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This means that you will find teaching techniques in these articles.


Foreword

Welcome to Volume XXXI and to a new academic year! Each one is another adventure.

This year we have elected not to have a central theme for Illinois Teacher, and we'll be interested in your reaction and your suggestions for future themes if you like to have a theme.

This issue is "fatter" than usual because it contains the cumulative Index by subject which we promised for volumes XII through XXX. We hope you'll find it helpful and that you'll want to take advantage of our offer below so you'll have every issue included in the Index. Would you also like to have a cumulative index by author, for those same issues?

This issue also contains a few teaching ideas, a couple of speeches most of you were not privileged to hear, a challenge for home economics to "retrench" (your comments are invited), and a reprint from 1911 that may have some surprises. We are also including the winning essay from the Critical Thinking Essay Contest for high school students sponsored by the University of Illinois College of Education. It's about families.

We  to hear from you! Don't miss the inside back cover!

HTS

DOES YOUR PROFESSIONAL LIBRARY NEED A BARGAIN?

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

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Developing Students' Roots and Wings for the 21st Century*

Verna Hildebrand
Professor of Family & Child Ecology
Michigan State University

Little birdie with a yellow bill
Hopped upon my window sill
Cocked his shiny eye and said
"Aren't you ashamed, you sleepyhead?"

Robert Louis Stevenson

Century Twenty-one! What will it hold? What do our students need, to be citizens, workers, and parents in the 21st Century? What are the special contributions that we can make as home economics teachers?

Henry Ward Beecher, a famous 19th century minister, orator, and author once said,

"There are two bequests we can give our families, one is roots, the other is wings. Families can help provide both the security of roots and the inspiration of wings."

The young people that each of us teach live in today's families and will be the founders of tomorrow's families. Some of your young students, still in school, have, unfortunately, already started their parenting stage under unfavorable circumstances for themselves and their children.

Families are at the core of our mission as home economists. The major thrust of each of our subject-matter components is to help families and the individuals within the home. Other academic disciplines contribute to our subject matter, but we are the one discipline that helps people put things together, in an action-oriented whole, within a home and family. Yes, the family is at the core of the home economics mission.

What better legacy could we leave our students and their future families than a strong root system to give them security and an inspiration of wings which will encourage utilizing their creativity, energy, motivation, talents, knowledge, and skills for taking off into the new century with confidence and hope?

How can each of us help students develop their roots and wings? As I offer a few examples, I hope you'll say

to yourself, "How could I try that, to see if it would be helpful in my classes?"

Cultural-Heritage

Little poems like the one I recited earlier were part of my cultural heritage while I was growing up. My mother said them quietly whenever she had to awaken me. I used them, too, to awaken my children. They became part of our family traditions.

Margaret Mead, the famous anthropologist, said family traditions give the child "a sense of community." Our cultural heritage consists of many aspects contributing to the lives of children growing up in a family, community, nation, and the world. This heritage nourishes each of us as individuals and creates for us the environment in which we sink our roots. Culture gives us common bonds with other human beings.

Each country has many special cultural traditions and values. During this bicentennial year of our Constitution we Americans will be reminded about our constitutionally-bestowed rights, privileges, and responsibilities. Basic human rights will be emphasized throughout the year.

The noble ideals embodied in the U.S. Constitution can become the realities of Century Twenty-one as we work to narrow the gap between our high principles and our daily practices. We help students strengthen their roots when we provide opportunities for them to learn about the Constitution, to apply the Bill of Rights, to make decisions by majority vote, and to understand that being outvoted is no disgrace but part of living under a free system. Also, it is important that each person learns to listen, think, and evaluate the viewpoints expressed by others.

Family, community, national, and global traditions help us develop our feelings of rootedness on this planet Earth we all share as a home--a home that will need tender loving care if its beauty and comforts are to be preserved for the global human family throughout Century Twenty-one.

As teachers, we can help students appreciate traditions, finding ways to integrate some of them into our on-going subject matter. However, simultaneously, we must admit that some of our traditions do not merit preservation for posterity. Those needed changes await the insight and action coming forth from the inspiration of wings.

*This paper was presented at the breakfast meeting of the ESAB section during the 1987 AHEA annual meeting in Indianapolis.

Each ethnic group has traditional patterns that can be a strength for the family when they are well understood by its members. Our students can gain insights into and respect for cultural patterns other than their own, through reading and sharing among their classmates.

Health

Another aspect of the root system is the student's own health. Teachers frequently hear students discussing health and information about their bodies. Health and nutrition information is taught in many parts of our home economics curriculum; thus, we have logical points for offering information.

From a child development point of view, I suspect that many of you who are foods teachers could broaden your perspective to include in your teaching prenatal and post-natal nutrition and, also, infant and child nutrition and feeding. With malnutrition, dental caries, and obesity starting early in life, parents-to-be need guides to sound nutrition for their future families.

Your students might be interested in preparing nutritional meals or snacks for children in the local kindergarten or child care center. Students learn a lot as they observe children eating. Why not try a joint project with an early childhood teacher?

Human Sexuality

Good health is essential for the development of a sound root system. A total health program of the school includes knowledge of human sexuality and especially today, of sexually transmitted diseases. If you are not well informed about AIDS (Acquired Immune Deficiency Syndrome), then don't wait another day to begin learning. The predictions of deaths and the extent of infections are so dire that they seem unbelievable. Because of AIDS and the U.S. Surgeon General Dr. C. Everett Koop's leadership, many schools are now taking responsibility for teaching sexuality topics that a few months ago were on the hush-hush, if not on the forbidden list.

The facts regarding AIDS are stark and clear. You must convince your school and community to mobilize for helping students avoid AIDS. As home economics teachers, you must be part of these education teams. If you are not comfortable with the topics, then get some helpful training from your university or health professionals. It really is a life or death matter.

In the months ahead, let's keep the students' root systems alive and healthy.

Sex Discrimination

Roots for an individual's gender are set at the moment of conception. In some societies and families

being born female is a decided curse. They celebrate when boys are born and fathers may disown the female infant or divorce the wife who fails to produce sons--even though the father's sperm is responsible for determining the sex of the child.

Many home economists have stayed out of the women's movement, and have been slow to acknowledge and confront the serious discrimination problems faced by girls and women. Typically, we have found a place for ourselves in a so-called "female" field of study. And, because we have not tried to enter the male arena, we may not have recognized some of the discriminatory blows that have hit many other girls and women so hard.

As you know, AHEA as an association did endorse the Equal Rights Amendment. However, our members could have helped more with the effort for its passage. There is still work to do as efforts begin anew to achieve passage of the ERA.

Today, you admit boys to your classes. You have many opportunities to help your male students temper their attitudes of superiority toward girls and women. Parenting classes offer an excellent opportunity for integrated learning. A more positive involvement of both parents in the family of the 21st Century can be the result.

In the next century most women will have full time jobs outside the home and, unless discrimination against women ends, many will be working at full time jobs with earnings not only less than men's but below the poverty line because "women's work" is so poorly paid.

It is ludicrous, for example, that a male parking lot attendant receives more pay than a female child care professional working in a child care center. Is a car a more prized possession than a child? It may be for some, but most people simply have never questioned the system.

However, help may be on its way to correct this discrimination. One promising effort to get salaries for women equal to salaries for men is through the concept of comparable worth. You should keep your eye on this movement. Some significant court cases have been won.

Dr. Marcile Wood, a Colorado home economist, has been actively working on this problem with Colorado's Congresswoman, Pat Schroeder, for several years. One of the techniques is to reduce the number of job classifications and to reclassify jobs so that categories with all males or all females are less likely to occur. Then, salaries can more easily be equalized as job training and responsibility are compared.

There are other sex discrimination problems--even though many career fields are considerably more open than they were ten or fifteen years ago. Many widows and divorcees still face serious discrimination in property settlements, for example.

Discrimination based on race, religion, ethnicity, age, size, handicapping conditions, etc. is damaging to a student's and a nation's future accomplishments. I would like to think that in the year 2,000 the talents of every individual will be fully developed and utilized.

Home economics skills and knowledge are needed to keep all families on an even keel. The case for encouraging home economics courses for all students is a strong one. Also, we can become more involved in adult education, helping people as new situations arise, or helping them to catch up where they missed out earlier. We must rise to the challenge of making our courses up-to-date to meet the needs as we move into the 21st century.

An Inspiration of Wings

A bequest of wings, in addition to the bequest of roots, can be provided through our home economics programs. Your enthusiastic teaching, counseling, and leadership can create a feeling of openness and exploration in your students.

Each student has hidden potential that we must help that student discover and develop. I like to think of hidden potential as a hidden diamond. The diamond is inside the individual. It is valuable. We have to search to find it. In one student, the diamond is some special skill in the hands, in others the voice, in others the head. Wide experiences and nondiscriminatory career counseling can help locate the hidden diamond.

A great challenge for home economics teachers with elementary, secondary, or adult students is to help the students become futuristic. We know from trend data that both men and women will be employed thirty years or more. The "Time Line" I've discussed in Parenting and Teaching Young Children helps students take charge of their future as they plot out what they wish to be doing in each segment of their lives.

Students can study many careers, then analyze their talents, develop career goals, and chart ways they can achieve those goals. In addition, the Time Line can help students as they discuss their parenting plans. They can discuss how pregnancy during their teen years, or pregnancies too close together will interrupt other plans and, also, affect their health and their baby's health.

Knowing students' dreams, you can encourage each student, his or her parents, and school personnel to get the student into the proper education to polish the diamond to its rightful luster. Being true advocates and mentors for your students is essential.

Teenage Pregnancy

Unplanned pregnancy clips about one million teenage girls' inspiration of wings each year. These girls, some

pregnant as young as nine years old, have their educational futures drastically thrown off course, if not permanently grounded. Students need to be helped to develop their plans and hopes for the future before they get pregnant.

You can help teenagers develop confidence to take charge of their bodies and to say "No" to sexual exploitation, just as we are teaching younger children to say "No" to uncomfortable touching to prevent sexual abuse of the children. As research on moral development by Kohlberg and others shows, young children learn by authority first and gradually, in later stages, learn how to think things out for themselves. Thus, your positive authoritative statements or directions may be very appropriate at the younger ages. Also, you, as a thoughtful decision maker, are an important role model for students to observe and emulate.

Changes

Change is part of every academic discipline. Significant changes are going on in families, in the personal lives of our students, and in home economics. For example, parenting classes have become prominent in many schools to help students recognize the serious responsibilities involved in rearing children. Most parenting curricula are based on a realistic, rather than a sentimental, attitude toward children. Keeping family size in proper relationship to a family's or nation's resources and to the needs of environmental protection are becoming topics of current interest. AHEA is involved with some successful projects in family planning which can be helpful to us in our teaching about family planning and population issues.

As teachers, we must try to keep informed about changes. We can all change and we must change and grow as we redesign our programs and our presentations to prepare today's students for tomorrow's world more effectively. As you attend conventions and read journals, you can document trends that should become part of your counseling and teaching.

You can gain from the Teacher of the Year Awardees new ideas of successful approaches to try in your teaching. You can document your students' progress through photographs, narratives, and data and consider sharing with other teachers.

In fact, one of your first acts as a teacher or supervisor should be to make a statistical record for your file--numbers in classes, numbers of extra-curricular events, alumni successes, etc. As each year goes by you can add the new data, having it ready for a presentation to your Principal or the Board of Education whenever a need arises. Sometimes we aren't too effective at showing

(Continued on page 17.)

Editor's Note: We invite responses to this view. What is your experience?

Progressive Retrenchment: A Strategy for Home Economics Survival in the Secondary School System

Judy Haymore Sandholtz
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"Progressive retrenchment" may appear to be a contradiction in terms. In view of the history of home economics, it may border on heresy. Home economics proponents have struggled for over 80 years to expand the field; a suggestion for retrenchment may be viewed as contradictory to their fundamental beliefs and goals. However, current conditions in the secondary schools suggest that retrenchment in home economics may be inevitable. Home economics may face a severe survival crisis unless a planned approach to retrenchment is employed--a plan that is progressive rather than regressive.

As a result of great effort, the field of home economics has changed significantly over the years. Home economics, often considered by the public to be simply "cooking and sewing," encompasses a broad spectrum of areas including consumer education, family relationships, child development, parenting, home management, interior design, independent living, nutrition, tailoring, and a host of vocational programs. Home economics classes operate enterprises such as within-school restaurants and nursery school programs. Cooperative work experience programs allow students to combine gainful employment in home economics occupations with related coursework at school. Home economics classes appeal to both males and females with some courses enrolling a majority of male students.

These changes have come about in response to a changing society and expanding definitions of the family unit and roles of individual members. A prime concern for home economists in the early 1970's was identifying changes and adapting home economics education according to determined needs. The theme of the 61st Annual Meeting of the American Home Economics Association (1970) was "The Family Faces Change," and the focus was upon social, economic, and political forces unfolding in the world at that time. AHEA committees were organized for each of the ever-expanding subject areas in home economics, with a particular emphasis on consumer education.

Articles in the Journal of Home Economics in 1970 addressed the need for home economics to keep up with the changing society.

It is evident that we have left behind us the period of home production and home servicing. We are in a "consumer" economy. We now buy our bread, our canned or frozen foods, most of our clothing--we do not produce them at home either from our own raw materials or from raw materials that we buy and bring home to work on. We will have even less home production . . .¹

We are in great need of a new concept of home economics--a creative approach, a broadening and supplementing of the philosophy which has served us in good stead over the past 60 years . . . I propose . . . considerations on which we must focus attention if we would fruitfully define home economics to reflect the realities of the world in which the present generation has been born and will live.²

This emphasis on adaptation and change was evident on the school level as well. As needs became evident, new courses were developed to address those needs. "Our department is definitely encouraged to initiate new programs of courses, to modify, and to innovate. Boys Foods, Foods II, Fashion Design, and Clothing II are all relatively new courses. The classes were initiated by student demand and community interest. The content is constantly updated to take advantage of new discoveries . . ."³ (1970). Class offerings increased in both number and variety, and teachers were encouraged to pilot new courses. Student enrollment in home economics rose significantly, and additional teachers became necessary. "We have added a new teacher and five new sections in home economics. A district position to coordinate home economics instruction has been created"³ (1971). Since home economics is designated a vocational subject, federal funds allowed for innovations in curriculum and improved equipment and materials. Schools also reported a greater

¹East, M. Family life by the year 2000. Journal of Home Economics, 1970, 62(1), 13-18.

²Byrd, F. M. A definition of home economics for the 70's. Journal of Home Economics, 1970, 62(6), 411-415.

³Western Association of Schools and Colleges (WASC) Reports for California high schools, 1970, 1971, 1982, 1983, 1984.

participation by community-resource people. "Home Economics courses offer students a double future. Their preparation leads either to college work or family living or a combination of both"³ (1971).

The possibilities for future growth seemed limitless, and these possibilities were not only anticipated but predicted. In her article "Family Life By the Year 2000," East⁴ attempted to answer three questions: What changes will occur in family life during the next thirty years? What kind of education should we design for the professionals who will work with these families? What kind of an education should be designed for the young person in this world to come? Byrd⁵ also attempted to predict the future setting from 1970-2000 and outlined implications for the home economist with respect to her forecasts. Her continual underlying theme, consistent with progressive home economists in all decades, was that home economics has a vital role in the developmental and educational process of families and that home economics must change with the times. "The multitudinous changes and the abundance of diversity predicted for the future seem to indicate an almost total change in the nature of the profession. . . . Redefinition and reordering are imperative."

So what happened to the fruitful predictions for home economics in the 1980's? What is the status of home economics in 1987? Recent changes in education and funding changed the educational climate and prospects for the future. With the back-to-basics emphasis, many elective courses in the secondary schools are facing declining enrollment. Funding is becoming increasingly tight, and priorities for funding are responding to the academic focus. The effect on home economics varies across particular states and districts, but the trend is clear. The number of course offerings in home economics is being reduced.

