference between the teacher and student concerning a clothing project is not wholly psychological, there are emotional elements and we can borrow some principles from the guidance area in proceeding with the conference. From Guidance, An Introduction by Merle Ohlsen come some ideas on counseling the individual that we have synthesized into suggestions for the conference in the homemaking department:

Before the initial interview, study student records.

It will be helpful to the student if he can formulate the problem before the initial interview.

Start the conference with the elements of a friendly conversation.

If the student does not "come to the point" at the beginning of the conference, the teacher can take the initiative.

If the student feels that she has a parent problem in relation to the clothing project, this should be of concern to the teacher.

The pupil must know that the teacher will keep confidences.

The conference should be pupil-centered--the pupil does the talking.

Respond to feelings, empathize, but neither agree nor disagree.

Help pupil understand that pauses during the interview are times for thinking.

We believe that in a conference on a clothing project the student, instead of the teacher, makes notes and keeps them in her own file.

The teacher helps student pull out clear alternatives of action and their probable consequences.

Plan for a later conference before the pupil leaves.

Human Relations In Other Units

"Care of Our Room" is another unit many teachers use with younger students in high schools. You will notice that we have emphasized our in this unit since we have discovered that many girls share rooms. In such situations, there are many opportunities for discussing human relations. Some student objectives involving human relations for a "Care of Our Room" unit might be:

To learn why a neat room may be more important than a fancy room.

To learn to work out some problems in sharing a room, a closet or a chest.

To learn to respect other people's belongings.

To show my parents that I am interested in my room.

The question box. This age girl likes to write secret notes, so a question box may be a good enticer for getting at some of their problems concerning human relations in regard to their rooms. The teacher could ask, "Write on a piece of paper the one thing that bothers you most about sharing a room. Do not sign your name to the paper." She should give them a chance to think about the question--perhaps overnight. It is a good idea for the teacher to open the box in the absence of students, so the papers cannot be identified. She can then summarize the problems and put them into categories. An example of this might be:

Storage

too many clothes for closet
not enough drawer space
have to store under bed

Personal

no place for momentos
sister does not hang up clothes
mother complains about messiness of room

The teacher may find other categories and no doubt other problems. After the students have identified their problems and they are summarized, what experiences can the teacher provide that will help the students develop new attitudes?

Parent panel. One class activity that might bring about more empathy between parents and daughters in regard to room problems is a panel discussion consisting of parents alone or parents and students. The teacher should carefully think through the appointment of the panel members. She can start by asking herself these questions.

- Are these problems from a special socio-economic group?
- If so, will this make a difference about whom is represented on the panel?
- Should the panel parents be parents of the class members?
- Should fathers as well as mothers be on the panel?
- Should there be both parents and students on the panel?

The preparation for the panel may be handled in two ways. The problems may be dittoed and given to the panel members preceding the event, or the questioning may be impromptu on the day of the discussion. In either case, all of the students should be prepared to participate in the general discussion after the panel members have discussed each question for a few minutes. The girls may have further questions or may want to make suggestions.

The point of such an activity, as we have said, is to find some possible solutions to the human conflicts that center around shared rooms. Because many conflicts arise because of improper and inadequate storage, many concrete suggestions for improvising and improving storage spaces may result. These contributions are welcome. But the discussion could easily degenerate into room decorating, so the teacher needs to be PREPARED for this. If a student is the moderator, she may have to give her some support to get the discussion back on the track.

The Baby Sitting Unit

Many students do baby sitting as a means of earning money. By studying child care, the adolescent is more able to understand some of his own problems as well as the problems of caring for young children. Some possible pupil goals for developing feeling and attitudes in such a unit might be:

- To know how to give baby's parents their money's worth.
- To learn to be a responsible baby sitter.
- To learn to enjoy younger children.
- To understand that the way we act with children affects their feelings toward us.
- To develop patience and judgment.

To determine the student's feelings in regard to the care of children, an attitude inventory could be given, such as the following sample.

ATTITUDE INVENTORY

Directions: Read each statement. After the statement, check in the column at the right the response which best describes how you feel about the statement.

Statement	Dis- agree	Agree	Uncer- tain
I like children and want to have them around me.			
I am glad I have or wish I had a younger brother or sister.			
I feel at ease with children.			
I praise my brother or sister for good behavior.			
I dislike having to care for babies.			
I think children should be spanked when they misbehave.			
I believe it is important for a child to play.			
I believe I should set a good example in front of children.			
I think children are a nuisance.			
I believe children should be treated with kindness.			
I believe a baby sitter should know the family before she stays with the children.			

Beliefs about care of children are reflected in this inventory. However, attitudes change with time and surroundings, because they are a result of the interaction between individuals and their environment. After the attitudes of the students have been developed through a unit, the next logical step would be to measure the changes that are taking place.

Furthermore, one should consider the verbal expressions of attitudes and feelings. One might wonder if they are the true opinions or a representation of "Sunday" attitudes to conform with the time, place, and situation. According to Henry W. Manguson and others in Evaluating

Pupil Progress, "Research in this area seems to bear out the common sense answer that teachers should not accept all verbalized expressions of attitudes at their face value, but should exercise caution in analyzing all attitude-test results. Teachers should remember that attitude scales are likely to be more valid when student has no reason to conceal his honest, private opinion. Teachers should not expect complete truthfulness in expression of attitudes which may reflect social approval or disapproval if the attitudes expressed are to be graded and recorded. Many times an intelligent student can easily discern answers which will be acceptable to adults. It is particularly important for teachers to keep in mind that during adolescence students are particularly influenced by emotional drives which involve prestige and group approval."

Students may also write a short theme or paragraph on how they feel about various statements, and then tell why they feel as they do. Some suggested titles are:

Taking care of younger brother or sister is the older child's responsibility.

A child who has a temper tantrum should be spanked.

Johnny refuses to go to bed until he plays his favorite game.

Susan always has to have help to put her toys away.

Little children should be allowed to do things by themselves.

The younger child should always have his way.

After the teacher discovers the attitudes, beliefs and feelings of the group, she will then plan activities to teach new attitudes and behavior patterns. Special emphasis should be placed on experiences designed to develop new attitudes and skills in human relations. Learning the facts will be secondary. The students will need many situations to show different relationships; ultimately they can formulate the conclusions. The students should then be urged to try some additional applications to determine whether or not the new procedures work.

Hand Puppets

An approach to changing students' attitudes and behavior while working on the baby sitting unit is the technique of using hand puppets. The students use the puppets to act out situations. They may be used in preparation for a play group or in lieu of a real-life laboratory situation. As you may guess, using hand puppets is similar to role playing but may have some advantages over role playing for some high school students. It gives the student something to do with his hands. This may be a boon to the self-conscious girl or boy. It has been reported that some children can do puppetry whereas they had been too shy to take part in role playing. The use of the hand puppet removed the personal element even more than does role playing. It gives the students a chance for physical as well as verbal expression. The creative and dramatic students have a special heyday with this technique.

How To Use Hand Puppets

Have a warm-up session. Many of the students may not be familiar with hand puppets, so the teacher should bring a collection to class for the students to see. She should be familiar and proficient in using them so that she can demonstrate how to handle them. Then she can pass the puppets around and let the students, too, become familiar with handling them.

Explain how situations can be acted out with puppets. The teacher could have a simple situation in mind requiring two puppets, so that she could show the class how they can be used to develop action. There need be no further comments here. The explanation is merely to clarify the technique.

Discuss types of situations. By this time the students should be primed enough to think of some situations with children that could be acted out with the puppets. The teacher might ask, "Think of some situations involving a baby sitter with young children or their parents that could be acted out with these puppets." She might get some responses such as:

"Let's have a baby sitter with a four-year boy who is supposed to be in bed at eight o'clock, and he won't go to bed."

"We should have some parents who get in at two o'clock in the morning, and the baby sitter had told her mother that she's to be home at twelve."

"Why not have a baby sitter who has to sit with two little kids in the afternoon, and two of the neighbor's kids come in to play, and she can't watch all of them at one time."

There will be numerous types of problems, and you may want to record the different kinds of problems.

First Act

After enough enthusiasm has been aroused, the students are ready to go to work. The teacher may ask for volunteers for the first hand-puppet role acting, or she may want to control the situation and appoint the first players.

Discuss the scene. As in role playing, let the action continue for five or ten minutes, then take a break and discuss what happened, the outcomes, and how the situation might be improved.

Replay the situation with the original players or with new volunteers.

Keep the first session short so the students will remain interested in the technique.

Faces are revealing so it is suggested that the audience be able to see the actor's faces. In this way the audience may perceive feelings that ordinarily would be missed. We suggest, as with role playing, that the actors merely sit around a table.

The playing should be spontaneous. And, as with role playing, the situation should be well defined, but the actors take it from there on an impromptu basis.

Brief the audience. While the actors are in a huddle briefing each other on their roles, the teacher can discuss with the remaining students what they will look for. They must understand that they are as important as the actors.

Learnings

What particular learnings can a class derive from using hand puppets during a child development unit? We think some might be:

Students will see need for further study of behavior. Through studying children's behavior they will be able to better understand themselves.

They will realize that there is no one right way to treat all children.

Students may learn to empathize with small children and parents.

How To Make Hand Puppets

From the booklet, How to Use Hand Puppets in Group Discussions, by Jean Schick Grossman, come these directions for making hand puppets.

First method--papier mache.

Material needed: 1. $\frac{1}{2}$ lb. plasticine; 2. wood and dowel stick to make armature; 3. paper hangers' paste; 4. paste brush; 5. wool or fur for hair; 6. tempera or oil paints; 7. shellac; 8. sandpaper; 9. scissors, nail file or knife; 10. paper napkins or newspaper.

Make an armature for modeling the head. Take a block of wood 1"x4" for a base. Screw to the center a piece of one-inch dowel, six inches in length. The dowel stick must be rounded at the top.

Mold the plasticine into egg-shaped head.

Insert the rounded dowel stick of the armature into the small end of the plasticine egg.

Spread plasticine on dowel stick about one inch below hand to form neck of puppet.

Use fingers or nail file to shape features. Exaggerate the nose, the eyes, so they can be seen from a distance.

Tear paper napkins or newspaper into irregular, small bits.

Mix paste to a consistency like thin cream. With brush cover modeled head with paste. Take the bits of paper, cover with paste and paper every part of the face. Overlap each piece of paper.

Try not to lose the modeling of the features.

When dry repeat with a different color or paper. Sandpaper each layer before applying the next layer.

Apply from three to six layers of paste and paper. Dry thoroughly. Cut in half and take out plasticine. Put halves together with more bits of paper.

Paint with tempera or oil colors; varnish with clear shellac.

Use wool or fur for hair.

Wind string around neck about four times--tie securely. This will serve as a collar on which to sew the costume.

Second method--all cloth.

Materials needed; 1. flesh-colored cotton cloth; 2. lightweight cardboard; 3. kapok; 4. paste; 5. needle, thread and scissors; 6. oil paints or oil base crayons; 7. scraps of raffia, wool or rope for hair.

Make a cylinder of strong but flexible cardboard to fit loosely on the index finger. Sew or paste. This forms the neck of the puppet.

Take a 9" square of cotton cloth, fill loosely with kapok and shape head of puppet. Insert cylinder into head of puppet; tie or sew.

The head is now ready for painting. The best results are obtained with oil paints. Use rope or wool for hair.

How To Costume

Costuming the puppet is important. Cut the garment kimona style. This is the foundation which is the puppet's body.

Gather the top with a strong thread and sew the garment around the puppet's neck. Cut out hands of flesh-colored cloth shaped like a mitten; sew to sleeves. Feet can be made and sewed on the bottom of the foundation.

From this point on, experiment freely in the costuming of your puppet. A collar, a cape, a hat, ornaments, all help to make the puppet a real character.

Opportunities In The Homeroom

Under some school systems, especially the junior high school, the homemaking teacher may have a homeroom responsibility. In such an event, she will no doubt have the responsibility of teaching guidance to the group. What devices could one use to study the human relationships within the group? What differences appear in a mixed group?

One device to determine character traits within the group could be the "Guess Who" questionnaire. In this device the students are given a list of statements or questions describing different types of individuals on such items as cleanliness, respecting property, following directions, etc. The students are then asked to supply the names of fellow classmates who best fit the descriptions. Some items should be included in the questionnaire which do not describe any of the students in the class. Also, the teacher should inform the students that it is not necessary to write a name after each item.

As stated in Evaluating Pupil Progress, "To do effective guidance, teachers should understand values important to children at different age levels. The 'Guess Who' procedure helps provide this kind of information. Also, there may be times when a teacher will deem it advisable to acquaint a student with the opinions held by other students about him." The following "Guess Who" questionnaire was adapted from a form published by Division of Research and Guidance, Office of the County Superintendent of Schools, Los Angeles.

You and Your Classmates--A Guess Who Questionnaire

Who's your best friend? _____

Which children wiggle a lot and can't sit still? _____

Which children sit very still and quiet? _____

Who are the ones everyone likes? _____

Who are the ones nobody likes very much? _____

Which children are always smiling and laughing? _____

Which children don't smile very much and seem sort of sad? _____

Which children are bossy? _____

Which children let other children boss them? _____

With whom do you like best to work? _____

Which children are most bashful? _____

Which children are the best at outdoor games? _____

Which children aren't very good at games? _____

Which children get mad the easiest? _____

Which ones do not get angry very often? _____

Who would you most like to be like? _____

As an illustration, one homemaking teacher used the following "Guess Who" inventory with a group in a homeroom.

- Who is the best leader in class?
- Who is your best working partner?
- Who contributes most to guidance discussions?
- Who is the most cooperative class member?
- Who tries to gain all the attention in the group?
- Who never contributes to the class discussion?

The results revealed many characteristics of the group which helped the teacher in dividing the class for buzz sessions, committees, and group work. The results also revealed that the class felt that one boy always tried to gain all the attention, but the same boy never contributed to the class discussion. Jack was a discipline problem. After several conferences with Jack about this problem, the teacher felt that he showed marked improvement in his behavior. In fact, several of the other students commented that, "Jack acts better in homeroom than he does in any class."

Situation stories. Secrets of Successful Living, Book One and Book Two, published by Reader's Digest Ass'n., provide short real-life stories to read and discuss in homeroom guidance classes. Various character values are emphasized in the major areas of living. One example that one teacher used was a story entitled, "The Price of a Laugh." The story emphasizes self-respect, self-confidence and moral courage. Feelings are brought out by discussing how it feels when someone laughs at you, what type person can stand up against laughter, etc.

In the guidance text, Being Teen-Agers, prepared by the Guidance Staff of National Forum Inc., Chicago, there is a chapter entitled "Our Feelings Grow Up." A check list was given for the students to check for one week. The following points were listed.

Check List	Mon.		Tues		Wed.		Thur.		Fri.	
	yes	no	yes	no	yes	no	yes	no	yes	no
1. I lost my temper.										
2. I spent my money wisely										
3. I envied another person and said bitter things.										
4. I planned to get even with someone										
5. I resented advice										
6. I hit someone										
7. I hurt someone's feelings										
8. I was rude to my mother, father, or teacher.										
9. I used physical exercises to overcome my anger.										
10. I quarreled and wouldn't make up										
11. I was grouchy.										
12. I told a falsehood about something that happened in order to get sympathy.										

Other materials helpful for guidance in a homeroom are:

1. Five pamphlets on Getting Along. The Economics Press, Inc., Montclair, New Jersey.
2. Many booklets for junior and senior high school students published by Science Research Associates, Inc., Chicago.
3. Ruth Fedder. A Girl Grows Up. McGraw-Hill, New York, 1957.
4. G. G. Jenkins, W. W. Bauer, and H. S. Shacter. Teen-Agers, (Teacher's Edition), Scott, Foresman and Company, 1955.
5. C. G. Maser. Understanding Girls. Association Press, New York, 195 .

6. Frances Bruce Strain. But You Don't Understand. Appleton-Century-Crofts, New York, 1950.

What About Teacher-Parent Conferences?

Certainly the homeroom teacher would find it desirable to have at least one conference early in the school year. The over-all objectives of the school can be discussed to enable parents to understand the program of instruction and the methods of evaluation used.

If the teacher can have several conferences with parents, she is in a much better position to learn something of the students' background, their families, and their roles in the home.

A structured interview has much value if the teacher makes home visits or on other occasions. The teacher can structure her own questions to get the information desired. Questions such as--

Has Susan told you what we have been doing in class?

Do you think she enjoys this unit of work?

Has the homeroom helped Susan at home?

The structure may give the teacher not only confidence, but act as a guide for being certain that she gets the information she wants. After the teacher is used to having interviews, the conferences may not need to be so structured. Of course, she must always give the parents a chance to ask questions, too.

Mildren McQueen in a report on "Teacher-Parent Conferences" gives the following points to use in evaluating the conferences. The teacher can ask herself the following:

Was the teacher-parent relationship friendly?

Did I really listen to what the parent had to say?

Was the conference focused on the child with a clear, sympathetic discussion of the child's development?

Did the parent see samples of the child's work?

Did the conference point to ways in which the child could improve?

Were ways suggested in which the teacher and parents could work together to help the child?

Did the conference end on a friendly, cooperative note?

Was a summary of the conference made and put in the child's folder?

Using Other Diagnostic Instruments

Some schools like to make a survey of student problems and then plan a program accordingly. The SRA Youth Inventory, mentioned previously in this paper, or the Mooney Problems Check List give quick, efficient ways of securing information on students. These check lists will give evidences that students do or do not have problems, and in what areas they exist.

One teacher in a high school used the Mooney Problems Check List. The students are asked to underline any problems that might trouble them. One student, Vicky, was very much overweight. Her check list revealed that this bothered her, and that she had other, deeper problems. With the help of counseling with the homemaking teacher and the school psychologist, Vicky was able to make some headway on her problems.

Permanent Record Files And Counseling Files

These provide added sources of information on the student. The permanent record gives such information as results of intelligence tests, achievement tests, scholastic averages for previous years, school activities, awards, special recognitions, citizenship grades, and sometimes comments from the former teachers. According to Arden N. Frandsen in How Children Learn, McGraw-Hill:

"Understanding and effective guidance of child development and accomplishments require comprehensive evaluation of pupil characteristics and achievements in all the curriculum objective areas. There should be provisions in the record for reporting physical characteristics, intelligence and special abilities, interests, personality, nature of parent-child relationships, and for recording regular appraisals of understandings, skills, interests and attitudes in the areas of:

- physical development, health and body care
- social and emotional development
- ethical behavior
- social relations
- the social world
- the natural environment
- aesthetic development
- communication
- quantitative relations

"Moreover, the comprehensive records need to be accumulated as the child progresses through school, so that whenever they are studied for child guidance purposes, they can be interpreted developmentally."

Certainly, the more information available, the easier it will be for the teacher to understand the student.

Other School Personnel

If the school employs a trained psychologist or a trained counselor, the homemaking teacher can consult or work with him. One homemaking teacher worked with a psychologist for one semester. The psychologist gave a series of tests to the students who were having adjustment and behavior problems. The two people working together were most beneficial

in discovering some of the problems. Certainly psychological tests should be given and analyzed by a trained person. The majority of homemaking teachers lack sufficient background to try to do this alone. However, the homemaking teacher's background and training in family relationships is certainly helpful.

As another source of help, other classroom teachers should be consulted. One language arts teacher in a junior high school teaches her language arts classes with a focus on human relations. In the fall she begins by having the students write an autobiography. This really tells the student's life story as he interprets it. The writing, grammar, spelling, and punctuation used is also an indication of the student's ability to do satisfactory work. These autobiographies reveal the students' interpretations of situations thought to be important. Sometimes information is gathered regarding the students' attitudes and beliefs.

Certainly, other teachers may use this device with individuals as well as with large groups. Its success is determined largely by the cooperation and effort of the student. Usually general guides are set up. Such items as birthplace, home life, experiences as a young child, school experiences as a young child, present school experiences, interests, hobbies and future plans are given as suggestions. These suggestions should be fairly flexible to permit the pupil to write on the thing he considers to be most important to him.

This same language arts teacher also has her students write themes on titles such as:

"Three times I was happy."

"Three times I was sad."

"Three times I was angry."

The students read the stories and discuss them in class. A teacher like this on a faculty is certainly an asset to the school system. If all members on a faculty can cooperate and work together to help the students with their problems, we can do much to develop well-adjusted young people.

In Summary

To summarize, adventuring in human relations should increase teachers' satisfaction in many ways.

Self-analysis by a teacher to see if she believes and puts into practice these principles of good human relations.

"Helping people to adjust, to plan for, and to grow in self-improvement is an over-all aim of education.

One can work more effectively with others when she believes in the supreme worth of each individual and that each individual has a right to his own beliefs and values.

Individuals get along and work better in groups as certain skills are developed.

The leader who earns respect and confidence of the group before attempting changes is more successful.

Different family cultures predispose the behavior of everyone and, as a result, problems can arise.

Having adequate previous knowledge about a group and its members helps one work better with a group.

Good objective records of behavior are important and provide facts on which to base understanding and thereby facilitate communication.

Planning for the kind of orientation which aids a person in becoming a participating member of the group increases her success.

A strong feeling of belongingness on the part of group members is important.

Emphasis placed on what is right rather than who is right makes for better relations.

When persons are happy and receiving satisfaction, they produce more and are less aggressive toward each other.

The kind of planning and arrangements which makes possible a balance in favor of success rather than failure facilitates the learning process.

One of the biggest factors in promoting creative teaching-learning is the development of self-confidence.

Participation in decision making has little value unless group members are willing to live with the consequences.

When students have a part in the formation of policy, they are more willing to accept responsibility for the execution of it."*

* Adapted from "Principles in Human Relations" by Dr. Marjorie Savage.

Increased awareness of the teacher to evidences that:

Always there is a reason for a particular student behavior problem.

The more devices she uses, the more available information she has.

Record keeping takes time, so it is often better to concentrate on a few students at a time.

She starts with the student where he is now in his attitudes, feelings, and experiences.

Her own human relations are a crucial element in every situation.

Students show growth as they are helped to understand that:

Human behavior is caused, and they can do something about it.

Their family experiences are of utmost importance in helping them meet their personality needs.

As they grow in human relations, they have increased understanding of themselves and others.

They take responsibility for working together with effectiveness and enjoyment.

There are different ways of doing the same task and solving the same problem.

Experiences they have in their homes, at school, and in community living help them to discover their problems and assume a degree of responsibility toward working out their own solutions.

TEXTILE FIBERS

Ruth Legg Galbraith
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Since at least ten new textile fibers have either been placed on the market within the past year or will come into the market within the coming year, it might be wise to review the fiber properties of both the older fibers and the newcomers in order to be able to compare them. Table I lists many of these fiber properties, but unfortunately, it is incomplete because not all of the fiber properties of some of the newer fibers have been published. The textile properties listed in the table might be defined as follows:

1. Dry strength (tenacity in grams per denier) is the force or load necessary to break one denier of dry fiber. If this force is less than 1.5 drams per denier, then the fiber must either be spun into heavy yarns and fabrics as in the case of wool or must be blended with a stronger fiber in order to make fabrics with enough strength to have satisfactory durability. If the strength is between 1.5 and 2.5 grams per denier, the fiber can be spun and woven into light weight fabrics, but these fabrics will not have sufficient strength for utilization in work or children's clothing even though they may be perfectly satisfactory for use in women's street or dressy dresses, blouses, or underclothing. Any fiber with a strength above 2.5 grams per denier is strong enough for most apparel uses.
2. Wet strength is the force per unit of fiber size necessary to break the fiber after it has been soaked in water for at least two hours. If this strength is much lower than the dry strength of the fiber (and particularly if it goes below 1.5 grams per denier as in the cases of acetate, Arnel, and the rayons), fabrics made from such a fiber must be washed with very great care.
3. Per cent dry elongation indicates the amount which a fiber will stretch before breaking. Garments made from fibers with low elongation must be fitted with slightly more ease than those made from high elongation fibers such as wool.
4. Per cent elastic recovery indicates the ability of a fiber to recover from stretching (in this case a stretch of 4 per cent of the original length). This property is extremely important if a garment is to retain its original shape after repeated wearings. An elastic recovery of 95 per cent or better at 4 per cent stretch is excellent; one of 75-95 per cent is satisfactory; while elastic recoveries below 75 per cent must be compensated for in yarn and fabric construction or garment design and fitting.
5. Resilience is the ability of a fiber to recover from bending, twisting, or compression. It is important that a fiber have good or excellent resilience if garments made from that fiber are to be worn

repeatedly without pressing after every wearing. Compressional resilience is important in napped or pile fabrics such as blankets or the new synthetic pile fabric coats.

6. Abrasion resistance is the ability of a fiber to withstand the rubbing against other objects or other fabrics with which it comes in contact. This is probably one of the most important factors in fabric durability and as such is very important in fabrics to be used for work or children's clothing or for carpets and furniture upholstery.

7. Heat sensitivity indicates how the fiber will behave when it is pressed or ironed. Since the lowest thermostatic setting on most of our irons is 275-325°F., fibers with sticking points (the temperature at which they will start to shine and stick to the iron) below these temperatures should be pressed or ironed only if protected with a press cloth or better yet, not at all. If an extremely heat sensitive fiber is blended with a relatively non-sensitive fiber like a cellulosic then the fabric probably can be pressed by using care.

8. Per cent moisture regain indicates the amount of moisture a fiber will pick up from air which is conditioned to 65 per cent relative humidity at 70°F. If this figure is less than five per cent, then the fiber will be relatively difficult to dye and will tend to build up a high static charge when it is rubbed.

9. Dimensional stability is the ability to remain the same size during any wetting operation such as steam pressing or washing. A dimensionally stable fiber neither shrinks nor stretches. However, it must be remembered that any fabric, even one made from a dimensionally stable fiber, may exhibit relaxation shrinkage if the weaving and finishing tensions have not been removed before final finishing. If a fabric is completely stable, then it may be extremely difficult to ease in a set-in sleeve without the appearance of undesirable "ripples."

In the cellulosic fiber class, two types of fibers deserve some special attention. These are the medium tenacity rayons developed for use in carpets and upholstery fabrics and the very new cross linked rayons, Topel and Corval. The medium tenacity rayons have dry tenacities of 2.5-3.1 grams per denier and 15 per cent elongation. Their abrasion resistance is also greatly improved over that of apparel rayon. Topel and Corval are being marketed as fibers to be used in blends, especially with the thermoplastic fibers in order to add moisture absorption. These fibers are no more durable than ordinary rayon, but the crosslinking reaction has increased their dimensional stability, their elastic recovery, and their resilience while lowering their moisture absorption. In addition they accept crease resistant finishes better than viscose does.

Arnel is the newcomer in the acetate group. It differs from acetate in that it has better elastic recovery, resilience, and dimensional stability, a higher melting point, but lower moisture absorption.

These properties make it a low cost "minimum care" fiber, but it will lack the durability of the true synthetics such as nylon, Dacron, and the acrylics.

Type 420 nylon is a new addition to the polyamide family which you will see being used as a blending fiber with cotton in work and children's clothing in order to greatly increase the abrasion resistance of the fabric. Since normal nylon weakens rather than strengthens blends of cotton and itself, this special type had to be developed for this purpose.

The two types of acrylic fibers differ in the amount of acrylonitrile which they contain. Although this difference has little effect on their physical properties it does have a great effect on some of their chemical properties which determine their use and care. Dynel and Verel both have extremely low melting points, so that pressing fabrics made from either of them should be done with care (a press cloth should be used at all times). Both of these fibers dissolve in acetone so that fingernail polish remover should not be used as a stain removal agent on these fibers any more than it should on acetate or Arnel. The other acrylics are not affected by acetone. On the plus side, these fibers are quite flame resistant and will not support combustion whereas Orlon, Acrilan, Creslan, and Zefran all burn at about the same rate as cellulose acetate. Because of their flame resistance, Dynel and Verel will go into such uses as blankets, draperies, upholstering, and carpets especially in restaurants, hotels, and theaters where flammable fabrics create great hazards.

Many new additions to the polyester class will be made within the next two to five years. Tennessee Eastman already has small amounts of Kodol on the market. The manufacturer claims that this fiber exhibits very great pilling resistance, i.e., it does not form fuzz balls on the fabric surface during wear. This property has been one of Dacron's faults and has limited the types of fabric constructions in which it could be used. However, du Pont announced in January that they had developed a more pill resistant Dacron that could be used to blend with wool but not with cotton. Teron will be on the market in about two years and will have essentially the same properties as Dacron.