Comparison of 1970-71 and 1983-84 accrediting reports by the Western Association of Schools and Colleges (WASC) for six San Francisco Bay Area high schools confirm this decline. At each of the schools, both home economics course offerings and teachers in the department decreased. All of the schools continued to teach at least foods and clothing; additional course offerings varied from school to school. The most dramatic drop was from four full-time teachers with a variety of course offerings to one teacher with offerings of only foods and clothing; there were only two home economics teachers in the entire district. Another school opted to retain the three home economics

teachers in the school but required two of them to teach a half-day in other subject areas.

This trend appears to be continuing at an increased rate of decline. As a part of the Policy Analysis in California Education study, a research group at Stanford University⁶ conducted a study of curriculum change in California high schools from 1982 to 1985. Their results indicate a declining trend throughout the state in sections of home economics courses. Combining the 20 schools in the study, there was a 21% decline in number of sections offered in home economics. One school dropped from 29 sections in 1983-84 to only 14 sections in 1984-85; the major decrease was in sections of a consumer education course, from 13 to three. One large, rural, four-year high school still offers a variety of courses with 29 total home economics sections in 1984-85; but this was a drop from 37 sections in 1983-84. An upper-class urban high school offers only foods and clothing and has maintained six sections over the last three years. Apparently, this school has one teacher attempting to maintain at least one full-time position; further decline could eliminate home economics altogether. The reduction appears to be more rapid in the urban areas of California. This may correspond to an increased academic and college-preparatory focus in those areas.

In some states, home economics still prospers. For example, a large school district in Utah lists 19 different home economics courses in its catalogue of course offerings. In a personal interview, the Home Economics Department Chairperson of a large, urban school in the district reported that 16 of the 19 courses are taught in her school. When the school opened in 1981, there were four full-time teachers in her department. By the second year, they had increased to five full-time teachers and have maintained five teachers since that time. She explained that some high schools in the district have experienced a decline in home economics teachers and course offerings. But none have less than two full-time teachers, and all offer more than just foods and clothing courses.

The situation in California may be foreshadowing what is yet to come in Utah and other states. However, the most urgent concern, in my opinion, is not that the broad spectrum of home economics is being reduced but rather that the process of reduction is failing to assess accurately societal and student needs. The courses that manage to survive the cutbacks are invariably foods and clothing, perhaps the least useful in today's society.

³Western Association of Schools and Colleges (WASC) Reports for California high schools, 1970, 1971, 1982, 1983, 1984.

⁴East, *op. cit.*

⁵Byrd, *op. cit.*

⁶Grossman, P., Kirst, M. W., Negash, W., Schmidt-Posner, J. Study of curricular changes in California comprehensive high schools: 1982-1983 to 1984-1985. Technical report of Policy Analysis in California Education. Stanford University, 1985.

Courses such as consumer education and family relations are more relevant to current societal needs. Home economics professionals in the 1970's pointed out the shift to a consumer economy. In 1987, we are even further into the consumer pattern of buying food and clothing, and the skills of cooking and sewing continue to move into the avocation category. While there is merit in developing these skills, the more critical needs are currently in other areas. Accrediting committees in both Utah and California made specific recommendations for increased emphasis and expansion of consumer education in home economics.^{7,8} But when the situation gets tight, consumer education falls by the wayside unless it is required by law. In the schools that now have only one home economics teacher, the course offerings have been reduced to foods and clothing. Are these really the home economics courses most deserving of the limited school time? Do these courses fulfill stated department goals of "keeping home economics programs geared with the changing home and lifestyles environment" and "keeping current with new trends in the area of homemaking education and related fields?"⁹

I see three main factors operating in the home economics curriculum decisions. First, tradition is used as a default mechanism. Since foods and clothing have been the primary courses in home economics, tradition dictates that they should be the survivors. Even though we have made great efforts to change the stereotypic view of home economics, the core of home economics remains foods and clothing--and it seems almost blasphemous to some people to consider changing that core.

Second, when enrollments decline and teachers are dismissed, the remaining teachers are those with the most seniority. Research supports the view that many of these teachers hold the most traditional curriculum beliefs and are least oriented to change.^{10,11} These beliefs influence not only the choice of courses but also the curriculum within those particular courses. For example, foods courses traditionally emphasize cooking, and clothing courses emphasize sewing.

The third factor relates to student enrollment. Teachers cite foods classes as the biggest draw to home economics because the students like to eat. While this

may be true, it will not assure survival with the ever-increasing academic emphasis. Foods courses with a curriculum centered on cooking labs and student appetites are attractive to only a small proportion of the student body. In the long run, courses that are more academically challenging attract more students.

It is ironic that the reasoning and forethought involved in the expansion of home economics are not being applied to its reduction. My opinion is that home economics will have difficulty surviving unless the issues of declining enrollment, lack of funding, and the emphasis on academics are dealt with using a planning and analytic approach. In some states, home economics still prospers; in others, the reduction has already occurred. In either case, a thoughtful plan is vital.

A progressive plan for retrenchment is not considerably different from the progressive plans for expansion. The major emphasis in either situation should be identifying changes in society and the family unit and adapting home economics education according to determined needs. This process involves four major steps: a needs analysis, decisions about course offerings, development of appropriate curriculum within courses, and a public relations campaign.

A needs analysis should consider societal trends and problems not only at the national level but the state and local levels as well. While the nation as a whole faces problems such as crime, unemployment, and drug and alcohol abuse, specific areas in the country may be affected to a greater degree. Besides differences between states, the needs within a state may vary according to local conditions. Home economics education in urban areas may need to address somewhat different concerns than in rural areas. The important factor is the realistic assessment of needs unhindered by traditionalism or bias about what societal concerns "have been" or "ought to be."

Decisions about course offerings should reflect directly the results of the needs analysis. The number of course offerings is not nearly as crucial as the appropriateness of the courses to the present and future needs of our students. Home economics can survive cutbacks in funding and an academic focus by offering relevant and demanding courses. Courses based on obsolete skills or technology are difficult to defend when administrators facing tight budgets make funding decisions. In addition, such courses ultimately hold little appeal for students as they wrestle with increased requirements and fewer openings for elective classes. With course offerings based on essential skills for living in today's society, some home economics courses could become required rather than elective courses. For example, one home economics teacher developed a course based on topics suggested by the faculty

⁷Personal interview. Home Economics Department Chairperson. Salt Lake City, Utah: February, 1985.

⁸WASC Rpts., *op. cit.* 1982.

⁹*Ibid.*

¹⁰Hood, F. F. Change orientation and perceptions of emerging professional roles held by teachers of home economics in Virginia. College Station, Texas: Texas A & M University, 1975. (ERIC Document Reproduction Service No. ED 122 012)

¹¹Swan, F. B. Relation of home economics professors' philosophic positions to their curriculum beliefs. (Doctoral dissertation, Pennsylvania State University, 1975). *Dissertation Abstracts International*, 36, 11A.

in a discussion about student competencies for graduation. The class, which included topics such as consumer credit, insurance policies, finances and budgets, became a requirement for all students.¹²

The curriculum within courses also needs to reflect an emphasis on change and adaptation. Reliance on the same curriculum year after year threatens the applicability and vitality of our courses. Updating the content not only benefits the students but contributes to the professional growth of the teacher. Within a given course, a wide range of topics conceivably could be included, yet some topics border on the trivial when measured on a scale of current societal needs. For example, prenatal nutrition and eating disorders such as bulimia and anorexia affect teenagers' lives more critically than muffins with peaks and tunnels. Home economics classes are also a natural place to develop and improve students' basic skills in writing, mathematics, and problem solving. These basic skills don't require a separate course but rather teachers willing to organize their curriculum and teaching methods and provide thoughtful critiques of students' writing assignments. In a period of retrenchment fueled by declining enrollment and lack of funding, the quality of home economics courses becomes much more critical than the quantity--and ultimately may serve to reverse the declining trend.

The final step in a progressive plan for retrenchment involves a public relations campaign. In periods of reduction, the need for accurate public knowledge about the field of home economics is even more vital. In my experience, few people recognize that a home economics major is a composite with science. Few people realize that the home economics teachers, not the social studies teachers, have been prepared in consumer studies. And few people are aware of the broad spectrum of programs comprising the home economics field. Legislators and administrators, responsible for funding decisions, as well as parents and students need informed, accurate views of home economics rather than misguided, stereotypical opinions.

Home economics must further its vital role in the developmental and educational process of families by changing with the times. The issues of declining enrollment, budget cuts, and the emphasis on academics will cripple home economics only if we fail to be progressive.



¹²Spitze, H. T. Curriculum reform and home economics. *Illinois Teacher*, 1983, 27(1), 1-4.

There's no substitute for

Enthusiasm!

If the teacher is dragging, unhappy, pessimistic, sorry for herself, will the students be peppy and eager to learn?

On the other hand, if the teacher is enthusiastic, radiates sunshine, has high expectations, encourages the students, how can they fail to respond?

Of course, the situation is circular. Enthusiastic teachers produce like minded students, and enthusiastic students encourage teachers to be excited and look forward to each class every day. How do we get the ball rolling?

It is likely that in this chicken-and-egg situation, the enthusiastic teachers must come first. How can teachers help each other to keep up their excitement? What can administrators do to help? Do teachers need to help administrators, too?

What can you do for yourself when you're down? I try some of these "therapies":

1. Go to a convention. Plan ahead and know how to make the most of it.
2. Get extra rest.
3. Take some extra exercise. Take a walk where beauty abounds.
4. Talk to someone who is full of optimism about teaching.
5. Do something new.
6. Check my diet and be sure my body is getting all the nutrients it needs to make me feel my best.
7. Write a letter.
8. Telephone a colleague across the country or the state.
9. Read a professional journal or book.
10. Create something, maybe out of a thing that was going into the trash.
11. Work in my garden.
12. Smell the roses. (My husband grows red ones!)
13. Count my blessings.
14. Take a trip, maybe on the blue roads. (They're blue on the map!)
15. Make a new friend.
16. Give the house a good cleaning.
17. Mend or repair something.
18. Do something for someone.
19. Think about how fortunate I am to have a job. (What is the unemployment rate in your area?)
20. Clean out a drawer I haven't done for months or years and find something I thought was lost.
21. Fill a big box with things to give to a garage sale.
22. Listen to some good music.
23. Watch the sun go down (or get up early and watch it come up!)
24. Pay off a debt.
25. Ask my friends what they do when they are down.

The Editor

Where Have All the Home Economists Gone?

Peggy H. Haney
Vice President - Consumer Affairs
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It seemed like such an easy task when I was asked to talk about the kinds of jobs home economists are involved in these days in the business community. As I considered what information I might bring that would be of value to you, a colleague suggested that I ask my fellow home economist friends in business (1) what they are doing, (2) what they saw as the best prospects for the future, and (3) what changes they would recommend to prepare home economists for business careers more adequately.

Eighteen of my colleagues completed and returned my rather lengthy questionnaires in October 1986. I share with you their views in the spirit in which they offered them -- as insights into "where all the Home Economists have gone," and where they are likely to be found in the future -- coupled with their very personal thoughts about the role their home economics backgrounds played in launching and guiding their careers over the years.

While I didn't ask them how many years since graduation, I would guess that most count between 15 and 25 years of experience as home economists in the business community. Most are situated very close to the top. One reports directly to the president, and 11 are within one or two layers of the president or CEO.

Since most are within large national or multinational companies, this access means these are positions of real power. Seven listed their department name as consumer affairs. The others commonly listed were consumer issues, sales and marketing, product development, consumer advocate, and corporate relations. The companies represented financial, food, utilities, manufacturing, automotive, retailing, and household goods. Four are well-known business consultants.

Mission/Major Responsibility

An interesting pattern emerged in response to the question about their mission or major responsibility. A predominant cluster of roles included liaison, ombudsman, issue manager, and customer service for the purpose of input into strategic planning, marketing, product development, customer satisfaction and policy formula-

tion. A less frequent role involved primary responsibility for product development, marketing, sales and distribution.

Interestingly, most indicated being a part of relatively small units. Half had five or fewer employees, and only one had 30 or more people. Obviously, these home economists are having to handle influential and visible jobs almost single-handedly.

This indicates to me high levels of competence -- and overwork!! When asked to explain the value they believed management attributed to them or their positions, their answers, not surprisingly, closely paralleled their major responsibility descriptions. Common threads were to ensure customer satisfaction, monitor customer expectations, identify and coordinate company responsiveness to consumer trends and issues; anticipate, monitor or respond to legislative initiatives; keep channels of communication open to opinion leaders and customers; provide public service; provide an outside perspective; devise marketing strategies; and contribute to the bottom line.

These home economists, and their lean staffs, are not doing all this in isolation, however. Most are experts at the currently popular form of management called influence management, which simply means becoming skillful at persuading and coordinating many people and other departments in a non-threatening way. Or, stated more directly, it is providing to other areas input that is heard and respected. Since hierarchies are becoming less formal in many businesses, this ability is essential. These home economists interacted with and tried to influence on a regular basis a wide variety of people, both inside and outside the company, to accomplish their missions.

Internally for example, they work with customers. They track their attitudes, trends, expectation and satisfaction levels, make sales, educate or retain them as customers.

They work with government officials and staff, consumer leaders and advocates, educators and advisory boards to understand their thinking on consumer problems, regulation and service; to monitor issues; obtain information; share ideas; keep communication channels open; and manage issues affecting their companies, nationally and on state and local levels.

They deal extensively with the consumer and business media on company-related consumer issues and product-

related information. Internally, this group works with the general counsel's office, communications, and community affairs; on issues, media, regulatory concerns; as part of emergency tactics committees; and for information on consumer and interest group opinions.

Many work with marketing, market research and sales on product usage, new product development and old product improvement. They meet with operations and production to help assure quality and improve customer service policies. Some also regularly report on trends and issues to their CEOs, presidents, and boards of directors. A few have input into their company philanthropic programs, and others work with sales and field staffs to advise, educate and analyze customer feedback.

More than two-thirds of those who responded thought their companies today were more concerned about seeing a direct link to the bottom line than they had perceived earlier. This is not surprising in light of the roles they listed and the types of people they meet with on a daily basis.

Joyce Bisbee, consumer advocate for Brooklyn Union Gas, stated, "It's just a sign of the times." Barbara Collins, owner of her own consulting firm in Columbus, Ohio said, ". . . if you ignore the bottom line, you won't be around long." Another observed, "I can provide the competitive edge." On the other hand, one respondent felt this was merely ". . . a change in style rather than substance." Some companies were experiencing cut-backs or mergers, making it imperative that they justify their existence and fight for program dollars. Many rely on dollars from other units partially to fund their programs. Katherine Smith, vice president for consumer affairs at Quaker Oats, described, ". . . each year I negotiate program and department resources with the marketing division and must demonstrate we are supporting these objectives and strategies." Another noted, "Because the dollar/yen situation has had heavy impact on our budget, we have tried to work smarter, utilizing staff and equipment more efficiently." And finally, one succinctly said, "Programs must be measurable."

Future Roles

So -- what does this group of highly placed home economists see as our future role in business? Here the news is very promising. Marilyn Norris, market planning manager at J.C. Penney, compared us to liberal arts majors, noting, ". . . our backgrounds can be a firm foundation leading anywhere our skills, interests, and opportunities take us."

Grace Richardson, Director of Consumer Affairs at Colgate-Palmolive, described our current and future role as, "humanizing business, recognizing the needs of the family, being sensitive to consumers' needs . . . future

thinking, getting company thinking out of ruts." Nancy Golonka-Rozier, Assistant Vice President, External Relations for Equifax in Atlanta, felt that "We can affect industries which often need to take a good hard look at themselves."

Brenda Yost, Vice President and Group Project Manager at Bank of America (responsible for product development and sales), said, "We bring a more caring, conserving attitude to the business world. By providing services and products that serve customers' needs at a fair price, we make our companies profitable." Jean Hopwood, Manager of Consumer Affairs at General Electric, offered this insight: "Home economists can use their consumer-oriented skills and gain further entry into marketing, sales, and technological areas . . . currently seen as non-traditional jobs for home economists."

Mary Ellen Jenks, a consultant and former vice president of consumer affairs at Pillsbury, believes that "Home economists will probably want to be both intrapreneurs and entrepreneurs in the next ten years . . . as owners of their own businesses. A frequent suggestion was simply, "Look for career opportunities and follow the path."

Joyce Bryant, Vice President of Consumer Services, Household Financial Services, stated, "There is a great deal of opportunity, but only if home economists recognize the importance of being flexible and stepping out of traditional roles. They are not always willing to do this, and therefore, miss many opportunities."

Respondents identified several new, or it was hoped more common, future jobs and job titles as market research, issue management, marketing, financial planner, corporate responsibility, program manager, corporate communications, government affairs, crisis management, president and CEO. One predicted we might finally see the time when most home economists aren't "herded together in organizations," when they might commonly hold senior management positions in departments not dominated by women.

Since the future sounds so bright for us, and yet we currently see so few home economists in these positions, I was particularly curious to see what this group saw as the most important skills they brought to the job, and how their preparation to be a home economist had prepared them to find new career directions. I hoped there might be some similarity. The key skills they listed separated into three broad categories: management skills, technical competence, and personal characteristics. Management skills were described as people skills including the ability to motivate people to change and boost morale, and the abilities to negotiate, analyze, and think futuristically.

Technical competence they described as: media, writing and presentation skills; understanding how

consumer affairs contributes to the company; understanding both consumer and business values and needs; ability to translate technical information; knowing how people learn; knowledge of the field; and ability to interpret program objectives in terms of consumer needs for information, service, and responsiveness.

Personal Characteristics of key importance included self-direction, flexibility and adaptability, knowing how to move large bureaucracies, collaborative skills, networking ability, a high energy level, and a large dose of survival instinct, stress tolerance and "horse sense." Margaret Ward, National Sales Manager for May Apparel, noted one key skill as "listening for new ideas which have become major opportunities." It can also be argued that these personal characteristics really should be grouped with management skills, but perhaps these are the personal traits that have made these home economists good managers.

Home Economics Background

So -- were these key skills developed from their foundation in home economics? Management was mentioned by a few but, the vast majority fell into the Personal Characteristics category. This quote from Grace Richardson was representative of many: "The versatility of my home economics education provided me with the knowledge that there are many different careers I could go into. Home Economics somehow taught me to open doors as new opportunities became available." Several were positive about their broad-based education, the flexibility and openness they learned, the importance of using initiative, and the broadened range of interests gained. One said she valued "development of sensitivity to radically differing, but valid, viewpoints."

Arlene Stasfield, Director of Consumer Affairs at Land O' Lakes, suggested "communication skills and a broad range of interests in current happenings and a heightened awareness of change." An amusing comment came from a home economist primarily involved in sales, who said, "Family and child development, understanding how to work with children (peers), and families (sales)." One noted that she learned to be creative, as a home economics major, a skill she subsequently applied to her career development, stating that, "All of my positions, with the exception of the first, have been ones I created."

Nancy Greenspan, Vice President and Director, Office of Consumer Issues at Citibank, said, "My willingness to try new challenges emanates from my home economics preparation." Three, however, indicated that the substance of their home economics backgrounds merely opened the first door. Their administrative and business-oriented competencies that led beyond the entry level job -- in a society not then open to women in

business -- were all learned on the job or through other activities.

When I asked Joan McFadden, Executive Director of AHEA, whether the organization had any research that indicated more scientifically than my survey "Where Home Economists Have Gone . . .," she suggested I look at the 1985 USDA National Assessment, "Employment Opportunities for College Graduates in Home Economics." I was surprised to see that through 1995, a shortage of home economists in the broad categories of 1) administration and management and 2) marketing, merchandising, and finance, had been identified.

I asked my sample how they interpreted this finding. Here the comments were a bit sobering. For example, Joyce Bryant cautioned, "Home economists are competing with persons in many of these areas who have a more specific education. The only way that they can be competitive in such areas is to go on for an MBA, especially in the large corporations. Jobs in the corporate world have become very competitive, particularly as women have entered the work force in such great numbers. There used to be very defined career ladders for home economists. These are not as specific anymore and, therefore, job aspirations may have to change dramatically from the day they graduate from college through the next 10 or 20 years." Another said, "In our company, a home economics degree is no asset in marketing. In fact, rising young women choose never to mention their undergraduate work, especially if it is home economics."

Roberta Duyff, a food and nutrition consultant, added a note of realism when she said, "A degree in business will likely command a higher salary than a home economics degree, and may allow more flexibility in many business and finance positions. Graduating in the 70s is much different from graduating in the 80s!!" Helen Horton, a consultant based in Chicago, observed that, "When the home economist arrives in the business world, she is likely to experience severe cognitive dissonance as she tries to understand how her background has prepared her to survive and compete in an environment that questions her credentials." Along this same line, Jean Hopwood said, in a statement that was representative of several, "They are not marketing themselves or their skills as capable of handling these positions . . . We need to show management that these skills are part of the course of study completed. Home economists must take the risk and apply for new non-traditional positions."

Mary Ann Symons Brown, owner of Symons Brown, Inc. in New York City responded, "Too few have this training and few of the graduate programs offer a combined degree with business. We need to have credentials that are acceptable to the field." Others believe that those who at one time might have majored in home economics with a desire to

follow a management, marketing, or finance career path are now probably majoring in business or economics.

Summary

What wisdom can we distill from the candid and surprisingly consistent comments of these eighteen very successful business home economists?

First, there is a very close match between how they describe their major responsibilities, what management perceives as their value to the corporation, and the key skills and abilities that may have made the difference in their becoming successful. Their positions require that they be skillful communicators and managers, be flexible and adaptable, see opportunities, synthesize, problem solve, influence, collaborate, translate, humanize, think futuristically, handle pressure, be catalysts, understand people as individuals, family members, or consumers, and take risks. Interestingly, these are cited as key abilities they bring to their positions, and several they attributed to their Home Economics background. They wished they had had more of a business orientation (this may be an unarticulated reason for the less optimistic comments) and an understanding of how to measure their contribution to the bottom line, or a better initial understanding that "bottom line" objectives and measurable results are essential to survival in the profit-dominated environment of the business world. We all know that it is difficult to articulate how home economics prepares its graduates to be consumer-oriented and yet make the sale.

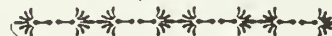
According to my respondents, being perceived as "goody two-shoes" won't make it in very many corporations today. But an ability to look into the future (which many home economists do quite well) and see how developing products, services and policies can fit into that future, while maintaining a consumer or family-oriented commitment, is unique and of great value, both to the short-term bottom line, but especially to the long-term health of a company. In their own words and verified by the USDA study -- the non-traditional jobs are out there for home economists. Most won't be labeled as such and will take a great deal of ingenuity to find.

Jane Creel, Consumer Affairs Manager at Lever Brothers, offered this advice to those hoping for careers in business: "If home economists are interested in business, the most important step is to get a job, almost any job in business." The first job is not necessarily a career path. It will, however, tell them more about what they like/dislike, and where their real skills are!" That's advice that certainly fits well with the make-your-own-opportunities-take-initiative-be-creative-take risks advice we heard earlier.

So -- "Where Have all the Home Economists Gone?" To many places in a wide variety of industries. These respondents did not see many traditional home economics careers opening in business. Many commented that for home economists to succeed anywhere, particularly in business today, they must be on the cutting edge of change -- whether technical, social or economic. This small, but well-placed, sample of our colleagues is optimistic that future home economists who draw on their unique abilities and backgrounds with an eye firmly directed toward the bottom line will be well qualified to take a wide variety of leadership positions in management and assume administrative and financial roles. (11)

She [the home economics teacher] must actively promote her subject and offer to lead discussions and set up programmes in her organization. It is no good remaining silent at staff meetings, or worse still, getting up to serve the coffee, and then complaining afterwards that other Departments have stolen your programme.

Margaret Galloway, Pres.
International Federation of
Home Economics. A Britisher
speaking in Australia on
"Home Economics--A Global
Perspective" (from the J. of
the H. E. Assoc. of Australia,
April 1987)



Our problem [concerning generalists and specialists] ...may be similar to that of the medical professional inasmuch as a highly qualified specialist may lose track of the unified whole, i.e., ...the heart specialist may not notice that the patient's leg needs amputating. We must guard against this danger and recall that everything we do must contribute to the total well being of the family.

Margaret Galloway, Pres.
International Federation of
Home Economics. A Britisher
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"Home Economics--A Global
Perspective" (from the
Journal of the Home Economics
Association of Australia,
April 1987)

Pets and Parenting

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In 1976 Illinois Teacher published an article by Ruth Martin (Fisher).¹ This article described the use of eggs to teach students responsibility. This creative idea has become part of family life education programs across the country. The article by Dr. Martin provided us with impetus to examine this issue further.

Of increasing concern among those working with adolescents and young adults is how to help them grapple with the question "Do I want to have children?" rather than "How many children do I want to have?" This change has come about because of changing attitudes toward parenthood including concerns about the economic, psychological, and physical costs of children, the well being of children in the future, over population, and the quality and style of life. Evidence of this change can be found in the increase in voluntarily childless couples, the decision of more couples to delay childbearing and the reduced birthrate.

These changes necessitate a shift in the emphasis of family life educators. In addition to providing young people with information and skills, the instructor must provide a broad range of experiences and opportunities to practice decision making. There seems to be agreement among authors in this area that couples and individuals will be best prepared to make decisions about children if they: (a) learn what childrearing involves, (b) examine their motivations for having children, (c) plan how they will modify their life style to include a child or children, and (d) identify available sources of various kinds of support.²

Certain activities currently in use, e.g., "adopting" raw eggs and occupational child care, are limited in that

they are short-term and may not require a personal commitment on the part of the "would-be-parent." We believe that an experience more closely approximating the demands of parenthood would be the adopting of a pet, particularly a puppy or a kitten. These younger animals more closely approximate the needs of infants and young children.

The Decision to Parent

Although the outcome of the parenting decision is of considerable significance for the remainder of one's life, how this decision is made remains unclear. There are a number of resources available to assist individuals and couples in this decision. These resources include workshop and group formats, books and "tests." One author concluded her book with eight guidelines for making the decision: (a) think about who you are and who your spouse is, (b) consider all options, (c) consider what impact the child would have on your life, (d) talk to other couples, (e) in deciding, use human criteria based on human needs and wants, (f) remember that having a child is a solemn obligation, (g) spend some time wrestling with the question, and (h) accept the inevitable ambivalence that will come with whatever decision you make.³ This author, and others^{4,5,6} emphasize the need for individuals to "try-out" parenting with a child substitute. They also emphasize that one's own child always requires even more responsibility. In the last section of this paper we discuss how pets can serve as "practice" children by providing individuals and couples with experiences, skills, and information necessary to make better decisions regarding parenthood.

Pets and Parenthood

Levinson⁷ stated that many couples, consciously or unconsciously prepare for parenthood by taking care of pets. Further, he stated, "A woman who has successfully reared a pet will very likely have greater confidence in

¹Fisher, R. M., "Eggs Help Teach Responsibility," Illinois Teacher, January/February, 139, 1976.

²Brooks, J. B., The Process of Parenting, Palo Alto, CA: Mayfield, 1981.

³Melan, E. H., A Baby?...Maybe, New York: Bobbs-Merrill, 1975.

⁴Hultgren, F., & Goosens-Conlen, M., What to do Regarding the Parenthood Decision: An Instructional Module, University Park, PA: Home Economics Education Program, Division of Occupational and Vocational Studies, The Pennsylvania State University, 1981.

⁵Peck, E., & Granzig, W., The Parent Test: How to Measure and Develop Talent for Parenthood, New York: G. P. Putman's Sons, 1978.

⁶Schultz, J. B. (Ed.), The Decision to Parent: A Teaching Guide, Ames, IA: The Iowa State University, 1980.

⁷Levinson, B. M., Pets and Human Development, Springfield, IL: Charles C. Thomas, 1971.

her ability to rear a child and be more ready to accept herself as a wife and mother" (p. 85).

Though Levinson's beliefs are stated too definitely for some, the general assertion that caring for pets can assist couples in preparing for parenthood has merit and is worthy of greater attention from family life educators. We believe this is so because caring for pets seems to approximate more closely the demands and responsibilities of parenthood than do other means previously used. This is because of the many parallels that we have identified: (a) a lack of sleep caused by crying, feeding needs, and novelty, (b) tiredness due to less sleep and increased demands and responsibilities, (c) less time for self and spouse because of the demands of the pet for attention and care, (d) feelings of increased responsibility because of dependency of the pet, (e) feelings of being tied down because the pet cannot be left alone for extended periods and now must make arrangements for care of the pet if they want to travel, (f) having routines and plans interrupted because the pet is sick, lost, or because pet care is not available, (g) concerns about dealing with "messes"--keeping the house and the pet clean, (h) concerns about anticipating the needs of the pet and responding to cues, (i) concerns about diet, exercise, and cognitive and physical stimulation, (j) concerns about progress through normal developmental stages, e.g., teething, (k) concerns over time and money spent on medical/veterinary care, (l) the difficulty of administering medicine in the home, e.g., ear drops, pills, (m) concerns that you are doing the right things and the need for reassurance and advice from more experienced care providers, and (n) concerns about providing appropriate toys and educational experiences.

Potential parents can discover, through pet training, their attitudes toward the practice of discipline. In addition, the teaching/training activities are similar in that with both pets (puppies and kittens) and children there is an effort to stimulate the development of a higher level of skills, e.g., gross motor (catching a ball), social/emotional (offering affection, initiating contact, not disturbing others), cognitive (teaching tricks/teaching the alphabet and counting, developing communication abilities), and self-help (appropriate elimination behaviors). Of course, owning and caring for a pet would also provide some of the same rewards as having children in terms of meeting needs to nurture, care for, and protect something, as well as by providing owners with a source of affection and an object toward which authority could be asserted.

Incorporating Pets into Family Life Education Units

The "adoption of a pet" could be a suitable activity for couples considering parenthood or for high school

students in family life classes. Prior to initiating this activity, some prearrangements would need to be made. For example, some students and couples would be unprepared or unable to make a long term commitment to a pet. Local humane societies often have a plethora of puppies and kittens. Teachers might work out a lending program whereby humane society puppies and kittens would be lent for educational purposes. This provides the humane society with free boarding of animals for a specific period of time and some "adoptions" might occur as a result of the student-pet relationship. It is anticipated that at minimum a six- to ten-week experience with the young pet would be necessary in order for the student to experience the parallels mentioned previously.

It is clear that students would need parental permission in order to be involved in this type of activity. If this activity were used with couples contemplating parenthood, each member of the couple would need to agree to the adoption. Participants would need to be prepared for eventual separation from their pets. This is another aspect of parenting, at some point the "parent" must allow the "child" to become more independent. Both "child" and "parent" need to be prepared for this eventuality. However, the option of permanent adoption should be available to class participants. Pets not permanently adopted would be returned to the humane society.

Conclusions/Implications

We are not arguing that caring for a pet is equivalent to parenthood in terms of demands, responsibilities and motivation, only that caring for a pet approximates parenthood. Pets and children are obviously different in terms of parental investment, financial costs, time, biology and future destiny. We do believe, however, that caring for a pet is better preparation for parenthood than many experiences suggested by family life educators (caring for an egg, babysitting, etc.) because the demands and responsibilities are more similar to parenthood. Preparation for parenthood is becoming a more important issue both in terms of the decision to parent and the transition to parenthood. Anticipatory socialization experiences would seem to be helpful both in terms of making the parenthood decision and in terms of easing the transition into the parent role. Preparation for parenthood curricula could respond to this need for anticipatory socialization by expanding activities to include caring for pets. Perhaps a partnership between educational programs and community agencies dealing with animals would permit these experiences to occur in existing family life education programs. (f)

“Fresh Approach”: Cooperation Between Home Economics and Vocational Rehabilitation

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Karen V. Busch, Executive Director
Metro Industries, Inc.
Lexington, Kentucky

The focus of vocational rehabilitation programs is to provide vocational training for adults with mental retardation and/or related disabilities. To provide learning experiences for trainees, these programs typically have subcontracted with businesses and industries to provide the latter with such low-cost production services as collating, packaging, mailing, assembly, machining, and sorting. An innovative production service currently being tried experimentally is in the food service industry.