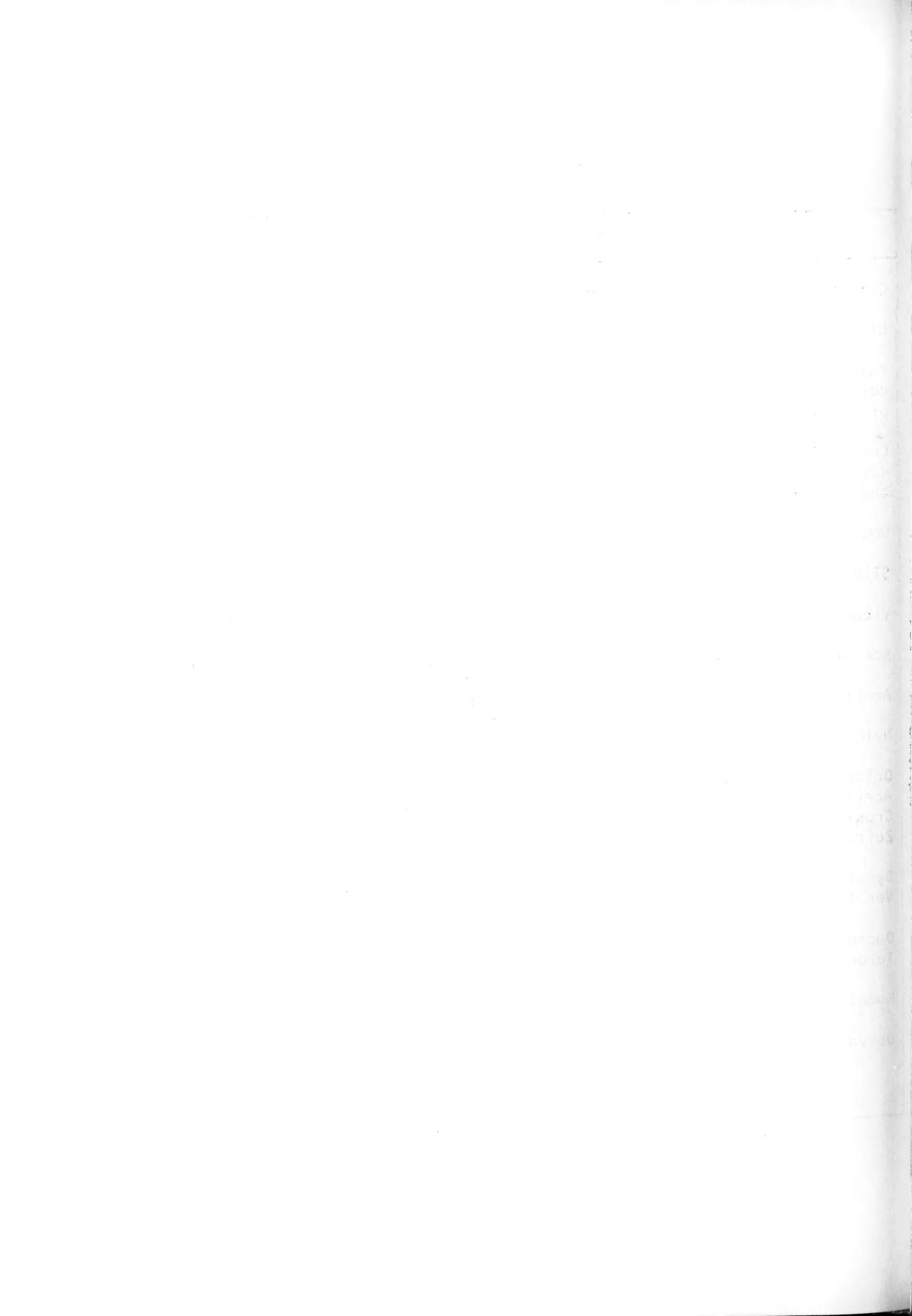
Darvan, the dinitrile fiber, is still available in limited quantities only. Its outstanding selling characteristic is its very soft and luxurious feel. For this reason, most of the present production is going into the synthetic pile coats or into blends with wool. At the present time, it is still very difficult to dye so that it is available in a limited range of colors.

Table I
Physical Properties of Textile Fibers

Fiber Classification	Fiber Name	Dry Strength in Grams/Denier	Wet Strength in Grams/Denier	% Dry Elongation	% Elastic Recovery at 4% Stretch
Cellulosic	Cotton	3.5 - 4.5	3.8 - 5.0	5 - 7	50
	Linen	5.5	6.2	2 - 3	Less than 50
	Rayon (Viscose and Cuprammonium)	1.8 - 2.4	0.9 - 1.2	16 - 20	50 - 60
	Cross linked Rayon (Topel and Corval)	1.8 - 2.4	Slightly higher than viscose	10 - 15	Better than viscose.
Protein	Wool	1.2 - 1.7	0.8 - 1.6	30 - 45	100
	Silk	3.5 - 4.5	2.8 - 3.6	15 - 20	76
Acetate	Vicara	1.0 - 1.2	0.65	30 - 35	97
	Acetate	1.2 - 1.8	0.7 - 1.2	23 - 30	50 - 65
Polyamide	Arnel	1.2 - 1.4	0.8 - 1.0	22 - 28	85
	Nylon	4.0 - 5.5	3.6 - 5.0	25 - 35	100
Acrylic	85% acrylonitrile				
	Orlon Acrilan Creslan Zefran	2.5 - 3.5	2.2 - 3.3	20 - 30	85 - 88
50% or less Acrylonitrile	Dynel Verel	2.5 - 3.0	2.4 - 3.0	30 - 40	85 - 88
	Polyester				
DiNitrile	Dacron and Teron	3.5 - 4.5	3.5 - 4.5	20 - 40	90
	Kodel	2.7	2.7	27	85 - 90
	Darvan	1.75	1.5	30	85

Table I Continued

Fiber Name	Resilience	Abrasion Resistance	Heat Sensitivity	% Moisture Regain	Dimensional Stability
Cotton	Poor	Good	Scorches	7	Fair
Linen	Poor	Fair	Scorches	12	Fair
Rayon (Viscose and Cuprammonium)	Poor	Fair	Scorches	11	Poor
Cross linked Rayon (Topel and Corval)	Fair-Good	Fair	Scorches	7	Good
Wool	Excellent	Fair	Scorches	16	Poor
Silk	Fair	Good	Scorches	11	Good
Vicara	Excellent	Poor	Scorches	13	Good
Acetate	Fair	Very Poor	Sticks at 300°F.	6	Fair-Good
Arnel	Good	Poor	Sticks at 482°F.	4	Good
Nylon	Good	Excellent	Melts at 420°-482°F.	4.2	Good
Orlon Acrilan Creslan Zefran	Good	Fair-Good	Sticks at 455°-490°F.	1 - 2.5	Good
Dynel Verel	Good	Fair-Good	Sticks at 250°-300°F.	.4 - 3.5	Good
Dacron and Teron	Excellent	Excellent	Melts at 480°F.	0.4	Good
Kodel	Excellent	Good	Can be ironed at 425°F.	0.2	Good
Darvan	Good	Fair	Sticks at 340°F.	2 - 3	Good



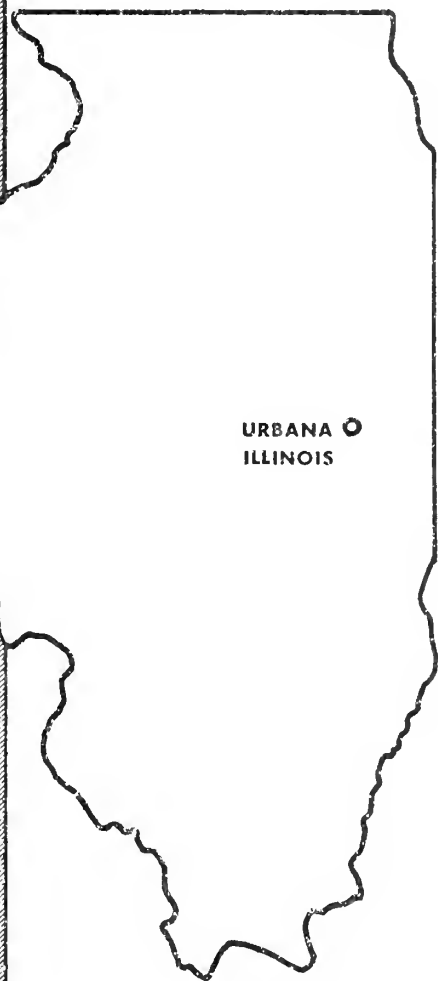
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VISUAL AIDS, OUR SILENT TEACHERS

Mary Lamb, Bradley University
Doris Manning, University of Illinois

"Once there was a certain wood engraver, famous throughout the land for the beauty of his work. With superb skill he would tool the smooth surface of a block of hard cherry wood in such a way that the lines of his design stood out in relief. Then when the block was inked he pulled proofs from it, clear, sharp, and beautifully proportioned.

"One day, a wealthy patron who admired the master's engravings, asked him to paint his portrait. Reluctantly, the engraver tried the brush and pigments--a method new to him. The results betrayed the hand of the amateur. Thereafter, the engraver disdained to use the brush, saying that for his message the precision of engraving was the best and only medium of expression."

This anecdote, found in an article by Dr. H. E. Kleinschmidt for social workers, seems appropriate for us as teachers. We teach and interpret ideas through the use of words, but do we become visual illiterates? Because we are not craftsmen in visual aids, we may make no attempt to use this art. Through study and practice we can develop skill even as we have learned other techniques used in teaching.

Why have visual aids?

This same Dr. Kleinschmidt states that visual education stimulates observation and comparison, educates in the present tense, is tangible, prompts students to do their own thinking, rouses the imagination, and often presents a clearer picture than words could do. How would you describe in words to a newcomer from Mars the safety pin?

There is nothing really new about visual aids. Visual aids make use of sight, which is a more primitive means of learning than is talking. When a cave man showed boys, 10,000 years ago, how to shoot a bow, he was giving a demonstration. Cartoon type pictures were used in ancient Egypt. Religious pictures were used in the Middle Ages to teach illiterates. When some of our Puritan ancestors put others in the stocks, they put on an effective exhibit. This one was intended to affect attitudes. The first printed visualized textbook was Comenius' "Orbis Pictus" (The World in Pictures), published in 1658. So, there is nothing really new about visual aids.

Advantages

In recent months we have been alerted to the many changes in our society. We have been looking for ways to strengthen communications with our students in order to help them improve family life. Researchers now believe that 96 per cent of our learning is associated with our visual experiences. Visual aids, therefore, are a direct communication line to learners.

Each of us is curious about something, and the satisfaction of curiosity is enjoyable. Visual aids help us learn pleasantly as well as efficiently.

Visual aids can arouse and concentrate interest, present information, provide motivation, create situations for discussion and analysis, and supplement other learning. They enlarge horizons, review subject matter, serve as reminders, summarize learning experiences, provide checks of individual and group progress. They combat verbalism by providing more concrete learning experiences, sometimes influencing attitudes, and providing variety for the learning situation.

Working together in groups to develop visual materials may further good classroom relationships. Helping with visual aids may be an outlet for the under-achiever, may help to stimulate the more gifted, and otherwise provide for individual differences.

Working with these art forms and with human resources are a challenge to the teacher's creative powers.

Since display has grown to be such a large part of our daily lives and has great influence upon our thinking, an understanding of this method of communication is indispensable for intelligent participation in our society. Students need to learn the techniques of display and to understand the sources of its power over their thinking if they are to grow into adults who can weigh accurately the evidence presented.

The other side of the coin

"All that glitters is not gold!" The preparation of visual aids is often time consuming in proportion to the total demands upon the teacher and students. They take time to present. They may replace more productive classroom activities. They may be irrelevant to the needs of society--become mere classroom busywork.

Many of the visual aids involve considerable expense, particularly in the initial outlay. Careful planning is necessary to insure adequate care and storage facilities for these often cumbersome items. Skill must be developed in preparing and presenting visual materials.

Since some forms of visual aids are so easy to use, there is danger that the teacher may become passive, thinking, "Here's my baby sitter for today." There may be a tendency to present them to large groups without making provision for more effective group and individual contacts. The student tends to become passive unless he is involved in the production and unless the use of the aid is followed by purposive activity.

Let's Try the Easiest

What ARE "the Easiest?" Well, aren't chalk boards, newsprint, duplicated sheets, flash cards, and flannel boards with all their variations easy to use? Perhaps you are saying, "Yes, easy but, like the

poor, always so much with us!" At first we, too, thought this. But we discovered that there are many less common ideas for using such aids more interestingly and effectively than we had suspected.

Chalk board

The chalk board is an important and inexpensive teaching aid, and is used daily in almost every classroom. With some practice a teacher can become skillful in using the chalk board effectively. Skillful use of the chalk board helps to facilitate learning and dramatize teaching in many ways.

During class discussions ideas which the group volunteers can be more easily remembered, more easily grasped as a whole if they are written down as they are expressed. Through this process of organization, limitation, and combination the chalk board can help students clear up hazy ideas and organize their thinking.

Better understanding of vocabulary and proper spelling of words can be promoted by putting the words before the class for discussion and analysis.

By writing the information on the board, a teacher can promote a clearer understanding of details, such as the giving of directions or announcing of changes in plans.

When a teacher realizes that she is not communicating with a class, it is possible to recall the attention of the class by turning to the board, so the class will pay attention with their eyes as well as their ears.

A lecture gains in interest when it becomes an illustrated talk. Even one word, written clearly and boldly, can bring people back to the point.

Because its chief value is to illustrate and clear up ideas, the chalk board should be used for immediate problems. It should not be choked with material that is to be displayed for days and weeks. Keep it free so that it can fulfill its one major function, clearing up problems of immediate importance.

Chalk talk

In the well-designed, modern classroom the pastel-colored chalk board, ranging in tone from yellow to green, may be described in terms of its physical characteristics. An effective chalk board provides maximum contrast with no glare between background and line drawing or printed symbol. It is colored to blend with the interior room decoration and creates a restful atmosphere. An effective chalk board is mounted so as to be within easy arm's reach of the pupils. Small portable boards that can be hung or rolled about may serve needs best.

The chalk should be prepared for the various uses to which it is put. For harsh outline work, the chalk should be scraped over coarse sandpaper to produce a blunt-angle end. For details or faint guide lines, the chalk should be sharpened to half its original diameter. For shading, grasp the chalk so as to bring the longest surface against the chalk board.

A uniform downward stroke of the eraser is an effective way to remove old drawings and lettering; experimentation has shown that greater legibility can be attained on a surface on which uniform downward strokes have been used.

Writing and Lettering

Writing or lettering on the chalk board should have full, well-formed letters, which are uniform and well spaced. The letters should be of sufficient size so that all can see and read without difficulty even from a distance of 30 feet. The chalk board should convey a feeling of order and roominess, using lines running parallel to the board and words spelled correctly.

Drawing

Chalk drawings which are too difficult to draw freehand can be put on the board even by one with little drawing ability by using one of the mechanical methods of transferring copy from the original.

The square or grid method:

The original copy is divided into uniform squares by ruled lines. The size of the squares is determined by the size of the original copy and the accuracy with which the copy must be reproduced. The smaller the copy and the greater the accuracy required, the smaller the squares must be. The chalk board is then marked off lightly in larger squares proportional to the desired increase over the original.

Chalk boards can be permanently ruled in squares by scoring the lines lightly with a sharp scribe; a very satisfactory semi-permanent ruling can be done with India ink. When it is not desirable to score or mark the board permanently, a squared outline may be projected onto the board by use of an opaque projector, graph paper, or slide projector. This arrangement has the advantage of being able to vary the size of the square by moving the projector closer or further away from the board. The design is then reproduced by transferring the same lines to the larger squares. Students, using this method, can make interesting seasonal decorations by transferring designs to the chalk board and coloring them with colored chalk.

The projection method:

Drawings can be transferred to the chalk board with the usual lantern slide projector, the film-strip projector, or the opaque projector. The slide projector necessitates having the material transferred to slide form. Because of this, it may often be advantageous to use the projected picture directly rather than use it in making a chalk board drawing. If, however, only parts of a drawing or only an outline is needed, the slide may well furnish this portion for chalk board use.

The opaque projector has an advantage in that it can project the original picture, which may be a photograph, a clipping, an illustration in a book, or the actual object itself. The size of the projected image can be adjusted by moving the projector toward or away from the board. The image can be easily traced with chalk. To illustrate a point in human relations, a "Dennis, the Menace" cartoon can be drawn on the chalk board.

The pounce method:

This method is simple and exceedingly useful when the same drawing is needed on the board repeatedly. Reproduce the drawing on a large piece of brown wrapping paper as it is to appear on the board. Next trace the lines of the drawing with a sharp-pointed tracing wheel, being certain that the points of the tracing wheel can penetrate through the paper sufficiently to produce clear-cut perforations.

Fasten the completed pattern on the chalk board securely and dust the entire outline by rubbing with an eraser. Inspect the transferred drawing by lifting the pattern up from the bottom and examining it for clearness and completeness; correct the necessary parts and carefully remove the entire pattern. Trace the image formed on the board with chalk immediately after removing the pattern. Add small details and shade free hand to complete the drawing. Homemaking teachers could use this method for drawing pattern pieces or meat charts.

The patterns can be rolled and stored away for later use, and can last indefinitely. Patterns that are used repeatedly may be mounted on window-shade rollers and filed in an orderly way. They can be suspended easily from hooks along the top of the chalk board rail.

Templates

Repeatedly used symbols, designs, and diagrams can be easily reproduced on the chalk board by means of templates. A template is a pattern made of sheet metal, heavy cardboard

or plywood. Such material cut into the shape of measuring cups, scissors, pattern pieces, or small household equipment may be held against the chalk board and its outline drawn with chalk.

Hidden drawing:

The hidden drawing chalk board technique is a unique way for either student or teacher to coordinate demonstration and explanation. By preparing in advance a series of sequential or developmental illustrations, the teacher can describe and show one stage or illustration at a time. In this way attention is focused on the explanation that accompanies the exposed drawing. Stretching wire along the top of the chalk board and draping inexpensive cloth from this wire make the hidden drawing technique a reality in any classroom. This technique has been used by home economics teachers to illustrate the progressive stages of arranging furniture and the physical effects of malnutrition.

The comic approach:

Both pupils and teachers are well acquainted with cartoon techniques. Many cartoons are basic drawings in which simple lines are used to outline objects, so one does not need to be an artist to use it. Apply the comic approach to some situation you wish to describe to the class, to announce an event, or remind them about the care of sewing machines, scissors, sinks, stoves, or their personal belongings.

These line drawings can add interest, fun, and concrete experiences to chalk board learning situations.

General guides to success

Below is a list of principles on the use of the chalk board adapted from L. B. Sands' Audio-Visual Procedures in Teaching.

- Skip the lower half of the board, because it is usually difficult to see.
- Take complex ideas step by step. A difficult exposition should be thought out in detail before the class assembles.
- Put complex matter on the board before the class meets, to save class time.
- Writing must be legible.
- Write heavy enough that writing can be seen easily.
- Make letters about two and one-half inches high.
- Hold the chalk correctly to avoid screeching.
- Make accurate drawings and diagrams.
- Learn to draw simple figures for symbols.
- Use color and shading for effectiveness.
- Avoid glare by adjusting lights and shades.

Stand aside so students can see what you have written
 Talk to the class--not to the chalk board.
 Organize explanations in simple, manageable, crisply worded
 units.
 Use your students as aides.

Newsprint

Large blank sheets of newsprint, purchased from the local newspaper or art store, can be used instead of a chalk board. Tack ten or fifteen sheets on any kind of a homemade easel or on the wall. Heavy marking crayons or grease pencils in a variety of colors can be used as you would use chalk. As you finish with one sheet, tear it off or flip it over to the back of the easel. The information to be highlighted can be written on the newsprint before class, saving class time for more profitable activities. You cannot erase as you go, but you can save one day's work for another look--it can serve as a sort of large notebook for easy reference. Reports from small work groups recorded on newsprint is especially effective.

Duplicated sheets

Teachers in most schools use duplicators more than they do any other visual aid except the chalk board. Duplicators provide the convenient, efficient, and pliable means of transmitting written, pictorial, graphic or statistical matter to a whole group at once.

Duplicating machines are used by homemaking teachers for:

- outlines of subjects, with suggested activities
- guide sheets and study guides
- examinations and objective tests
- newspaper items for class and school assignments.
- bibliographies
- organization of units of work
- maps, charts, graphs, and signs
- score cards
- guidance questionnaires
- checklists
- statistical information
- summaries and criticisms
- programs
- inventories and surveys
- committee reports
- F.H.A. program booklets and other forms
- home project outlines.

There are ten kinds of duplication that the schools have found to be both practicable and educationally valuable. They are:

- rubber stamp
- cutout stencil
- gelatin-pad hectograph, with its accessory pencils, inks, carbons, and printed matter
- spirit duplicator, with corresponding accessories
- mimeograph, with blank and printed stencils, mimeoscope, styluses, cutting plates, shading screens, lettering guides, and symbol guides
- printing press
- offset, multilith or multigraph
- silk screen
- photograph and photostat
- typewritten carbon copies.

Although each of these can be adapted to particular purposes, we will discuss only three of these here--typewritten carbon copies, spirit duplication and mimeographing.

Typewritten carbon copies

The most common of all duplicating techniques is the producing of carbon copies on a typewriter. With high quality carbon paper and onionskin, up to 8 - 10 readable copies may be produced. The teacher should keep in mind the purposes of the copies; onionskin may tear easily and be difficult for students to write on or handle.

Spirit duplication

The spirit, or direct, duplicator operates on the principle of transferring a carbon substance from master sheet to copy. Master sheets are easily prepared by typewriter or handwriting. Drawings and handwriting have to be done with pencil or stylus. The carbon is placed against the back side of the master sheet; for that reason it makes a reverse imprint which is possible to correct. The master sheet is clamped to the drum of the duplicator, carbon side out, and from 100 to 300 copies can be run off. The master sheet can be filed for later use. With colored carbons successively applied, it is possible to produce a multicolored master sheet when especially attractive announcements or programs are wanted. Diagrams and demonstrations that need color to be clear can be duplicated by this process. Teachers like the convenience of being able to type out a master sheet, run off the copies, and use the copies immediately.

Mimeographing

The mimeograph has come to be considered an indispensable educational implement where large numbers of duplications are required. The stencils will take typed matter and drawings or diagrams produced with the stylus, and they can be saved and used repeatedly until worn

out. The basis of the process, the stencil itself, consists of tough tissue paper impregnated with wax. After cutting with the typewriter or stylus, it is fastened to an inked pad or drum, and copies are made by the squeezing of ink through the impressions. Typed stencils can be produced on any typewriter except a noiseless, but diagrams and the like call for special stencil-cutting instruments.

The mimeoscope is essentially a lighted glass plate for holding and lighting the stencil; the light shines upward through the stencil. This instrument facilitates drawing on the stencil and transferring matter to it from books or magazines. A makeshift but perfectly practicable mimeoscope can be improvised by taping a stencil to a window.

There are several models of styluses. The ball-point stylus is used for cutting cartoons, curved lines, and script. The wire stylus is the best for cutting straight ruled lines. The wheel stylus will make several kinds of discontinuous lines according to the pattern of the wheel. Dotted, dashed, double or multiple lines can be drawn with it.

Lettering and symbol guides are mechanical accessories that make it easier to form workmanlike letters and symbols. Lettering guides of plastic and celluloid are commercially available in a dozen or more styles.

Shading screens in several patterns are available for cartoons or drawings that need to be shaded for effectiveness. Screens are available to produce such textures as wood grains, herringbone, grouped dots, rough surfaces, lined dots, and lined crosses.

The daily requirements of the curriculum compels teachers to put a premium on speed and convenience, therefore the mimeograph and spirit duplicators are very widely used. Even the students, when they have learned to cut master sheets and operate the machines, can quickly get out a paper, a program, a notice, or any document connected with student activities.

Flashcards

Flashcards, ranging in size, are "flashed" before a group to bring home an idea. The message the cards contain is brief and to the point. The cards may be used effectively in a drill or review, or used with other training aids, such as large posters, charts, maps, graphs, and diagrams.

Mrs. Eloise T. Johnson of Texas developed a set of flash cards which she used successfully in giving a talk on Conservation of Family Life. The theme she used was the "Tater Family"; she used cards showing cartoons illustrating Ma Tater, Pa Tater, Spec Tater, Immy Tater, Hesi Tater, and Meddy Tater.

Ordinary wrapping paper, light-colored construction paper, discarded signs or sections of a cardboard box make good flash cards. Lettering may be applied to the flash card by writing, free-hand printing, commercial printing, or by using stencils, stencil cut-outs, cut-out letters or rubber stamps. Suitable letters may be cut from newspapers, magazines or other printed literature and used individually or as complete words. Specially prepared letters may also be purchased at most art and stationary counters.

Complicated letters are not necessary; simple letters are the most effective. However, many ways of utilizing color combinations, arrows, dots, lines and other figures to increase the attractiveness and effectiveness of flashcards may be found.

Do's for the use of flash cards

Hass and Packer in Preparation and Use of Visual Aids list several suggestions for the use of flash cards.

- Prepare flash cards for all pertinent learning situations.
- Create original flash cards.
- Make flash-card copy as brief as possible.
- Use lettering large enough to be easily read.
- Experiment with color combinations in addition to black on white.
- Prepare the students before flashing the card.
- Flash the card at the right moment.
- Exhibit it high enough for clear vision.
- Expose it long enough for student comprehension.
- Vitalize a drill problem with simple flash-card sets.
- Correlate flash cards with other teaching aids.
- Review problems by exhibiting all key flash cards.
- Develop test sets of flash cards for specific units.
- Follow up instruction by placing pertinent flash cards on the bulletin board.
- Catalogue and file all flash cards for easy reference.

Felt boards and flannel boards

Prior to World War II, the use of the felt board was limited almost entirely to the presentation of religious stories to primary church-school groups. During the war the armed forces recognized the possibilities and adapted the principles of felt boards to a variety of visual presentations for adult education. Following the war, teachers experimented with felt and flannel board presentations for classroom use. With a few suggestions and a little imagination, teachers can find a number of uses for these boards in their own classes.

While the media are slightly different, the principles regarding their effective use are so similar that the two terms are used interchangeably.

The use of these aids makes possible visual presentation, built up piece by piece when felt or other fuzzy-surfaced material is used, fuzzy side out, for the background. The parts are either cut from a fuzzy-surfaced material or are backed with that type of material. Because certain fuzzy-surfaced materials adhere to each other without any applied adhering agent, the parts remain in place until they are shifted or removed.

The foundation

Felt boards can be made at home inexpensively. One needs a foundation board, a fuzzy-surfaced fabric for covering the foundation, and a means of anchoring the covering to the foundation. The foundation board can be any light-weight, rigid, board-like material. Usually the foundation board, such as plywood or masonite, can be ordered cut to size from a local lumber company. Duvetyn, wool or cotton felt, wool flannel, flannelette, cotton outing flannel, and suede cloth make good coverings. Both the duvetyn and wool felt are expensive. A good grade of cotton outing flannel is quite satisfactory and the least expensive. When the covering is pieced, horizontal stitching is less distracting. Cotton coverings can be dyed to the desired color inexpensively.

When determining the amount of fabric required for the covering, provide for a generous overlap on all edges so that the fabric can be drawn taut and anchored neatly on the reverse side of the foundation board. To fasten the covering to the foundation, use staples or upholsterer's tacks on the reverse. These provide a secure fastening and can be easily removed to permit laundering of the cover material.

Duvetyn, unlike felt and flannel with nap on both sides, has nap on only one side. For this reason, if no parts are to be placed on a pictorial background, this cloth serves admirably because the sketching may be done on the surface without nap, leaving the napped surface for adhering to the felt board.

There are four types of felt board commonly used: the wall-size board, the easel type board, the desk type board, and the lap or individual board. Both the type and the size of a felt board should be determined by the sort of presentation to be made and by the size of the group or audience to be served.

The background

There are commercially produced backgrounds for some areas of teaching, but teachers of homemaking can readily prepare their own special backgrounds. For example, house plans or pattern outlines can be put on the background. When a teacher uses one background frequently, a prepared background could be a great time saver. Scenery backgrounds appropriate for role-playing may be drawn upon felt, flannel, suede paper, or duvetyn. Scale is an essential for the study of many room and furniture arrangements. Thin strips of sandpaper or narrow masking tape can

be used to represent walls, boundaries, windows and doorways. For coloring background sketches, oil paints, textile paints, sketch crayons, and colored chalks are the most satisfactory; but textile paints are the easiest for the amateur.

The parts

Parts cut from felt, flannel, blotting paper, suede paper, or very rough-textured paper are ready for use without further processing. Parts cut from any other materials must be backed with a fuzzy-surfaced fabric, fuzzy-side out, or with sandpaper in order to have the parts adhere to the board. Commercially-produced, self-sticking materials, such as Flock-craft, Flock-tile and Sensitized Backing are available at most art stores. Either sandpaper or a type of sensitized backing must be used for backing heavy parts. Strips of backing may be used--backing need not be applied to the entire reverse surface of a part. Rubber cement is a satisfactory adhesive for fastening backing to the parts. If one does not wish to "ruin" a picture or photograph by applying permanent backing, these items can be given a satisfactory temporary backing by using strips of sandpaper "clipped" to the back of the picture.

Cut-outs from discarded catalogs or colorful advertisements or commercial cut-outs can be aids to learning when used skillfully. Cut-outs, mounted for use, can be quite helpful when groups are studying color harmony in connection with home furnishings, clothing selection, table arrangement, and meal planning.

By allowing the students to select the pictures for felt board use, teachers find that the students can have an enriching experience. Also, there are times when the teacher will not want to use prepared cut-outs, but will recognize and capitalize on the many instances in which pupils will have a richer learning experience if they sketch and color their own pictures for felt board use.

Does your board have magnetic appeal?

The magnetic board is a display board of magnetized metal. A sheet of soft iron is mounted on backing such as blackboard and painted whatever color is wanted. Wire screening is a lightweight, easily handled substitute for the iron backing of a magnetic board. Tiny but powerful magnets hold objects fixed wherever they are put on this vertical surface.

Objects may be made of paper, cardboard, or balsa; or the magnets can be fastened with a drop of glue to small models of people, animals or vehicles, which can then be moved freely about the board. Drawings or diagrams on the colored surface make it serve the dual purpose of writing board and stage scene.

The flannel board is well adapted to the dynamic process of teaching, because it allows prepared matter to be brought before the class instantly and dramatically. The teachers can build up the display, illustrating points as they are explained. It helps the group think along with the group leader. The surprise and variety that the use of the felt board offers promotes continued interest.

It may be helpful for teachers to number the parts in the order in which they are needed for presentation. Children find it easier to organize the material by scenes, and give the presentation by memory.

Using the felt board in the classroom is not difficult, but preparations must be made before class, because materials must be cut out or prepared. Preplanning should include the answers to the following questions:

What is going to be presented?

Why is the felt board going to be used?

How is the information going to be presented?

What will the students get out of it?

Are the cutout materials prepared and ready for use?

Are the students going to participate actively in the presentations?

How are the results of student learning going to be evaluated?

The possibilities of the flannel board in courses that deal with physical materials are virtually unlimited. Demonstrations of new styles in clothing, color contrasts in interior decoration, house planning, and landscaping take on vividness and vitality when presented by flannel board demonstrations. The study of electricity and the mechanical processes of equipment used in the home is greatly clarified when the complicated problems involved are worked out on the flannel board.

Flannel board displays can be especially helpful when used with handicapped children enrolled in special classes. The hard-of-hearing will find class more interesting when a variety of colorful pictures are used. The teacher who works with the sight-handicapped students can provide a great variety of easy-to-see pictures by selecting large, colorful pictures as cut-outs for use on a neutral background. With careful planning the teacher can provide both the essential high contrast and the relief from eyestrain necessary for saving the sight of the pupils.

A simultaneous flannel board demonstration adds much to any formal presentation for PTA groups, adult classes or FHA. Such programs should be well rehearsed to ensure that they will go smoothly, with proper timing and distribution of emphasis. Care should be taken to give the exhibits perfect lighting. Supplementary lighting from a spotlight or a slide projector guarantees that every flannel board figure will stand out as it should.

Let's Look For Help

Planning and preparing bulletin boards can be a pleasant learning experience for students. They can also help with charts and posters, but many helpful charts and posters are available commercially or as business-sponsored teaching aids.

Bulletin boards

The use of the bulletin board is one of our oldest methods of visualizing organized instruction. For years we have posted pictorial material and announcements to tell others about things that were to happen, or to help instruct our pupils.

Bulletin boards in the home economics classroom play an important part in the everyday instructional program; they supplement text material and provide an opportunity for both student and teacher to express themselves through the medium of displayed materials. The planned bulletin board can be of importance in nearly every phase of the instructional program. It can be used to motivate the student, develop interesting phases of the unit of study, announce new units of study, serve as a point of reference for introducing other types of audio-visual materials, and serve as a place for student displays of individual and group projects.

The primary function of the bulletin board is to visualize and vitalize the course of study with a constantly changing planned series of materials. The resourceful teacher will plan specific bulletin board presentations to meet many different problems within the course of study.

Through cooperative planning early in the semester, other displays should be planned and developed. An evaluation scorecard should be devised to serve as a basis for rating bulletin boards, promote the students' experience in critical thinking, and give the students a goal toward which to work. Students' creative ability is stimulated and will continue to develop when they know there is an opportunity for recognition. Seeing the visual evidence of the outcome of skill, industry, and training gives purpose to students' work. Students enjoy competing with each other for ideas and, therefore, the ideas stimulate them from week to week. A teacher must remember, however, that students should have other motives for learning as well.

By working together on bulletin boards, students can learn to work more efficiently, learn to respect each other's opinions, and learn to arrange and organize material. With experience, students can develop an artistic sense in regard to color, balance, texture, harmony, arrangement, selection and many other minor qualities. As these begin to develop, the student will be able to take over more and more of the bulletin board responsibility. The teacher's greatest role will be to promote planning and provide guidance.

Arrange the material

There are two ways to display the material on the board. The formal display is a symmetrical arrangement of the various parts. The informal displays are much more flexible and often more desirable. In this arrangement the eyes must be satisfied with the placement of the various items. To plan a pleasing arrangement, try out different ones by placing the objects or pictures on a sheet of paper the size of the bulletin board, and choose the one that seems most interesting to you. If you do not have confidence in your selection, you may study the arrangement of objects in masterpieces and interesting advertisements; then try some of these. If you follow this procedure for a while, you will gain confidence in making arrangements.

How can I manage a bulletin board?

- Organize a tentative calendar for the term or year to avoid last-minute planning and searching for ideas.
- Defer your planned schedule in favor of current or timely topics.
- Secure display ideas from advertisers, store windows, and magazines.
- Vary the subject matter of displays to maintain interest.
- Keep a file of good bulletin board material for immediate use.
- Keep on hand a supply of thumbtacks, short pins, ink, scotch tape, colored map tacks, colored crayons, and other essential supplies.
- Change displays frequently--prevent material from "going stale."
- Leave the board bare for a day or so--this creates more interest in the new display.
- Sometimes a part of an exhibit may be changed every day to attract attention.
- Inject humor when appropriate--use good taste!
- Make displays neat, simple, and striking.
- Project a single idea with each display.
- Displays are more effective if large enough to be seen from a reasonable distance.
- Avoid crowding display materials.
- Use captions and slogans that are brief, clear, and forceful.
- Employ lettering that is in good taste, simple, neat, well spaced, and in harmony with the display.
- Avoid detailed explanations--they will not be read.
- In general the display should be:
 - a. light against a dark background.
 - b. dark against a light background.
 - c. colorful against a neutral background.
 - d. neutral against a colored background.
- Place the bulletin board in a spot where students will see it whether they are looking for it or not.

Quick tricks

- Write letters with yarn or rope, pinning them to the board.
Use long strips of continuous material.
- Use construction paper, newspaper, colored advertisements, road maps, etc., for cutting out letters.
- Try sloping letters various ways to give a free-ease effect.
This can be much faster and makes an interesting change.
- Instead of pinning cut-out letters directly to the board, put a pin through the letter so the head of the pin holds the letter away from the board. This creates an interesting 3-D effect, with shadows behind the letters.
- Use gummed tapes to form borders for lettering or for holding material to it's background and still add color.
- Words might be spelled out by using a series of pictures.
Crayons can be used to print letters on construction paper.
Chalk will work sometimes.
- Mirrors can be used as bulletin board occasionally. Writing or drawing on the mirror can be done with Bon Ami or Tempora Paints.
- Letters might be strung on yarn or twine for an interesting effect.
- Use actual objects on bulletin boards to attract attention.
Use soda straws for printing.
- To avoid punching an item, put paper clips on the top corners, then attach pins through the loops of the paper clips.
- Get student opinion on controversial issue by hanging a pencil and pad of notepaper on the bulletin board.
- Colored string, fastened with pins at the corners of the board, makes a simple but effective border.
- Titles might be written instead of printed. To do this, write the title in desired size, then write it again about 1/4" from the first lines. Cut around writing to make a written heading.
- A speed-ball pen speeds up printing or drawing. This can be bought through most office supply companies or art stores.
- Wood grain wall paper might be used to give the effect of wood.
Use wood grain wall paper backed with colored construction paper.
- Metallic paper attracts the eye and may be used to tie the surface article with the subject.
- Corrugated cardboard can create focal points of originality.
Cloth, metal foil, screen wire, wallpaper, etc., may be used to form a background for displays.
- Silhouettes may be attached to a background of chicken wire.
This may be cut to any shape and painted.
- Colored plastics and cellophane attract interest.
- String may be used to carry the eye from one focal point through the display.
- Colored yarn may be used to attract attention by outlining parts of the display or by making figures.

Rope in different sizes may be used for emphasis.
Paper sculpture can be helpful in creating three-dimensional effects.

Mobiles, strips of waving paper, flashing lights and small electric devices will certainly catch and hold attention.

Adding the score

	No	To Some Extent	Yes
1. Does the bulletin board serve a definite purpose, such as:			
a. create interest for an activity.	---	---	---
b. teach new information, either subject matter or procedures?	---	---	---
c. stimulate thinking; promote discussion?	---	---	---
d. supplement classroom teaching?	---	---	---
e. develop interest in creative homemaking?	---	---	---
f. promote interest in the homemaking program?	---	---	---
2. Does the bulletin board meet the following criteria:			
a. placed conspicuously and conveniently?	---	---	---
b. simply arranged in order to "tell the story" quickly and easily?	---	---	---
c. arranged in accordance with the principles of design, balance, proportion, rhythm, and emphasis?	---	---	---
d. arranged so that it is not over-crowded?	---	---	---
e. be "eye-catching" in that it is clean, attractive, and interesting?	---	---	---
f. carefully labeled so that the observer will get the point it is expected to convey?	---	---	---
g. placed at eye level where lighting is good?	---	---	---
3. Is there pupil participation in planning for the use of the bulletin board and in carrying out plans?	---	---	---
4. Does the teacher serve in the capacity of guide and advisor in planning and arranging the bulletin board?	---	---	---
5. Are the materials left on the bulletin board only as long as they function?	---	---	---
6. Are the materials put back in the proper place after having been used?	---	---	---
7. Is there an evaluation of the bulletin board by the pupils and teacher?	---	---	---

Not what you say, but how you say it

This House is Our Home
 Homespun Fun
 It's Your Move
 Which Family Is Yours?
 The Clock Strikes Twelve
 Who's Who in the Family
 It Doesn't Grow on Father
 Families Can Be Fun
 Is Your House a Home?
 Blest Be the Tie That Binds
 Is Your Room Showing?
 Kitchen Foot Savers
 Is Your Home Lovely and Livable?
 Give Your Room Atmosphere
 Sleek, Closet-chic Girl
 Framing Your Windows
 Are Your Rugs for Kicks?
 Joy with Toys
 Who's Boss?
 Many Hands Make Light Work
 Where Will Your \$\$\$\$ Take You?
 How Far Does Your \$ Go?
 Are You Puzzled with Spending?
 Keep in Step for Added Pep
 Sprinkle Your Diet with Vegetables
 Branch Out Through Homemaking
 Sew What?
 Swing Into Spring
 Everyone is Talking About _____.
 Cross Road to Good Health
 What's Your Line?
 Your Success in School is Up to You
 Milk--Fountain of Health
 Use Your Sense and Save Your Dollars
 To Market--To Market--To Buy-----
 Let Planning Chase the Menu Blues
 Away
 Time's Money--Don't Steal It
 Eat Wisely and Live Longer
 Keeping the Upkeep Down
 What's Your Answer?
 It's Smart to be Healthy
 Good-looking Teens
 This is the Way We Wash Our Clothes
 Her Ironing Day Resembles Play
 Will You Pass Inspection
 Variety--the Spice of Life
 Powder Puff Philosophy
 Do Your Hands Betray You?
 The Road to Roses on the Cheek

Eat What You Want--After You Have
 Eaten What You Should
 Stop! Look! Listen!
 Keeping Up Appearances
 Little Things That Count
 Simplify and Systematize
 How to Save Time, Temper and Material
 Minute, Minute, Who's Got the Minute?
 In Any Language, There's No Place
 Like Home.
 All Packed Up for a Sewing Season
 A Book Acclaimed by All Critics
 A Leopard Can Not Change His Spots
 But--You Can
 Blot These Out of Your Life
 Little Additions that Subtract
 Like Putting the Cart Before the Horse
 measuring before sifting
 stitching before fitting
 Be a Sewing Santa
 The Top Ten on the Hit Parade
 It's Cotton-Pickin' Time
 A Pretty Girl is Like a Melody
 These Days are Gone Forever
 Nine Lives for Your Clothes
 For the Want of a _____, A _____
 Was Lost.
 It is in the Bag
 Extra! Extra! Read All About It
 On the Beam
 Budget or Bust
 Let the Dollar Help
 Be Sure--Insure
 Your Friends--Who Chooses Them?
 High School Wedding Belle
 Do's and Don'ts on Dates
 Trust--Absent
 Shall We Go Steady?
 But Dad, Everybody Drives
 Late Date
 Bottle of Trouble
 Look Who's Smoking
 After High School--What?
 Confidence--Zero
 I.Q. High--Ambition Low
 No Muss--No Fuss
 Let's Play
 A Day of Play
 Easy Does It
 Half-pint Furnishings

More Do's Than Don'ts	Watch Your Step!
Was I Ever Like That?	Putting Your Best Foot Forward
Tell Tale Time for Tiny Tot	Put Pep in Your Step
Clock Time	Mirror Secrets
Sitting Pretty	Fitting Your Face to the Fashions
One, Two, Buckle My Shoe	Smart Resolutions
Mary Had a Little Brother	Happy's Vanity Case
Romping in Style	Better Breakfasts for Busy Bodies
Treats for Tots	The "Spark" of Life
Tip on Toys	"The Milky Way"
Is This Your Child?	Stitch in Time Saves Nine
So Big	"Lettuce" be Healthy
Do You Know Your Baby Sister?	Sense Versus Cents
Forever Yours	When You Travel
Sitting Pretty	Miss Careful and Miss Careless
I Didn't Mean to!	Don't Tell All You Know
Is Thoughtlessness Worth	Seeing is Believing
Unpopularity?	Cover that Sneeze
Do You Manage Your Work or Does	Time Saving Cookery
Your Work Manage You?	What is an Efficient Kitchen?
Today is Yesterday's Plan Put in	Preserving for Profit
Action	What Do You Do When the Party
Mix 'em and Match 'em	Goes Dead?
It's Not What You Wear; It's How	Putting Sense in the Dollar
You Wear It	Notes for Nimble Needles
Clothes Talk--What Do Your Clothes	Up the Ladder to Health
Say?	A Chain is as Strong as Its
I Want to be Looked At	Weakest Link
I Want to be Useful	Our Figures Do Not Lie

Posters

A good poster conveys an important message in an interesting and attractive manner. It uses a combination of bold design, color, and words to catch and hold the attention of people long enough for them to grasp the idea.

In the classroom, a good poster can serve as a point of familiarity and common interest, thus becoming an important motivational or stimulative device. Posters may be used as a reminder of everyday actions, such as the correct way to sit at a sewing machine, the best way to remove electric plugs, or the safe way to place cooking utensils on a stove. Since the human mind becomes accustomed and indifferent to surroundings very quickly, posters should be changed frequently.

Teachers often use posters to create a certain atmosphere. A motivational setting can be established for a class studying foreign foods by using posters of foods, clothing, homes, and other items from the country they are studying. Creative advancement and participation possibilities are offered by posters. They present a situation in which the student can illustrate what he has learned; it can be a climaxing or application type of activity that arises from a unit of work. The poster can be properly integrated as one of the most important media for communicating ideas for socially important and desirable objectives.

Charts

Charts are combinations of designs, pictures, and symbols used to show the order or relationship between facts or ideas. Homemaking teachers have found that charts can show relationships in many different ways. For example, some use charts to compare the relative capacity of various can sizes. Equivalent charts have been used successfully to teach weights and measurements. Charts may be devised by students to compare the nutritive value of "fad diets" with the normal well-balanced diet. Growth charts are available which enable a class to understand more fully the steps in development. The steps in constructing a blouse can be clearly illustrated on a process chart. Careful analysis of textile fibers is assisted by the use of classification charts. A better understanding of the functions of FHA can be developed when students use a chart showing its structure at the local, state, and national levels. Superior charts can quickly clarify functions and relationships that are extremely difficult to explain with words.

Among educators there has been a steadily growing idea that the chart is an unexcelled device for condensing many kinds of information in easily remembered forms. The various types of charts, including comparison and contrast charts, genealogy or tree charts, flow charts, tabulation charts, and chronology or time charts can be adapted to serve various purposes in the classroom.

The comparison and contrast charts tell a summarized story by showing two or more sets of data in columnar form. The textile classification chart, mentioned above, can be used to supplement other forms of classroom instruction.

The tree chart is developed from a base composed of several "roots" which lead into a single trunk; the branches represent developments and relationships. A tree chart is useful in showing developments resulting from a combination of major factors. For example, such a chart would be suitable for showing the many factors that influence mental health; the development of this chart by the class could be a profitable culminating experience on the study of personality development.

Tabulation charts, showing results from class or community surveys, can be used to introduce a new unit. Time charts present data in orderly sequence. Charts showing the development of food preservation methods or the historical development of costume are informative and add interest to classroom work.

Charts and graphs can become interesting to a class by building them on a flannel board during a discussion period. In some cases, it is possible to use real items or models to create a 3-dimensional chart. An opaque projector can quickly transfer a small chart from a reference book to a larger surface. When using a chart the teacher needs to be sure to check that the students thoroughly understand its legends or titles, symbols, and colors.

Both charts and posters can be used as a means of interpreting the homemaking program. Posters and charts displayed in local stores and in public or school bulletin cases can attract unlimited attention if they are well designed.

The process

Designing posters and charts involves critical thinking application of design principles and knowledge. Every part of the poster--the lettering, picture, border, and unoccupied areas--are integral parts of the ensemble. Simplicity is a desirable feature. A poster must have good carrying power; it can be obtained by employing plenty of open spaces and few colors. A line plan--using one or a combination of lines--and arranging the work blocks and illustrations along these lines, will carry the observer's eye immediately to the center of interest. There are eight kinds of lines in design--the vertical, the horizontal, the slanted; the zigzag, the simple curve, the compound curve, the wavy line, and the spiral line. Each expresses a different effect or mood.

Various hues and harmonies, unusual color combinations and color intensities, and contrast can offer adequate carrying power. "Blocks" of color should be considered and planned when making the poster layout.

Cornell board or other light-surfaced boards are good for the base of charts which will be used a lot. Bristol board, a 10 or 14 ply cardboard, is suitable for smaller charts and does not require bracing. It may be obtained from stationery stores and art supply or school supply houses, in white or colors, in sheets up to 30" x 40", at moderate cost. Various other materials, such as wallpaper, wrapping paper, and pasteboard can be used for some purposes, but they must be supported in some manner and will not look as attractive as sturdier materials.

Lettering

Poster and chart designing demands excellent lettering--smart, attractive letters that are and will remain legible. The wording on a poster should be brief, clever, and to-the-point. Lettering pens, India ink, and drawing ink in various colors are good for outlines or straight lines. Speedball pens in several sizes can be purchased from a stationery store for a few cents per point. Lettering guides or stencils can be helpful to outline letters, but be sure to shade the letters so they will be legible. Gummed or cardboard letters and numbers are available in all sizes of letters and figures in adequate quantities.

Mounting and matting

Mounted pictures are more convenient than unmounted ones for pinning to bulletin boards, projecting, or passing around; they are more conveniently handled and stored if mounted on backing sheets of

uniform size. A colored backing that harmonizes with the colors of the picture is always pleasing, though some teachers prefer plain white or a soft neutral color. When mounting pictures, generous margins are a necessity; any object attracts more attention if it can stand out by itself. The widest margin is always at the bottom.

The mounting can be done with glue, paste, rubber cement, mounting tissue and a flatiron, double-faced, transparent tape, laminated plastic, patented adhesives or slip-in mounts. The slip-in mount is simple and makes a satisfactory temporary mount. It is made by cutting a sheet of drawing paper to give an opening of the right size; the picture can be pinned or clipped to the frame or affixed to the back of it. This provides a handy way for teachers to acknowledge the pictorial efforts of students. A three-dimensional effect can be produced by folding the mount from each of its corners to the diagonally opposite corner of the picture; the diagonal crease gives the impression of a frame. Drawing a ruled border line or several border lines around the opening with ink or crayon will give a feeling of depth. Cardboard picture frames are sold by a number of manufacturers and school supply houses.

A mat is a frame made of cardboard or paper treated with paint or textured material. Multi-colored backgrounds are excellent when they compliment the picture. Contrast dark against light, cool colors against warm. Black, grey or white are usually safe choices.

To cut a basic mat, cut a piece of paper into a square that is the width of the border. Place the square on top of the matting material, and lightly draw around the opening. To cut out the opening for the picture, use a mat knife and a straight edge as a guide. Many different materials can be used for matting. Cardboard, construction paper, tag board, chipboard, bristol board, corrugated paper, and cloth are just a few suggestions.

There are many variations to this basic mat. Decorative edges may be cut, the margins may be rolled over a pencil to create a scroll effect, and yarn may be wrapped over the corners or frames. Tactile frames attract a lot of attention and challenge the imagination of the creator. By applying glue to the frame and sprinkling glitter, sand, beads, buttons, noodles, or other items on the wet glue, pleasing designs may be made. Finger paintings, wallpaper, maps, and marble paper can offer a variety of effects when used as matting material. Holidays, seasons, and basic symbols or themes offer ideas for the shape of the cut-out parts.

Do's for the use of posters and charts

- Illustrate discussion topics with relevant posters and charts.
- Make your poster tell its story at a glance.
- Use suitable commercial posters and charts.

- Remove all unrelated material from the display so attention can be focused on the chart.
 Display posters where they can be seen easily.
 Stand beside the teaching aid--not in front of it.
 Use a pointer to focus attention.
 Use the opaque projector for presenting small charts, graphs, and diagrams to a class.
 Present the aid at the crucial moment.
 Explain all symbols and devices to the students.
 Relate the information on charts and posters to the needs of the students.
 Apply the poster or chart information as soon as possible.
 Use posters and charts with other related teaching aids.
 Test the students' knowledge of the poster or chart.
 Reshow the poster or chart to review a topic.
 Follow up the problem by exhibiting the poster or chart on the bulletin board.
 Do file posters and charts in a suitable place.

Checklist for posters

	No	To Some Extent	Yes
1. Does it present an important idea needing emphasis?	---	---	---
2. Does it attract attention?	---	---	---
3. Does it hold attention long enough to accomplish its purpose?	---	---	---
4. Does it tell something effectively and quickly?	---	---	---
5. Does it tell its own story and need no explanation?	---	---	---
6. Does it tell only one story?	---	---	---
7. Is it free from elaborate and confusing details?	---	---	---
8. Is it well designed?			
a. Does it have a clever title?	---	---	---
b. Is the poster adequate in size?	---	---	---
c. Is it heavy enough to hold its shape?	---	---	---
d. Are neutral colors used for background?	---	---	---
e. Are black and white or colors used for foreground?	---	---	---
f. Are margins correct?	---	---	---
g. Is it centered five per cent above the actual center?	---	---	---
h. Are related objects grouped together?	---	---	---
i. Are the letters well arranged and well spaced?	---	---	---
j. Is there a balance of masses and groups?	---	---	---
k. Is the eye carried to the center of interest immediately?	---	---	---

	No	To Some Extent	Yes
9. Was it an educational experience for those who made it?	_____	_____	_____
10. Will its use be followed by purposeful student activity?	_____	_____	_____

Let's Use Projectors

Some educators seem to look upon projected visual aids as intellectual sun lamps and emotional x-ray machines. They seem to believe that you can convey learning or reduce tensions in proportion to the wattage of your projector bulb.

But you have seen these materials used when they were a waste of time. There are the films which come too late or too early to fit into the sequence of your unit plans. There are the times when a fuse blows and you can't find a spare. Incidents such as these cause us to re-evaluate the use of projected visual aids: are they worth the effort, complications, and expense involved in their use?

On the basis of research, experience, and observation the answer seems to be that it is possible to learn more in less time and remember it longer when appropriate visual materials are skillfully used. As has been emphasized in the discussions of the uses of other visual aids, visual materials are helpful because they provide sensory experiences. They may be offering a new experience or recapturing a forgotten one, but they give us a more realistic and vivid impression than words alone are likely to create.

Within the broad definition of the term, as you teach you will be using some form of audio-visual materials. It is not a question of using pictures alone or words alone. We are concerned with the best partnership between pictures and words in order to make the greatest progress toward our particular class objectives.

The pros

Good projected visual aids can bridge the gaps of space and time with a realism beyond the descriptive power of words. One FHA chapter, in planning an international-relations project, studied slides taken by an IFYE delegate when she was in India. When they evaluated the project, the FHA members felt they had grown in international understanding as a result of this project.

Learning to know people usually requires more than reading about them. Students can use this means to observe children at various ages, so that their planning for play school experiences may be more productive. Or adults may remember that behavior of adolescents is typical rather than unusual after they have seen a filmstrip showing teen-age activities.

The armed forces have learned from careful research that skills may be taught more effectively by showing how rather than by telling how to perform them. With slow learners, a demonstration conducted simultaneously with student laboratory experience is invaluable, but a filmstrip might be used to show the total process or to use as a review after the students have completed the steps in the project.

More complex experiences are the actions which bring us into relationship with other people. There are "packaged" materials in the form of filmstrips, slides, or pictures which portray many different situations. A filmstrip showing some of the ways a customer may promote good human relations when she is shopping might give a less materialistic slant to a unit on consumer buying.

These contrived and selected experiences have certain advantages. As a result of careful planning, they may be available at the time desired. They can be comprehensive--a carefully selected projected aid may pack into thirty minutes the high points of hours and days of direct observation. They may make possible a sense of perspective difficult to achieve by direct participation--a student who is hesitant to discuss his own situation may be willing to discuss what appear to be the problems of a character in a filmstrip and gradually come to realize that they are his own also. Projected on a screen, they provide "front seats" to each in the group. Common learning experiences can be provided large groups, and the experiences can be closely controlled.

And the cons

A rather high level of skill is required for their effective use. Previewing the films or slides, preparing the class to participate in the learning experience through directed viewing, projecting the pictures and coordinating the script or discussion, and directing appropriate follow-up activity are skills which may not "come naturally"; they need to be developed.

Projected visual materials may be more expensive than other teaching aids. Borrowed visual materials may not be delivered at the psychological moment for their use, although planning can help minimize this disadvantage.

The use of the projected pictures should contribute to one or more objectives selected for the group. They should not be used just to up-date your methods, as is sometimes the case. They should not be used as substitutes when a first-hand experience would tip the scales more favorably.

Unless the learners feel that the situation involves more than pursuit of entertainment, the use of the aids may lose much of their effectiveness. Sometimes, sad to say, projected materials are used just to keep the group busy, or because the teacher is unprepared for any other type of presentation. Try to keep the value of the learning experience in proportion to the time involved in the process.

Projected visual aids will not necessarily make leadership easier, but learning may be made easier and leadership more effective when your group has access to resources otherwise beyond their reach.

The opaque projector

This projector enlarges to screen size nontransparent materials such as flat pictures, clippings, sheets of typing, students' handwritten work, fabric, small objects, material from magazines and books, as they are materials which might be difficult to transfer to the chalk board or would otherwise have to be passed from student to student. To use older models effectively, you must be able to darken the room completely; newer models with improved optical systems make it possible to project opaque materials in partially lighted rooms, although results do improve as the room is darkened. The light that shines on the picture must be picked up by the reflecting mirror and then projected by the lens onto the screen. This roundabout process means that less light than the lamp gives actually reaches the screen, so the shown picture cannot stand much competition from light in the room.

On your mark

This type of still projection will allow you to make use of such a wealth of illustrative material at little or no cost that it will be worth your time and effort to experiment with it. A teacher who is acquainted with her teaching problems is on the continual look-out for appropriate materials.

Most projectors have a 10" x 10" opening, but many pictures or clippings can be mounted on standard 8 1/2" x 11" paper for convenience in using and storing. Materials such as actual labels taken from clothing, food, or furnishings can be projected on the screen in true color without special preparation, but for protection and uniformity of size for easier filing and locating in a permanent file, such mounting may be desirable. Neutral backgrounds are satisfactory; colored backgrounds that blend with the picture may give a dramatic effect, but black mounting materials should never be used. Place lesson classification and other filing information on the material for easier identification.

Illustrative sets for use in the projector may be constructed as folded card sets or on a rolled paper base. In making a folded card set, assemble the individually mounted pictures in the desired order from right to left, facing you. Attach each mount to the next one with a piece of 3/4 or 1-inch cloth binding tape in the back, leaving 1/16 to 1/8 inch between mounts to allow for folding. These pictures will fold into a small, compact unit, and as each mount is pushed through the projector, they refold in the same order.

To arrange a series of pictures on a rolled paper base, arrange related illustrations in desired order. Trim ordinary rolled wrapping paper or shelf paper to an 8-inch width. Paste materials in center of

paper facing you, allowing 6 inches for each picture. Work from right to left, and leave at least 1 inch between pictures. Roll the completed unit and keep it in place with a rubber band. Eight or ten feet of rollpaper is sufficient for twenty or more illustrations. After guiding the beginning of the roll through the machine, handle it like a scroll, unrolling the material as it goes in, and rolling it up as it comes out.

Get set

Before showing illustrations you will want to arrange your materials in the proper sequence. Stack the pictures on the right-hand side of the machine, face up and inverted. This is the position of the material in the projector; correct placement of material facilitates its use when the classroom is darkened.

If possible, place the projector on a 40-inch stand to avoid obstructing the light ray. The size of the screen and the focal length of the projector lens should also be considered in determining the distance between the screen and the projector. A smaller, brighter image may be obtained by shortening the distance between the projector and screen.

For good vision, the student should sit within the space formed by a 60-degree angle. If the projector is not high enough for the light ray to pass over the heads of the seated students, leave a vacant space between the projector and screen. If the room is difficult to darken, it is recommended that the screen be located in a corner of the room at an angle so that the screen rests in its own shadow.

Darken the classroom as much as possible. Prevent rays of light from falling directly on the screen or shining on the faces of students. Test the projector by inserting your first picture and focusing the lens.

The picture must be seen by all if the desired effect is to be achieved. It should be remembered that normal 20/20 vision is the ability to distinguish a 5/8-inch block letter at a distance of 20 feet. This means that someone sitting at 40 feet would have to have a letter twice that size in order for it to be visible to him.

Go

The instrument lends itself to the projection of a few pertinent illustrations, such as the back of a pattern envelope when students are learning to interpret such information. When a series of related pictures are being used, the procedure is very similar to the filmstrip or slide technique. The actual operation of the opaque projector will vary from model to model, so the manufacturer's directions should be followed.

Use "good" teaching techniques. Prepare the students so that your efforts will not be wasted. Present the pictures, explaining the important points. Have the students apply the things learned as soon

as possible. Test the student, using a check sheet, quiz, or other technique. Review the instruction. This may involve reshowing those pictures that are pertinent.

What are some of the unique advantages of the opaque projector? There are few moving parts to get out of order. Although it is bulky, it is not heavy. It is inexpensive to use. Its range of materials is wide. You can use any non-transparent image as printed or written, and it will appear in the same colors. It can be used throughout the curriculum. Attention can be focused on details which the entire group can see simultaneously. It dramatizes through the intensity that comes from magnifying materials in a darkened room. It lends itself to a wide variety of teaching applications not possible with projection equipment that requires prepared films and slides--the most recent materials or the oldest. Use it to transfer any outline material--cartoon, dress design, diagram--to the chalk board or a large sheet of paper or cardboard.

Teaching with filmstrips and slides

Slides and filmstrips are essentially similar. Both are transparent, still pictures. The pictures may be in color or black and white. They are of great value in visual teaching situations when motion is of little or no importance for comprehension. A great variety of visual materials--anything that can be photographed--can be put on a slide or in a filmstrip. A wide variety of commercially prepared transparencies are available, some of which are coordinated with homemaking textbooks. Both can be made in school, though slides are much more easily prepared than filmstrips. They are easily projected; either requires only a slight darkening of the room, though too much light in the room "fades" color projection. They are light in weight and compact, making them easy to carry from place to place and to store for repeated use. They can be used at any desired pace, because the pictures can be left on the screen as long as need be, or the instructor can turn back to previous pictures to adapt to the response of the group. Purchase or rental costs of the transparencies, as well as the projector, is small compared to costs of motion picture films and equipment.