The "Fresh Approach" Program

In 1984, Metro Industries, a private non-profit vocational rehabilitation facility in Lexington, Kentucky, received a three-year grant from the United States Department of Education to develop a model food service training program for the mentally handicapped. Called "Fresh Approach," the program has some features and opportunities that merit consideration by home economists involved in food service training programs.

Need

In this country, the need for food service workers far exceeds the supply. However, severely handicapped adults have had a difficult time "breaking into" the fast-paced food service industry because of limited training time and limited adaptation of educational techniques for a population that requires above average training techniques and time. The Fresh Approach program offers the severely mentally handicapped food service training in an environment appropriate to their needs, thus paving the way for them to obtain employment.

Training Mechanism

The Fresh Approach is a community-based food service establishment. The training mechanism is a wholesale food commissary that operates out of a 3,000 square foot basically equipped kitchen. The commissary provides a wide range of wholesale food products to grocery stores,

restaurants, caterers, and private individuals. The products ranged from pizzas to vegetable trays to pie fillings. A list of types of food operations that have used the commissary food production service and the products the trainees have prepared for them is as follows:

<u>Company and Food Operations</u>	<u>Products</u>	<u>Quantities</u>
<u>Major retail grocery store chain</u> Preparation and packaging of deli products	Deli Pizzas Cereal Type Party Mix Beer Cheese Assorted Cheese Balls Cream and Fruit Pies	41 varieties
<u>Health Food Stores</u> Preparation and packaging of natural food products	Apple Delight Salad Olive Nut Spread Egg Salad Salmon Salad Carrot and Raisin Salad Turkey--Roasted and Sliced Turkey Salad	
<u>Steak House System Commissary</u> Baked potato and french fry operation	Wrapping Baked Potatoes Cutting French Fries Salad Preparation	1200 cases per month
<u>Specialty Dessert and Cookie Shop</u>	Fresh Apple Pie Filling Cherry Pie Filling Pecan Filling Shredded Cheeses Sliced Ham, Beef and Cheese Quiche Fillings	
<u>Franchised Pizza Operation</u>	Pasta Salad for Salad Bar Cream Pies Cookies	4 varieties
<u>Wholesale Food Distributors</u> Packaging salads for retail sales	Mustard Potato Salad Country Style Potato Salad Macaroni Salad Yeast Rolls	
<u>Catering</u> Health care facility Private schools Office building, Health Department Wedding Receptions	Lunches and Dinner Luncheon Meats Lunch one day per week Party Trays, Hors d'oeuvres	5 days/week

Before the decision was made to develop a wholesale food commissary as the training vehicle, a market survey was conducted by the Marketing Department of the University of Kentucky. Many different types of food service operations were considered. The survey showed a number of the options were not feasible. A catering establishment would have had definite "seasons" (spring and fall), which would have provided unstable training opportunities. Furthermore, it would have required a number of people who could drive, and the majority of events that could have been catered would have occurred at night or on the weekend. A bakery was not chosen because of limited placement opportunities, due to the fact that the Lexington market was found to be saturated with bakeries. An idea of a restaurant was rejected because

the research showed that Lexingtonians prefer to dine at well-designed, "classy" full-service restaurants. Anticipated operating funds did not allow for the costs of space or decor for such a restaurant. In addition, the low level math and reading skills of the trainees would have prevented most of them from working as waiters, waitresses, or cashiers.

The wholesale food commissary approach to training food service personnel was determined to have several advantages:

1. It does not require a lot of new or sophisticated equipment.
2. It is unlimited in terms of the types of foods that can be prepared. The trainees can receive exposure to a wide variety of food preparation skills.
3. It need not be "in competition" with businesses that are desirable worker placement sites. Restaurants that can use the program to make some of their food products can also hire trainees.
4. It can provide a unique service to restaurants, deli operators, and others who do not have the equipment capabilities nor the personnel to prepare the products.

A job placement survey indicated that most food service jobs available in Lexington were in food preparation or waitressing. Because most of the mentally handicapped have very limited, if any, reading skills, they would primarily enter the food service industry as kitchen help. The Fresh Approach program has already enabled a number of trainees to move from "pots and pans" positions to food preparation positions.

A unique example of a training adaptation in the Fresh Approach program is that some non-handicapped workers are hired to work side-by-side with trainees. The non-handicapped serve as role models and provide an integrated work setting for the handicapped workers, easing the transition of the latter group into the real work world.

Training Materials Dissemination

One of the goals of the Fresh Approach project is to disseminate information that others can use to replicate all or parts of its training program. A guide that explains the steps involved in the planning and implementation of a community-based food service training program is being developed. Video cassettes of training programs and newsletters are available. A conference is being planned as a vehicle to disseminate the training materials. (To be placed on the mailing list to obtain information about these materials and activities, contact Randy Marcum, Project Director, Fresh Approach, 247 Second Street, Lexington, KY 40508.)

Implications for Home Economics Food Service

Training Programs

Implications of the Fresh Approach project relate to secondary and post-secondary food service training programs, food service teacher training programs, and university restaurant management programs.

Secondary and Post-Secondary Programs

The wholesale food commissary training mechanism lends itself readily to secondary and post-secondary programs. Lack of space for a restaurant has sometimes precluded having a food service training facility within a school. Further, some schools, particularly consolidated ones, are located so far from a populous area that they cannot attract a wide spectrum or large number of patrons to whom to serve meals. In a school-based wholesale food commissary program, products might be made for situations within the school and in the community. Within in the school, arrangements might be made for food production for the cafeteria, athletic event concession stands, and special events such as proms and recognition dinners. The possibilities for community customers are endless. A good beginning place to make inquiries would be with advisory committee members.

If a community has a vocational rehabilitation program with a food commissary component and a local school has a food service training program with mentally handicapped students, arrangements might be worked out whereby the vocational rehabilitation facility would take commissary work to the school. The local school students could be paid the prevailing wage for work done to standard. (For students who are not currently working to standard, it is possible to obtain a special Wage and Hour Certificate which permits the school to pay them below prevailing wage rates.) Lexington's Metro Industries hopes eventually to establish such a contractual arrangement with the local school system. This arrangement would have some of the advantages of a cooperative education program (e.g., providing financial resources for students), and eliminate some of its advantages (e.g., need for transportation).

Food Service Teaching Training Programs

Individuals preparing to teach in secondary and post-secondary food service programs need expertise in preparing a wide range of food products. A vocational rehabilitation food commissary program could be a work experience site at which prospective teachers could learn a large variety of food production skills. A food commissary would expose teachers to the preparation of a wider diversity of food products than would many restaurants, especially those that specialize in such limited product lines as ethnic foods, "light" meals, or steak and potatoes.

While obtaining valuable work skills, the teachers-in-training could also observe the learning style of the mentally handicapped and techniques effective in instructing them. Such information would be important if they ever teach mentally handicapped students. Further, working with the mentally handicapped in a vocational rehabilitation program could be a career education experience for teachers-in-training. A prospective teacher who enjoys the experience may decide to pursue a career in rehabilitation.

University Restaurant Management Programs

Managers of restaurants, cafeterias, and other types of food service establishments often supervise mentally handicapped workers. However, university restaurant management training programs typically do not teach manager trainees how to work with the mentally handicapped. Students in restaurant management programs could learn the supervisory skills requisite to managing the mentally handicapped by working alongside them in a food commissary vocational rehabilitation facility.

Conclusion

A wholesale community-based food commissary is an innovative method for training the mentally handicapped. The food commissary approach has dimensions that can enhance and be successfully replicated in secondary and post-secondary school food service training programs. Vocational rehabilitation programs can provide valuable field experiences for prospective food service teachers and food service establishment managers. More cooperation between home economics and vocational rehabilitation food service education programs could be mutually beneficial. (it)

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how significant our programs really are. You can help correct this common weakness.

Another important suggestion for each of you is to develop a home economics advisory committee of community people, if you don't now have one. Carefully select about five individuals from a variety of constituencies in your community who show an interest in your program. Ask them to meet with you periodically to give you advice and react to your new ideas. A well functioning advisory committee can be your community eyes and ears. It can also be a helpful political force if your Board of Education suddenly decides to cutback or eliminate your program. This committee, along with the data file mentioned earlier, can be very supportive of your program. If you start today to plan your advisory committee, you'll be glad you did.

Conclusion

In conclusion, I hope each of you goes home with renewed resolve for helping students strengthen their roots and wings, that you have renewed determination to help students preserve their health and protect the health of their future families, that you will tackle the problems of teen pregnancy and sexually transmitted diseases with renewed vigor, that you will oppose discrimination wherever it occurs, and that you will sharpen your teaching and counseling to prepare your students for Century Twenty-one.

Utilizing your own roots and wings you can help bring forth the security of roots and the inspiration of wings your students will need during the decades ahead. I have confidence that we, as dedicated home economists, can accomplish these tasks and lead our students into Century Twenty-one. (it)

New Release

In her paper, SECONDARY VOCATIONAL EDUCATION Rosemary Kolde urges the redefinition of the competencies required by secondary education students to be successful in specific vocational areas. She provides arguments in favor of integrating vocational education and academics in both comprehensive and joint vocational schools.

This paper was taken from a speech given by Kolde at the National Center for Research in Vocational Education. At the time of publication, she served as president of the American Vocational Association.

You may order SECONDARY VOCATIONAL EDUCATION 16 pp., 1986 (OC119--\$3.00), from the National Center for Research in Vocational Education, The Ohio State University, Publications Office, Box N, 1960 Kenny Road, Columbus, Ohio 43210-1090; or call toll free 800/848-4815 or 614/486-3655 inside Ohio and outside the continental United States.

In the May/June 1987 *Illinois Teacher* we published the first year's winning essay in the University of Illinois College of Education Critical Thinking Essay Contest for high school students. The following is the winner in the second year. It will be of particular interest to home economists because it relates to the family. The students were told to write about the most serious problem confronting teenagers in their own community.

Engendering Stones: A Critical Look at Family Relationships in South Shore, Chicago

Amalia Stodolsky, Student
Whitney M. Young Magnet High School

"I don't see why we can't get along," said a teen resident of my neighborhood, referring to a disappointing episode with his parents. In South Shore, Chicago, my neighborhood, effort does not always relieve pain, disperse anguish, or cause change. South Shore is a poor to middle-class, predominantly black community. Approximately thirty percent of South Shore's teens live in homes broken by desertion or divorce. The deterioration of family relationships is by far the most serious problems teens face. One important aspect of this problem is that it becomes a basis from which other problems can develop. This assertion is verified by the high rate of drug and alcohol abuse among teens in South Shore. Further evidence are the gangs that roam aimlessly but purposefully during the summer, wearing the sullen garments of determination and challenge. The gang members are not drawn by the gravity of stable homes, nor by the love and trust contained therein. The positive interaction of family members, crucial to a supportive home environment, has been, for the most part, absent from their childhoods. Because the teen years are a time of experimentation and rapid change, even strong family bonds can be stressed or severed. Without these bonds, the separation of teen from family, emotionally if not physically, is almost inevitable. The impact of family problems on teenagers in South Shore is manifested in the students' success in schools and in the rate of teenage pregnancy.

The effects of negative family relationships on South Shore's teens can be seen in the overall national ranking of the neighborhood's students, and in their reading and writing levels. Chicago's public schools rank, on the average, in the lower fifty percent of schools in the nation. The high school students' reading scores are well below the national average, and the city's high school newspaper, "New Expression," is written for people who read at the seventh grade level. Similarly, Chicago public school students have consistently done poorly on tests of written expression. In South Shore the problems are exaggerated, the student's scores lower than in most of the city. In some instances illiterate students graduate. One may question, however, specifically what these statistics

reveal about family relationships. The explanation is twofold.

First, most adults in South Shore work as salespeople, secretaries, or clerical workers. None of this work is particularly interesting, and employees do not enjoy their jobs. They come home tired; some may be too exhausted to want to interact with their children, some may take out their frustrations on their teenagers, while others may simply ignore them. Even though not all parents in South Shore ignore or mistreat their children, such behavior does occur. Because parents show minimal interest in their jobs and in their teens' schoolwork, teens feel little obligation and often no motivation to succeed in school.

The alternate explanation is applicable only to teens who have been raised in homes where violence or hunger have been significant forces for extended periods of time. They do not see the purpose of attending school, refuse to take it seriously. "It won't help me keep my father out of the house, will it?" says the son worried about physical confrontation. How is a teenager to concentrate on Biology, the study of living things, when he is concerned about the "basics" of life, food and safety? These teens are so accustomed to extremities that they cannot afford to feel; when sensitivity means pain these teens suppress their feelings.

Another indication of family tension in South Shore is the high teen pregnancy rate. Resulting from the large number of teen pregnancies is the availability of free birth control to students at several high schools. Ironically, this action has caused a great uproar in the community. Although I acknowledge that teen pregnancy partially results from irresponsibility, I believe that the root of teen pregnancy is in the family. A saying in German expresses it well: "Der Geist stets verneint," -- "The spirit that always says 'No.'" This spirit, the spirit of denial of opportunities for self-growth is prevalent in South Shore. It cannot be battled with birth control, nor with anything so superficial that it can be identified as a thing of battle. With the exception of suicide, a teen getting pregnant is the greatest denial of all. It does, however, assure the young mother of not having to confront her greatest fear: failing on her own merit. It also gives the youth a job to do -- one far more lasting and predictable than the precarious life of a teenager -- and

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Foreword

This issue of Illinois Teacher is different! The Guest Editor does not represent a state, as is usual, but an AHEA project and a cause.

The content is to help us all, and especially those who are teachers, to increase our understanding of home economics around the world, of societal problems around the world, and of our "global connections."

We are grateful to Gladys Vaughn at AHEA and the project staff, as well as all those who contributed their experiences via articles for this issue.

It is our hope that this issue of Illinois Teacher will be a significant contribution toward world understanding and the interdependence of people, the importance of families and of Home Economics as the only profession with families as its focus, and the encouragement of action by each of us to further these ends. Sharing our understandings and enthusiasm with our students can help them, as well as ourselves, to grow and to serve as we share our "small planet" with the billions it must support.

We welcome your comments and your reports of what you are doing.

HTS

* * * * *

Introduction



Poverty, as symptomized by injustice, hunger, illiteracy, disease, drug abuse and overcrowdedness for too many of the world's people, urgently calls for both emergency responses and long-term development planning and education, especially so that the root causes of these social ills will in time be eliminated. "Development Education" asks that an individual first recognize the interdependence of people and nations, and then exhibit behaviors that demonstrate a personal commitment to elimination of the inequities of poverty. Participation in development education programs is one way to begin.

Thus, you are invited to use and enjoy the exciting content contained in this issue of Illinois Teacher of Home Economics, which focuses on AHEA's Development Education Project, "Global Connections," and gives a kaleidoscope of perspectives on ways to internationalize the home economics program, infusing development education concepts into all of its phases.

We hope you will be inspired to adopt or adapt the activities, lessons, views and other information to your local situation, and that through this issue, you will become more aware of and participate in educational efforts that enhance the well-being of more for the world's families.

Gladys Gary Vaughn
Guest Editor and
Administrator, Research Unit
American Home Economics Association

USAID's Development Education Program

Elizabeth Hogan
Coordinator for Development Education
for the U. S. Agency for
International Development
Washington, D. C.

Connections between the United States and the Third World manifest themselves in hundreds of ways, all of which affect our daily lives. The economy we manage, the technology we depend on, the environment we share and the security we seek are all dependent on events and conditions beyond our borders, and increasingly, on those countries which have been termed "Third World" or "lesser developed countries" (LDCs).

In fact, there are few, if any, issues we face today that can be considered strictly "domestic." The U.S. farm crisis, the trade deficit, the sale and distribution of illegal drugs which has resulted in widespread drug abuse, and rising interest rates are but a few examples of how poverty overseas relates to our own prosperity and well-being. Yet, relatively few Americans are aware of these connections or, conversely, how our decisions and actions can affect the lives of Third World citizens.