Still projections are limited by their inability to portray motion, but photographers and artists are able to suggest action in the pictures and through sequence. They are less likely than motion pictures to involve emotions and influence attitudes, but they are often at least as effective as motion pictures in conveying information and stimulating discussion. Slides and filmstrips are comparable to a news column, an editorial or a nonfiction book rather than a short story or novel; they will often approach the function of a documentary but seldom that of drama.

A filmstrip is a related sequence of transparent, still pictures or images on a strip of 35 mm. film. It usually contains 10 to 100 frames. The complete filmstrip is usually several feet in length and is easily rolled to fit into a small metal container. Transparencies

may be examined for content by holding them up to the light. A filmstrip should be handled by the edges, so as not to "fingerprint" or scratch it.

A filmstrip is rather easily damaged and difficult to repair. The base of a filmstrip is cellulose acetate, a substance which is resistant to ordinary wear and tear and is also noninflammable. The sprocket holes will break easily, however, if the projector is not properly threaded or is out of adjustment. There is no practical way of repairing damaged sections, though the frames can be cut apart and made into slides by taping between glass frames. Since damage of this kind ordinarily occurs on the leader strip while the projector is being threaded, it can usually be detected before the picture section itself is damaged. Reasonable care in using the projector will hold such damage to a minimum.

Do it yourself

Any person reasonably familiar with the operation of a 35 mm. camera can produce a master filmstrip negative. Decide the main purpose of the filmstrip--is it to tell, sell, or explain? Be specific, for unless it is carefully planned, the story told by the individual slides may be faulty. Determine the audience--their attitude and experience level. Plan your illustrations, commentary, and general story so that it will hit the audience in which you are interested.

Plan the character of the presentation--is it to be humorous, sober, breezy, informative? Is it to shock the viewer into action? Is it to start with a bang to catch and hold attention? Outline the story. When planning and making filmstrips of the "how-to-do-it" type, the Educational Department of the Eastman Kodak Company recommends the use of a "three-times-over" technique to impress facts on the viewers' minds. First show the process being performed correctly, from the viewpoint of an observer. Then, from the same viewpoint, show the process being done improperly, to emphasize the common mistakes that may be made. Last, review the process with the camera in a "first person" viewpoint. Show the action correctly, just as it would appear if the viewer were doing the job.

Now for the production. Translate words into picture ideas. Make a rough sketch of the picture on small cards, together with a brief outline of the narration to accompany the picture. These cards will enable the photographer to plan the layout and composition of the various pictures for the most effective results. This way you plan a sequence of long shots, medium shots, and close-ups, varied as necessary for best effect. Plan the shooting schedule. Group similar subjects to save time. Shoot the pictures. Make every effort to emphasize the important points and eliminate irrelevant details. Watch backgrounds, foregrounds, and surroundings in all sets to make certain nothing incidental distracts from the principal elements of the picture.

Finally, "talk" the pictures--develop the commentary.

Filmstrips and other transparencies can also be handmade by drawing in ink on clear film. This is usually very delicate work. Frame cards can be made--drawings, printing, typing, graphs, on cards--and photographed. By line drawings you can compare good and bad design in furniture, show suitable hair styles for various face shapes, and illustrate typical posture problems. By photographs you can compare good and bad examples of local architecture, record events of your group for their pleasure and for use in public relations, keep a record of excellent work done by students, and keep a record of successful displays.

If you have used kodachrome film, clip the corner of the return address tag. This indicates that the film is to be developed in strip form and not cut into individual slides. If it is impossible to take the pictures in proper order, collect the desired shots, indicate the sequence, and have the pictures put on a strip of film. This service is offered by most local photography stores.

Transparent slides

A slide is an individually mounted transparent picture or image which is projected by passing a strong light through it. Slides are commonly either 2" x 2" or 3 1/4" x 4". A 3 1/4" x 4" slide is usually mounted between pieces of glass; a 2" x 2" slide may be mounted on a piece of cardboard or between glass. A roll of 35 mm. color film is normally processed in 2" x 2" slides in cardboard mountings. This mounting takes up little storage space and provides limited protection against fingerprints or other damage to the surface. The glass mounting provides good protection but is considerably heavier and bulkier.

Slides are less expensive to produce singly than filmstrips. They have a further advantage in that the sequence of slides can be revised for various showings, as well as that of making it possible to select only frames which are pertinent to the subject under discussion. With Polaroid transparency film, a slide can be made on the spot. Faxfilm provides a simple and economical method for reproducing surface finishes and contours in the third dimension. Surface roughness, waviness, grains, cleavages, cracks, porosity, dents and scratches may be enlarged 10,000 times or 100 diameters by projecting a Faxfilm slide. Use this as another technique for teaching the differences between different weaves in fabrics.

The 3 1/4" x 4" slide, with 5 1/2 times the surface of the 2" x 2" slide, can project larger and more detailed images without loss of definition through diffusion. A second advantage of this size is that these slides can be handmade. Since the advent of the filmstrip-slide combination projector outmoded the lantern projector, you may find this projector in the "attic" at school. It is still a valuable teaching aid. In addition to the types of slides already discussed, the teacher may use etched glass slides, plain glass slides, cellophane slides, luminarh slides, silhoutte slides, and Slidecraft slides.

The overhead transparency projector

The overhead transparency projector is a variation of the slide projector, operated from the front of the room rather than the back. The transparency is projected on a mirror, which in turn reflects the image on a screen placed behind it. Most of the machines are supplied with an adapter making possible the use of both 2" x 2" and 3 1/4" x 4" slides.

This still projector has certain advantages. It may be used in a lighted room. Materials for it can be drawn, traced, or photographed. Multi-color "overlays", such as a circle graph showing such statistics as the types of accidents in the home, are easily produced. The instructor is able to maintain eye contact with his class, at the same time pointing out details on the screen behind him. There is only a limited amount of prepared materials currently available, though the teacher can easily make her own including overlay transparencies and ammonia process transparencies.

The most exciting news in the development of materials for use with overhead transparency projectors is a process whereby colored pictures on good paper stock may be transferred by using a hot iron over a rubber cement and acetate product developed by Seal Incorporated, Sheldon, Connecticut.

Using projected visual aids more effectively

Choose a visual aid that will contribute to more than one objective selected for the group--one that will make a direct contribution to the solution of a problem, provide enrichment and broadening of learning which reinforces and makes more meaningful the direct experiences of the students, and stimulate attitudes believed to be desirable. The aid chosen should show the material as effectively or more so than it could otherwise be shown in the class or through actual participation. It should be mechanically well-executed, clear and capable of being projected so that it can be seen by the whole group. The composition of the scenes and lighting should give evidence of creative direction and artistic camera work. It should show the material in sufficient detail to accomplish its purpose. The advertising should not be objectionable, and it should be free from other extraneous material unless that material furthers some objectives of the course or school. The material and presentation should be suitable to the maturity level, understanding, experience, and interests of the age for which used. The information should be up to date and accurate. The expense should be reasonable in relation to its accomplishment. The film itself should be constructed from the standpoint of good learning procedures. The scenes should be long enough for comprehension; there should be a provocative introduction and a conclusion summarizing the important points. There should be ample illustration and repetition of difficult concepts.

Even then, it can be a waste of time unless "good" teaching accompanies its use. Preview the film to know how to use it with your students, what points to emphasize, and what points will require additional clarification, or for words which may need defining. Prepare the students by reviewing the objectives to which the experience relates, and focus attention through directed questions, which may have been duplicated or written on the board.

When the material is presented, what should be done about the captions? If it is being used as an introductory overview, it is quite appropriate to read the titles as you go along. It saves time, keeps things moving, and helps the viewers to follow the story as it unfolds on the screen. If the projection is being used as a basis for discussion, there may be no point in reading the titles aloud. If you are using it for a review, you may decide to read the titles aloud again. Or you may want your students to read the captions to judge how well they understand the material.

Follow-up is particularly important. Let us suppose that you have used the filmstrip, "Your New Home--How to Take Care of It," distributed by Living for Young Homemakers, National Association of Home Builders. Based on the film analysis prepared by the Department of Home Economics Education, University of Tennessee, in cooperation with the State Department of Education, Vocational Education, Nashville, Tennessee, for use in the teaching of child development and related art in homemaking education in Tennessee, the following guide might be used in analyzing the material.

Design of Questions

Questions

Questions for which the answer is found in the film

What are some of the "normal problems" you can expect in a just-built home?

Questions calling for an examination of similar ideas in other situations

Would this information about problems in just-built homes be useful in similar situations?

Questions to ask students to draw inferences, see cause and effect relationships, to express their own opinions or ideas in regard to situations

Can you apply this information to choosing other consumer items?

Questions to examine these ideas as they apply to their present-day life; to ask what authorities say about certain problems

Could you examine your own home for needed repairs?

What do other sources of help say about these problems?

Questions to ask students to formulate generalizations of their own, based on the data from the film, from many sources in life situations, and from the opinion of authorities

Can we summarize some of the things we have said?

Questions asking students to illustrate the meaning of their generalizations, usually calling for students to begin to see how thinking and planning can get some of these ideas into everyday practice.

How can we use these ideas to make improvements in our homes?

A variety of further activities should develop. The teacher's good judgment should determine when and how the principles of effective use can best be applied in a learning situation to achieve a well-integrated result.

Guide For Evaluating The Use Of Projected Visual Aids

- | | No | To Some
Extent | Yes |
|--|-------|-------------------|-------|
| | _____ | _____ | _____ |
| 1. What was the purpose for using this aid? | | | |
| 2. What evidence did I see that the purpose was achieved? | | | |
| 3. Which, if any, other method or technique could have been used as well as or better than this? | | | |
| 4. Had I previewed this material and done careful planning for its use? | _____ | _____ | _____ |
| 5. Were the viewers prepared to observe intelligently by considering the class purposes to which the aid might contribute, and by planning questions to give focus to the learning experience? | _____ | _____ | _____ |
| 6. Was the projected aid: | | | |
| a. free from excessive or objectionable advertising? | _____ | _____ | _____ |
| b. up-to-date? | _____ | _____ | _____ |
| c. accurate? | _____ | _____ | _____ |
| d. appropriate for the age, intelligence, social background, interests, and experiences of the learners? | _____ | _____ | _____ |
| e. of length to hold the interest of the group? | _____ | _____ | _____ |
| f. accompanied by a teacher's guide to provide help in effective use of the materials? | _____ | _____ | _____ |
| 7. Was the projection satisfactory? | _____ | _____ | _____ |

	No	To Some Extent	Yes
8. Did the aid:			
a. contribute purposeful content to the topic being studied?	---	---	---
b. give a true picture of the ideas presented?	---	---	---
c. tend to make the viewers think better?	---	---	---
d. tend to improve human relations?	---	---	---
9. Was use of the aid followed by appropriate, purposeful student activity?	---	---	---
10. Was use of the aid worth the time, expense, and effort involved?	---	---	---

Let's Show Others

Exhibits

Sooner or later you'll find you and your students planning an exhibit. It may be a store window display, a booth at the county fair, or on a table in the high school homemaking rooms. There are lots of reasons why you might want to use an exhibit.

Exhibits attract attention and create interest. From records kept at a labor-saving show of exhibits presenting desirable new homemaking practices, of the 80,000 people who saw the exhibits one in five requested publications from Iowa State College.

They help you reach people who don't ordinarily read or see your message. Exhibits can help you give people the latest information resulting from research and demonstration. Government and industry spend a great deal of money on them. They would be worth an expenditure of your time and effort.

They are time-savers. Convention-goers, window shoppers, and students can learn something from an exhibit in the 70 seconds research shows to be the average time spent at each exhibit as opposed to the lengthier investment they must put into lectures or booklets.

Exhibits can bring about improvements in habits of living. In Winston County, Mississippi, white rats were placed in each school of the county, in a store window, and displayed before all demonstration clubs. Half of the rats were fed a poor diet; the other half, a good diet. One-fourth of the children of Winston County improved their food habits, according to their mothers' reports, as a result of the exhibit. One-third of the home demonstration club members improved their food habits.

They can have dramatic impact--through color, design, illumination, and motion, all qualities to which people respond. Sometimes it is a way of helping people to learn and remember by doing--by pushing buttons and opening boxes and pulling levers.

They encourage expression. Those who look at the display are helped to learn. But the students who prepare the display are even more likely to learn, not only through absorbing facts and principles, but also through the process of expressing those facts and principles.

Exhibits can show the basic structure of an idea. Someone has described a dynamic exhibit where students from high school actually demonstrated how to make hats, tool leather, and other crafts.

Abstract ideas can be explained by relating them to concrete things. A comparison of the amounts of different foods needed to meet the minimum daily requirements, such as the differing amounts of orange juice and tomato juice needed to supply the daily requirement of vitamin C, has been found effective with both students and adults.

Exhibits can bring scattered ideas together to form new concepts. For example: in case of disaster, the government has recommended a specific list of canned and bottled foods. The total collection, shown in a store window, might be expected to have a great deal more impact upon the attitude toward Civilian Defense than would an excellent address setting forth the same ideas.

Balancing accounts

There are also reasons why, after adding up the debit and credit columns, you may decide against an exhibit.

Basically an exhibit is a supplement to a larger program. If you are going to have enough time, money, and energy for only one educational or promotional project this year, an exhibit may be too limited.

The competition will be strong. In a store window you are competing with the lure of the latest fashions and the newest in automobile models. At a fair, you must rival the appeal of prize cows, chocolate cakes, and ferris wheels.

Exhibits are often expensive--always time-consuming.

Strong on simple, one-thought messages, exhibits bog down badly if they have complicated themes.

Where should exhibits be placed?

You will often use exhibits in the department itself. Here the items exhibited will be seen from close range and their effectiveness will be increased if people can touch or pick up and examine them.

Current periodicals and books on the tables in the living room of the department are an "exhibit" of particular interest to students, as will be the interesting arrangements of flowers, foliage, and accessories the students can place around the department.

Exhibits may be placed on a table below the chalk board or below the bulletin board or pegboard, with the identifying labels and graphs or illustrations on the board. A class studying the different sizes of canned food containers might place these on a table beneath the bulletin board, identified with a chart giving the capacity of each container.

Shelves in the department lend themselves well to displaying small objects. A shadow box from an old picture frame or a diorama in an appropriate cardboard carton are interesting for exhibiting arrangements of furniture.

Open house in the department will bring in visitors interested primarily in some one person in your group. If the exhibits are to be more than museums of achievements of students' and teachers' work, you will want to plan to show a cross section of departmental activities, including adult education. One homemaking teacher and her students showed the activities as rooms in a home, welcoming guests at the door and guiding them through to see who had done things as well as what had been done, providing opportunity for the guests to visit with members from the group. Guiding the visitor through the rooms involved guiding his attention--providing only one thing of interest for him to see at a time, his feet following his eyes. The furniture was rearranged to act as barriers to divide the room and to separate the individual displays. If you do not wish to direct your visitors so authoritatively you may use more subtle methods of directing their attention, such as repetition of color or shape or texture in the displays around the room.

People passing by in corridors and lobbies are usually using the corridor as a passageway between one place and another, rather than in looking at exhibits. The subject matter of the exhibit is important to its success, but so are the details of placement, size, and shape. An exhibit placed just across the hall from the bottom of a flight of steps or placed opposite an entrance are likely eye catchers. Or they may be placed in glass cases, where your problem is that of making the exhibit easily visible. The intricate parts of the display should be placed as close to the viewers eyes as possible, and the larger, more easily understood parts in the harder to see spots. If the case is opposite a flight of stairs where people will see the top of the case first, that is the place for the attention-getter. (Plan attention-getters, such as the use of color or sharp contrasts in light and dark or a surprising device, such as a mobile or stable indicating the balance needed in the daily dietary.)

Usually merchants are willing to provide window space to help your group achieve a purpose. Don't wait for the storekeeper to approach you; work on an idea with your groups, make sketches and then

ask the storekeeper for his permission. One such display, made by a senior family living class as they studied the buying of linens, showed the quality and minimum amount of linens a young married couple setting up housekeeping in a mobile home, an apartment, and a 2-bedroom house might need.

People passing a store window are not always in a looking mood. You will not want to put obstacles in the path of the learner on the run. Twenty words seem to be the maximum number to use if you want the average observer to read what your exhibit has to say. Potential spectators will have their eyes focused alternately on the ground to guide their steps and straight ahead of them to distinguish things they would like to see. Your display should be planned to catch their attention whether they are looking down or ahead. The merchant will be able to tell you which spot he finds to be the most attention-getting.

Some exhibits are held in large auditoriums. You will have to decide whether to use your space as if it were a large display case to be looked at, or as a room to be walked into. You will need to try to imagine the background, occupation, ages, interests, and thoughts of your typical spectator as he passes your show. Speak to the individual viewer on his own terms. Perhaps he will be excited by the carnival atmosphere; he may be tired from a long day of tramping around the exhibits; he will be somewhat jaded by exhibits, but he will probably be in a mood for looking at displays or he would not be walking through the auditorium. You will be most successful if you have done an expert job of analyzing the audience and then an equally expert job of appealing directly to it. Identification is important. If you want to stop the maximum number of women of 35 years of age, use pictures of women of about the same age.

Planning on paper

Exhibits may come about in either of two ways. One, when the place and the date is set by a group or agency, or otherwise assigned, as school open-house, a fair or other celebration. Two, by choice. You begin with a particular message you have decided to tell visually, and the choice of time and place is more or less open.

The goal in either case is the same--to get the right message to the right people in the most direct and effective manner.

In the first situation, your known factors--the time and place of the exhibit--are extremely valuable clues to the shape your exhibit should take. Coax out of them every hint they can offer about the kind of people who will make up your audience and the kind of interests those people might have at that particular time of the year. Your problem of what to exhibit may be solved by the when and the where.

If, for example, you know that your audience will be the members of the Parent-Teachers Association brought together by a Back-to-School night in September, you might assume that:

They are interested in children; schools.
 They are interested in knowing some things about the subjects their children will be studying for the next eight months.
 They may soon be entering a period when their occupations and outdoor leisure activities will make fewer demands on their time and energies, so they might be open to suggestions for adult education.

When all you can tell about your audience is that they will be pedestrians on a busy shopping street in the fall, the assumptions will take a bit more figuring. Start with these:

Your audience is heterogeneous. Pick the activity with the broadest general appeal as your over-all theme.
 They will be in such a hurry that you will have to tell your story fast.
 Since you can't count on finding many people in this miscellaneous group who will know much about your subject matter, confine your message to those facts which require no previous knowledge.

When you begin with the conviction that an exhibit is what you need to help you put across a given point, first decide which groups in the community you are most eager to reach and what you want them to do with or about the information you are giving them. The quickest way to come to these decisions is to fill out a form like this one:

We are going to tell _____.
 That _____.
 Because we want them to _____.
 These people can be most readily reached through _____.

Once you have a mental picture of your audience in mind, you will want to complete the thinking and planning for your exhibit. Describe the basic idea, be specific about facts and figures to be used and the technique by which they will be shown. Estimate your expenses.

Plan the layout, showing how the floor and wall space will be used. Indicate whether artwork or photographs will be necessary; whether you will show real objects or models; what electrical installations, if any, you will need; what color scheme you will use; what type of lettering will be most suitable for the captions.

The third step is to plan the captions needed. Exhibits have been called "illustrated headlines." If you use charts or diagrams, be sure to include the key. If credit lines have been requested, be sure to provide them. The caption should clearly state your point. Not "This Is the Method to be Used In Extinguishing a Conflagration," but "How to Put Out a Fire."

Plan to capture the audience's mental participation in some part of the exhibit. One way to get people to think is to ask them questions that almost must be answered. "What's Ahead For You?" might be the title for showing the stages of family life in order to interest prospective members in an adult education class. Any kind of puzzle will catch the thinking attention of the viewer, such as spelling your caption backwards.

Another way to lead people to feel a personal interest in a display is to offer something they can do. If they can push a button or pull a string, they will watch with fascination while the display works for them. If the exhibit includes a pocket with "handouts," it will get attention at least three times: once when it makes its first impression, once when the viewer sees that there is something for him to take away with him, and once again when the handout repeats the message of the exhibit. An exhibit of "Homemade Toys That Teach" with duplicated sheets of patterns and instructions for homemade toys is thrice as effective as the exhibit alone.

Helpful hints

The exhibit must appeal to an "outside public," not to the teacher. Aim not only at the people who need the information, but also at those who can pass it along to others.

Each part of the exhibit must contribute to the purpose. If you wish it to be informative, appeal to reason. If you wish to inspire action, play on the observers' emotions.

Keep your exhibit simple. Use it as you would your voice if you were trying to stop a passerby.

Place your exhibit where it is certain to be seen.

Your captions must be short and simple, in everyday conversational English. Stick to one lettering style and card size. Do not use all capital letters except for a single display line. Letters should not be broken. Advertising agencies recommend letters at least 2 1/2" high for window displays. Lettering can be delicate or sturdy, conservative or modern, dignified or casual, depending on the effect you want.

If you tell your story with action, be sure each step of the demonstration is interesting and that you time your act to ten or twelve minutes. In order not to focus attention on a single process, so that your audience goes away believing that homemaking is still all cooking or sewing, display a large brightly lettered sign which puts the activity into its proper place with a reminder like this: "This is one of five areas of homemaking taught in high school."

Clutter is the worst enemy of the exhibit which features objects. Lane and Tolleris in a booklet entitled "Planning Your Exhibit" say:

"You will do well to follow the advice of an oriental flower artist to his friend who was competing in a flower show. Handing her three sealed notes, he told her to arrange her display, and then open the first note. It read: 'Remove one-third of the flowers and re-arrange the rest.' Then she opened the second note. It read: 'Remove one-third of the flowers and re-arrange the rest.' This she did also. When the third note produced the same message, she found she had just one spray of flowers left. With it she won first prize."

Pattern is valuable in the exhibit which features objects. Build your design so that subordinate objects direct the visitor's eye to one compelling point. Dramatize objects--put them in shadow boxes; spotlight them; lean them against an easel; hang them from lines; glamorize them in a jeweler's box against a blue velvet background. Make sure that whatever you do is appropriate for the object and the mood you want to create. Don't just show objects--show them off.

Do not crowd your material.

If you are using photographs, they should probably be no smaller than 11" x 15". It pays off to have your pictures large enough to promise impact on the spectator. Framing is important. Contrasting what is now with what should be or what is now and what used to be can be effective. Modern art, symbolism, or sketches are not as easily understood as actual pictures.

Motion attracts attention. If your industrial arts department cannot construct a turntable on which to place the featured item in an exhibit involving household equipment, a fan can set into motion flags or streamers calling attention to your display. If too many elements move, motion will cause confusion or become commonplace and make the exhibit less effective.

Exhibit materials are often poorly lighted. They can be highlighted; but contrast is more important, so that the exhibit will stand out against its background.

Color can control the mood of your display. Do you want dignity, crispness, gaiety, nostalgia? In providing contrast, avoid complementary colors which fade together when seen from a distance. Check your colors under the light to be used with the exhibit, so you will know in advance exactly how your colors will behave.

A "statistical cafeteria" is not effective. In a study of health exhibits, nine out of ten people looked at a panel, descriptive in nature, but only two out of ten looked at the statistical summary, and many misunderstood the graphs. When you do use figures, give them meaning by using terms like "four out of five" or "once every five

minutes." Point them up by localizing wherever possible, such as the number of girls in your community who marry within the first year after high school graduation, instead of using state or regional statistics. Where your statistics represent progress or regression, be sure to offer a comparison--changes in the number of accidents in the home might be an example. Bar graphs can be made more interesting by using real things to represent the bars. For instance, in showing how the food dollar is spent, you might use a hundred pennies. Count out twenty-eight and place them side by side to form a bar to represent the amount spent for meat.

Sound may add attractiveness to the exhibit. But of even greater drawing power is audience participation. You might work out simple tests the visitor can take, the visitor matching his answers against the correct ones which you have hidden behind a sliding panel or a miniature door. This approach need not be confined to factual subject matter, but can be used in judgmental areas such as family relationships with questions like this. "Two-year old Johnny pulls all his mother's pans out of the cabinet. His mother should: (1) spank him. (2) give him his own pans to play with. (3) put a lock on the door. (4) let him play with them at times when he doesn't get in the way."

A small take-home folder amplifying the ideas in the exhibit triples the effectiveness of the exhibit.

At many exhibits it is wise to have representatives of your group present to act as hostesses and answer questions.

Make the exhibit conform to feasible standards for the community. In a furnishing exhibit, make the display within the range of most of your visitors; not ideal, but "practical."

Take care not to damage the good public relations you are hoping to build through damaging the property loaned to you. Window decorators may need to wear special paper shoes to protect floor surfaces; nails or tacks will make holes in walls, and some adhesives will peel off patches of paint. Check with your benefactor regarding needs for special care of his property; plan with your students the responsibilities they will have for protecting that property, and when the group makes their final evaluation of the activity, include an evaluation of how effectively the group accepted these responsibilities.

Some exhibits can be used over again. Plan them so they will fold or stack or fit into a carrying case. The accordion principle makes them adjustable to different areas. Such panels can be placed in a straight line for large spaces or folded zig-zag fashion for smaller quarters. Interchangeable elements will extend the usefulness of the exhibit, as well as give it flexibility. A new photograph framed in the old panel or a new caption tucked into the slot can make a new exhibit or direct it to a different audience.

Completing the circle

When an exhibit has done the thing it was meant to do, we are sure it was "good." To decide whether or not it has accomplished its purpose, we will need to be sure what the purpose was. So we will need to return to our original plans to re-examine the purposes and our plans for achieving them.

Take a few tips from commercial exhibitors at conventions. If you have someone in your exhibit to answer questions, that student might keep a tally of the type of comments that are made as well as the number of people who stop to talk. If it seems worthwhile, a tape recorder could keep track of everything that is said. A student with a stop watch could record the time each viewer spends at the exhibit. Mingle with the crowd around your exhibit, and keep your ears open. What are they saying to one another; what questions are they asking? Watch people's eyes as they look at the exhibit. Are they following your design plan, looking longest at the most important points?

Many of the tests of the display rely on the future use of the information. A letter from the mother of a former student to the teacher repeats her thanks for help received three years ago. On a home visit this spring you see children playing with toys made as a result of your exhibit last fall. These are all the more precious because they are positive proof that you have helped individuals live more effectively.

In the classroom, you can give pencil and paper tests to check on the effectiveness of your display.

We probably will not be able to tell exactly that we have helped our viewers live more effectively; we can only make an estimate. Because it is difficult to evaluate the end result, we may want to study the process used to see, by inference, whether it could have produced the results intended.

Evaluation Form For Exhibits

	No	To some extent	Yes
1. Was it placed so it would be seen?			
2. Was the type of audience accurately predicted?			
3. Was it appropriate for the standards in the community?			
4. Did it cause people to stop?			
5. Did it make people stop long enough to study essentials of the materials presented?			

	No	To some extent	Yes
6. Did it present carefully selected, accurate information in a way easy to remember?			
7. Did the exhibit have a single theme?			
8. Was it pleasing in appearance:			
a. simply and appropriately decorated?			
b. colors harmonious, but creating a vivid image?			
c. balance and contrast of light and dark areas?			
d. designed so "movement" focused attention on center of interest?			
e. not crowded?			
f. conveyed one mood?			
9. Were titles short, catchy, appropriate, well placed, with letters of suitable size and style?			
10. Was it well lighted?			
11. Did the action, if provided, contribute to its effectiveness?			
12. Was provision made for viewer participation?			
13. Were descriptive hand-outs available?			
14. Was a representative of your group present to answer questions?			
15. Was provision for application of the information stated or implied?			
16. Could the exhibit be transported and stored-- if so desired--without damaging it?			
17. DID IT ACHIEVE THE PURPOSE FOR WHICH IT WAS MADE?			

Let's Use Business-Sponsored Aids With Discretion

The spring issues of the home economics magazines are filled with enticing "coupons" offering business-sponsored visual materials. Probably the teacher will decide whether or not to send for each aid offered. But the students can quickly and accurately fill in those selected with the information needed by each manufacturer.

In a leaflet, Business-Sponsored Home Economics Teaching Aids published by the U. S. Department of Health, Education and Welfare, which was jointly prepared by home economists in business and education in 1955, suggestions are offered that may serve as guides to your careful selection and wise use of coupon aids.

Teaching materials with educational value have these characteristics:

- Meet needs common to the group for which the material is intended.
- Add interest to the learning process.
- Supplement information available in reference books or present it in a more effective or up-to-date way.
- Help develop judgment and discrimination.
- Help develop initiative, self-direction, and resourcefulness.
- Are positive in approach.
- Emphasize standards consistent with individual and family well-being.
- Present information accurately and honestly without bias, deception, or exaggeration.
- Cite authority or sources of information.
- Present content that is:
 - up-to-date and timely
 - about products rather than specific brands
 - well organized
 - clear, concise, and easy to read.
- Present material in a form that is:
 - well designed and illustrated, with good balance between pictures and text
 - easy to handle, display, and store.

A part of over-all planning

In addition to evaluating individual aids, you will be planning for their effective use. The following steps outlined by an Illinois teacher may be helpful:

- Make a chart of the units you expect to teach next year with the approximate number of weeks to be devoted to each.
- Note units that now appear to have considerable reference materials available in your field and those that seem to have the fewest aids.
- Balance the number of teaching aids to be ordered against:
 - the supply already available
 - the relative importance of the subject in your teaching program.
- Remember that more materials than a teacher and a class are able to evaluate and use with discrimination hamper rather than aid teaching.

Order sample copies to evaluate before ordering a supply. Indiscriminate ordering is wasteful and costly to producers and to consumers alike.

Recognize that only you as a professional home economist can apply the criteria mentioned above. But before ordering a supply for distribution to pupils it may be well to take all three of these steps:

- read the sample copy critically in light of its appropriateness to your pupils and their homes as you know them
- try out the appeal and readability level with the pupils who might later appreciate sharing the material with their families
- request from your school administrator a statement of policy about distribution of commercially prepared materials under school auspices.

Realize that from the company's standpoint, a quantity order is interpreted as an endorsement of the teaching aid.