The Development Education Program of the U.S. Agency for International Development (USAID) is designed to help Americans understand these linkages and our stake in the development of the Third World. Established in 1980 through legislation introduced by Senators Joseph Biden (D-DE) and Claiborne Pell (D-RI), the goals of this program are: 1) to generate widespread discussion and analysis of the root causes of world hunger and poverty; 2) to create a climate of public support within which both public and private agencies can address issues of underdevelopment; and 3) to expand the network of organizations involved in development education and strengthen their capacity to deliver substantive, effective programs.

Americans have always been compassionate and generous in responding to the needs of the victims of disasters--such as the overwhelming and immediate outpouring of money, goods, and services offered to Ethiopia at the height of the famine and to Mexico after the 1985 earthquake. However, the American public has been less supportive of long-term development programs, largely because it has not been made fully aware that the impact

of these disasters can be reduced only if the living conditions can be improved. Therefore, USAID and a growing network of private development organizations, educators, and domestic associations have become involved in development education in order to encourage citizens to support longer term development programs as the only solution to the persistence of worldwide hunger and poverty, and in so doing, to help ourselves as well.

In its first five years, USAID's Development Education Program has provided support through competitive, cost-shared project grants to over 50 private, non-profit organizations. Workshops, seminars, publications, films, slide-shows, exhibits, and specially prepared curricula and training programs have enabled Americans from all walks of life to examine their own stake in the development of the majority of the world's people.

Although the methods, materials, and strategies used vary depending on the particular target audience one is trying to reach, there are some underlying commonalities which all of these development education activities share:

- They help individual Americans make the connections between their own communities and the larger world of which they are a part.
- They seek to improve understanding of the relationship hunger and poverty have to environment, population, human rights, trade, and other global issues.
- They emphasize not just the problems of underdevelopment, but possible solutions, thus contributing to both a more positive image of the Third World and a sense of hope that conditions in these countries can change.

A few examples of the types of activities USAID has supported through its Development Education Program include:


- A traveling multimedia museum exhibit entitled "Someone Like Me," which helps children explore the lives of their contemporaries growing up in Third World countries through computer games, simulation activities, a film and companion curriculum material.

- A series of lectures for wildlife conservationists that includes a live peregrine falcon to demonstrate how poverty affects environmental conditions in Third World countries, which in turn impacts the survival of birds (such as the falcon) that winter in Latin America and migrate to the U.S. in summer.
- Production of a teacher/student viewing guide to accompany the PBS television series "Global Links" which explores a range of development issues through a 13-part special, and a series of training workshops for educators in the use of these materials.
- Seminars for journalists which help them explore the international dimensions of the domestic issues they normally cover in their specialized fields, e.g., agriculture, environment, health, or finance.

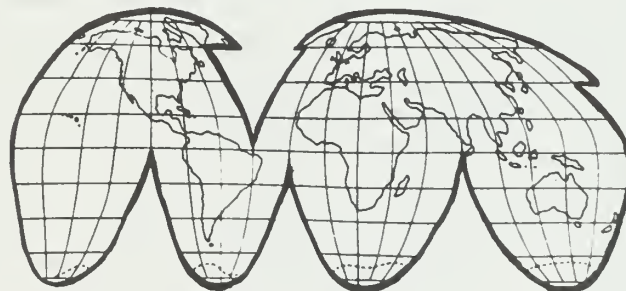
For development education to be truly effective, we need to reach a variety of audiences with messages specifically tailored to the special needs and interests of a given target group. One of the most important audiences, with perhaps the greatest long-term payoff for development education practitioners, is the formal education sector. As supported by a recent public opinion survey on U.S. attitudes toward the Third World, chronic underinvestment in international education throughout the U.S. school system has produced a generation of citizens who are dangerously unaware of our linkages with the rest of the world and unskilled in coping with the complexities of global interdependence. Reaching out to this sector, America's youth, their teachers, and school administrators will continue to be an important priority for USAID.

Through the program, "Global Connections: Development Education for American Teenagers," AHEA is joining forces with a number of other institutions and educators attempting to equip tomorrow's graduates with the skills necessary to be more competent and responsible global citizens. In our view, the AHEA project combines a number of unique ingredients which will contribute to our overall success in this area. Namely, it integrates international issues into ongoing course curricula, thereby increasing the likelihood of long-term sustainable activity; it provides access to a significant target population--50,000 home economics teachers and up to 4.5 million teenage students; it has a built-in multiplier effect and potential for spin-off activity through its affiliate groups such as Future Homemakers of America; and its theme and activities are well-suited to the needs and interests of its target audience.

Changing public attitudes and perceptions about the Third World will be a difficult, uphill and long-term process. We at USAID are impressed by the number of organizations like AHEA which have enthusiastically embraced that challenge and with the initial signs of success that are already beginning to unfold. As USAID's Administrator, M. Peter McPherson, has said: "...The ultimate success of our efforts overseas will depend on a long-term commitment from an informed American public able to make responsible choices about its foreign aid program. Development education is a critical step toward achieving this end."¹

For more information about USAID, Development Education Program, please contact: Development Education Program, Office of Private and Voluntary Cooperation, FVA/PVC, Room 250 SA-8, U.S. Agency for International Development, Washington, D.C. 20523. 

¹McPherson, M. Peter. "The U.S. and the Third World Making Connections for Development Education." USAID Newsletter, 1987, p. 8.



"Experience is primarily a process of undergoing; a process of standing something; of suffering and passion, of affection in the literal sense of these words. The organism has to endure, to undergo the consequences of its own actions."

John Dewey in "Creative Intelligence" (NY Holt 1917) p. 10.



Global Connections: A Development Education Project

Wanda Montgomery, Project Coordinator
Global Connections
American Home Economics Association

Home economists--teaching development education concepts as a part of their secondary school curriculum; preparing teenagers for participation in a global community in which two-thirds of their neighbors are living in less developed countries with poverty and hunger a daily threat to life; recognizing that the future for families and individuals everywhere can be improved only when interdependence and the need for sharing technology and resources is acknowledged--

These are some of the concerns and goals of AHEA's "Global Connections" project.

The International Federation for Home Economics (IFHE) was founded in Europe in 1908, one year before the American Home Economics Association began as an organization of home economists in the U.S.A. These two professional societies with concern for improved health, nutrition and quality of life have been influential in introducing home economics into secondary schools throughout the world. Home economists in development from the U.S. during the early decades of AHEA were teaching in Turkey, Greece, and China; they have continued to be active in the sharing of technology with the developing world, particularly as this knowledge related to nutrition, health and other areas of family well-being. This project continues this tradition, offering an opportunity for hundreds and perhaps thousands of home economists to contribute from their experiences the vitality and realism to motivate/ inspire teenagers to become interested in their Third World neighbors; to ask "What should I do as a citizen of the global community to improve the quality of life for each of us?" The first biennial meeting of the IFHE that was held in the U.S. (in 1958) included home economists from less developed countries in Asia, Africa and Latin America.

How, then, does secondary home economics curriculum and teaching become involved in development education? In 1967, AHEA's benchmark curriculum publication, Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development,¹ identified internationally oriented concepts and generalizations, including:

- "The complex interaction of the world economy, the clothing industry, and consumption patterns affect the cost, quality, and availability of goods to individuals and families;²
- "Adequate nutrition can be attained with many combinations of foods commonly available throughout the world;³
- "Every known society and every individual has values which give direction to behavior and meaning to life";⁴ and
- "The family economy affects and is affected by the larger economy."

With a strong history of U.S. home economists being involved in programs in less developed countries, this element of global interaction appears to be a logical focus of the home economics curriculum. And with an emphasis on development education in the curriculum, the home economics teacher will be able to supplement and complement the efforts of the departments in secondary schools to which education along these lines has been ascribed, such as social studies and foreign languages. Concepts and generalizations accepted as the responsibility of the home economics secondary curriculum will be taught, perhaps from a somewhat different perspective, as the goals of the project are achieved.

The goals of "Global Connections" are shown below.

Teenagers will:

- (1) recognize the interdependence of elements in the global community;
- (2) become aware of and comprehend the problems of hunger and poverty in the world;
- (3) develop the ability to make decisions about perennial and universal problems facing families worldwide, particularly those of managing resources, nurturing human development, creating a home environment, and feeding and nourishing family members; and
- (4) appreciate and respect diversity in traditions, customs, skills and beliefs of families and individuals of all cultures.

The project is funded by the U.S. Agency for International Development for the three-year period, October 1,

²Ibid., p. 40.

³Ibid., p. 32.

⁴Ibid., p. 25.

¹American Home Economics Association. Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development. Washington, D.C.: 1967.

1985 to September 30, 1988. Other in-kind contributions have been made by AHEA and its members, and from cooperating organizations, such as the Illinois Teacher of Home Economics, Future Homemakers of America, and National Association of State Supervisors of Home Economics.

Project Organization

A 22-member national advisory committee made up of selected AHEA national officers and representatives of related and interested organizations meets annually, providing guidance and direction to the project. Resource teams made up of home economists with employment experience in less developed countries have held two workshops to develop materials for use in the project and they have shared personal material and resource collections including slides, publications, exhibits, etc. Other members of this expanding resource network will be continuing to make contributions as the project produces additional instructional materials and develops an ongoing entity in each state.

Project Instructional and Resource Material

- Four-page leaflets about each of five regions of the world where less developed countries are located have been developed and contain information pertinent to home economics instruction. Four selected countries, one from each region except the Caribbean, have also been described in 4-page leaflets. A set of 20 slides about each country (i.e., Botswana, Egypt, Peru and Thailand) with commentary and cassette tapes is also available. Leaflets and slide sets about 11 additional countries will be available during 1988. Teachers may select regions or countries on which to focus as they help students to become interested in the global community.
- Videocassettes with information about different areas of the curriculum (e.g., foods, housing, resources, etc.) incorporating a world view are to be available during 1988. In the meantime, slide sets in some areas have been prepared which a teacher may use to add interest or expand the student's view of similarities and difference among families of the world.
- Teacher members of the first resource team prepared instructional modules with suggested strategies for teaching home economics lessons about global issues and for introducing development education concepts into their curriculum. Twenty-four teachers have used these five modules, and have also developed their own lessons. Some of these are found in this issue of Illinois Teacher. Others will be made available in other forms throughout 1988.

- A teacher's guide for introducing development education into the school and/or the home economics curriculum is also available. Dr. Joanna Kister, Assistant Director of Home Economics Education at the Ohio State Department of Education, has adapted that division's practical reasoning (curriculum development) model for introducing development education, and has prepared a sample introductory lesson on development education. This guide includes a teacher checklist, pre/post-test, a list of organizations and agencies where other resources can be obtained, and guidelines for preparing "culture kits."
- The project has instructional materials available to encourage recognition of and participation in three days which are celebrated throughout the world by international organizations. These are 1) World Food Day, (October 16 of each year) birthdate of the Food and Agriculture Organization (FAO) of the United Nations; 2) World Health Day (April 7), sponsored by the World Health Organization (WHO) of the United Nations; and 3) World Home Economics Day (March 20), sponsored by the International Federation for Home Economics (IFHE).

Activities

In 1986, 24 secondary home economics teachers attended the first "Global Connections Workshop," held at Iowa State University. This group piloted a curriculum developed by project staff, and has continued to be integral in fostering involvement in development education among home economics and other professional colleagues on a local, regional and national basis. A second workshop was held in Austin, Texas, in May 1987, and introduced the project to 24 representatives of state education departments and state home economics associations. Participants in both groups are responsible for introducing teachers in more than 30 states to "Global Connections" in workshops and mini-conferences. They will also build networks within their states and regions to promote using a global view in home economics curriculum and classes.

Outreach activities which involve teenagers in actual assistance programs are developing. One of these, Project Mercy, which was introduced to Global Connections by Juanita Mendenhall, Fort Wayne, Indiana, home economics teacher, who has reported that home economists and their students had contributed 4,000 specially made garments to refugees over a 15-month period during 1986-87. The action-oriented program is an opportunity for the Future Homemakers of America membership to be actively involved. Ten programs planned to reach less developed countries are described for FHA chapters or classrooms to consider for development assistance. Information about these has been

made available to teachers and was shared with teenagers at the FHA National Meeting in Orlando (1986) and Washington, D.C. (1987). The ten programs/organizations are

- 1) Africare
- 2) Books for Schools
- 3) Habitat for Humanity
- 4) Peace Corps Partners
- 5) Project Mercy
- 6) Save the Children
- 7) School Partners
- 8) Trickle Up
- 9) The United Nations International Children's Emergency Fund (UNICEF)
- 10) The United Nations Development Fund for Women (UNIFEM).

As the Global Connections Project moves into the third and final year of federal funding, a number of activities are planned to provide continuity and stability to the activities it has promulgated:

- An assessment of the project's accomplishments will be carried out by the project and Carolynn Brown-Ukpaka, Graduate Student, University of Nebraska, under the direction of Dr. Hazel Fox, Chair of the Department of Human Nutrition and Food Service Management, University of Nebraska at Lincoln.
- A national workshop will be held for teacher educators who have future responsibility both for pre-service and in-service preparation and for encouragement of teachers.
- State networks will be established with plans for ongoing interaction through AHEA sponsorship. And plans for continuing production and availability of appropriate instructional materials through AHEA supervision are necessary.

At a 1986 national meeting for vocational home economics educators, Dr. Lena Bailey, Dean of the College of Home Economics at The Ohio State University,⁵ as keynote speaker stressed to those in attendance the importance of internationalizing the home economics curriculum. She said, "We need to integrate global or international concepts into program planning and the instructional curriculum. Our students need to understand how our technological development, financial system, trade policies and social issues impact on the entire world. There is a need to understand how world trade policies impact on consumers and families. Almost every course taught in home economics could be greatly enhanced by teaching from a global perspective."

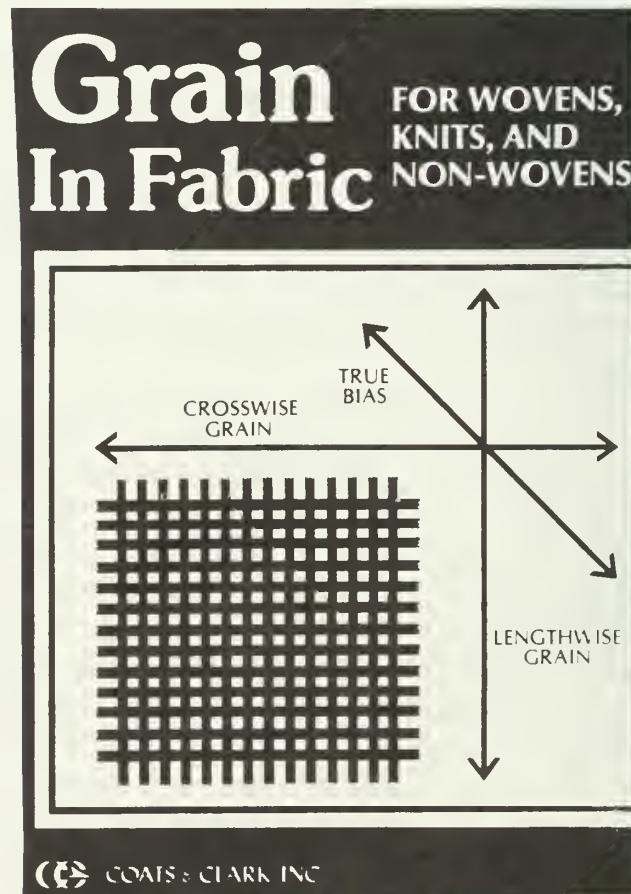
The Global Connections Project is one tool which is available to secondary home economics teachers who are wanting to move toward the 21st Century with a global

perspective in all of their teaching. The materials have been developed and/or tested by homemaking teachers in cooperation with other home economists who have a well-founded understanding of families in less developed countries.

Many home economics teachers have been including a variety of international activities and concepts in their teaching for many years. Global Connections Project applauds these "globally minded" teachers, recognizing their value and contribution supporting the efforts they have made through the years. The project staff hopes to continue and perhaps expand their global view while inviting other teachers to join in implementing a curriculum for the Global Village. (11)



Understanding the concept of grain, in relation to fabric, is one of the most important learnings in a clothing class. It affects fit, ease of construction, the "hang" of garments, the direction of stitching, ease in ironing, and even purchasing decisions, as well as attractiveness of appearance.



⁵Bailey, Lena. "Internationalizing the Home Economics Curriculum," National Vocational Home Economics Educators Meeting, Columbus, Ohio, February 1986.

Sensitivities and Sensibilities for International Work

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Increasingly, U.S. home economists are having opportunities to work in developing countries. Some spend several years working with international agencies, and others serve as short-term consultants. It's probably safe to say that home economists and others working on international research and development projects have the best of intentions: making positive contributions to the host countries. But we know that such projects are not always judged to be successful. Some, unfortunately, are considered to be failures and even damaging to the well-being of people in the developing countries.

I. International Development Efforts - Feedback from the People

What makes some projects successful while others do more harm than good? What should people know and consider before embarking on international assignments? To explore these questions, four researchers from the University of Minnesota undertook a study in Barbados in 1985.¹ We interviewed about 40 men and women who have had experience working with outsiders involved in research or technical assistance projects in Barbados and other Caribbean countries. Using open-ended questions, we asked these Barbadians about their impressions of the effectiveness of international projects, about outsiders' personal qualities which make a difference in collaborative efforts, and about their research and development projects.

The following paragraphs summarize what we learned from the interviews. Several quotations are interspersed in order to represent accurately the people's views and to convey their sentiments. Although the perspectives of the people in Barbados might vary from those found in other developing countries, they contribute to our understanding

of some factors to consider when working with people in other cultures.

A. Impressions Remain for a Long Time

One of the consistent themes expressed by the Barbadians is that development workers leave lasting impressions--impressions about the development workers themselves, their home countries, their organizations, and the value of their efforts. Overall, Barbadians held favorable impressions about the outsiders and their contributions. Some negative opinions, however, remain in their memories. On the negative side. Unfortunate experiences led some Barbadians to question the motives, commitment, and cultural sensitivity of the outsiders involved in international projects.

- "[In the past] we've had consultants come and spend six weeks on the beach--we've had to literally tie them down."
- "We had to tussle with them a bit so that they didn't impose their view."

On the positive side. Generally, the people considered outside development workers conscientious, knowledgeable, and fun to be with.

- "They were very hardworking persons; they were willing to go the extra mile, and they put fun into their work...everybody joined in."
- "They were interested in different aspects, not just what they were scheduled to do. Their influence could be felt."
- "They had the enthusiasm, energy, and discipline to keep going."

B. Personal Qualities Make a Difference

As they analyzed the success of development projects, the people identified several personal qualities that seem related to whether or not projects achieve their goals and build goodwill.

Not surprisingly, Barbadians said that psychological stability and physical health are basic requirements for international work.

- "We watch for any bad signs. We like to know that people can adapt...We can spot danger points--boredom, aggression, unpunctuality, other interests, constant complaints, health problems...The social aspect is very important."

¹In addition to the author, other researchers were Jeanette Daines, Lai-Chun Kan, and Jean Kinsey. This article is adapted from a publication by the four researchers entitled, "Just Listen Awhile: Voices from a Developing Country." Copies of the publication are available at \$1.50 each from the Office of International Agricultural Programs, University of Minnesota, 293 Coffey Hall, St. Paul, MN 55108. Funding for the study was provided by the U.S. Agency for International Development through Title XII and the Caribbean Agricultural Extension Project at the University of Minnesota.

Problems that arose often were attributed to the outsiders' lack of appreciation or respect for the culture, which showed up in the way they treated local people.

- "He played our questions down."
- "Some of our forms of behaviors are different from yours, but they are not to be dismissed."
- "They (the local people) are not illiterate!"
- "They talk to local persons, but they don't listen."
- "He was failing...He stepped on so many corns--he didn't have the sensitivity about what you should say, what you shouldn't say...He looked down on people...and I don't think he learned from this."

Ethnocentricity (the attitude that one's own cultural beliefs and ways of doing things are superior to those of others) can limit outsiders' comprehension of a situation and cause problems. For example, U.S. development workers sometimes act as though their definitions of time and courtesies should prevail over those of the host country.

- "Americans get on a first-name basis very quickly. In the old British system, we're more formal than that."
- "Americans like to get straight to the point--locals like to talk around a bit."
- "They're very time conscious and they have targets. Unless we are disciplined to set ourselves up to meet their targets, resentment can set in."

In contrast, outsiders who were flexible, open to new experiences, and accepting of the people and the culture created positive impressions among the Barbadians.

- "We like you to sample the local dishes--250,000 Barbadians [eat or drink it and] haven't died."
- "...people who treat people as human beings...not patronizing, and [who] have an open mind."
- "Take things the way you find them rather than imposing judgments on things as good or bad--they're just different."

Becoming aware of one's ethnocentric views is difficult. But adjustments seem to be made more easily if people take time to become familiar with the local practices, norms, values, and customs. When that happens, cooperation is, as one person put it, "No bother at all."

II. Recommendations for the Culturally Sensitive Development Worker/Educator

What should people consider as they initiate and become involved in development projects? The people we interviewed offered several recommendations.

- A. Learn about the local situation before arriving or planning a project.

Problems arise when outsiders know little about the host country before arriving and/or before developing a plan for their work.

Individuals preparing to work in another country can gain useful information from a variety of sources: libraries, embassies or consulates; international agencies; contacts in the host country; international students; people familiar with the country; international newspapers; government pamphlets; trade, professional and scientific societies; and international program offices at local colleges and universities. One Barbadian said, with a mixture of frustration and sarcasm:

- "At least get a map...and learn to pronounce the names."

- B. Contact the appropriate governmental agency to obtain permission and support for the proposed work.

Usually when one is working on a fairly large-scale development or research project, people in charge of the project obtain the necessary permission to pursue the work. However, sometimes individuals themselves need to gain legal permission for their proposed work. Partners in the host country can help contact the appropriate ministry or agency whose permission and support are necessary for conducting the project.

- C. Avoid coming with a ready-made package.

The people we surveyed in Barbados felt very strongly that conceptualizing and designing projects on site with local people will result in projects that are more likely to be mutually beneficial. They emphasized that projects need to be designed for a specific country's conditions.

- "Most projects are not designed for implementation; most projects are just designed."
- "They came in here with this inch-thick proposal--one that would use the resources of my offices--and just asked me to sign it. That sort of sticks in the craw."

- D. Involve host country partners in planning and implementing the project.

Working with local partners has several advantages. First, partners can help insure that projects take the local situation into account. They can help identify problems needing research and development and then suggest approaches, information, and people to help. Second, partner relationships provide opportunities for host country nationals to develop their skills and knowledge, thereby becoming less dependent on outside aid and more able to chart their own directions. Third, partner

relationships can help people of different countries develop understanding and respect for one another.

- "The outside person can learn a lot as well...It must be a two-way process; one learns from the other."
- "[We need] people who have an understanding of the country and are prepared to live and work in the country...[and who] can conceptualize ways of developing programs so that local people have a part in determining what should be done."

E. Listen to what people say.

Over and over, we heard people stress the importance of development workers' listening--especially to those involved with or affected by the project. "Waiting a couple of minutes to listen" can make a big difference in the effectiveness of one's work. Patience and willingness to spend time listening and learning can help avoid inaccurate interpretations of events and "the problem of writing nonsense."

F. Act ethically in conducting the project.

Although ethical issues permeate all of these recommendations, a few specific comments on ethical behavior are worth noting. When planning a project, it is important to ask the following questions: Who will benefit from this project? Will the local people be better off because of this project? What motivations underlie this project? What will be the short- and long-term effects of this project? Do I/we have the qualifications and resources to achieve the project goals successfully? Answering such questions requires coming to grips with one's motives, goals, and skills; it also requires a sound understanding of the cultural context of the proposed project.

Another ethical consideration is crediting local people for the work and contributions they have made to the project. This includes public acknowledgement of people whose ideas, data, efforts, or other assistance went into the project.

G. Be sensitive to the prevailing etiquette and professional courtesies.

Ethnocentricity often interferes with the awareness that etiquette is culturally determined. For example, in some cultures formal titles are used to a greater extent than they are in the United States, attire for work might be more narrowly prescribed and strictly observed, and lines of communication might vary. Sensitivity to customs and courtesies such as these can make a considerable difference in the outcomes of a project.

H. Respect the limitations of the country's resources.

Outsiders are advised against assuming that valuable resources such as staff time and written materials are readily available or available at low cost. Generally, budgets in developing countries are tight and workloads are heavy. Compensating people for the cost of materials and other resources shows respect and appreciation. As one person told us, "Resources should be matched rather than drained."

I. Avoid duplication efforts wherever possible.

Because resources in developing countries are so precious, it is important not to duplicate efforts. Early in the planning of a project, development workers are advised to check with local institutions, agencies, or individuals to avoid "reinventing the wheel."

J. Conduct the study or project in phases rather than one continuous block.

Several individuals recommended that, if possible, a visit be made to the host country to assess the situation and work with local partners in developing a project plan. The outsider might then return home, reflect on findings, continue to communicate with the partner in the host country, and make preparations for future visits. The remainder of the project might also be conducted via intermittent visits during the interim. This approach makes it possible to work cooperatively and sensitively with the partner, allows the partner to develop expertise, and allows time for necessary revisions.

K. Disseminate results of the project.

Development workers are advised to send reports to people who were involved in the project as well as to other people, agencies, or policy makers who might benefit from awareness of the effort or its findings. Dissemination not only contributes information, but it also links people and institutions through their knowledge of mutual interests and goals. The most common criticism we heard relates to this point:

- "You never see the final report."

L. Follow-up and maintain contact after the project is completed.

Maintaining contact after the project is completed reflects commitment to the project's purpose and regard for the people who were involved in the work. Procedures that do not include follow-up arrangements or keep people in the host country informed after the project is over "turn people off like a light switch."

(Continued on page 63.)

Toward Global Understanding: Infusing Development Education into Home Economics Teaching and Learning

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International education, global education, global perspectives, international development, development education!! These terms are examples of words that are appearing more and more frequently in educational literature to describe a movement to infuse more international concepts into subjects at all levels of the curriculum.

Why is this thrust in education occurring? Recent national reports document Americans' lack of knowledge and understanding of foreign policy, international affairs and development, the geography and governmental structures of countries located on other continents, and cultural patterns throughout the world.¹ The world, however, has become more and more interconnected and interdependent. One just needs to examine the source of some of the foods we eat, the labels on the clothing that we wear, or the countries of origin of the automobiles that we drive to realize that we use products daily that were grown or manufactured in countries other than the United States. It is also clear that no major event occurs anywhere around the globe that does not personally affect some individual or family in our country. The Study Commission on Global Education stated that two of the greatest changes affecting the United States today are "1) the increasing internationalization of the world--the growing interrelationships among nations and peoples along economic, political, and cultural lines; and 2) the increasing diversification of the nation's population along racial, ethnic, and cultural lines."² These factors explain the increasing emphasis placed on internationalizing the curriculum.

Although the terms above are similar in meaning and relate to international issues, they are not identical. AHEA's Global Connections Project specifically focuses on development education. Development education is a term

used to describe education programs which assist people in understanding the process of development both at home and abroad. These programs also emphasize gaining an understanding of other cultures and ways of life throughout the world.

What is the relationship of this new thrust in education to the teaching of home economics? Frazier viewed the home economists as being in a unique position; that is because home economists deal with practical problems, they have the tools needed to help people create lifestyles that will be more compatible on a global scale.³ Home economics teachers can contribute to helping students increase their international understanding in five other areas:⁴ 1) Develop concepts of families and/or households throughout the world: How are they similar, how are they different? 2) Help students develop an understanding of their own basic human needs and the similarities of these needs to those of people everywhere. 3) Consider the participation of women in the development process and the effects of development on women. 4) Help students become critically aware of the way people are consuming products available to us in the Western world. For example, is it ethical to consume more than a person needs or to waste resources when this may deny resources to others? 5) Develop a consideration for the earth's ecosystem and the balance necessary in our environment. What impact does the consumption of a certain product have on the environment? Does it pollute the water or the air?

What are the benefits of development education to home economics? Infusing development education content into the home economics classroom may help to make the learning environment a more dynamic and active one and may assist the teacher in recruiting students who might not otherwise enroll in home economics.

The most effective way to motivate students is to make teaching relevant to their daily lives. Teachers might do this by providing students with the opportunity to learn about the development of their own local community.

¹Study Commission on Global Education, *The United States Prepares for Its Future: Global Perspectives in Education*. New York: Global Perspectives in Education, Inc., 1987; Contee, Christine E., *What Americans Think: Views on Development and U.S.-Third World Relations*. New York: InterAction, 1987; Barrows, Thomas S. *College Students' Knowledge and Beliefs: A Survey of Global Understanding*. New Rochelle, NY: Change Magazine Press, 1981.

²*Ibid.*, p. 3.

³Frazier, Gwen. "The Importance of the Home Economics Teacher." *Illinois Teacher of Home Economics*, 26, No. 5 (1983).

⁴Williams, Sally K. "Development Education: Purposes, Priorities, and Challenges" (speech), Global Connections Workshop, Austin, Texas, May 31, 1987.

For example, have them read the early history of the community. From what parts of the world did the early settlers emigrate? What are the similarities and differences between the local community and the country or countries from which the early settlers came? Are the similarities environmental or climatic? Are there festivals or special events, family names, architectural features, food items or customs, or businesses that reflect the heritage? The project, "Main Street America and the Third World," confirms the idea that American communities, no matter where they are located, have strong ties to the developing world.⁵

Survey the community to determine today's ties to other countries. Are there recent immigrants or refugees who have settled in the community? Or are there restaurants or businesses, for example, that are indicators of families that have recently arrived? What are the conditions that would cause people to leave their homelands today? [Census data may be an important resource for this activity.]

Linking classroom activities to "real world" problems is likely to inspire high school students. For example, people throughout the world need food. The foods that we eat may differ but our needs are similar for basic nutrients. Often we think of hunger and malnutrition only in terms of primarily affecting people in countries classified as developing. To help students in understanding that this is not the case, ask them to study and describe the hunger situation in developed nations. For example, they might read about urban areas, specific regions such as Appalachia, or even a rural state such as Iowa and analyze the hunger situations that exist in these settings. How does hunger in these areas compare with the hunger in parts of the world such as Ethiopia? What is the relationship between world hunger and population growth? and poverty? and political decisions?

The infusion of global emphases into the curriculum is an opportunity also for home economists to integrate ideas that will stimulate critical thinking on the part of the students.⁶

Higher levels of thought are required when one begins to compare different cultures and to analyze the reasons behind different patterns of behavior by persons with different cultural backgrounds. Asking the student to solve practical problems of daily living for people with different cultural backgrounds will assist the students in understanding the people and their ways of living better. For example, one can compare the effect of decisions made

in one part of the world on the development that occurs in another. Request students to investigate the sources of natural resources used in the fast food industries of the United States. When a teenager bites into a hamburger and eats beef from cattle that grazed on land in Costa Rica which was previously a tropical rain forest, how are the lives of Costa Ricans affected? Students learn more about themselves and their own culture when they are involved in an analysis of other cultures, or of world problems. They also are motivated by activities that assist them in comprehending the global implications of their own lifestyles.⁷

The infusion of development education content into the home economics curriculum mandates close interaction and cooperation with other teachers in the school. Teachers of various disciplines should coordinate their ideas with others so that each stays within that which is truly related to their subject matter and thus avoids unnecessary duplication.

Cooperation can be a great recruitment tool. Students who might not otherwise enroll in home economics classes could suddenly find themselves actively involved with a cooperative project and frequently working in the home economics classroom. This is an opportunity to communicate with these students about the full range of home economics course offerings.