If a teaching aid is not usable, letting the producer know why will help to provide better materials in the future. Care should be taken to express only sound objections.

And we might add that, to assure a continued supply of the materials we have found valuable, we might express our appreciation to the sponsor for these.

To summarize

The basis of understanding, thinking, and attitude formation is real experience. In a world which is growing more complex, student learning, too, has become more complex. Reflective thinking rather than emotion is a more hopeful basis for the attitudes we develop. Quality of thinking is dependent to some extent upon the quality of the understandings we have about a subject; therefore, providing concrete as well as verbal experiences is doubly important.

As Dr. Ralph R. Bentley, Purdue University, Lafayette, Indiana, reported in 1955, the use of reference materials containing pictures and illustrations similar to those contained in special audio-visual aids was not effective in teaching vocational agriculture. But audio-visual aids were found to be effective when they enabled students to acquire related visual experiences they had not had or did not secure through reference materials. In some situations it is impossible or unrealistic to try to provide real-life experiences. Since our understandings are an outgrowth of our ability to perceive, the role of visual aids becomes significant.

Visual aids, as well as other learning experiences, should be consistent with the over-all goal of homemaking education--strengthening family life. Analyze what needs to be accomplished; then choose the visual aid which seems most appropriate for your purpose. Material itself is not as important as its capacity to open minds. The extent of the use of any single aid depends on the teacher's understanding of the basic characteristics of the technique and his insight into the never-ending opportunities thus made possible.

Communication is not a one-way process; it is a sharing. Displays planned and executed by students can assist the student toward a better understanding of the concepts involved in the lesson. Teacher-prepared displays are more efficient when time is limited, and can exemplify the characteristics of quality visual aids.

To be meaningful, the visual experience must be related to the student's own experience. For maximum retention and transfer, the experience must result in appropriate, purposeful student activity.

Now for tomorrow

The communication of ideas through visual means involves techniques which all will need to practice. You may be at the "cookbook" level of communication, following rather carefully "recipes" found in books and magazines or given to you by other teachers. The emphasis is upon doing exactly as the directions state and in performing the operations involved with as much skill as possible to ensure satisfactory results.

Individual judgment and initiative are called more into play at the "adaptive" level. Here no set directions can be followed, because nothing already created seems to satisfy exactly the requirements for the instructional material, device, or technique with which the problem is concerned. The finished product represents adaptations of the information and examples examined in seeking a solution. Although basically the teacher adopts, adapts, modifies, magnifies, minifies, substitutes, rearranges, stresses or imitates; added to this is inspiration, imagination, and a drive to do the best she can.

When skills in using the various techniques involved have been developed, it is challenging to move to the level of original invention. The creation of a truly original visual aid can be a genuine delight to all concerned.

Correction for EXPLORATIONS IN HOUSING, Page 46, Vol. 11, No 6. Please cut off this correction and paste over incorrect original.

Adequate storage is determined somewhat by the amount of supplies and equipment owned. The following figures show cabinet space requirements for a liberal amount of supplies, utensils, and dishes normally stored in a kitchen. These dimensions are adequate only when storage has been well planned for maximum use of available space.

	<u>Dishes for 8</u>		<u>Wall Cabinet</u>	<u>Base Cabinet</u>
Ample space	7' 9"	+	4' 0"	13' 6"
Minimum space	6' 3"	+	3' 6"	11' 0"

AN OPEN LETTER TO ALL SUBSCRIBERS OF THE ILLINOIS TEACHER

Dear Subscriber:

Just as your students do, we of the Editorial Board of the Illinois Teacher "aim to please." Our little publication, being very young, is also very flexible. Each year a different Editorial Board has tried a somewhat different pattern for the contents of issues.

Next year's Board, under the leadership of Dr. Elizabeth Simpson, would like to continue the feature articles but vary the subject matter contributions from the Home Economics staff. Undoubtedly many of you have read with great interest the "Question-and-Answer" columns on nutrition in McCall's. Why not a "Question-and-Answer" form for sharing with you new developments in all the various aspects of home economics subject matter?

The subject matter professors will be glad to cooperate in preparing reports on their own specialities, but they feel that you subscribers should have the privilege of asking the questions. Sounds reasonable, doesn't it?

So we are using this space to alert you to the opportunity of sending in questions during the remainder of this school year. With market offerings changing so rapidly and texts unable to keep up with this rapidity, what problems have baffled you this year? Do jot down these and send them along for our UI specialists to answer!

But wait just a minute! Let's be sure your questions are clear and appropriate. Subject matter specialists cannot answer in a limited space vague questions like "what do you think of ready-mixes?" or "how would you teach trading stamps?" But they can quickly provide pertinent facts on such questions as "what does the chemical composition of 'Tang' mean in terms of nutritive value?" or "to what extent will the new Textile Fiber Products Identification Act help in selecting a suit or a carpet?"

Since we are now accepting subscriptions (\$2.00) for the nine issues of 1959-60, you can "kill two birds with one stone" by sending in the same envelope both your payment and the questions you would like to have answered. But PLEASE send in your questions, with or without your subscription! A postcard will be fine! Or unburden your soul of all your uncertainties in subject matter on page after page! The more the better, so long as they are clear and appropriate! And thanks a lot!

Hopefully yours,

Louise Lemmon, Editorial Board
Doris Manning, Editorial Board
Letitia Walsh, Chairman

WHAT OF 1959-60

Once upon a time a highly respected President of the United States was unfortunate enough to forecast "two chickens in every pot" and other evidences of economic well-being shortly before the onslaught of the Great Depression. Ever since that time, forecasting has been considered to be unwise, even dangerous!

Some people like to live dangerously; others have to! We of the Illinois Teacher believe that we are in the latter group. We are forced to plan almost a year ahead if results of action research projects in Illinois schools are to be incorporated into feature articles.

The theme dominating the 1959-60 issues of the Illinois Teacher is the direct result of the many questions raised by Doubting Thomases as to whether home economics has or even can have intellectual challenge for high school students. The Program Committee for the 1959 annual meeting of the Illinois Vocational Homemaking Teachers' Association also chose the theme, "Increasing the Challenge of Homemaking teaching."

Obviously, we are in no position to judge whether or not teachers are doing challenging teaching. Likewise, although we may have some firm convictions on the subject, we have no evidences from research on the relative degree of intellectual challenge of home economics versus certain academic subjects as taught in high schools.

What we did feel we could try to do was to experiment with different aspects of teaching, then to take a long, critical look at the results in increasing students' ability to THINK. Earlier, if anyone had charged us with failing to achieve this ability, we would have bristled with self-righteous indignation! Now we're ready to acknowledge it can be done, but it does not just come naturally.

Next year we propose to share with you concrete episodes and classroom examples where home economics did appear to challenge students. We hope some of these will "ring a bell" with each of you, and stimulate you to try out your adaptation of the ideas. While the exact order of publication is not yet determined, we expect these nine aspects will be featured in 1959-60 articles.

Increasing The Challenge of Home Economics In Secondary Schools Through

- Utilizing Applied Science
- Utilizing Applied Economics
- Improving Communication and Interpretation
- Improving Group Processes in FHA Experiences
- Improving School-Community Interaction and Exchange
- Improving Offerings in Junior High Schools
- Improving Instruction in Foods and Nutrition
- Improving Instruction in Textiles and Clothing
- Improving Instruction in Family Life Education

ILLINOIS TEACHER

HOME ECONOMICS
EDUCATION

UNIVERSITY OF ILLINOIS



Star Feature

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URBANA ○
ILLINOIS

An outline map of the state of Illinois is positioned on the left side of the page. A small circle marks the location of Urbana, Illinois, with the text 'URBANA ○ ILLINOIS' placed to its right.

Vol. 11

No. 9

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A LOOK TO THE YEAR AHEAD

Home Economics Education Staff
University of Illinois

How do you measure time? By the calendar? January to December for a year? Or, do you measure it in "school years," in semesters? Do you think of the beginning of each school year as a fresh start? For a teacher, the time for resolutions, especially those that relate to the job, is more likely to be that time when she is looking ahead to a new school year than the traditional "resolution day" of January first.

As the present school year draws to a close, we are looking ahead to the next. Now is the time for planning. Now is the time for making certain that our records and files are in order so that the program will get off to a good start next fall. Now is the time for ordering books and supplies. Now is the time for considering how we may make the best use of the summer months before us.

Are you looking forward to another year in your present position? If so, you are fortunate in that you know your teaching situation. You know the school routines, the school policies, the kind of students with whom you are likely to be working. As you plan, you can anticipate just how your plans may develop.

Are you looking forward to a new teaching position? How exciting! Any new situation is full of interesting possibilities. You will want to leave your old position secure in the knowledge that you have made it possible for your successor to get a good start. You owe it to her and to the program to leave complete and careful records. Then, at peace, you may plan for the new job ahead.

Are you planning to retire from teaching--either permanently or just for a time? In this case, you will still have a great deal to do in order that the new teacher may be able to step into the situation and "do right" by the program without unnecessary time and effort. Your neat and well-organized records, your orderly files, your carefully prepared orders for supplies and books--all of these will help your successor to do a good job. You want her success very much, for the sake of the students you are leaving.

We work with the most precious material in the world! Always it is for our students that we study, organize, and plan.

Pre-Planning is Essential

In The Art of Teaching, Gilbert Highet says that

"Preparation is usually well done on a small scale, but badly on a large scale. A teacher is apt to prepare his work for the next day or next week, and to neglect the job of

planning the whole of his work for the term or the year. He often knows exactly what ground he will cover as far ahead as Friday, but only vaguely understands how that part of his work will fit into the rest of his school year. It is only very strong-minded and far-sighted teachers who can draw up a scheme of work and then stick to it until the terminal point at which they have aimed."

Then, let us be strong-minded and far-sighted if these are the qualities required for planning a year in advance. To be sure, when we plan this far ahead, plans must be tentative and flexible. But, carefully prepared plans for the school year ahead will enable us to begin the year with greater poise and confidence than would be possible if we saw ahead only a week or so.

Of course, each person has her own approach to planning for teaching. We would like to suggest some ideas and some ways of planning that you may find helpful. You can then make adaptations for your particular situation.

First of all, let us consider the bases for planning the homemaking program. In general, there are three major bases for curriculum decisions in home economics. These are (1) the needs of students, (2) the needs of society, and (3) the needs of the local community. As you make your tentative plans for the high school homemaking program, you will give consideration to all three.

Needs of pupils

Why not do some "refresher reading" on the characteristics of adolescents as one means of gaining increased understanding of their needs? There are many good references. One that comes to mind is Your Adolescent at Home and in School by Mary and Lawrence K. Frank. It is published by the Viking Press, New York (1956). It costs \$3.95 in the book stores. Interestingly written, it is a helpful guide for both teachers and parents.

If you are teaching in a vocational homemaking program, you may be visiting in the homes of your students during the two-week period after school has closed. What a wonderful opportunity to study the needs and interests of your students. Be an "active listener." Watch for clues as to special needs; be alert to follow up on interests. Jot down in your notebook suggestions for the homemaking program or for working with the individual student. Write your notes soon after leaving the home so that no good idea may escape!

If you are not planning to visit all of your students, have you thought of the possibility of visiting in the homes of a few representative students? Select a "sampling" of your students, perhaps four or five. Include students from different kinds of homes and families. Visit in these few homes. You may find that you gain a surprising amount of helpful information about your students' needs and interests.

Perhaps you will wish to use a check list this spring in order to ascertain student interests in the various areas of home economics as one basis for planning next year's program. Try giving the same check list to the parents of your students; have them indicate the areas of home economics that they believe most important for their children to study. Use different colored paper for students' and parents' check lists. That way, it is easier to keep things straight.

Other means that you might employ in order to gain increased understanding of student needs are:

- * Pre-tests preceding the student-teacher planning of a unit of study

These might be developed this summer. A project to carry out in your graduate course? An interesting activity to do on your own.

- * Conferences with students

One homemaking teacher schedules a conference with each student early in the school year. She has a few questions that she asks about the student's experiences in homemaking at home and at school. Then, the possibilities for home projects are explored. Following this "planned discussion", she always says, "Now, is there anything that you would like to talk about?" She reports that there always is! Following a pause, most of the students begin, "Well, I have been wanting to talk with someone about-----." She feels that this unstructured part of the conference gives considerable insight into the concerns of students and some of their special needs.

- * Study of school records

If you can obtain a list of the students you will have in your classes next fall, you might find the school records a rich source of information helpful as you plan ahead.

You will think of other methods that you might use in gaining increased understanding of your students and their needs and interests. The fascinating next step, after you have your information, is determining what it means for the home economics program in your school.

Let's take just one example. One homemaking teacher noticed that there were "confession-type" magazines in most of the homes that she visited. Concerned about the reading habits of her students, she included a question on "magazines read" on the questionnaire that she

prepared for administration to her new students in the fall. Her worst fears seemed to be confirmed. A large proportion of students reported that these were the magazines they read most frequently.

She analyzed stories in several of the magazines that her students were reading. The image of family life presented in the stories was a matter for some concern. She could find no research to indicate just what influence this image might be having. It seemed reasonable to suppose that it was not the best influence. Therefore, she decided to devote more time and effort during the school year ahead to presenting in various ways a wholesome image of family life. She and an English teacher planned some ways in which they might cooperate in an effort to improve standards of taste in literature.

Needs of society

During the present school year, several issues of The Illinois Teacher have treated the conditions in our society, the impact of these conditions on family life, and the implications for different aspects of the homemaking program. It may be helpful to review these as you plan for the year ahead.

Certainly, it will be important to keep up to date on what is going on in the world if we are to be aware of the "needs of society." A good habit to cultivate is that of reading your newspapers every day. Editorials, front page, anything related to family life and schools--as well as the woman's page. In addition, read the news magazines; read at least one or two regularly.

Keep up to date by making a careful selection of your radio and television programs. At least one good news program each day is a guide that one might follow.

Have you observed that the Sunday TV programs are frequently especially worthwhile in terms of the quality of education and the kind of information provided? In the Saturday Review for May 9, 1959, this statement was made: "Most of the quality information or educational programs are now herded together in what has not inappropriately been termed a Sunday TV ghetto." If this statement applies to the TV channels available to you, perhaps there are two things that you can do. First, plan your Sunday so that you can take advantage of some of these programs. You may find some surprising rewards in programs scheduled at less-popular viewing times during the day. Second, don't hesitate to make your likes and dislikes in programs known to those responsible for scheduling programs.

In the November, 1958 Journal of Home Economics, John H. Fischer, in an article titled, "Foundations for Change," discusses the function of education in view of the social changes that may be expected in the next fifty years. The implications for our homemaking programs seem fairly obvious. He states that:

"Education can, and must, do a great deal to prepare young people for this changing world and help them acquire the background needed to establish, in their turn, such homes for the next generation. To help young people in this direction, schools can give them:

Competence in the basic intellectual skills, the essential tools for all further formal learning.

Understanding of other individuals and society-- knowledge, appreciation.

Understanding of the physical world--the universe, the forces to which it is subject.

Understanding of relationships among people, between man and his environment, of the principles involved, the institutions man creates that embody these principles.

Competence to participate in the affairs of the world-- the widening circles of humanity. The skills of communication, cooperation, leadership, responsibility.

Attitudes and values--respect for persons, for learning, for truth, beauty, morality, for excellence in all its forms."

Needs of the local community

There will be conditions in your local community that will suggest emphases needed in the homemaking program. Teachers in one community, making a study of local conditions and needs, discovered that nearly sixty percent of their students came from homes where the mother was employed away from home, on either a part-time or full-time basis. This was considerably higher than the national figure--and higher than any of the teachers had guessed. For, they had been guessing until they did their study!

They wondered whether those students whose mothers were employed away from home assumed more responsibility for tasks in the home than did those whose mothers were full-time homemakers. Upon investigation, they found that this was the case. Problems in the area of personal and home management came to light. The problems that some students faced in carrying heavy home responsibilities were more clearly seen. The teachers found that the fact that many mothers were employed outside the home had important implications for both the high school and adult homemaking programs.

If you want to gain increased understanding of the community where you will teach next year as one basis for planning the curriculum you might:

- * Eat at various types of restaurants in the community.
- * Shop in some of the stores to learn the types of merchandise available.
- * Talk to the people you meet. Ask them what they think the homemaking program might do to best serve the needs of the people in your community.
- * Obtain a map of the city or town. Add your own "points of interest for the homemaking teacher." One teacher decided to study the churches in her community. She plotted them on her map of the city. Interesting patterns came to light.
- * Visit the local Chamber of Commerce and ask what information they can give you about the community. They may have printed materials that will give you a great deal of information.
- * Visit the public library. Talk with the librarian about the local community and what she perceives as community conditions and needs. Ask her about the reading habits of those who patronize the library.
- * Visit the places where young people "hang out." Observe what is going on, who is present.
- * Stroll or drive slowly through the parts of town and rural areas where your students' homes are located. Early in the morning people will be leaving for work, children will be playing out-of-doors, housewives, also, may be visible. Accurate observation can give a teacher insights that will aid her in planning every unit more appropriately.
- * Take part in some community affairs. Listen and learn.
- * Do a survey of family practices in your community in some one area of homemaking.
- * Interview community leaders. Ask their opinions regarding community needs that might be served by the homemaking program.

These are just a few of the ways in which a homemaking teacher might become acquainted with the needs of the community which should be considered in planning the homemaking program. Some of these suggestions might be carried out this spring, some during the summer months ahead, and some early in the fall.

Utilizing your information in planning the high school program

Having considered the needs of your students, the needs of society, and the needs of your local community, you are now ready to move on to the next step. Probably you will have listed on paper those needs that should be given special consideration as you plan. For example, if you have done a study of the family food practices in your community, you have probably found that a number of your high school students skip breakfast in the morning. This suggests needs in the areas of nutrition, meal planning and preparation, and time management. You will want to make certain that the homemaking program is planned to help students meet these needs.

With the bases for curriculum planning clearly in mind, there are several ways in which you might proceed. May we suggest certain steps that might prove helpful.

1. List the areas of home economics to make certain that all are considered in planning the program. They are:

Personal development, social and family relationships, and preparation for marriage

Child development and guidance

Home management, including management of time, energy, and money, and consumer buying

Foods and nutrition

Clothing and textiles

Housing and home furnishings

Related art

Family health, including home nursing and home safety

2. For each area, list the "minimum essentials" that you think should absolutely be covered in your homemaking program. By minimum essentials, we mean those topics that are most important in the area. For example, in the area of foods and nutrition, one might begin as follows:

Nutrition

Foods to be included in the diet each day--
basic four or basic seven

Reasons for including these foods in diet
 Foods elements and their functions in the body
 Factors affecting nutritional needs

Meal planning and preparation

Patterns for day's dietary, including meals
 and snacks

Planning for preparation to save time and energy

3. Now, take a sheet of paper for each homemaking course that you teach. At the top of each sheet, identify the course by number and title, as

Home Living Grades 7-8	Hmkg. I	Hmkg. II	Family Living (Boys and/or girls)
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4. Go through each area of home economics, listing under each heading those topics that you think should be included in the program at that level. Include the "minimum essentials" first; then add those enrichments for which there is time in the program. Consider sequence of difficulty, characteristics of students at each level, and their needs and interests. Also, consider the other bases for curriculum decisions discussed previously in this article. If you have state or city curriculum guides available, they should be helpful at this stage.

Here is an example of this step. The area is child development and guidance.

Homemaking I 9th grade	Homemaking II 10th grade	Family Living 11th & 12th grades
<u>Child Development</u>	<u>Child Development</u>	<u>Child Development</u>
Baby-sitting Responsibilities Safety guides Essentials of physical care Purposes of play Guiding child during play Children's toys Children's stories	Assisting with development of pre-school child Basic personality needs Understanding self through understanding children How pre-school children develop Physically Mentally Emotionally Guidance procedures	Looking ahead to parenthood Pre-natal beginnings Pre-natal care Parents' responsibilities Caring for infant Providing for the child in home Review of guidance procedures, applying to new situations How children develop-- the school years Society's responsibility for all children

The foregoing "horizontal play" in the area of child development is intended as merely suggestive. The advantage of planning in this way, seeing the development in each area from year to year, is that needless repetition is avoided and a logical sequence of learning is more likely to be developed. Also, we may be less likely to "take the cream off" by teaching all of the most interesting things the first year.

At this point in their planning, it is not uncommon to hear teachers say, "But I must teach all of these important basic things during the junior high school years. Many of my students won't be in homemaking class again. This may be the last chance to reach them!"

If you try to cover all of the important areas in one or two years, you aren't likely to teach as effectively as you can and should. There may be too much "glossing over," exposing students to concepts for which they are not ready and allowing insufficient time for the kind of development that results in real learning.

Students must be in a state of "readiness" for certain topics to be most meaningful. For example, a senior in high school may be interested in looking ahead to parenthood and prenatal care. A typical sophomore is "ready" to look at the child's development in terms of herself. She is less likely to be in a state of readiness for studying the responsibilities of parenthood.

You are more likely to motivate students to want to take other homemaking courses if you avoid trying to teach everything in one year. Plan for something especially interesting, new, and challenging each year.

Remember how you "couldn't wait" to get into your first language class or your first typing course or your first psychology class? You anticipated the experience with pleasure because it all seemed so new and just a bit mysterious. We remove that kind of appeal from our courses when we try to cover too much too soon. Then, we have students saying, "Oh, I had that back in 7th grade." Of course, we may be aware of new emphases, new learnings that the student might attain. But she must see these possibilities, too, if she is to be most keenly interested.

5. As a next step, we might take the program for each year, give titles to the units, determine probable sequence of units, and time allotments.

Following is a suggested form for writing the year's plan:

<u>Weeks in Year</u>	<u>Title of Units and Topics to be Covered in Each</u>	<u>Length of Unit</u>
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6. With the plan for each year in the homemaking program spelled out in this way, the teacher is now ready to take another look at the total program for her high school classes. She may ask herself:

*Am I willing to break with tradition in planning the homemaking program--and plan in terms of what today's families really do in their homes and need in educational programs aimed at improving family life?

*Have I given sufficient consideration to the needs of the students with whom I shall be working? Will the courses as outlined be meaningful in terms of their home situations? Will they see the possibility of carry-over of what they will learn in these classes into their homes?

*Have I given sufficient consideration to the needs of society? Am I aware of the changes in family life in the last decade and the implications of these changes for the high school homemaking program?

*Have I given sufficient consideration to conditions and needs in the community? Am I aware of community resources that might be utilized in enriching the homemaking program?

*Is the total program complete and well rounded? Have all areas of homemaking been included?

*Have I allowed sufficient time in each unit for pupils to learn thoroughly what is included in the unit?

*Have I provided for a balance between "thinking and doing"?

*Will these plans be feasible in terms of--
facilities available?
time allotments?
any limitations set by school policies?

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*Is the total program complete and well rounded? Have all areas of homemaking been included?

*Have I allowed sufficient time in each unit for pupils to learn thoroughly what is included in the unit?

*Have I provided for a balance between "thinking and doing"?

*Will these plans be feasible in terms of--
facilities available?
time allotments?
any limitations set by school policies?

*Will it be possible to move easily from unit to unit throughout the year in a logical development of the program?

*Do the plans for the various years coordinate well? Do they "dovetail" as I would like them to?

Some teachers may prefer teaching units in the same areas of homemaking to the different groups at the same time. They feel that this saves time and energy and that they can organize more effectively.

Some, for the sake of variety, prefer teaching different units to different groups at the same time.

In either case, the teacher will want to make certain that she will be able to carry out the plans without undue "wear and tear" to herself.

She will want to make certain that she has the program organized in such a way that any anticipated cooperative projects may be facilitated. For example, a play school might be organized and carried out by students in several classes working together. Units of work for each class involved should be such that the students gain the most possible from the experience.

The tentative plans for the high school homemaking program might be developed by one homemaking teacher working alone, if she is the only teacher in the department. If she works in a department with one or more other homemaking teachers, plans will, of course, be developed cooperatively. If she teaches in a city school system, there may be opportunities to plan with a large group of teachers. Such cooperative planning will be important if there is to be unity in the program and if there is to be good articulation from level to level, particularly from grades seven and eight to the high school.

Unit plans

You may feel more secure when school opens in the fall if you have planned the first unit of study for each class in a tentative form. Detailed plans may be developed with students. Although various forms may be used in planning the teaching unit, there are certain elements that should be included in any unit plan. These are:

Objectives (goals, purposes, aims)
 Learning experiences
 Content (facts, principles, generalizations)
 References and teaching aids
 Means of evaluation

The experienced teacher may not need to make as detailed written plans as the beginner. However, even the experienced person, unless blessed with a fabulous memory, will need to get some of her plans on paper.

A simple form for the development of a rather detailed unit plan is as follows:

Objective: _____

Content

Facts, principles, and generalizations

Learning Experiences
and Teaching Aids

Underline each teaching aid mentioned in red pencil. This saves copying and makes it possible to pick out aids that you need to get ready for teaching

Means of Evaluation _____

Schedule for using time assigned to teaching unit _____

Now, an experienced teacher may find that her unit plans are usable even when far less is put on paper.

Objectives

Ways of meeting
objectives

Means of determining
progress toward achievement

Brief suggestions for learning experiences. Use abbreviations, as lab. for laboratory.

Suggested means of evaluation.

Experiences of several teachers have led to the conclusion that there are certain minimums that should be included in any unit plan, and that a teacher does have time to do the streamlined type of plan suggested above. General guides of which a teacher should be aware are these:

THE MORE DETAILED THE UNIT PLAN, THE LESS DETAILED MAY BE THE DAILY LESSON PLAN AND THE LESS TIME IT IS LIKELY TO TAKE

THE LESS DETAILED THE UNIT PLAN, THE MORE DETAILED MAY BE THE DAILY LESSON PLAN AND THE MORE TIME IT IS LIKELY TO TAKE

Let us illustrate briefly. The "streamlined plan" does not include written principles and generalizations. Therefore, these must be included in the daily lesson plans. Written? In most cases, we think that you are likely to get better results if they are written. Sometimes it is rather difficult to state a principle or generalization well--clearly, concisely, in a way that suggests its application. Certainly you do need to be able to state it well yourself if you expect to develop it with students.

Planning the homemaking program for adults

What responsibilities do you have for adult education? Do you teach homemaking classes for adults? Do you carry out some of the informal (non-class) adult education activities? Do you teach in a city system where you have no responsibility for the actual teaching of an adult class--but, of course, do have an interest in what is being offered?

Let us suppose that you are responsible for planning the adult homemaking program--with the help of your advisory council. Very likely you will meet with the council this spring to plan for the year ahead. Certainly, such advance planning will be desirable from your point of view. You can be doing "anticipatory teaching" of your adults off and on all summer. You can prepare some of your plans for the class. You may be able to collect some reading materials for the adults and get your illustrative materials ready. Such advance planning may make it possible to offer a course in an area of homemaking that you haven't included in the adult program previously, because you may have the summer in which to prepare.

As you plan the homemaking program for adults, you will keep in mind the bases for curriculum decisions discussed in the first pages of this article. What are the needs of the adults in this community? What do the changes in family life in the last few years imply for our adult homemaking program? Are there special community conditions and needs that must be considered?

If you coordinate the high school and adult homemaking programs it may be possible to make a "family approach" in education for home and family living. Changes in homes and families may be effected more readily when students and their parents are being reached than when you reach only the adolescents in the family. Coordination of the two programs may be best achieved by working toward some of the same goals in both programs.

*Suppose we take a situation described previously. You have made a study of family food practices in your community and have discovered that many high school pupils do not eat breakfast. Mothers have reported that they consider this the number one food problem in their families. Therefore, you make plans to work

toward the following objectives in both the high school and adult homemaking programs:

1. Increased understanding of the importance of a nutritionally adequate breakfast for all members of the family.
2. Understanding of what constitutes a nutritionally adequate breakfast.
3. Increased interest in eating an adequate breakfast.
4. Ability to prepare an adequate breakfast in a short period of time.

Perhaps the series of lessons for adults will be on The Family's Meals. One or two lessons may be devoted to breakfasts, with emphasis on meals that will appeal to teen-agers. In addition, non-class methods may be utilized as means of achieving the objectives. An article on "Breakfasts for Your Teen-Agers" may be written by the homemaking teacher for the local newspaper. Her students might prepare an exhibit on nutritious breakfasts for display in a store window or at a PTA meeting. She might prepare dittoed sheets on the importance of eating breakfasts and some new and different ideas for interesting breakfasts as "take homes" for both her high school and adult students.

For the adult homemaking program, a written month-by-month plan seems to be usable and easily prepared. Following is an example of a plan for an adult homemaking program. The teacher who prepared it preferred to do her pre-planning in the spring and meet with the advisory council in the fall. Because her experiences in teaching adult groups were limited, she felt more secure in planning with the council after she had done considerable thinking about various possibilities. Plans for only two months are included in this example. Plans for the other months might be developed in a similar way.

PLANS FOR THE ADULT HOMEMAKING PROGRAM
SHERMEN HIGH SCHOOL

September:

- Explore needs and interests.
- a. Begin survey of family practices in foods area
 - b. Work with advisory council
 - c. Make some home visits
 - d. Interview at least one community leader

Contact the Home Economics Club and discuss with the president the proposed plans for the year to discover some ways of cooperating.

With the help of the advisory council, make plans for the series of lessons to be offered. Possibilities for a series of lessons to be offered: You and Your Child, Stretching the Family Dollar, or Management-Plus for Busy Homemakers.

Discuss plans for the year with the school administrators and the school board.

Send preliminary plans to the state supervisor's office.

Begin publicity for the class.

October:

Begin series of weekly lessons for adults on subject chosen by advisory council.

Exhibit on pointers to look for in whatever high school students have been studying.

And so, the plans would be developed for each month of the school year. Even with a full teaching load, many teachers find it possible to do one or two non-class adult education activities each month. The latter type of activities may frequently be planned and carried out with the cooperation of high school students. For a more able student, such an activity might offer real stimulation and challenge. A month-by-month plan may insure that such informal adult activities are not omitted.

If you have no direct responsibility for the adult education program in your school or community, you will still wish to inform yourself regarding offerings in the program. You may be able to encourage parents or others who would profit from the program to participate.