Development education activities also take students out of the classroom and into the community. The home economics program, as a result, becomes very visible. Students may find themselves communicating with the public and other students about their activities through reports that they write for the local and student newspapers.

Occasionally teachers ask themselves if they are prepared to integrate development education concepts into their teaching. Martin listed teaching skills that she found effective in educating toward an understanding of the issues of development:⁸

1. Quick thinking;
2. Accurate listening;
3. Non-defensive language, including body language;
4. Ability to draw parallels;
5. Ability to have information integrated, not memorized;
6. Ability to ask good questions.

These are skills that teachers can develop. If the skills are integrated with a positive global perspective and a willingness to learn about development education, teachers can be successful in the challenge.

(Continued on page 63.)

⁵Hamilton, John Maxwell. Main Street America and the Third World. Cabin John, MD: Seven Locks Press, 1986.

⁶Williams, Sally K. "Teachers as Agents of Cross-Cultural Development" (speech), Annual Meeting of the American Home Economics Association, Milwaukee, Wisconsin, June 28, 1983.

⁷Charles, Cheryl. "Using the Natural World to Teach and Learn Globally." Social Education, 49, No. 3 (1985).

⁸Martin, Patricia. "Special Skills for the Personal Touch." Ideas & Information, 3 (December 1986), p. 8.

Third World Development: Why Should Home Economists Care?

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AHEA Headquarters' Staff

Recently I was invited to discuss Third World population issues with a high school home economics class. When describing the efforts of American home economists to find support for an African family planning project, I was interrupted by a student's question: "Why should we care about what's happening in Third World countries when we have so many problems right here at home?"

Why should home economists care about the plight of families in lesser developed countries? Why should we add one more concern to our busy lives, already stretched by the demands of work, family and community service? Do high school students--and our colleagues--really need to be educated about the problems and resources of Third World nations?

Consider the mission of home economics. Our profession seeks to improve the quality of life for individuals and families--not only in America, but throughout the world. Children and adults in developing nations face the same struggles as their counterparts in the United States, but their problems are often far more acute.

There are at least five good reasons why home economists should care about Third World development.

I. America is increasingly dependent on Third World nations.

Our economic well-being is closely tied to our trade with lesser developed countries. Consider these statistics from the U.S. Agency for International Development:¹

- * Forty percent of U.S. exports are purchased by developing countries, providing jobs for two million American workers.
- * One in five American farm acres produces crops for export to developing countries.
- * Half of the 20 largest U.S. trade partners in 1983 were developing countries. Developing countries buy more U.S. products than Japan and the European community combined.
- * The U.S. depends upon Third World nations for commonplace food items, such as bananas, coffee,

tea and chocolate, and for critical minerals, such as manganese, bauxite and cobalt.

- * About 70% of every American foreign aid dollar is spent in the U.S., generating business for American firms and jobs for American workers.

In today's global economy, our food, our energy, our jobs, our investments, and our family welfare are dependent upon our relationships with lesser developed nations.

2. Americans need information about Third World development to make informed political and social decisions.

In the next 15 years, 90% of the world's population growth will occur in the Third World.² Events in lesser developed nations will have a dramatic impact on America's economy, security, environment and humanitarian interests. Because today's students are tomorrow's leaders and decision makers, it is important to provide them with an understanding of the problems faced by Third World families. Education builds attitudes, values and analytical skills that shape political and social action over many decades. Students who acquire a background in key development issues, such as foreign aid, trade, poverty, hunger, literacy and population, will be more responsible citizens and policy-makers in years to come.

3. Families in developing nations, and particularly women and children, are in great need of our assistance.

Women do most of the manual labor in many developing countries. They fetch and carry, plant and harvest, cook and preserve, and bear and care for children. In many African countries, for example, women do 80% of the subsistence farming and play a critical role in the raising of livestock.³ Women are a source of productivity that could bring self-sufficiency and stability to millions of families. But they frequently lack up-to-date knowledge, basic skills, tools and capital to grow enough food, earn income, and overcome health problems.

The strengths of Third World women are becoming increasingly visible to policy makers and planners. During

¹Making connections: Development education at AID (1987). Washington, DC: U.S. Agency for International Development, Development Education Program.

²Foreign aid works (1987). Washington, DC: U.S. Agency for International Development, Bureau for External Affairs.

³Helmore, K. (1985, December 19). The neglected resource: Women in the developing world. Working for survival...working for cash. The Christian Science Monitor, 18-20.

the United Nations Decade for Women (1975-85), new agencies were created to support women's participation in development, resulting in numerous grass roots projects to improve their welfare and protect their rights. Yet, despite the success of these programs, it is estimated that only a tiny percentage of the current development dollar goes to women's projects.⁴ Third World children are another group that often lacks advocates to improve their well-being. Poverty, adult indifference and official neglect have forced many children to fight in wars, sell their bodies and toil long hours in fields and factories. Labor experts estimate that there are 100 to 200 million wage-earning children under 16 in the world, the majority in developing countries.⁵ Child prostitution is a serious problem in Asia,⁶ and 20 Third World nations send boy soldiers to war.⁷

The United Nations International Year of the Child in 1979 brought a new awareness of the plight of Third World children. However, international relief agencies such as UNICEF have concentrated their efforts on "child survival" health measures (e.g., immunization, breast feeding, oral dehydration) and have devoted fewer resources to combatting child exploitation.

In the face of such family problems, American home economists have helped to establish a network of home economists in 40 developing countries with expertise in agriculture, child development, education, human services, household technology and community development. With additional support from industrialized nations and their own governments, these Third World home economists can help greater numbers of their fellow citizens to plan their families, grow nutritious foods, maintain personal health, obtain education and job-training, generate income, and manage family resources.

4. Home economics teachers are in a unique position to educate students about Third World development and to encourage their involvement in development activities.

Home economics is the only profession that seeks to solve family problems by integrating theoretical and empirical knowledge of crucial, life-sustaining elements, including foods, nutrition, resource management, housing, clothing, human development and family relationships. We

deal with the practical problems of daily life, and recognize the interrelationships of life events. For example:

- * When a village woman with eight children learns about family planning, she can cease worrying about how another pregnancy will affect her deteriorating health and can concentrate on raising food for her existing children.
- * When a woman in an urban slum earns money working in an income-generating shoe-making project, she is able to send her youngest child to school.

Home economics teachers can educate students about the relationships among development issues, and can involve students in projects that improve the living conditions, opportunities and incomes of Third World families. Although today's students are often charged with social apathy, their response to the Ethiopian hunger crisis demonstrates that informed students may become motivated to help less fortunate world neighbors.

Many development education projects are not complicated or costly. For the price of several pairs of designer jeans or music videos, students could:

- * Send 100 pounds of nutrition, child development, clothing construction and other home economics textbooks to schools in Southeast Asia, Africa or Central America.
- * Buy 100 chickens for Central or South American women involved in a village income generation project coordinated by the Heifer International Project⁸ or another relief organization.
- * Provide funds to a school for street children in South Asia or Central America through a contribution to CHILDHOPE.
- * Purchase foods or collect money to send foods to developing countries in observance of World Food Day, October 16.

When teachers involve students in development education activities, they do more than expand the student's knowledge base. These activities also build skills that are fundamental to success in post-secondary education and later employment, such skills as organization, leadership, team work, listening, decision making and public speaking.

5. Involvement in development activities contributes to the development of a "social conscience" --an ability to understand and care about how other people live.

Learning to help others enhances our chances of leading full, productive, contributing lives. The social empathy that results from participation in development (Continued on page 63.)

⁴Helmore, K. (1985, December 23). The neglected resource: Women in the developing world. Awareness and action. The Christian Science Monitor, p. 15.

⁵Helmore, K., & Terry, S. (1987, July 1). Children in darkness: The exploitation of innocence. A brutal choice: Work or starve. The Christian Science Monitor, p. B1.

⁶Terry, S., & Helmore, K. (1987, July 2). Children in darkness: The exploitation of innocence. When all you have to sell is your body. The Christian Science Monitor, p. B1.

⁷Terry, S., & Helmore, K. (1987, July 7). Children in darkness: The exploitation of innocence. When children see life through a gun barrel. The Christian Science Monitor, p. B1.

⁸Solving the problem of hunger, one farmer at a time. Little Rock, AR: Heifer Project International, Inc.

Third World Development: Why Should Home Economists Care?

Bernice D. Johnson
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Home Economics Education
North Carolina Central University

Shared Interests and Concerns of Development Advocates and Home Economists

Equality, peace, education, health, and self-reliance are concerns of women in Third World countries. Women's participation in and their contribution to society must be seen as a composite and integral whole. Women must define their own needs, values, strategies and goals for the development process. The need for people in Third World countries to have access to new technology and to reap the benefits, and to be protected from the adverse effects of such technology is a concern of development advocates, including home economists.

A woman's health is affected by the conditions of her life, the world in which she lives and what her worth to society is seen to be. The health of women, who make up more than half of the world's population, is a global concern and their good or ill health affects the well-being of their infants and other family members, the community, and, ultimately, the world. Many factors influencing a woman's health--including cultural, education, and economic realities--are not under her control.

Lyons¹ discussed many factors that affect people's health in Third World countries. There are "natural" factors, such as scarcity of clean water and the effects of drought and floods on crop growth, and there are others, such as economic disparities which prevent fulfillment of basic human needs; environmental factors such as toxic waste; political factors which create unstable governments; legal factors that allow the passage of laws and customs that discriminate; and trade factors which create unsafe product marketing practices.

Approximately 2 out of every 3 illiterate people in the world are women, as educational opportunities are not always as available for girls as for boys. In some countries it may be deemed inappropriate for girls to go to school, so a girl may work in the fields while her brothers attend school.

¹Lyons, C. (1983, September). Women's health: More than a medical issue. Interpreter, 12-13.

The Link Between Development and Industrialized Nations

Healthy people are in a better position to contribute to the economic and social development of a country; people in economically well-developed countries tend to suffer less catastrophic illness. The interrelationships between health and development are complex. Human development and health aim at the creation of human conditions which allow for a maximum level of self-realization and social development.

Technology has been seen as the link between developing and industrialized countries. Development must be people-centered if it is to work. A genuine reference to the people's past, their present capabilities, and their future aspirations is considered basic for meaningful and successful development. Alas, the paths followed by the industrialized countries are by no means the only ones for development progress or stability. People in developing countries know "what is best for them," what could work. However, the problem may be the means to get necessary supplies and equipment to get the job done. The idea is not to transpose from abroad new technologies which are both modern and appropriate but to design locally those technologies which are matched with the society's culture, values and resources.² For example, where many people in Third World countries have a deep regard for nature, appropriate technology must be designed to be compatible with the preservation of nature.

Strengths Home Economists Can Bring to Development Education and Issues and to Families Worldwide

Since the overall aim of home economics is to raise the level of living and improve the quality of life for individuals and family; and the aim of development education is human progress in terms of better standards of living, hope, and self-reliance, home economists can use their knowledge and skills toward development education; in areas of human development, family resource management, housing, foods and nutrition, and research.

The issue of illiteracy among Third World women particularly offers a challenge for home economists to use

²Health and Welfare Ministries (1983). Women and health: A woman's health is more than a medical issue--A development education resource. New York: General Board of Global Ministries.

teaching skills to reduce illiteracy among women in the U.S. Through education in foods and nutrition, home economists can help alleviate worldwide hunger.

Home economists can speak out against injustices that dehumanize individuals in Third World countries through lobbying efforts in Washington, D.C. (11)



(Continued from page 59.)

Toward Global Understanding: Infusing Development Education into Home Economics Teaching and Learning
Sally K. Williams, Department of Family & Consumer Sciences Education, Iowa State University

Conclusion

Home economics is an extraordinary vehicle to teach development education and to foster the development of a global perspective among students. Development education activities are excellent motivators for students and may serve as recruitment tools. Teachers are urged to start at home and develop interest in the local community, and to follow this with comparisons with other cultures. And, the teacher is urged to work cooperatively with teachers of other subjects such that development education content is infused in home economics and throughout the school program. All society benefits from intercultural understanding. (11)



(Continued from page 61.)

Third World Development: Why Should Home Economists Care?
Sally A. Koblinsky, AHEA Headquarters Staff

education activities may not only motivate students to help Third World families, but also to assist less fortunate neighbors in their own communities.

There are many compelling reasons why home economists should care about Third World development. Development education will not "save the world," but it can promote global understanding and positive social action. If home economists can mobilize their collective will, expertise and resources, they can bring hope and opportunity to countless families in developing nations. (11)

(Continued from page 57.)

Sensitivities and Sensibilities for International Work
Jane Plihal, Home Economics Education, University of Minnesota - St. Paul

M. Fundamental problems should be the focus.

Projects that address fundamental problems of the host country are considered worthy of support. In contrast, research or assistance not attuned to the needs or goals of the host country is considered irrelevant, impractical, and a waste of resources.

- "A particular man might have a bee in his bonnet about something and [he] can use public funds to prove his point on some abstruse thing."

Conducting research for the purpose of satisfying personal interests or testing theories regardless of the usefulness of the results to the host country is unacceptable.

- "Research should not be done for research [sake], but for [that of] the problem."

Outsiders are reminded that not only should people in the host country determine the problems to be addressed but also that outsiders should be supportive and should encourage the self-sufficiency of the local people.

- "It's important to get the nationals to help themselves."

III. What Does This Mean for Home Economists?

Involvement in international research and development projects can be mutually beneficial to home economists and people in the countries where we work. What we have learned by listening to people in a developing country is that, to a considerable extent, the outcomes of international projects depend on us--our motivations to become involved in international work, our attitudes about people and styles of life different from our own, our view of the role we should play in another country, our sensitivity to goals and needs of the people with whom we work, our knowledge about the culture and work we are to do, and our selection of problems on which to focus.

- "We learn from each other and with each other...The more contact we have, the better."

For the teacher including an international dimension in the secondary home economics program, on-the-ground experience in another country is not required. However, an understanding of the kinds of issues raised by the respondents to this study is essential. Through teaching, the home economist has an opportunity to foster in students intercultural understanding and a desire to become involved in international development and humanitarian assistance efforts. (11)

International Dimensions and the Secondary Home Economics Program

Linda Nelson, Professor
Department of Family and Child Ecology
Michigan State University

Students in the secondary classroom are concerned about themselves and others. They try to answer the question, "Who am I?" They are concerned about how they are viewed by others. They are increasingly aware of the interdependence of all people and all countries in this nuclear age where air pollution, water pollution and the spread of new diseases are commonplace. In many cases, they are activists and idealists. Many are exploring religious affiliations. Many want to "do something" to show their concern and empathy for others.

Since home economics is dedicated to implementing practical activities related to daily life experiences, and since secondary students are active and concerned, the secondary home economics classroom is an ideal place to blend the two and build on these awarenesses. As teachers, we probably do not want the students' experiences limited to what they see and hear via the media. Both males and females can have learning experiences which will contribute to better integration of the subject matter of many school disciplines, to the development of critical thinking abilities, and the modification of some of the possible stereotypes derived from the media. There will be benefits to the students and for society as a whole. For youths who are future voters, parents, leaders and productive workers, learning in the secondary home economics classroom about how people in other countries handle daily living experiences will be invaluable.

Teens, alive and eager to live in the present, also know that they will be living in the future and want that future to be satisfactory. There may be apprehension about the future; however, there is a desire to help create it. What has been done may be questioned, but there is a sense of adventure and excitement. These emotions are relevant to explorations of how people live in different places.

Integrating International Dimensions into Secondary Home Economics Classes

We suggest that classroom plans begin with the selection of a country or region of the world which the

students wish to study. The reasons for the selection might relate, for example, to current news events or to the regions from which students or their relatives came to the United States. The objective would be for the students to try to learn what it would be like to be a teenager in that country or region of the world.

The students might try to describe what a day in the life of a teenager in the specified geographic location might be like. They could work in groups and learn to use a variety of data sources such as encyclopedias, government publications, novels, statistical reports from the United Nations, and travel magazines as well as interviews with people who have lived or traveled in the targeted location.