Planning for home economics club activities

If you have a home economics club for students in your school, it is likely to be the Future Homemakers of America or the New Homemakers of America. The home economics student organization provides another channel for working toward some of the goals important in the area of education for home and family living. Plans for these organizations will be coordinated with the high school and the adult homemaking programs if they are to be most effective in bringing about desired changes.

Following are some general guides to help you in planning programs of work for your F.H.A. or N.H.A. organizations. These are taken from A Review of a Workshop for Advisers of Future Homemakers of America, A Report of a non-credit Workshop Sponsored by University Extension Division, 1954, Home Economics Education, University of Illinois.

Make tentative plans before school starts; later let all members have voice in final decisions.

Set up all committees at the beginning of the year. Give everybody a job.

Collect materials and resources needed at beginning of year. It may take time to obtain some materials.

Check programs to be sure they contribute to the purposes of Future Homemakers, the goals in the state program of work, and the state and national projects.

Don't try to do everything in one year. A few well-selected and well-done programs and projects will give FHA members a greater feeling of satisfaction than many things which are poorly done or which become a burden.

Advisers and members should read Teen Times and the Illinois Future Homemakers regularly for new information and for program ideas. Copies should be kept on file for ready reference.

Programs should be planned for the local Chapter, considering local school and community conditions. The Future Homemakers association is not a "keeping-up-with-the-Joneses" organization.

Planning with your administrators

When you have your tentative plans for next year carefully outlined on paper, you will have a nice, comfortable feeling of accomplishment. Now, may we suggest that you share them with your administrator. Let him see what you are planning for next year.

If this seems possible and desirable in your situation, ask your administrator for a conference period when you can go over your plans with him. DON'T try to do this in the five-minute period between classes. The results will be most unsatisfactory for you both.

Do plan ahead. Ask for a specific time when you can sit down and go over plans in an unhurried manner.

DO have your plans developed in sufficient detail that they will be clear to one who has not worked with you each step of the way.

DO anticipate any questions that your administrator might ask and have some answers ready.

REMEMBER that your school administrator is a very busy man. If you do not get all the time that you might like in which to discuss your plans with him, make it clear that you would welcome his visiting your classes or other activities as your plans progress. Make it clear that his evaluations and suggestions are welcomed.

Perhaps he will be very much interested in talking over plans with you. Perhaps he will find the time to really study your proposals. If this is the case, you will be most fortunate. Welcome his suggestions. Keep him informed as to the progress of your program during the school year ahead.

Memory is Not Enough

Effective planning usually begins with some knowledge of what has gone before or of the new situation to be met. If you are not going to be in the same school next year you can make a new teacher feel welcome by the kind of materials you leave in your desk and files.

A beginning teacher once reported how much she appreciated finding a friendly note from her predecessor which gave the names, addresses and phone numbers of advisory council members and FHA officers for the coming year. Tentative program ideas or any prior commitments as to dates concerning these activities were also included. Maps, and other materials you have found useful in studying the community, or suggestions as to where one could obtain such material, would also be appreciated. The new teacher coming to your school who will have a program of home visiting early in the fall would find these especially helpful.

Although calendars for general school activities are available from the school office, a new teacher may not always know which occasions might be of special significance to home economics. A list of "traditional" events, when it has been customary for home economics teachers, students or club members to carry some responsibility or give some service, would be helpful. Examples of such events may be:

banquets for school and community groups such as FFA,
GAA, athletic groups, Board of Education
open house during American Education Week or other times

regular assembly programs
 costume or make-up responsibilities for class plays
 serving refreshments to special groups
 exhibits or fashion shows
 programs for community groups

By being forewarned the new teacher would be in a better position to collect ideas as to ways of having these responsibilities carried out. As the calendar is set up for teaching units, it may be possible to schedule some class and extra-class activities of a similar nature so that they coincide. You may not be able to make this list of special events exhaustive and all may not occur every year, but a new teacher appreciates some clues as to extra responsibilities so she can plan ahead.

Whether or not you are leaving the school, it is good business to have certain records and reports on file. If an emergency arises and you cannot return, things are in order to facilitate the transition to a new teacher. If you do return to the same school, your next year may go much more smoothly than before. Time may be released for other activities, if you can easily refer to some records from the past rather than trying to recall information. For example, teachers find a record of their own last year's activities useful.

A SUGGESTED CALENDAR FOR SCHOOL ACTIVITIES

Activities for the Year	Date	Department Respon- sibility	Use in Teaching	Guides for Improving Next Year
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Teaching records

For what kind of items is memory not enough? What materials do we need to organize so as to save time next year?

A record of assignments made and tests given is one of the quickest ways to find out what has been taught at a given time. Surely copies of these can be easily collected for each unit and appropriately dated as to when they were used. If you do not wish duplicated materials, which you may use in more than one situation to carry a permanent date, you can add the date distributed on the copy you file with that unit plan. The name of the unit and the grades taught may be indicated on folders containing the following:

reference lists for the unit
 study guide sheets
 information sheets for study and reviewing

directions for certain operations
 laboratory policies and procedures
 planning sheets for projects or laboratory lessons
 observation guides
 pre-tests, check-lists or inventories
 evaluation devices in addition to formal tests
 appropriate bulletins or leaflets

Other materials used in teaching besides those handed to students can go in the records. Films and filmstrips are commonly used. Until you are thoroughly acquainted with a film it may be a little difficult to recall the information you need just from the title or the description. Many teachers say they develop their own card catalogue for films. A form is suggested here, but you may wish to make your own. For evaluation of the film itself there is an excellent guide on page 33 of the Illinois Teacher, Vol. 11, No. 8.

FILM RECORD

Name of film _____ Length _____
 filmstrip

Producer _____ Color or B&W

Obtainable from _____ Cost _____

Annotation (your own version if the catalogue description is not as meaningful as you would like)

Comments about usefulness--kind of unit, grade level

Record of use:

Date shown _____ Class and unit _____
 Date shown _____ Class and unit _____

A form similar to that suggested for films can be used to record information about resource people invited to come to the classroom. As well as using these cards for a record, they could also be used to catalogue potential resource people. Teachers might collect ideas here as well as collecting recipes, new books and bulletins or whatever. Two references which might help you expand on this idea are:

Barkley, Margaret. Look to Human Resources in the Teaching of Homemaking, Bulletin 1957, 50 cents.

Samples, Merna. Community Resources for Home Economics Teaching, DHE topics #3, November 1955, 50 cents.

Both of these are available from the Department of Home Economics, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

RESOURCE PERSON

Subject _____

Name of person _____

Address _____ Phone _____

Other information _____

Best time and way to contact _____

Date used _____ Class and unit _____

(On reverse side evaluation and suggestions for change)

Community resources are also used through field trips. Records of past experiences should help to make renewed contacts much easier, or they may help you decide that another experience would be more worthwhile than a repetition of that particular trip. A field trip record card might be developed as follows:

FIELD TRIP

Place visited _____

Address _____

Person contacted to make arrangements _____

Person conducting tour _____

Date of trip _____ Time at location _____

Transportation arrangements:.. _____

How? _____ Cost? _____

Time needed _____

Number on trip _____ Membership of group _____

Purpose of trip _____

(On reverse side evaluation and suggestions for change)

Your files

Teaching materials do not take care of themselves. All teachers who saw this couplet in the Saturday Evening Post probably smiled in recollection of the times they followed the line of least resistance.

Labor Saving System

Piling
Beats filing
by M. M. Parrish

Organizing your files so that they are meaningful to you, and to others, is a challenging job. A typical procedure seems to be to use general divisions of subject matter for the major organization of teaching materials with as many sub-divisions as seem appropriate for the areas within each division.

Your file will need some kind of index. No one system is usable for every teacher. The system you use depends upon how you teach and what you teach. Every teacher would want to set up the headings that make sense to her and her students. Some teachers would file the same materials under different headings. As long as the materials can be easily located and refiled the system you use is workable.

Some suggestions for deciding what headings and sub-titles to use are:

Check through curriculum guides to determine what the problem areas are.

Analyze recent textbooks to determine major divisions and points of emphasis.

Think back over the materials you have found useful.

Put suggestions for sub-headings on separate slips of paper. Ideas can be sorted and combined when practical, then arranged in alphabetical order within major divisions.

The use of a different color for each major division helps in organizing and in getting file folders back in their correct location. An easy way to get the color on the folder tabs is to spread a series of folders on a table, overlapping them so the tabs show. Then make a wide swatch of water-color paint down the path of tabs to obtain the desired color. When dry the tabs are ready for lettering. Of course, colored labels may be purchased, or crayon markings could be used on buff colored labels.

A numbering system is also helpful in filing. This may be in addition to or instead of color. In this case each major division is assigned a number, with all sub-division folders carrying the same number plus their own designations. For example if Clothing is #7, sub-divisions may be as follows:

- 7. Clothing
 - 7.1 Miscellaneous
 - 7.2 Care and Repair
 - 7.3 Construction
 - 7.4 Pressing
 - 7.5 Selection of clothing
 - 7.6 Textiles

When you wish to expand you add digits to the original number. For example:

- 7.31 Accessories
- 7.32 Belts and buckles
- 7.33 Bands
- 7.34 Bias

Files need expanding so that material may be appropriately classified, but they also need cleaning out occasionally. Before you sub-divide a folder that has become too "fat" give it a house cleaning and get rid of out-dated materials. Another good time to consider discarding items is before you teach a unit. It is better to have fewer good materials than so many that some might be repetitious or not particularly suited to your needs.

Try to set aside a time for filing. It is difficult to set up a system or to house clean your present system with a few minutes here, a few minutes there. You can do a better job with greater satisfaction if you can devote time to it. The teacher who is leaving a school should make sure that the files she leaves are not cluttered with old material. The new teacher may regard it as just "so much stuff" and be tempted to throw it all away because of lack of time to sort and re-file.

Questions that you might ask in evaluating your files are:

A. About physical aspects--

- Are materials classified in a usable way?
- Are classifications adequate in number, but not too fine?
- Are headings clearly marked?
- Is provision made for easy expansion?
- Is it easy to keep in good working condition?

B. About materials in the file--

- Is the subject matter reliable and recent?
- Is the subject matter worthwhile and pertinent?
- Is the subject matter suitable for classroom use or for teacher use?
- Is the scope of subject matter adequate for the program?

Department records

Records of department business also need to be filed clearly. For teachers doing home visiting and for students doing home projects, folders set up for visit reports and for cumulative records of students' project reports are necessary. For teachers having chapters of FHA or NHA, filing of club materials is necessary. The officers may carry the burden of them, although the teacher will need to help with organization. For teachers having adult education responsibilities, a section of the files may be devoted to that. Suggested headings are:

Advisory or planning groups	Non-class activities
Applications for reimbursement	Photographs
Outlines of class offerings	Publicity and promotion
Enrollment sheets	Reports for reimbursement
Group evaluations	

All teachers have occasion to set up file headings similar to the following in regard to department business:

- Accounts and budget
- Book lists and new book notices
- Correspondence
- Index to file
- Inventory of books
- Inventory of all equipment
- Notices from school office (or county, city or state)
- Publicity for the department
- Reports or programs of special events
- Reports to supervisor or school office
- Reports to state office
- Requisitions
- Resources for teaching aids
- Suggestions for remodeling or planning homemaking department
- Suggestions for equipment additions and replacement
- Teaching unit outlines for various classes, including time required and improvements recommended for next year
- Vocational releases and bulletins, or other professional materials

The Budget

Whether or not you are given a fixed amount of money for the running of your department, you need to be business like in planning for expenditures as you are expected to "practice what you preach" about money management. You spend a considerable sum of the taxpayers' money during a year. Expenditure records of families or individuals often clue us as to their values and what they consider of relative importance. What would an analysis of your expenditure records for the department show? Does the way the money is spent give evidence of a well-rounded program?

A good way for a homemaking teacher to explain and publicize a broad program of instruction is by requesting materials for teaching in all areas. Expendable items should be more than food supplies. Paint for a home furnishing project and modeling clay for the play school get used up, and are just as important as butter and eggs. Small tools which must be replaced often, such as paint brushes, vegetable peelers and tape measures, should also be considered in this category.

As well as expendable supplies for all areas being considered in the budget, instructional materials which can be used over and over should also be purchased for each area taught. Filmstrips, reference books and pamphlets, exhibit materials, real things to compare and evaluate--all have a place in the purchase plan. We do not try to teach food preparation without the use of food, but how often may we attempt to teach choice making in consumer education entirely on the verbal level without having actual materials to examine and evaluate?

It is desirable to purchase items in several price ranges for class use in consumer education and home management teaching. It is not always wise to purchase just the best or the cheapest quality. Each situation will require careful study and special consideration of the amount of learning which would result from the expenditure. Flexibility and versatility of use of the materials selected will add to their real value.

It would be impossible to list all items of value in the teaching of homemaking, but a few suggestions as to kinds of material are given in the pamphlet DHE #5, Budgeting for Better Teaching of Homemaking, National Education Association, Washington, D. C.

1. A collection of good samples and models. A well-chosen sample is worth more than a hundred words, or even a picture to a learner. Some to be included are: a collection of large samples of household and clothing

textiles; children's toys, books and records; closet accessories for showing proper and efficient storage; floor coverings; wallpapers; construction processes for making slipcovers, draperies and clothing.

2. A collection of large, colorful pictures--pictures of children to use in storytelling, discussing children's clothing, health and activities; pictures of homes to help in understanding housing problems, principles of home planning and use of color; pictures of families to stimulate discussion of family fun, relationships and sharing.
3. An adequate supply of small tools. It is impractical to skimp when their availability contributes so much to efficient laboratory work.
4. A library of filmstrips, including both free and purchased filmstrips for use in each area of instruction.
5. Reading materials. Selected pamphlets and magazines to supplement text and reference books.

Some teachers have found it helpful in building up instructional materials to concentrate on one area at a time. For example, in one semester you might be alert to everything you could find for housing and home furnishing; another time, child development and family relations; another, health, home nursing and safety; still another, clothing selection and buymanship, including textile information. You may have other areas which need building up and each of you would have a different starting point. The advantage of concentrating attention on one area at a time usually means a greater awareness of what is available and a more thorough search than if just looking in a general way. Of course, a disadvantage may be that in your concentration you may miss good material announced for other areas.

Much material is available free or at low cost. Alert teachers can obtain many items from businessmen when they obtain new samples or merchandizing materials and discard old ones. But we should not hesitate to spend money also, for necessary teaching materials. Several years ago Washington State recommended that for each area of home economics approximately \$5.00 a year be budgeted for illustrative materials. The dollar amount may need revision today, but the basic idea is still sound.

The best single basis on which to predict the future is the past. This makes records of expenditures vitally important for the construction of next year's budget. Financial planning should never be merely a lump-sum estimate. Such budgets are not only difficult to explain or justify in conversation with the

administration but are not considered businesslike. Proposed expenditures should be broken down into allotments for various categories. Care should be taken to present a simple yet comprehensive picture of the yearly program so that school boards do not get the impression that "cooking classes" are all that are held. If a budget is well formulated and clearly presented, its chances of adoption will be greatly enhanced.

In order to have a base for requesting money for a given area you, along with other teachers if possible, might make an analysis of expenditures similar to the one reported by the State College of Washington in the September 1952 Practical Home Economics entitled "The Cost of an Adequate Food Preparation Program". You cannot use their figures today, but the method of arriving at them suggests possible ways of working.

When it was found that in Washington the cost of food supplies per pupil per year ranged from \$.50 to \$7.70, questions were raised as to what the cost of an "adequate" program might be. Information was secured on what was spent on food supplies in relation to the type of experiences offered. Report sheets included: the title of lessons; the foods prepared; any accompaniments served; size of recipe; the type of laboratory experience in terms of film, demonstration, individual or group work by students; and an itemized account of food costs.

Data seemed to indicate that many teachers must be economizing by eliminating a desirable number of partial or complete meals. The question was then raised as to how an "adequate" program in food study should be defined. Curriculum committees made recommendations for a series of lessons in food preparation for each of the three years of homemaking. Suggestions were made for demonstrations, laboratory lessons on single foods, partial and complete meals. These were suggested only as a pattern; flexibility to meet local needs was part of the plan.

The cost of the "adequate" program was estimated from the records of the previous year. Several teachers tried out the recommendations in one class or another to verify the cost estimates. Thus, new records were available for any necessary revisions for the next year's budget. Similar analyses could be made for other areas in home economics.

Every budget should be prepared on the basis of actual needs. Neither a large surplus nor a deficit is to be desired. A large unexplained balance is apt to give the impression that those constructing the budget asked for an excess amount. A deficit is apt to be taken as conclusive evidence of bad planning. Making estimates in excess of actual needs with the hope that a cut in the budget will leave enough money for the department to function

adequately is poor policy. A department which has the reputation of "padding" its budget loses social esteem. The best budget is one in which the income and the expenditures balance at the end of the year.

A long-time plan, a plan which considers the continued upkeep, development and expansion of the department, is just as important as the more expendable items. It is wise for the teachers and pupils, with help of supervisors and administrators, to think through and constantly revise a three-to-five year plan. A long-time plan will allow for stability in yearly budget requests and will distribute costs more evenly over a period of years.

In long-time planning, repair and replacement will be made continuously so that no one group of students suffers because of inadequate materials or equipment which is outdated or always breaking down.

The three-to-five year plan will include:

1. Additional equipment and replacement of equipment
2. Repair of equipment
3. Department renovations and structural changes
4. Instructional materials

Before completing a long-range budget plan the homemaking teacher would do well to try to answer questions such as these suggested by the author of DHE #5, Budgeting for Better Teaching of Homemaking:

Does the plan provide for adequate equipment in all areas of homemaking instruction?

Are the furnishings and equipment that are included in the plan attainable for families in this community?

Have plans been made for continually improving the appearance of the department?

Does the plan include provision for replacements of equipment and furnishings, as well as new additions each year?

Does the plan provide for yearly class experiences in money management and home furnishings within the department?

Has the plan been discussed with and approved by the proper administrators or supervisors?

Does the superintendent have a detailed copy of the plan on file in his office for reference when planning the total budget?

Are copies of the plan on file in the department for use in cooperative pupil-teacher planning?

As she plans the budget and makes plans for laboratory lessons in foods, clothing, home furnishings or child development, the homemaking teacher might well ask herself if she knows:

The approximate family incomes of the members of a class?

How many of the children aid in home production to add to the income?

The amount of money any one child has to spend on a project?

The types of foods a family considers expensive or inexpensive, their attitudes towards "convenience foods".

What constitutes waste in the eyes of your pupils? How leftovers might be used whether they be food, yard goods or whatever?

Keeping up with equipment

Homemaking departments have many pieces of equipment when you consider both large and small equipment for all areas of instruction. Do you know what you have? Or do you know whether or not you have enough or too much? If your school has a special form on which you inventory the equipment, you probably do know what you have in terms of numbers.

Give consideration to your tools and equipment for each area of instruction just as you do when building up teaching materials. Naturally there will be some overlapping in use, but this analysis can help you decide whether or not your equipment is helping to facilitate a well-rounded program. Headings like these are useful in making your analysis of the kind and amount of equipment recommended.

Example:	<u>We have</u>	<u>We Need</u>	<u>Buy next year</u>	<u>Buy later</u>
<u>Clothing</u>				
Sewing machines				
1 treadle	1			
Electric--1 each				
two students	6	6	3	3

Superintendents are much more likely to consider carefully considered requests than ones based only on wishes. Each school will have its own system for making actual requisitions. New teachers will need to find out what they are and when they are due. It is

disconcerting to the teacher to be told at the last minute that something is due, or that she has missed an opportunity to get something because a deadline is past. And it would surely upset office routines to have requests straggling in if a composite has to be made of all orders.

Replacement of broken or worn out equipment is, also, a problem. Students can be trained to report equipment which breaks or is no longer functioning. To save embarrassment to the student, and to make sure facts are recorded other than in your memory, why not set up some sort of a "station" for notes concerning needs. A notebook attached to a bulletin board or in a special place on your desk can have places for entries like the following:

<u>Date</u>	<u>Item and its location</u>	<u>Needs repair</u>	<u>Needs re-ordering</u>
5/4	Machine #4	cord and plug	
5/7	Glass measuring cup in green kitchen		x
5/7	Tracing paper		x
5/7	Detergent for dish washing		x

Teachers need to have such a record very accessible and to check it frequently. As items are cared for or replaced, a line may be drawn through the entry. Teachers are busy people and can't remember everything, but too often students seem to assume that we do. "But, Miss _____ you heard me say that machine was out of order."

Teachers may wish to look back over this notebook about equipment replacement and repair occasionally to see what kind of entries appear over and over. Maybe some equipment is not sturdy enough for the kind of wear it gets. Perhaps students need to develop better habits in the use of equipment to prevent breakdowns. Perhaps such a list will help students be more responsible in using and caring for equipment, and maybe they will assume to a lesser degree that everything is automatically provided for them.

In this same notebook may be recorded school supplies that need replenishing. Students can be trained to do the recording here, also. A criterion may have to be set up to help students develop judgment about when supplies are low. And, of course, the

teacher would have to use her judgment in re-ordering because of her knowledge of subsequent lessons needing certain supplies. If you have your students make work plans and market orders prior to each laboratory lesson, and they are in the habit of checking on all supplies needed for their own groups, this plan may take care of your ordering.

Teachers can usually remember the places they call for service but, for the sake of the possible newcomer or substitute in your department, why not have a list of names and telephone numbers for "whom to call when". If you have equipment on the replacement plan, some note should be made about the dealer from whom it was obtained, and date of installation of the appliance and the date of the original contract. All guarantees should be filed, and instruction books for use and care should be readily accessible and used. Writing on the booklet the date of acquisition and any other necessary identifying information, is a quick way to keep tab on appliances. The way you handle information about the appliances in the department can be a model for homemakers' practices at home.

Readings: Every Girl's Best Friend

Who is "every girl?" You and I, our students--high school and adult--every woman, young or old, who hopes to live successfully in tomorrow's world. Why should this be true? Because we shall have to depend upon the printed word for accurate and complete facts with which to think--and think we must in the years ahead! We are living in a world the like of which no human has ever known before. We not only have no precedents to guide us; no one can even tell us what the immediate future is going to be. Right now we teachers of homemaking and family living are forced to teach subject matters and skills that most of us never studied in college. We can only hope that what we are now teaching our students in good faith, as the best we know, will teach them, also, to think--and no one can think effectively without facts.

If we accept this philosophy, what changes are called for in our programs? Obviously, practically every teacher everywhere would increase the use of printed materials in her classes. Instead of teaching a specific skill that technology may render completely unnecessary by the time the student is in her own home, for example, we would emphasize the attainment of concepts that are so general as to be readily applicable, no matter what the future may hold. Just as obviously, such a change would demand far more money for reading materials than practically any home economics department has ever before expended. No matter how much a new piece of equipment may appeal to us, we may have to use instead the money to pay for more and better reading materials.

Three obstacles stand in the way of making this change so that the manipulative emphasis can be more adequately balanced with the intellectual in our classes.

Habit can be like "a ball and chain" when we try to put into practice our very sincere conviction that change is called for on the part of ourselves and our students. Mental images are difficult to change; too many lay people perceive home economics as cooking and sewing--and not much else! And, again in the eyes of the lay public, such activities do not need books! Is it possible that we teachers have been more influenced by this stereotype than we realize?

Reading ability--or rather the lack of it--is becoming something of a national scandal. Johnny and Mary can't read! Or if they can, they do not care to do so, particularly in home economics class! Yet the complexity of problems related to marriage and parenthood are equalled only by the difficulty of our political and economic problems. Indeed, the political and economic problems have immediate and almost violent impacts upon family life and homes. Non-readers, be they adult homemakers or citizens, can scarcely be expected to measure up to their tremendous responsibilities in the years ahead. Yet, unless the schools "sell them" on reading, we may look forward to being governed by an intellectual elite. Is that what we want?

Time for reading is influenced by old habits and lack of practice, even in us, but may turn out to be the least persistent of the obstacles to change. Someone has said that "our days are like identical suitcases; all the same size but some folks can pack more into them than others." The vital question is: more of what? Of course, we teach that our values answer that question. As teachers, we can control how our students shall spend their class time; can we use the same conviction and force on ourselves? One young woman, who was both a homemaker and a teacher of homemaking, sought advice when she was appalled to discover that her two adolescents confined their excited discussions to their father, who happened to be a scientist. She started a rigorous program of self-discipline when she realized that for years she had limited her leisure time to knitting and watching television.

Shall we not, then, accept this challenge for both ourselves and our students? Perhaps together we may achieve more change than we would have believed possible. To aid you in doing so we have compiled a selected list of magazines, sources of pamphlets, and books for teachers and students. Although we examined these materials in the University libraries and read the reviews in the home economics journals in an effort to make this list even more highly selective, we were forced to the conclusion that every teacher and every school had different needs. We have also offered a few suggestions gleaned from the conclusions of many experimental-minded home economics teachers in Illinois high schools.

Magazines for "the last word"

Printing and binding books and pamphlets require so long that it is almost impossible for publishers to cope with the present rapidity of technological and social changes. As a consequence, magazines and newspapers have assumed increasing importance in the eyes of everyone.

Unfortunately, department budgets have not increased as fast as the prices of magazines have risen. Hence economy in selecting magazines is imperative.

What are economical practices today?

Of course, as any Scotsman will tell you, the most obvious economy measure is to do without or borrow from some one else. Encourage the constant use of school and public libraries, just as strongly as do the academic instructors. Provide easy access to cards on which a current article in a magazine may be reported for a school record; take time to teach students how to take the brief notes required for an oral report on some item in the newspaper. Through such use of library materials we are, in truth, "borrowing from someone else." And students thoroughly enjoy the status earned through such contributions to the department.

Sometimes students are permitted to bring a home magazine to school for the teacher and class to enjoy some article or even a story related to a point at issue in a group discussion. In these days of high prices, however, students should be encouraged to take the magazine home promptly and in good condition. Parents will appreciate such consideration, particularly when they themselves may not have had an opportunity to see the issue before their daughter proudly bore it off to school. Moreover, a teacher should be mindful of the fact that no student ought to be embarrassed by having to acknowledge a lack of reading materials in his home.

Aided by students' "finds" and her own discoveries gained through checking the local displays wherever magazines are sold, a teacher may break with tradition and buy single issues more frequently than ever before. Some experimental-minded teachers have compared the costs and results of the full-subscription plan versus the selective buying for at least part of a department's purchase. For equal expenditures, the values gained seemed to favor the latter plan. Two reasons may account for this. One is the reluctance of schools to tie up funds for subscriptions that extend more than one year; the cost of single issues in a one-year subscription approaches more nearly the price on the newsstand. The second reason is that all the time and effort spent by teachers and students in locating rewarding articles and discriminating between issues is "all for free," as the children say. Many operators of newsstands are gracious about permitting examination of issues if the privilege is not abused. Students take with surprising seriousness the responsibility of making decisions. The outcome is truly functional consumer education in an area characterized by almost as much heedless, wasteful buying as is the purchase of records by adolescents.

In the Illinois Teacher, Vol. 11, No. 8 you will find, near the end of the feature article, suggestions for criteria and steps in planning selection of business-sponsored teaching aids that may be adapted to the choosing of magazines. Somewhere we read that the main difference between a rut and a grave is that the latter is a little deeper. To stir ourselves out of any possible rut, let's ask ourselves certain questions and try to answer them objectively.

Is the present collection of magazines well-balanced in terms of the importance of the topic in the curriculum and the helps already available in school files?

Are the magazines in your own major field of interest unduly represented in the total collection?

Are certain aspects of home economics conspicuous by their absence?

Are the contents of the magazines readily adapted to students' lives?

Are the technical skills and supplies within the reach of students?

Are the economic standards shown at most only a little higher than those students may realistically expect?

Are the social practices appropriate to the location and mores of the community?

Is careful economy practiced, not only in selection but also in maximum utilization?

Are the magazines cared for by students with the respect due them?

Is every part of every magazine used to the best advantage?

Do students share in deciding on those materials of permanent value, in clipping and filing them for future classes?

The list that follows is divided into those periodicals that are a part of your membership in important professional organizations, and those that are purchased with school funds. If you teach in a rural consolidated school, you will wish to add magazines like Farm Journal and Successful Farming; perhaps you could make a deal to share such periodicals with your teacher of agriculture. If you are in a wealthy urban community, you will miss from our list the more sophisticated periodicals such as House Beautiful, House and Garden, Voque and Harper's Bazaar. Perhaps, in spite of their unquestioned interest appeal, this list may raise in your mind some doubt about the justification of Charm and Mademoiselle? Maybe it should!

Fortunately, each of us has a right to his own opinion! But let's be sure that we employed the techniques of critical thinking while arriving at that opinion! Argue with our list all you wish! Indeed, we'd be disappointed in you if you did not exclaim, "For heaven's sake, Woman's Day and Family Circle aren't on this list!" We agree that such publications of chain stores have much merit--but we weren't sure what stores might be available to you.

MagazinesMagazines included with membership in professional organizations

Adult Leadership. Adult Education Association of the U. S. A.
10 issues, membership \$5.00. 743 N. Wabash Avenue,
Chicago, Ill.

American Vocational Journal. American Vocational Association.
9 issues, 1010 Vermont Avenue, N. W., Washington 5, D. C.

Illinois Education Journal. Illinois Education Association.
9 issues. Springfield, Illinois.

Journal of Home Economics. American Home Economics Association.
10 issues, 1600 Twentieth Street, N. W., Washington 9, D. C.

Marriage and Family Living. Journal of the National Council
on Family Relations. 4 issues, membership \$7.50 per
year including "Teacher Exchange for High School Family Life
Educators." The latter may be purchased separately at
\$1.00 for 4 issues.

National Parent-Teacher: The PTA Magazine. Parent-Teacher
Association. 10 issues, \$1.25. 700 N. Rush Street,
Chicago 11, Illinois

NEA Journal. National Education Association, 9 issues.
1201 Sixteenth Street, N. W., Washington, D. C.

Teen Times. Future Homemakers of America Association.
4 issues. Department of Health, Education, and Welfare,
Washington 25, D. C.

Magazines purchased with school funds

The American Home. 12 issues, \$3.00. The American Home Maga-
zine Corporation, American Home Building, Forest Hills 75
New York.

Better Homes and Gardens. 12 issues, \$3.00. Meredith Publishing
Company, 1716 Locust Street, Des Moines 3, Iowa.

Changing Times. 12 issues, \$6.00 Kiplinger Washington Agency,
Inc., 1729 H Street, N. W., Washington 6, D. C.

Children. 6 issues, free. Children's Bureau, Federal Security
Agency, Washington 25, D. C.

Consumer Reports. 11 monthly issues, plus a large "Annual
Buying Guide" distributed in December, \$5.00. Consumers'
Union of U. S., Inc., 256 Washington Street, Mount Vernon,
New York.

Consumer's Research Bulletin. 12 issues, \$5.00. Consumers'
Research, Inc., Washington, New Jersey.

Datebook. (For girls in the 13-18 age group.) Published
bi-monthly--6 issues, \$2.00 (New, hence a single sample
copy will be sent for 35¢.) Young World Press, Inc.,
71 Washington Place, New York 11, New York.

Family Economics Review. 4 issues, free. Institute of Home
Economics, U. S. Department of Agriculture, Washington, D. C.

Forecast for Home Economists. 10 issues, \$4.00. McCall Cor-
poration, 230 Park Avenue, New York 17, New York.

Magazines purchased with school funds (continued)

- Good Housekeeping. 12 issues, \$3.50. The Hearst Corporation, 57th Street at 8th Avenue, New York 19, New York.
- Ladies' Home Journal. 12 issues, \$3.50 The Curtis Publishing Company, Independence Square, Philadelphia, Pennsylvania.
- Living for Young Homemakers. 12 issues, \$3.50. Street and Smith Publications, Inc., 575 Madison Avenue, New York 22, N. Y.
- McCall's. 12 issues, \$3.00. McCall Corporation, McCall Street, Dayton 1, Ohio
- Modern Miss. 4 issues, free. Simplicity Pattern Co., Inc., 200 Madison Avenue, New York 16, N. Y.
- Newsletter. Issued periodically, free. Joint Council on Economics Education, 2 W. 46th Street, New York 36, N. Y.
- Parents' Magazine. 12 issues, \$3.50. Parents' Magazine Subscription Office, Bergenfield, New Jersey.
- Practical Home Economics--Teacher Edition of Co-ed. 8 issues, \$3.00. Scholastic Magazines, 33 W. 42nd Street, New York 36, N. Y.
- Today's Health. 12 issues, \$3.00. American Medical Association, 535 N. Dearborn Street, Chicago, Illinois.
- What's New in Home Economics. 10 issues, \$4.50. Harvey and Howe Department Business Papers Division, The Reuben Connelly Corporation, 59 E. Van Buren Street, Chicago 5, Illinois.

Pertinent pamphlets pay

No doubt about it! Home economics teachers like pamphlets. In June, 1955 Elizabeth Monts prepared and had distributed from our office an annotated list of pamphlets for homemaking teachers. We are still receiving inquiries about securing this bulletin although it has been out of print for three years. When a revision was contemplated, the author discovered that Home Economics Extension Services had altered their policies and no longer felt that they could supply teachers outside of their own state with even one copy. Since such pamphlets were so numerous in her bulletin, the idea of revising the bulletin periodically was discarded.

Moreover, our limited space prevents annotations of all those pamphlets that are available. And pamphlets, far more than books, are "here today and gone tomorrow." Only in that way can up-to-dateness be assured. Consequently, a list of sources with addresses appears to be the most desirable method to use in this issue.

To avoid duplication, certain sources have been omitted from this list. Business-sponsored pamphlets and other teaching aids are available to all teachers through coupons provided regularly by a few magazines. However, some associations supported by many individual companies have been included, since publications of such associations can usually be

expected to be high in reliability and low in advertising. For example, a new 24-page booklet, "Tots at the Table," from the National Live Stock and Meat Board was approved by authorities of the American Dental Association and the American Medical Association before being published.

Also omitted are the names and addresses of the magazines mentioned earlier which periodically list recent pamphlets published by themselves and others. Examples are the pamphlets reviewed or advertised in the Journal of Home Economics and in the various "women's" magazines.

At the state or county offices of most extension services, single copies of a wide variety of pamphlets prepared for women and 4-H members can be secured by any citizen. Home economics teachers find such publications not only helpful but also a good way to "tie together" the educational work of the schools and the Extension Service. A very few State Extension Services issue lists of publications which can be purchased by non-residents for the actual cost of printing. Any teacher may request that her name be placed upon a mailing list for receiving annual lists of publications; she must then send in her order with money enclosed. Two examples are the Home Economics Extension Services at Cornell University, Ithaca, New York and Iowa State College, Ames, Iowa.

Undoubtedly the U. S. Government offers the most extensive listing of pamphlets that are inexpensive or, in some cases, free upon request. Do get upon the mailing list for a monthly list of current materials published by the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Coupons up to the number of dollars desired are sold by this office; these greatly facilitate ordering inexpensive pamphlets from this printing office.

You will frequently find new bulletins reviewed that come from the more specialized services of the government in Washington, such as the Office of Education, Department of Health, Education and Welfare; the Women's Bureau, Department of Labor; and especially the U. S. Department of Agriculture with its many divisions in agriculture as well as home economics. For example, a most pertinent pamphlet on "Trading Stamps and Their Impact on Food Prices" comes from the Agricultural Marketing Service of the U. S. D. A. By writing to the Office of Information of any government agency you may secure a list of that agency's publications that are currently available.

May we offer a few suggestions on using the sources mentioned.

Use a government postal card to request a list of their educational materials which may consist of leaflets, pamphlets, posters, exhibits for loan, filmstrips and films for purchase or loan.

Select from this collection such materials as appear to promise to fill gaps in your present supply, and order one copy.

Examine the single copy to determine when and where and how the material may be used. Determine if additional copies may be feasible for use in class or for distribution to students or selected homemakers.

Repeat your inquiry periodically to keep your collection of materials up to date. For example, the College of Agriculture, University of Illinois, has just published a bulletin, "Buying Milk - Get the Most for Your Money." The comparative findings apply to today's prices; later a revision may be necessary if the market should change radically.

Sources of Pamphlets and Other Educational Materials

- American Association for Maternal and Infant Health. 116 S. Michigan Ave., Suite 703, Chicago 3, Ill.
- American Dental Association, Bureau of Public Relations. 222 East Superior St., Chicago 11, Ill.
- American Dietetic Association. 620 N. Michigan Ave., Chicago 11, Ill.
- American Gas Association, Home Service Committee. 420 Lexington Ave., New York 17, N. Y.
- American Glassware Association. 19 W. 44th St., New York 36, N. Y.
- American Heart Association. 44 E. 23rd St., New York 10, N. Y.
- American Home Laundry Manufacturers' Association. 20 N. Wacker Drive, Chicago 6, Ill.
- American Institute of Baking. 400 E. Ontario St., Chicago 11, Ill.
- American Institute of Family Relations. 5287 Sunset Blvd., Los Angeles 27, Calif.
- American Library Association. 50 E. Huron St., Chicago 11, Ill.
- American Medical Association. 535 N. Dearborn St., Chicago 10, Ill.
- American Public Health Association. 1790 Broadway, New York 19, N. Y.
- American Rayon Institute, Inc. 350 Fifth Ave., New York 1, N. Y.
- American Social Hygiene Association, Inc. 1790 Broadway, New York 19, N. Y.
- Association for Childhood Education. 1200 - 15th St., N. W., Washington 5, D. C.
- Association for Family Living. 32 W. Randolph St., Suite 1818, Chicago 1, Ill.
- Association of Better Business Bureaus. 405 Lexington Ave., New York 17, N. Y.
- Camp Fire Girls. 16 E. 48th St., New York 17, N. Y.
- Child Study Association of America, Inc. 132 E. 74th St., New York 21, N. Y.
- The Cleanliness Bureau. 295 Madison Ave., New York 17, N. Y.
- Council on Consumer Information. Colorado State College, Greeley, Colo.
- Creative Playthings, Inc. 5 University Place, New York 3, N. Y.
- Department of Classroom Teachers, American Educational Research Association. 1201 - 16th St., N. W., Washington 6, D. C.

- The Department of Home Economics, National Education Association.
1201 - 16th St., N. W., Washington, D. C.
- E. I. DuPont de Nemours and Company, Inc. Textiles Fibers
Department, Technical Service Section. Wilmington, Del.
- Educators' Progress Service. Randolph, Wis.
- Equitable Life Assurance Society, Medical Department.
393 Seventh Ave., New York 1, N. Y.
- Family Service Association of America. 215 - 14th Ave.,
New York 3, N. Y.
- General Mills, Inc., Department of Public Services. Minneapolis,
Minn.
- Girl Scouts of the U. S. A. 830 Third Ave., New York 22, N. Y.
- Girls' Friendly Society of the U. S. A. 345 E. 46th St., New York, N.Y.
- Household Finance Corporation. Prudential Plaza, Chicago 1, Ill.
- Human Relations Aids. 104 E. 25th St. New York, N. Y.
- Institute of Life Insurance. 488 Madison Ave., New York, N. Y.
- International Silk Association. 489 Fifth Ave., New York, N. Y.
- Iowa State College of Agriculture and Home Economics Extension
Division. Ames, Iowa.
- The Irish Linen Guild. 1270 Avenue of the Americas,
New York 20, N. Y.
- Metropolitan Life Insurance Co. 1 Madison Ave., New York 10, N. Y.
- National Association of Secondary School Principals. 1201 - 16th St.,
N. W., Washington 6, D. C.
- National Association for Mental Health. 10 Columbus Circle,
New York 19, N. Y.
- National Committee for Education in Family Finance. 488 Madison
Ave., New York 22, N. Y.
- National Congress of Parents and Teachers. 700 N. Rush St.
Chicago 11, Ill.
- National Cotton Council. P. O. Box 9905, Memphis 12, Tenn.
- National Dairy Council. 111 N. Canal St., Chicago 6, Ill.
- National Electrical Manufacturers Association. 155 E. 44th St.,
New York 17, N. Y.
- National Livestock and Meat Board. 407 S. Dearborn St.,
Chicago 5, Ill.
- National Safety Council. 425 North Michigan Ave., Chicago 11, Ill.
- National Thrift Committee, Inc. 121 W. Wacker Drive, Chicago, Ill.
- New York State College of Agriculture and Home Economics Extension
Division. Ithaca, N. Y.
- Nutrition Foundation. 99 Park Ave., New York 16, N. Y.
- Penney Company, Consumer Services Department. 330 W. 34th St.,
New York 1, N. Y.
- Pioneer Woman Publishing Company. Box 385, Guthrie, Okla.
- Play Schools Association, Inc. 41 W. 57th St., New York 19, N. Y.
- Poultry and Egg National Board, Consumer Information Service.
308 W. Washington St., Chicago 6, Ill.
- Public Affairs Committee. 22 E. 38th St., New York 16, N. Y.
- Scholastic Book Service. 7 E. 12th St., New York 3, N. Y.
- Science Research Associates. 57 W. Grand Ave., Chicago 10, Ill.
- Sears, Roebuck and Company. Miss Berneice Dolling, Director,
Consumer Education Division. Chicago 7, Ill.

Small Homes Council, Mumford House, University of Illinois, Urbana, Ill.

State Board of Health, Springfield, Ill.

J. Walter Thompson Company, Educational Service, 420 Lexington Ave., New York 17, N. Y.

Wheat Flour Institute, 309 W. Jackson Blvd, Chicago 6, Ill.

The Woman's Press, 600 Lexington Ave., New York 22, N. Y.

The Wool Bureau, Education Department, 16 W. 46th St., New York 36, N. Y.

Books - last but far from least

Drs. Grambs and Iverson in their book, Modern Methods in Secondary Education, state that the management of a whole unit of instruction dependent upon newspapers, periodicals and pamphlets takes mature teaching skill. One might add that only able students with considerable self-direction already developed can enjoy and profit from such a unit. And facilities for much duplication of materials are imperative.

Books, then, are necessary. Probably the younger and slower the students, the greater must be the dependence upon a textbook. Reasons for this are obvious. A text can supply the basic structure of the unit for both students and beginning teachers. As a teacher gains more skill, he can locate related instructional materials and use these critically. Older and more able students, likewise, can grow in these abilities.

Suggested steps for securing text and reference books

- * Inventory all books available in the home economics department and in the school and public libraries, if materials in these are readily accessible to students. Record the publishing date and the number of copies.
- * Discard (at least temporarily) such books as are hopelessly out of date. A big pile of these might help your administrator to realize the deplorable state of your department's library.
- * Block out your 1959-60 curriculum, indicating length of each unit, number of students enrolled, and number of books available.
- * Identify the areas presently lacking books and/or pamphlets. List in order of priority on the assumption that all lacks cannot be supplied at once.
- * Study the lists in this issue. Books have been loosely categorized for your convenience, although a volume, such as Personal Adjustment - Marriage and Family Living by J. and M. Landis, may be mentioned only in one group but obviously also covers other aspects.

- * Look up in back issues of your home economics magazines reviews of those books in which you are interested. The copyright date listed in this issue will suggest the approximate time when you might expect to find reviews of a book. Space did not permit annotations on each book.
- * Make a balanced selection, considering -
 - Importance of the area in the total curriculum
 - Amount and quality of the present materials available
 - Abilities, needs, and interests of next year's students
 - Urgency in light of the size of enrollments in each class
- * Submit to your administrator a proposed list of desirable book purchases in order of urgency as you perceive the situation. Include the number of copies required and the costs, which can be roughly estimated from the prices quoted in our list. These are 1959 prices, as accurately determined as was humanly possible. However, discounts allowed by publishers to public schools may reduce the prices somewhat; continued inflation may increase the cost beyond what we have quoted. For example, the new book, The Bishop Method of Clothing Construction by Bishop and Arch, was originally quoted at \$1.65 for the soft-backed school edition, but in the May, 1959 catalog of the J. B. Lippincott Company this same edition is now quoted at a price of \$2.20.
- * Discuss with your administrator the maximum amount that your department may have for books in 1959, including possible ways by which this sum may be increased through savings gained by reducing other expenditures of the department. No administrator, however willing, can "pluck money out of the blue," but today's emphasis upon the intellectual may encourage him to spend cash upon books for home economics as never before. Of course, YOU have to be ready to support your requests with evidences of the department's need and enthusiastic explanations of how you will use the books when available.
- * Request from publishers examination copies only of those text and reference books that you are seriously considering for purchase. Your school stationary should be used for each request; perhaps your administrator might be willing to sign all letters. In that way he, too, would have a record of books received and returned at the school's expense. The length of time that you may keep examination copies varies; build a good reputation with your administrator and each publishing company by following exactly whatever return directions are provided with each book.
- * Apply to these examination copies the following criteria, weighting each criterion to the degree that appears appropriate for your situation.

Mechanical features

Attractive format for student motivation
 Durable binding, convenient size
 Printing and paper facilitate reading
 Illustrations numerous and clear
 Table of contents and index complete and dependable.

Content

Selection in light of adolescents' common needs
 A range of social class standards shown and accepted
 Information accurate, up to date, basic
 Organization so clear-cut as to facilitate use
 Projects geared to fundamental life experiences
 Facts and principles distinctly indicated
 Illustrations clarify and enrich main ideas
 Materials for self-drill and self-evaluation provided
 Supplementary references provide for individual differences

Writing

Style clear, lively, informal
 Vocabulary suited to majority of users in local school
 Same level of readability maintained consistently

Cost

In harmony with school and community financial conditions
 Reasonable in light of the frequency of its use

- * Test the level of readability in two ways, because this characteristic can prove to be of supreme importance in a school where most students either cannot or will not read.

Estimate the reading difficulty of pages selected at random, using either one of the simple readability scales that any school librarian is happy to provide or the "rule of thumb" that -

The more syllables in the words, the harder the reading;
 the more words in the sentences, the harder the reading;
 the more sentences in the paragraphs, the harder the reading.

Try out the readability of a text under consideration with students of at least three different levels of ability. Note the time required to read a typical section and what students seem to gain from the printed page. If encouraged, students will also often volunteer comments as to their emotional reactions to a book.

- * Utilize your precious funds to the best possible advantage. Here are some "consumer buying" hints.

Other things being equal, purchase the more recent of two books. Students have a naive faith in everything new.

Resist the blandishments of the high-pressure salesman who urges you to invest all your funds in individual copies of his complete series. Remember that by January some more desirable textbook may have appeared on the market.

Look for possible economies, in addition to the school discount. For example, the Red Cross texts on home nursing can frequently be secured through the local office of that organization. For that reason these were omitted from our list.

Investigate the possibility of using for your unit materials purchased by the school library for general guidance purposes. This possibility is particularly promising for your unit on personal development but, because homemaking and family living are the very core of our existence, an amazing number of useful books will be found in any library's general collection. For example, don't overlook the fascinating variety of cookbooks in the "Hobby Corner" of your library.

Consider the possibility of reducing costs by asking students to exchange books or for two girls to read one book together. The younger and less able the readers, the less sharing and variety are possible in a classroom.

Be sure to avail yourself of the privilege of securing a "desk copy" free whenever ten or more copies of a textbook are purchased. Publishers' generosity varies in this regard, but take advantage of whatever they offer after your thoughtful decision on textbook selection has been reached.

Plan to reserve part of your funds for reference books for your students and yourself. Where all students in a junior high school are required to take home economics, especially able students may be kept from boredom and a low opinion about our field through opportunities to delve into references far beyond the capabilities of most of their classmates. Nowadays, teachers are urged to offer even college texts and references to senior high school students with special interests.

- * Get acquainted with new printed materials coming to your department. Even a cursory examination of one pamphlet may lead you to consign it to the waste basket. A more careful study of another may indicate real practical helps for students electing certain home experiences, and a place for it will be found in your file. Rumor has it that some teachers adjust to a new textbook by keeping one chapter ahead of their students or even depending upon the girls' recitations for discovering the content! Instead, let's follow the advice of authorities who suggest how we can read and retain a maximum amount in a minimum of time.

Concentrate. Distinguish between what is important to you and what is not. After twenty-five minutes, take a five-minute break, then return refreshed for twenty-five more minutes.

Underline. Facts, principles--whatever you think is most important.

Take notes. The advantage of owning your own copy of a book is that you can make marginal notes where they will be most useful. Always read with a pencil in your hand.

Add your own index. Pinpoint material by jotting down in the front and back of the book the page numbers you are likely to want to refer to later on, and indicate in a word or two what's on each page.

Text and reference books for students and teachers of home economics

Have you noticed that use of "general" texts is becoming increasingly confined to younger adolescents. More specialized text and reference books are recognized as essential for more advanced students, particularly where the curriculum organization encourages semester courses devoted to special interest areas.

In addition to the "general" texts mentioned, this listing has been organized into six major categories. These are clothing and textiles, consumer buying and management, family life, foods and nutrition, home nursing and family health, housing and home furnishings. These, in turn, are broken down into still smaller groupings. No two bibliographical specialists ever organize in quite the same way. And we are far from being experts! So if you fail to find a grouping in one place, just look elsewhere until you locate it. An asterisk * before a book indicates that the volume is intended primarily for students.

Two other categories are "general texts for younger and older adolescents and (of course!) "a selected list of references for teachers' help." So many subscribers have written to request information on how to secure the Army and Otto books that this latter category seemed necessary. If you are surprised to see a 1942 book included, we challenge you to secure a copy and note how far we still are from attaining the vision set forth by Dr. Spafford over seventeen years ago!

Books on Clothing and Textiles

General clothing

- * Carson, Byrta. How You Look and Dress. New York: McGraw-Hill Book Company, Inc. Second edition, 1955. \$3.96.
- * Lewis, Dora, Bowers, M. G. and Kettunew, Marietta. Clothing Construction and Wardrobe Planning. New York: Macmillan Company. 1955. \$4.40.
- * Orke, Bess V. Dress. Peoria: Charles A. Bennett Company, Inc. 1956. \$4.16.
- * Todd, Elizabeth. Clothes for Girls. Boston: D. C. Heath and Company. Revised edition, 1956. \$3.80.

Textiles

- Denny, Grace. Fabrics. Philadelphia: J. B. Lippincott Company. Seventh revised edition, 1953. \$4.25.
- * Ellett, M. H. Textiles for Teens. Minneapolis: Burgess Publishing Company. 1956. \$1.25.
- Hess, Katherine P. Textile Fibers and Their Use. Philadelphia: J. B. Lippincott Company. Sixth edition, 1958. \$6.25.
- Stevens, H. T. and Rickey, H. L. Introduction to General Textiles. Minneapolis: Burgess Publishing Company. Revised edition, 1958. \$2.25.

Selection

- Chambers, Bernice. Color and Design: Fashion in men's and women's clothing and home furnishings. Englewood Cliffs: Prentice-Hall, Inc. 1951. \$6.95.
- Danville, Bea. Dress Well on \$1. a Day. New York: Funk & Wagnalls Company. 1956. \$3.65.
- Delavan, B. C., Adams, A. K. and Richards, L. G. Clothing Selection: A Laboratory Manual. Minneapolis: Burgess Publishing Company. Revised edition, 1958. \$2.75.
- Erwin, Mabel D. Clothing for Moderns. New York: Macmillan Company. Revised edition, 1957. \$5.90.
- Evans, Mary. Better Clothes for Your Money. Philadelphia: J. B. Lippincott Company. 1952. \$3.50.
- McJimsey, H. T. Costume Selection. Minneapolis: Burgess Publishing Company. 1956. \$3.00.
- Morton, Grace M. The Arts of Costume and Personal Appearance. New York: John Wiley and Sons, Inc. 1955. \$6.00.
- Ryan, Mildred G. Dress Smartly. New York: Charles Scribner's Sons. 1956. \$2.95.
- Spears, C. W. How to Wear Colors (with emphasis on dark skins). Minneapolis: Burgess Publishing Company. 1948. \$1.75.
- Wirgo, Caroline E. The Clothes You Buy and Make. New York: McGraw-Hill Book Company, Inc. 1953. \$5.25.

Construction

- Bane, Allyne. Creative Sewing. New York: McGraw-Hill Book Company, Inc. 1956. \$5.00
- Bane, Allyne. Tailoring. New York: McGraw-Hill Book Company, Inc. 1958. \$5.50
- Bishop, Edna Bryte and Arch, Marjorie S. The Bishop Method of Clothing Construction. Philadelphia: J. B. Lippincott Company. 1959. \$2.20.
- Erwin, Mabel D. Practical Dress Design. New York: Macmillan Company. Revised edition, 1957. \$5.50.
- Hoffmann, Peggy. Sew Far, Sew Good: An advanced guide to creative styling. New York: E. P. Dutton Company. 1958. \$3.50.

- Iowa Home Economics Association. Unit Method of Sewing. Ames: Iowa State College Press. Second edition, 1958. \$1.90.
- Jones, E. M. and Waltz, D. E. Classroom Guide: Interpreting Clothing Construction for Beginning, Intermediate, Advanced and Tailoring Levels. Privately published by authors. 404 E. South St., Lebanon, Ind. 1958. About \$10. but worth it.
- Kafka, Francis J. The Hand Decoration of Fabrics. Bloomington: McKnight & McKnight Publishing Company. 1959. \$5.60.
- Lehman, Lola H. Aprons for All Occasions. Minneapolis: Burgess Publishing Company. 1955. \$3.00.
- Mansfield, Evelyn A. Clothing Construction. Boston: Houghton-Mifflin Company. 1953. \$5.75.
- McCall's New Complete Book of Sewing and Dressmaking. New York: Hawthorn Books, Inc. Revised edition, 1958. \$5.95.
- Ryan, Mildred G. Sew Smartly. New York: Charles Scribner's Sons. 1956. \$2.95.
- Ryan, Mildred G. Thrift with a Needle. New York: Charles Scribner's Sons. 1954. \$2.95.
- Simplicity Pattern Company. Simplicity Sewing Book. New York: Simplicity Pattern Company. 1957. 50¢. (Obtain at local office)
- Singer Sewing Machine Company. Dressmaking. New York: Singer Company. 1958. \$1. to teachers. (Obtain at local office)
- * Singer Sewing Machine Company. Sewing Is Fun. (For pre-teens). New York: Grosset & Dunlap, Inc. 1958. \$2.00.
- Strickland, Gertrude. A Tailoring Manual. New York: Macmillan Company. Third edition, 1956. \$4.75.
- Tanous, Helen N. Making Clothes for Your Little Girl. Peoria: Charles A. Bennett Company, Inc. 1954. \$2.95.
- Vogue Pattern Service. How to Sew for Fashion. Greenwich, Conn.: Conde Nast Publications, Inc. 1959. \$1.00. (Less in quantity to schools.)

Books on Consumer Buying and Management

Consumer buying

- * Shultz, Hazel. The Young Consumer. New York: Appleton-Century-Crofts, Inc. 1948. \$2.56.
- Troelstrup, A. W. Consumer Problems. New York: McGraw-Hill Book Company, Inc. Second edition, 1957. \$6.00.
- Wolff, Janet L. What Makes Women Buy. New York: McGraw-Hill Book Company, Inc. 1958. \$6.00.
- * Wilhelms, Fred T. and Heimerl. Consumer Economics. New York: McGraw-Hill Book Company, Inc. Second edition in preparation.

Money Management

- Bigelow, Howard. Family Finance. Philadelphia: J. B. Lippincott Company. Second edition, 1953. \$6.
- Bradley, J. F. and Wherry, R. H. Personal and Family Finance. New York: Rinehart and Company, Inc. 1957. \$6.75.
- Lasser, J. K. and Porter, S. F. Managing Your Money. New York: Henry Holt and Company. 1953. \$4.50.

General management

- * Fitzsimmons, Cleo and White, Nell. Management for You. Philadelphia: J. B. Lippincott Company. 1958. \$4.20.
- * Lewis, D. S.; Burns, Jean and Segner, Esther. Housing and Home Management. New York: Macmillan Company. 1953. \$4.40.
- * Trilling, Mabel and Nicholas, Florence. The Girl and Her Home. Boston: Houghton-Mifflin Company. 1945. \$3.96.
- * Starr, Mary Catherine. Management for Better Living. Chicago: D. C. Heath and Company. 1956. \$3.80.

Home Management

- Dodd, Marguerite. America's Homemaking Book. New York: Charles Scribner's Sons. 1957. \$4.95.
- Gilbreth, Lillian and others. Management in the Home. New York: Dodd, Mead and Company. Revised and enlarged, 1959. \$5.00.
- Goodyear, M. and Chapin, M. R. Managing for Effective Living. New York: John Wiley and Sons, Inc. 1954. \$4.00.
- Gross, Irma and Crandell, Elizabeth. Management for Modern Families. New York: Appleton-Century-Crofts, Inc. 1954. \$5.50.
- Nickell, P. and Dorsey, J. M. Management in Family Living. New York: John Wiley & Sons, Inc. Third edition, 1959. \$6.95.

Books on Family LifePersonal development

- * Beery, Mary. Young Teens Talk It Over. New York: McGraw-Hill Book Company, inc. 1957. \$2.75.
- * Bryant, Bernice. Future Perfect. (For younger adolescents.) New York: Bobbs-Merrill Company, Inc. Revised edition, 1957. \$2.95.
- * Crawford, John and Dorothea. Milestones for Modern Teens. New York: Whiteside, Inc. 1954. \$3.00.
- * Duvall, Evelyn and Johnson, Joy D. The Art of Dating. New York: Association Press. 1958. \$2.50.
- * Fedder, Ruth. A Girl Grows Up. New York: McGraw-Hill Book Company, inc. Third edition, 1957. \$3.40.
- * Fedder, Ruth. You, the Person You Want to Be. New York: McGraw-Hill Book Company, inc. 1957. \$3.50.
- * Jackson, Joyce. Joyce Jackson's Guide to Dating. Englewood Cliffs: Prentice-Hall, Inc. Second edition, 1955. \$3.95.
- * Jenkins, Gladys A., Bauer, W. W. and Shacter, Helen. Teen-Agers. Chicago: Scott, Foresman & Company. 1954. \$3.88. (Request Teacher's Edition.)
- * Landis, J. and M. Personal Adjustment--Marriage and Family Living. Englewood Cliffs: Prentice-Hall, Inc. Second edition, 1955. \$3.76.
- * Landis, Judson T. and Mary G. Teen-Agers' Guide for Living. Englewood Cliffs: Prentice-Hall, Inc. 1957. \$3.95.

- * Lerrigo, M. O. and Southard, H. What's Happening to Me? (Sex Education for boys and girls from twelve to fifteen.) New York: E. P. Dutton & Company, Inc. 1956. \$2.00
- * Menninger, William C. and others. How to be a Successful Teen-Ager. New York: Sterling Publishing Company. 1954. \$2.95.

Family relationships

- Duvall, Evelyn M. Family Development. Philadelphia: J. B. Lippincott Company. 1957. \$6.25.
- * Duvall, Evelyn. Family Living. New York: Macmillan Company. Revised edition, 1955. \$3.80.
- Eisenberg, Helen and Larry. Family Fun Book. New York: Association Press. 1953. \$2.95.
- * Force, Elizabeth. Your Family, Today and Tomorrow. New York: Harcourt, Brace and Company. 1955. \$3.40.
- * Osborne, Ernest. Understanding Your Parents. New York: Association Press. 1956. \$1.75.
- * Rhodes, Kathleen and Samples, Merna, Your Life in the Family. Philadelphia: J. B. Lippincott Company. 1959. Write for price.
- Smart, R. C. and M. S. Living in Families. Boston: Houghton-Mifflin Company. 1958. \$3.95.

Preparation for marriage

- Bossard, James and Ball, Eleanor. Why Marriages Go Wrong. New York: The Ronald Press Company. 1958. \$3.50.
- Bossard, James and Boll, Eleanor. One Marriage, Two Faiths. New York. The Ronald Press Company. 1957. \$3.50.
- Bowman, Henry A. Marriage for Moderns. New York: Macmillan Company. Third edition, 1954. \$5.75.
- Cavan, Ruth S. American Marriage: A Way of Life, with a Teacher's Manual. New York: Thomas Y. Crowell Company. 1959. \$5.25.
- Landis, Judson and Mary. Building a Successful Marriage. Englewood Cliffs: Prentice-Hall, Inc. Third edition, 1958. \$6.75.
- * Lerrigo, M. O. and Southard, H. Learning About Love. (Sound facts and healthy attitudes toward sex and marriage for young people from sixteen to twenty years of age.) New York: E. P. Dutton & Company. 1956. \$2.00.
- Strain, Frances B. Marriage Is For Two. New York: Longmans, Green & Company. 1955. \$4.00.

Child care and development

- Eastman, N. J. Expectant Motherhood. Boston: Little, Brown, and Company. Third edition, 1957. \$1.75.
- Gené, W. H. Husbands and Pregnancy. New York: Association Press. 1956. \$2.00.
- Holt, L. E. The Good Housekeeping Book of Baby and Child Care. New York: Appleton-Century-Crofts, Inc. 1957. \$4.95.

- * Hurlock, Elizabeth. Child Growth and Development. New York: McGraw-Hill Book Company. Second edition, 1956. \$4.40.
- Johnson, June. Home Play for the Pre-school Child. New York: Harper and Brothers. 1957. \$2.25.
- Larrick, Nancy. A Parent's Guide to Children's Reading. New York: Pocket Books, Inc. 1958. 35¢.
- * McCullough, Wava, and Gawranski, Marcella. Illustrated Handbook of Child Care From Birth to Six Years. New York: McGraw-Hill Book Company, Inc. 1954. \$3.40.
- Moore, Sallie and Richards, Phyllis. Teaching in the Nursery School. New York: Harper and Brothers, 1959. \$5.50.
- * Shuey, R. M.; Woods, E. L. and Young, E. M. Learning About Children. Philadelphia: J. B. Lippincott Company. 1958. \$3.60.
- * Smart, Mollie S. and Russell C. Living and Learning with Children. Boston: Houghton-Mifflin Company. 1957. \$2.76.
- Spock, Benjamin and Lowenberg, Miriam. Feeding Your Baby and Child. New York: Duell, Sloan & Pearce, Inc. 1955. \$3.75.
- Spock, Benjamin, M. D. The Pocket Book of Baby and Child Care. New York: Pocket Books, Inc. Revised edition, 1949. 50¢.

Books on Foods and Nutrition

General foods

- * Beim, Jerrold. The First Book of Boys' Cooking. New York: Franklin Watts, Inc. 1957. \$1.95.
- * Duffie, Mary Ann. SO--You Are Ready to Cook. Minneapolis: Burgess Publishing Company. 1956. \$2.25.
- * Lewis, Dora; Peckham, G. C. and Hovey, H. S. Family Meals and Hospitality. New York: Macmillan Company. 1951. \$4.80.
- * McDermott, Irene, and Nicholas, Florence. Food for Better Living. Philadelphia: J. B. Lippincott Company. Revised edition, 1954. \$4.20.
- * Pollard, L. Belle. Experiences with Foods. Boston: Ginn and Company. 1956. \$4.32.
- * Wieland, L. L. At Work in the Kitchen. Princeton, N. J.: Van Nostrand Company, Inc. Second edition, 1958. \$2.68.

Nutrition

- Bogert, L. Jean. Nutrition and Physical Fitness. Philadelphia: W. B. Saunders Company. Sixth edition, 1954. \$4.50.
- Godshall, F. R. Nutrition in the Elementary School. New York: Harper and Brothers. 1958. \$2.75.
- * Kilander, H. F. Nutrition for Health. New York: McGraw-Hill Book Company, Inc. 1951. \$4.80.
- Loverton, Ruth. Food Becomes You. Lincoln, Nebr.: University of Nebraska Press. 1952. Write for price.
- Pattison, Mattie, Barbour, Helen, and Eppright, Ercel. Teaching Nutrition. Ames: The Iowa State College Press. 1957. \$3.95.

- Taylor, Clara M. Food Values in Shares and Weights. New York: Macmillan Company. Second edition, 1959. In preparation.
- Wilson, E. D.; Fisher, K. H. and Fuqua, M. E. Principles of Nutrition. New York: John Wiley & Sons, Inc. September, 1959. \$5.75.

Cookery

- Allgood, Mary B. Demonstration Techniques. Englewood Cliffs: Prentice-Hall, Inc. 1959. \$6.
- Essipoff, M. A. Making the Most of Your Food Freezer. New York: Rinehart and Company. 1954. \$3.95.
- Evans, Nell R. Food Preparation Manual. New York: Harper and Brothers. 1959. \$3.50.
- Fitch, Natalie K. and Francis, Charlotte A. Foods and Principles of Cookery. Englewood Cliffs: Prentice-Hall, Inc. 1955. \$6.50.
- Goldman, Mary E. Planning and Serving Your Meals. New York: McGraw-Hill Book Company, Inc. Second edition, 1959. \$4.50.
- Hughes, Osee. Introductory Foods. New York: Macmillan Company. Third edition, 1955. \$5.25.
- Justin, M. M; Rust, L. O; and Vail, G. E. Foods--An Introductory College Course. Boston. Houghton-Mifflin Company. 1956. \$5.50.
- Kinder, Faye. Meal Management. New York: The Macmillan Company. 1956. \$5.50.
- Sweetman, Marion and MacKellar, Ingeborg. Food Selection and Preparation. New York: John Wiley and Sons, Inc. Fourth edition, 1954. \$6.50.
- Wilmot, Jennie S. and Batjer, Margaret G. Food for the Family. Philadelphia: J. B. Lippincott Company. Fourth edition, 1955. \$5.75.

Cookbooks

- General Mills Staff. Betty Crocker's Dinner-for-Two Cookbook. New York: Simon and Schuster Publishing Company. 1955. \$1.
- General Mills Staff. Betty Crocker's Good and Easy Cookbook. New York: Simon and Schuster Publishing Company. 1957. \$1.
- General Mills Staff. Betty Crocker's Picture Cookbook. New York: McGraw-Hill Book Company, Inc. 1958. \$2.95, (Write to General Mills Company for information on discounts to teachers and quantity orders.)
- * Perkins, W. L. The Fannie Farmer Junior Cookbook. Boston: Little, Brown and Company. Revised edition, 1953. \$3.50.
- Waldo, Myrna. Round-the-World Cookbook. New York: Bantam Books. 1954. 35¢.

Books on Home Nursing

- Dakin, Florence; Thompson, Ella and LeBaron, Margaret. Simplified Nursing. Philadelphia: J. B. Lippincott Company. Sixth edition, 1956. \$4.75.

- * McCullough, Wava and Moffit, Marjorie. Illustrated Handbook of Simplified Nursing. New York: McGraw-Hill Book Company, Inc. 1949. \$3.40.

Books on Housing and Home Furnishings

General

- * Austin, Ruth E. and Parvis, Jeanette O. Furnishing Your Home. Boston: Houghton-Mifflin Company. 1951. \$3.20.
 Craig, Hazel and Rush, Ola. Homes with Character. Boston: D. C. Heath and Company. 1954. \$3.62.
 Lewis, Dora; Burns, Jean, and Segner, Esther. Housing and Home Management. New York: Macmillan Company. 1953. \$4.20.
 Morton, Ruth. The Home and Its Furnishings. New York: McGraw-Hill Book Company, Inc. 1954. \$4.88.
 Trilling, Mabel and Nicholas, Florence. Design Your Home for Living. Philadelphia: J. B. Lippincott Company. 1953. \$4.

Housing

- Agau, Tessie. The House: Its Plan and Use. Philadelphia: J. B. Lippincott Company. Revised edition, 1956. \$6.25.
 Carter, D. and Hinchcliff, K. Family Housing. New York: John Wiley and Sons, Inc. 1954. \$5.
 Waugh, Alice. House Design. Minneapolis: Burgess Publishing Company. 1955. \$2.75.

Home Furnishings

- Brandt, Mary. Good Housekeeping Book of Home Decoration. New York: McGraw-Hill Book Company, Inc. 1957. \$7.95.
 Gillespie, Karen. Home Furnishings. Englewood Cliffs: Prentice-Hall, Inc. 1951. \$6.
 Hardy, Kay. Harmonize Your Home: a practical guide for home decorators. New York: Funk and Wagnalls Company. 1955. \$3.95.
 Hardy, Kay. Room by Room: a guide to wise buying. New York: Funk and Wagnalls Company. 1958. \$3.50.
 Pauley, Sylvia. Let's Decorate. New York: Comet Press Books. 1958. \$5.95.
 Waugh, Alice. Interior Design. Minneapolis: Burgess Publishing Company. 1952. \$2.50.

Home Equipment

- Ehrenkranz, Florence, and Inman, Lydia. Equipment in the Home. New York: Harper and Brothers. 1958. \$6.00.
 Peet, Louise J. Young Homemakers' Equipment Guide. Ames: Iowa State College Press. 1958. \$2.95.
 Avery, Madalyn. Household Physics. New York: Macmillan Company. Third edition, 1955. \$6.75.

General Texts for Younger (*) and Older (***) Adolescents

- * Burnham, H. A.; Jones, E. G. and Redford, H. D. Boys Will Be Men. Philadelphia: J. B. Lippincott Company, Third edition, 1957. \$4.
- * Clayton, N.O. Young Living. Peoria: Charles A. Bennett Company, Inc. 1959. \$3.76.
- * Fleck, H.; Fernandez, L. and Munves, E. Exploring Home and Family Living. Englewood Cliffs: Printice-Hall, inc. 1959. \$4.60.
- ** Harris, J. W.; Tate, M. T. and Anders, Ida. Everyday Living. Boston: Houghton-Mifflin Company. 1956. \$3.80.
- * Hatcher, Hazel and Andrews, M. Adventuring in Home Living, Book I. Boston: D. C. Heath and Company. Revised edition, 1959. Write for price.
- * Hatcher, Hazel and Andrews, M. Adventuring in Home Living, Book II. Boston: D. C. Heath and Company. 1959. Write for price.
- * Jones, Evelyn G. and Burnham, Helen A. Junior Homemaking. Philadelphia: J. B. Lippincott Company, 1958. \$3.72.
- ** Justin, Margaret and Rust, Lucile. Today's Home Living. Philadelphia: J. B. Lippincott Company. Revised edition, 1953. \$4.40.
- ** McDermott, Irene and Nicholas, Florence. Living for Young Moderns. Philadelphia: J. B. Lippincott Company. 1956. \$4.
- ** McDermott, Irene and Nicholas, Florence. Homemaking for Teen-Agers, Book I. Peoria: Charles A. Bennett Company, Inc. Revised edition, 1955. \$3.60.
- ** McDermott, Irene and Nicholas, Florence. Homemaking for Teen-Agers, Book 2. Peoria: Charles A. Bennett Company, Inc. 1958. \$4.96.

A Selected List of Books for Teachers' Help

- Arny, Clara B. Evaluation in Home Economics. New York: Appleton-Century-Crofts, Inc. 1953. \$4.
- Association for Supervision and Curriculum Development. Learning and the Teacher. Washington D. C.: National Education Association. 1959 Yearbook. \$4.
- Conant, J. B. The American High School Today. New York: McGraw-Hill Book Company, Inc. 1958. \$1.
- DeMarche, Edythe. Handbook of Co-ed Teen Activities. New York: Association Press. 1958. \$7.95.
- Hall, Olive A. Home Economics: Careers and Homemaking. New York: John Wiley and Sons, Inc. 1958. \$4.25.
- Jenkins, G. G.; Bauer, W. W. and Shacter, Helen. These Are Your Children. Chicago: Scott, Foresman and Company. 1953. \$4.50.
- Jersild, Arthur T. When Teachers Face Themselves. New York: Teachers' College, Bureau of Publications, Columbia University Press. 1955. \$3.25.
- Otto, Arleen C. New Designs in Homemaking Programs in Junior High Schools. New York: Teachers' College, Bureau of Publications, Columbia University Press. 1958. \$3.50.

- Spafford, Ival. Fundamentals in Teaching Home Economics.
New York: John Wiley and Sons, Inc. Second edition, 1942.
\$5.75.
- Trump, J. L. Images of the Future: A New Approach to the
Secondary School. Urbana: 200 Gregory Hall, University
of Illinois. 1959. Free upon request to author.

Addresses of Publishers

- Appleton-Century-Crofts, Inc. 29-35 W. 32nd St., New York 1, N. Y.
Association Press. 291 Broadway, New York 7, N. Y.
Bantam Books. 25 W. 45th St., New York 36, N. Y.
Charles A. Bennett Company, Inc. 237 N. Monroe St., Peoria, Ill.
Bobbs-Merrill Company, Inc. 724-730 N. Meridian St.,
Indianapolis 7, Ind.
Burgess Publishing Company. 426 S. 6th St., Minneapolis 15, Minn.
Comet Press Books. 200 Varick St., New York 14, N. Y.
Thomas Crowell Company. 423 Fourth Ave., New York 16, N. Y.
Dodd, Mead & Company. 432 Fourth Ave., New York 16, N. Y.
Duell, Sloan & Pearce, Inc. 124 E. 30th St., New York 16, N. Y.
E. P. Dutton & Company, Inc. 300 Fourth Ave., New York 10, N. Y.
Farrar, Straus & Cudahy, Inc. 101 Fifth Ave., New York 3, N. Y.
Funk & Wagnalls Company. 153 E. 24th St., New York 10, N. Y.
Grosset & Dunlap, Inc. 1107 Broadway, New York 10, N. Y.
Harper and Brothers. 49 E. 33rd St., New York 16, N. Y.
Hawthorn Books, Inc. 70 Fifth Ave., New York 11, N. Y.
D. C. Heath and Company. 285 Columbus Ave., Boston 16, Mass.
Holt & Company. 383 Madison Ave., New York 17, N. Y.
Houghton-Mifflin Company. 2 Park St., Boston 7, Mass.
Iowa State College Press. Press Building, Ames, Iowa.
J. B. Lippincott Company. E. Washington Square, Philadelphia 5,
Pa.
Little, Brown & Company. 34 Beacon St., Boston 6, Mass.
Longmans, Green & Company, Inc. 55 Fifth Ave., New York 3, N. Y.
The Macmillan Company. 60 Fifth Ave., New York 11, N. Y.
McGraw-Hill Book Company, Inc. 330 W. 42nd St., New York 36,
N. Y.
McKnight & McKnight Publishing Company. Towanda Ave. & Route 66,
Bloomington, Ill.
National Education Association. 1201 - 16th St., N. W.,
Washington, D. C.
D. Van Nostrand Company, Inc. 120 Alexander St., Princeton, N. J.
Pocket Books, Inc. 630 Fifth Ave., New York 20, N. Y.
Prentice-Hall, Inc. Englewood Cliffs, N. J.
Rinehart & Company, Inc. 232 Madison Ave., New York 16, N. Y.
The Ronald Press Company. 15 E. 26th St., New York 10, N. Y.
W. B. Saunders Company. West Washington Square, Philadelphia 5,
Pa.
Scott, Foresman & Company. 433 E. Erie St., Chicago 11, Ill.
Charles Scribner's Sons. 597-599 Fifth Ave., New York 17, N. Y.
Simplicity Pattern Company. 200 Madison Ave., New York 16, N. Y.
Sterling Publishing Company, Inc. 419 Fourth Ave., New York 16,
N. Y.

Teachers' College, Bureau of Publications. 525 W. 120th St.,
New York 27, N. Y.

University of Nebraska Press. Lincoln 8 Nebr.

Vogue Pattern Company. Conde Nast Publications, Inc. Greenwich,
Conn.

Franklin Watts, Inc. 575 Lexington Ave., New York 22, N. Y.

Whiteside, Inc. 425 Fourth Ave., New York 16, N. Y.

John Wiley & Sons, Inc. 400 Fourth Ave., New York 16, N. Y.

Making the Most of Your Summer

Would you like to become a more interesting and competent person? If your answer is, "Yes," then look to the summer ahead. It is rich with possibilities for learning, growing, and enjoying.

Summer school

Why not plan to go to school this summer? This is one of the most rewarding ways for a teacher to spend some of her summer. Courses have more meaning for most graduate students, with their maturity and experience to bring to the situation, than for many undergraduates.

Write now to the college or university of your choice. Ask about summer offerings. Plan your summer program with the adviser in your field and look forward to a summer of intellectual stimulation, pleasure, and new friendships.

Travel

Why not plan to travel this summer--perhaps in the weeks before or after summer school? In her article, "My Paths to Personal Growth," in the NEA Journal for May, 1959, Martha Shull says that:

"Travel must certainly be high on the list of ways to learn and grow, but the results depend upon the approach--you will see only as much as you are prepared to see."

Program of professional reading

Why not plan a program of professional reading for the summer? There is always the excitement of reading any new text and reference books you get for next year. Then, of course, you'll want to make certain that you have read at least some of the new books on the "selected list for teachers' help." You'll find they will be much quoted at meetings, so it's nice to "be in the know."

Your reading program might include some books that you read for reasons of personal pleasure as well as because they contribute to the development of understandings that may make you a better teacher. One teacher is reading novels depicting family life in each stage of the family life cycle. She finds that her understanding of family life is increasing, and in addition, she is enjoying her reading program very much. Among the books she has chosen to read are:

A Houseful of Love by Marjorie Housepian, Random House, 1957.
This is the story of life in an Armenian family as seen through the eyes of a school-age child.

Fade Out by Douglas Woolf, Pocket edition, Grove Press, 1959.
The novel tells the experiences of its 74-year old hero as he "struggles for a life of dignity in a world that treats old age like a dangerous disease."

Doing, too, is fun!

We owe it to our students to keep up to date on market offerings of all types that are available to homemakers. But getting acquainted with these in actual use can be fun, too. Experiment with some of the new (to you) products and materials in the stores. You might try one or two new food products each week that you are at home. And working with the new fibers and finishes in today's fabrics can be a worthwhile adventure, too.

If you are young and relatively inexperienced in the skills of home-making, you may feel a need for practicing some of these in the simple forms which you teach to your youngsters. Students greatly admire an exhibition of real skill. And while you are practicing, don't fail to keep your thinking machine turned on, too. Note time consumed, points where lack of deftness would be just too bad, and ways by which foresight can prevent catastrophes.

Brainstorm for other ideas

Try sitting down with pencil and paper and make a PLAN for the summer ahead. List your needs and goals, then plan a money-and-time budget for seeking these through summer activities. As Martha Shull suggests in the previously mentioned NEA Journal, plan to balance

thinking with doing
studying with experiencing
solitude with companionship
enrichment of the mind with promotion of health
spiritual growth with pleasurable recreation.

And may we make one last small suggestion that you can use every day, no matter where or how you may spend your summer. We here hope we are not "Pollyannas"--we'd prefer to think we are trying to practice sound mental hygiene--but we do sincerely enjoy using Grace Noll Crowell's thought.

"The day will bring some lovely thing,"
i say it over each new dawn;
"Some gay adventurous thing to hold
Against my heart when it is gone,"
And so I rise and go to meet
Each day with wings upon my feet.

THIS IS THE WAY WE CHOOSE OUR WASHER AND DRYER

Eloise Lorch
University of Illinois

Regardless of how we approach the problem, regardless of the equipment we have or would like to have, we all want our clothes to be clean, dried, and ready to use again once we have finished our laundry. Traditionally, Monday has been wash day and Tuesday the day for ironing. Now, with modern laundry equipment, any day or any evening can be wash day.

It has been predicted that the use of the combination washer-dryer instead of the separate washer and dryer will save the homemaker as much time as the replacement of the non-automatic washer by the separate automatic washer and dryer saved her.

However, regardless of the type of equipment that the homemaker uses, the cleanliness of her clothes will still depend to a great extent upon her washing techniques. Therefore, the decisions the homemaker must make in choosing her laundry equipment will be on the basis of features for convenience, safety and appearance, requirements for installation, the costs involved (initial, installation, and maintenance) and the reliability of the dealer and the servicing facilities he offers.

In order to wash clothes, there are some basic elements which must be provided for:

1. A washing solution
2. A means of flexing the fabrics
3. A means of removing the soil from the clothes and holding it in suspension
4. A means of rinsing the soiled water from the clothes and flushing them with clear water
5. And, finally, a means of water extraction

With the washers on the market today, you will find features designed to accommodate not only the "usual" family wash but also the new fabrics in the "modern" laundry.

On automatic washers you will find (separately or in combination) the following features for safety and convenience:

1. A choice of water temperature for washing and rinsing
 - a. hot--140° - 160° F.--for white linens and cottons and color fast cottons.
 - b. warm--110° F.--for non-color fast cottons and for some wash and wear garments.
 - c. cold--for specialty/items and some wash and wear garments.

The use of hot wash water results in more effective soil removal, while the cold wash water means that there will be fewer wrinkles,

2. Selection of level of fill suited to size of load.
 - a. For 6-8 pound load, use normal setting.
 - b. For small loads, use partial fill which may require only 1/2 to 1/3 as much water.

3. Method of filling washer tub
 - a. Time fill - no allowance is made for water pressure variation - water comes in for specific length of time.
 - b. Float fill - water comes in until it raises a float in the washer to a certain level - not influenced by water pressure.

4. Two speed motor for washing and water extraction
 - a. Normal - for regular fabrics
 - b. Slow - for fine fabrics, delicately constructed garments and wash and wear garments. Speed of agitation is generally reduced by one-third.

When the slow setting is used, the clothes will have wrinkles, but with the normal setting there will be less water remaining in the clothes after final water extraction.

5. Lint filter - As water is used it is constantly recirculated through a lint trap which removes loose lint from water and clothing.

6. A soap or synthetic detergent dispenser - The washing compound is measured into a container and then automatically dispensed into the wash water at the proper time.

7. A water conditioner dispenser - The proper amount of water conditioner (softener) is automatically dispensed during the wash cycle and/or during the first rinse.

8. A bleach dispenser - The diluted, measured bleach is added automatically to the water after the washing cycle has begun. Studies have indicated that bleach is most effective if added after the wash cycle has started.

9. A dispenser for fabric conditioner - The fabric softener or conditioner is measured into the dispenser before the washer is started; then, as the washing cycle goes to the final rinse, the centrifugal action of the high speed of the final rinse forces the conditioner to be dispensed into the washer.

10. Flexible controls - can be changed or re-set at any point during the cycle. Any part of the washing cycle can be skipped or repeated.

11. Simple directions - for operation may be found on the interior of the door or on the backsplash.
12. Dial-a-fabric chart - may be found on the backsplash so the user will be able to tell at a glance the recommended combination of water temperatures, speed of motor for washing and rinsing, etc., to use for each fabric.
13. A signal - indicates when the washing cycle has been completed.
14. A heater - in the interior of the washer compensates for a drop in water temperature.
15. An off-balance load switch - automatically stops washing action if all the clothes are on one side of the washer.
16. An overload switch - protects the motor if the circuit is overloaded or if the motor is working too hard and is becoming overheated.
17. An automatic cut-off - stops the washing action when the door of the washer is opened.
18. An illuminated backsplash - lights the working surface and indicates that the washer is in use.
19. A hermetically sealed motor - has built-in lubrication.
20. Levelling screws - under each corner of the washer so washer will be level when in operation.

In examining the dryers on the market, the homemaker will find dryers operated by either gas or electricity. The three principles which are essential to drying clothes are:

1. Heat which increases the ability of air to absorb and carry away moisture.
2. Movement of air which includes drawing in air from room, circulation of the heated air through the wet tumbling clothes, exhaustion of the air which is now carrying the lint and moisture from the clothes.
 - a. Air may be exhausted through a lint trap either to the room or to the outside.
 - b. Air may be exhausted while cold water sprays over the air as it is being exhausted and condenses the moisture, and both moisture and lint are carried down the drain.
3. Tumbling action of clothes which results in more contact of wet clothes with heated air.

In using a clothes dryer, there are two precautions to be observed:

1. Avoid over-drying which may result in shrinkage, deep wrinkles, excessive static electricity, and rapid deterioration of elastic and some fabrics.
2. Clean the lint trap of the dryer after each use. If this is not done, the build-up of lint may be blown back into the drum and motor.

Manufacturers of laundry equipment also provide a wide selection of safety and convenience features on dryers. Some serve the same purposes as they do on the washers.

1. An interior light - makes it easier to see the clothes inside the dryer.
2. A temperature control - makes it possible to select the temperature appropriate for the fabrics to be dried. Some dryers also provide for a fluffing cycle with no heat.
3. A cool-off period - provides for a tumbling of clothes after heat has been turned off, resulting in fewer wrinkles if clothes must remain in dryer.
4. A timer dial - offers a choice of length of the drying period.
5. A time and temperature chart - gives recommendations for specific fabrics.
6. A wrinkle removal cycle - designed to remove wrinkles from man-made fabrics, causes the interior of the dryer to heat to 160° F, which "relaxes" the molecules of the fiber and results in the removal of wrinkles. Following this is a cool-off period of tumbling in unheated air. Clothes should be removed as soon as the dryer stops; otherwise, more wrinkles may "settle" in the clothes.
7. Sprinkler attachments - are provided to automatically sprinkle the clothes in the dryer.
8. A humidity control - automatically determines the length of the drying cycle by the amount of moisture in the clothes.
9. An over-temperature control - stops all action if the interior of the dryer becomes too hot.
10. A lint trap - removes excessive lint.

11. An illuminated back splash.
12. A hermetically sealed motor.
13. An overload switch.
14. Levelling screws.
15. Flexible controls.
16. An automatic cut-off

Items 11 - 16 have the same functions as on the washers.

Each prospective purchaser must make her decisions as to which washer and dryer are "best" on the basis of her own personal preferences and her situation. Once she has made her choices, the satisfactions or dissatisfactions with the equipment will depend to a great extent upon her careful study of the equipment, the accompanying instruction booklet, and her careful attention to her washing techniques. Most dissatisfactions with automatic laundry equipment arise from carelessness, not from lack of knowledge. Therefore, it is important to choose carefully and then to use carefully your washer and dryer.

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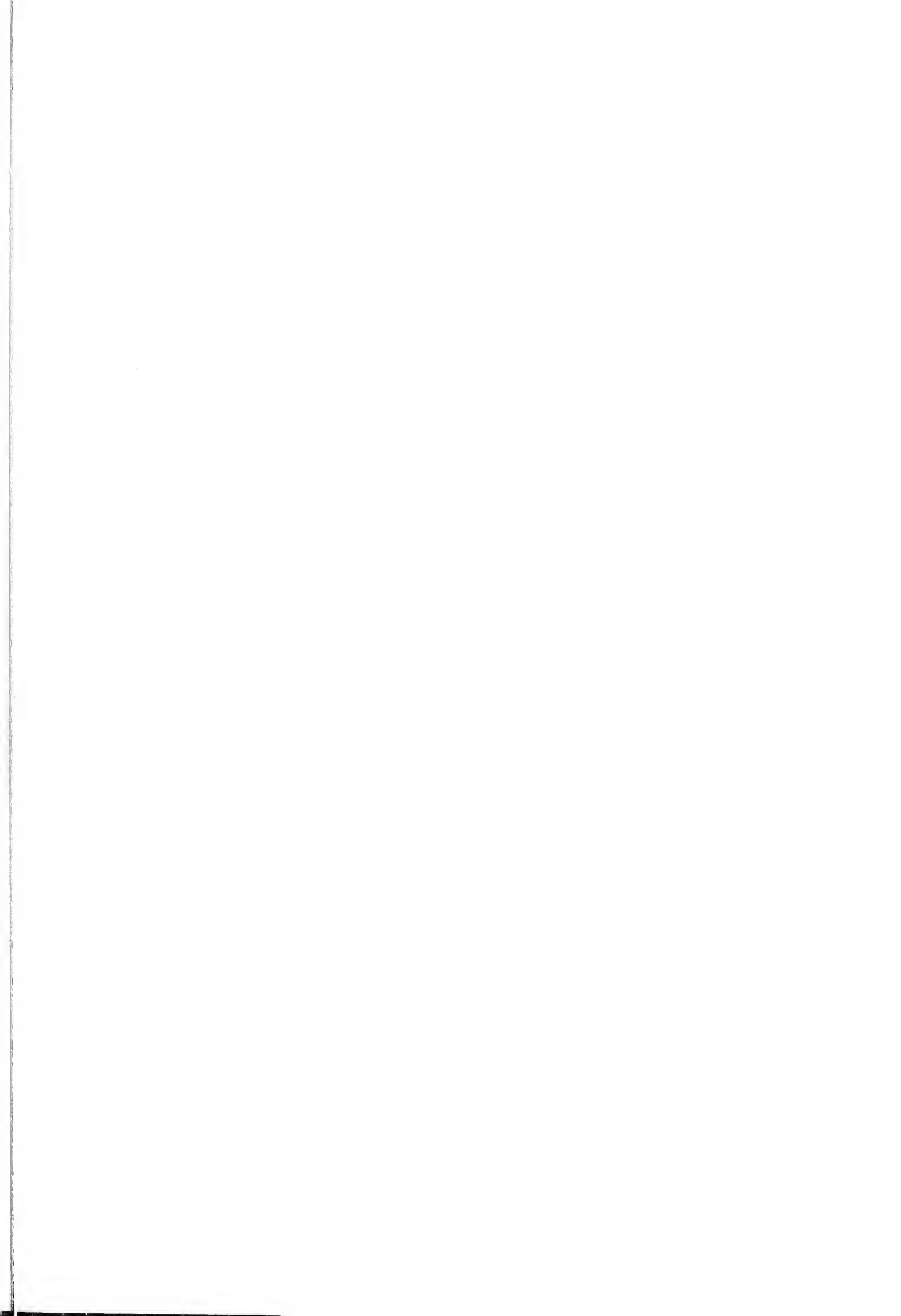
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Perhaps this is the time to thank you for your more than generous "fan mail" which brightens many a day for us during the busy school year. In return, we'd like to extend to each and everyone of you our warmest wishes for a rewarding summer and a successful school year in 1959-1960. In the words of Dr. W. M. Smith of Pennsylvania State University, may you find more "vim in your vista, zest in your learning, and life in your living" during the next twelve months.









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