They might have a whole list of subordinate questions to explore such as: What do they wear for their activities? What do they eat? What kinds of housing do they have? Are they more likely to live in a rural or urban setting? What is the probable composition of their family? For example, might they live with only one parent? How many brothers and sisters might they have? How much income might their family have? What furniture would there probably be in the house? What tools and equipment might they use to prepare their meals? What are the chances that they would have to help carry water some distance for the use of family members? Are there money-earning opportunities for teens? Would they have responsibilities for younger brothers and sisters? Would they still be in school? What is the probability that they could finish high school or even consider college?

When work is finished, how do the teens celebrate or have fun? What musical instruments are common? What kinds of games and sports are played? [Both chess and soccer are commonly played in other cultures.] How well would U.S. teens be able to compete? Are movies, television and videos common? If so, what kinds of programs are available? What are the special foods for parties? Are there typical dances? What kinds of transportation are available? Would teenagers have access to a family car?

How do parents teach and discipline the children in the place being studied? What happens when rules or laws in the family or the community are disobeyed? What mem-

bers of the family participate in decisions about spending money, study time and play time, choice of occupations?

While students are collecting information to respond to these questions and similar questions which they raise, it will become evident that there are many different ways to organize family and community life in the world. Students can think about how they might adapt if they were transported to the place they are studying. What new skills and attitudes would they have to learn?

After accumulating the information, there are a variety of active ways to learn to feel like people in other cultures. Foods from other nations might be prepared and eaten. Transformation of recipes and substitutions of ingredients would probably need to be made. Metric measures could be used for this foods work since this system is common in other nations. Decision making can also be emphasized in these activities. Skills in using different utensils such as a rice cooker or a wok can be practiced. Recognition of distinct ways in which human nutritional requirements can be met through tradition foods will evolve. Students can learn to care for foods when refrigeration is not available, as is common in many places. What kinds of "fast meals" might be prepared when no fast food stores are available?

In relation to clothing, students might learn to care for fabrics common in other cultures, such as cotton and silk. In many countries, patterns are not used for clothing construction; people who sew become skilled in cutting fabrics without the use of patterns. Treadle machines are often used in rural areas where electricity is not available. How are textiles designed? What are some of the more common methods of adding color and design to textiles? What meanings are conveyed through textile design?

For management and resource use, ascertain how students might organize their day when they have no watches or clocks, and the sun is behind the clouds? Students might make lists of appliances which they consider "essential" for their daily activities and find out whether or not these are common or even available in the country or region they are studying. If water has to be carried long distances, how often would people take a bath? What happens to family health when the water source is unsanitary?

Discussions about family relationships or perhaps role playing of alternate resolutions of interpersonal situations could be dramatized. For example, what if grandparents live with the family and the oldest male in the family makes all or most all of the decisions? What if you are the oldest child and you are expected to take care of your younger brothers and sisters? What if your

parents would like you to study and be able to get a "good" job; however, they need you to work on the farm or take care of your siblings, so you cannot spend time on homework. And if you would have to do your homework by candlelight or kerosene lamp, how long would you remain motivated?

These are accepted and valued practices in many parts of the world. Based on the information about the place being studied and comparisons with their own lives, the students could create and discuss many similar scenarios. The possibilities are endless.

Some of the events which we identify as "problems" are prevalent in other countries also. Students might want to explore child abuse and neglect, the plight of female-headed households, homelessness, drug use, poverty, malnutrition (more likely to occur than anorexia or bulimia), teenage pregnancy and unemployment. How do these manifest themselves in the places being explored? Students might try to discover how arguments are resolved in the country being investigated.

Global Interdependence

We have been thinking about people, places, and their interrelationships during the daily living processes, such as adapting to man-made and natural environments, communications, decision making, educating family members, goal setting, resource use, and values formation in families. All people relate to their living place or habitat by carrying out a variety of processes. Secondary students can exercise their activism, curiosity, empathy and idealism by gaining knowledge about people who live in a variety of different ways and places. This will increase their understanding of the variety of ways to reach common human goals of survival with some joy and without excessive harm to other people and the natural environment. They may then be able to participate responsibly in decisions about global interdependence.

Many adolescents are eager to mature, to be adult. One demonstration of maturity may be the ability to put oneself in the place of others, especially others whose daily lives are quite distinct from one's own.

The universality of themes of daily life played out in different climates, housing styles, family compositions and structures, economic and political systems, religious orientations, and value hierarchies will become evident to each student. Those students with a strong ethnic background or a mixed cultural family may quickly see the strengths which emanate from such experiences. They could become the leaders in a pluralistic, multicultural world.

Secondary home economics programs are a logical place to explore these nuances of daily family life. They are a (Continued on page 72.)

Development Education in Secondary Home Economics Programs: An Interdisciplinary Approach

Julia R. Miller, Dean
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Throughout the world, people awake each morning to face a new day in very different circumstances. Some live in comfortable homes with many rooms. They have more than enough to eat; they are well clothed, healthy, and can look forward to a reasonable degree of financial security. Others, and these constitute more than two-thirds of the earth's population, are much less fortunate. They may have little or no shelter and an inadequate food supply. Their health is poor, they cannot read or write, they are unemployed, and their prospects for a better life are bleak or uncertain at best.¹

This scenario is a mirror image of how many individuals and families live worldwide. Often it is more descriptive of larger segments of some cultures rather than others; mainly because the ability to fulfill basic human needs is predicated upon an array of social, economic, and political circumstances. Also, as one takes a closer look at this scenario, it reflects the essence of internationalizing education. Internationalizing education--in its purest sense--provides a framework which gives a realistic view of how individuals within and outside different nations live and survive on a daily basis.

The question which comes to the fore is: To what extent is home economics addressing basic survival issues faced by families at home and abroad? Paramount to our existence as a profession is the focus on the family and individuals that makeup the institution called the family. The profession does stand out as the hallmark for imparting information about individuals and families in mainstream America. On the other hand, what is our track record pertaining to imparting information on the cultural diversity of families, both at home and abroad? I suggest it is not so great. When we look at the limited number of programs which focus on insuring that our students have a fundamental understanding of cultural diversity, we may experience a rude awakening. Recently, AHEA's Global

Connections project has sensitized many to the need to include dimensions of development education in secondary home economics programming. It is a most significant beginning. Nevertheless, the responsibility rests upon each of us to expand this major initiative. This can be done by helping students to conceptualize that the world is becoming smaller and smaller, and how, with this diminution comes the need to learn, understand, and accept peoples of all cultures and in all walks of life. What, then, are other delivery approaches to integrating development education into the secondary home economics curriculum? The answers to this question are many. To provide a better perspective on this question, two other questions must be asked. First, what knowledge is worth knowing? Secondly, how can an interdisciplinary approach be used to teach development education in secondary home economics programs? This article will examine dimensions which provide a framework for answering all three questions.

Knowledge Worth Knowing About Development Education

In this global village in which we live, students are increasingly exposed to many peoples and many cultures. This exposure has come about either through the media, through contact with ethnic groups residing in the United States, or through travel within and outside the United States. Today, more than ever before, people of various cultures are no longer living as isolated as in the past. Thus, students of today and tomorrow will be engulfed in a sea of cultural diversity. According to Montgomery,

Today's high school students will be tomorrow's leaders and decision makers. In order to deal intelligently with the future that will be shared with millions more people than are now living, it is critical that students recognize and understand the problems faced by families in developing nations, and to know how problems of American families are similar and how they interrelate.²

Implicit in her view is the need to provide students with the necessary knowledge base to assist them in effectively

²Simpson, Norma L.; Montgomery, Wanda; and Vaughn, Gladys Gary. "Global Connections: Linking Third World Concerns with American Teens Through the Home Economics Classroom." Journal of Home Economics, 79 (Spring 1987), p. 43.

¹Todoaro, Michael P. Economic Development in the Third World. New York: Longman, 1981, p. 3.

understanding issues of world development and cultural diversity. THIS IS KNOWLEDGE WORTH KNOWING.

Hahn suggests that increased global interdependence dictates that teachers provide information to help students understand, accept and appreciate the following:

1. People worldwide share a common destiny and humanity;
2. Unity and diversity contribute to global understanding;
3. One's values and beliefs and world views are a matter of perspective--persons from different cultures see situations from different perspectives;
4. Global society is a system, change in one part may affect others; and
5. Daily choices confronted by individuals, businesses and governments worldwide can enhance or reduce the likelihood that human rights are respected.³

THIS IS KNOWLEDGE WORTH KNOWING.

Green outlines long-term problems identified by the Center for the Study of Social Policy at Stanford Research Institute. Some of these problems have implications for international education in secondary home economics programs. They include:

- Malnutrition
- Cultural Exclusion of the Aged
- "Invisible Famine"
- Sociocultural Impact of the Media
- Energy Scarcity
- Growing Need for Appropriate Technology
- Depletion of Firewood Resources⁴

THIS ALSO IS KNOWLEDGE WORTH KNOWING

Further, Gorter offers another perspective on international dimensions of education. He stresses that goals and content which focus on mutual understanding of social, cultural, economic, political, and other aspects of international society should be common to our curriculum.⁵ THIS, TOO, IS KNOWLEDGE WORTH KNOWING.

True, in its purest form, home economics may not provide the knowledge base for problems and issues specified by these educators; notwithstanding, there is a home economics component implicit in each. Viewing these problems and issues from an ecological perspective justifies an interdisciplinary approach to home economics programming encompassing the total system in which individuals and families live and function on a day-to-day basis.

Interdisciplinary Approach to Development Education

Interdisciplinary programs are being introduced more and more in educational settings. The notion of isolation rather than integration of subject matter can no longer stand in the forefront of educational delivery systems. Isolating subject matter parallels Kanter's description of segmentalism. She stresses that this approach compartmentalizes actions, events, and problems, keeping each part separate from others.⁶ Actions, events, and problems related to individuals and families do not happen nor exist in a vacuum. The interplay and interdependence of people demand planned programs. These programs must focus on a knowledge base and strategies that provide a better understanding and acceptance of individuals and families from diverse cultures. Salient concepts pertaining to the family and development education are not indigenous to one discipline. Hence, what better place to initiate an interdisciplinary development curriculum than in secondary home economics?

Since its inception, the field of home economics has been diversified, drawing from many root disciplines to develop a unified body of knowledge that addresses issues related to individuals and families. Reeder and Mitchell emphasize that both students and teachers can benefit from interdisciplinary programs. Students are exposed to expertise, knowledge, teaching methods, and philosophies of combined initiatives. Similarly, teachers benefit from the exchange of ideas, suggestions, and perspectives.⁷ Horn and Nickols state that interdisciplinary initiatives can facilitate building a critical mass of expertise necessary to address complex issues faced by families in a changing world. Further, this approach provides a framework for discerning the interrelationships of principles from one discipline to another. Although the Horn and Nickols perspective refers to interdisciplinary or multidisciplinary research, it is also applicable to secondary home economics programs.⁸

In recent years, the reduction of educational resources has mandated the need for teachers to take a "new look" at innovative means to develop and implement relevant and substantive programs. A holistic focus on families of diverse cultures, in diverse geographical, religious, and other settings, is fertile ground for secondary home economics. This focus provides an opportunity to increase the impetus of curriculum

³Hahn, Carole L. "International Human Rights in Social Studies Teaching." The Education Digest, L1 (February 1986), pp. 42-43.

⁴Green, Kinsey. "Advocates for the Family: A Global View." Journal of Home Economics, 74 (Summer 1982), p. 39.

⁵Gorter, Rudd J. "International Collaboration in Curriculum Development." Educational Leadership, 44 (December-January 1986-87), p. 5.

⁶Kanter, Rosabeth M. The Change Masters. New York: Simon and Schuster, 1983, pp. 27-28.

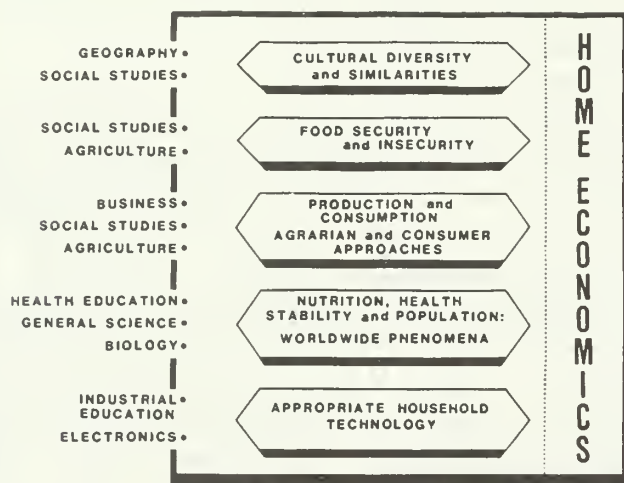
⁷Reeder, Ernestine N. and Mitchell, Treva E. "An Interdisciplinary Venture in Early Childhood Education." Journal of Home Economics, 74 (Fall 1982), p. 35.

⁸Horn, Marilyn and Nickols, Sharon Y. "Interdisciplinary Research: Have We Lost Our Focus?" Home Economics Research Journal, 2 (September 1982), p. 13.

changes. These innovative changes, based upon the premise of marshalling existing resources from an interdisciplinary perspective, warrant further exploration. Such changes could place secondary home economics programs in the forefront of innovation. Ultimately, programs would take on a different posture and continue to improve the image of the curriculum.

Figure 1 offers a model for consideration by secondary home economics teachers in search of a framework for integrating development education into the curriculum. Depending upon the geographical location and organization of subject matter within various school systems, some disciplines suggested in this model may or may not exist. As a result, this model is to be used with discretion, adapted to existing courses within a given school.

Figure 1. DEVELOPMENT EDUCATION IN SECONDARY HOME ECONOMICS PROGRAMS: AN INTERDISCIPLINARY PERSPECTIVE



This model was especially developed by the author for inclusion in development education programs for secondary home economics.

The concepts identified in the model serve only as a framework from which teachers can establish a basic foundation for the scope and sequence of their curriculum. Basic key elements related to the concepts are worth considering by curriculum planners of interdisciplinary development education programs in secondary home economics. Some of these elements follow:

- **CULTURAL DIVERSITY AND SIMILARITIES:** Clarifying values as they relate to ethnicity; understanding, respecting and accepting cultural differences and universal similarities; studying roles of family members; and exploring global interdependence of nations.
- **FOOD SECURITY AND INSECURITY:** Stressing world food problems, social, economic, political, and cultural forces impacting food grain and other supplies of foodstuff; and emphasizing the importance of geographic distribution, adequate transportation, and delivery of food to families.

- **PRODUCTION AND CONSUMPTION: AGRARIAN AND CONSUMER APPROACHES:** Analyzing the influence of world trade on the global marketplace; determining social, economic, political, cultural, geographical, and climatic conditions that influence production and consumption at home and abroad.
- **NUTRITION, HEALTH STABILITY, AND POPULATION: WORLDWIDE PHENOMENA:** Examining the interrelationship of nutritional status and diseases, physical and psychological well-being and population issues and concerns; understanding cyclical effects of culture, food security/insecurity, productions and consumption and nutrition, health stability and population.
- **APPROPRIATE HOUSEHOLD TECHNOLOGY:** Exploring and understanding the use of various types of technology at home and abroad for household tasks; comparing universal household tasks and means of completing these tasks in different cultures around the world; conceptualizing social, economic, political, and cultural influences on appropriate household technology.

THINK FOR A MOMENT! What are other key elements related to the concepts identified in this model? How can these concepts be expanded? What knowledge related to development education is relevant for your secondary home economics program? What disciplines in your school can be approaches to plan and implement an interdisciplinary development education program? This is just one model to stimulate your internationalizing your home economics curriculum.

CONCLUSION

Development education in secondary schools will become a part of the "wave of the future" for curriculum change. As society continues to be a global village, it dictates that closer attention be given to development education in secondary schools. In the beginning, the knowledge base of the profession was drawn from many disciplines. This knowledge must now be encapsulated into a framework that will utilize interdisciplinary approaches to educate students about individuals and families in a global society. Will we stand on the periphery of change? Or will we enter the mainstream as curriculum innovators on the cutting edge of change? (11)



Making "Global Connections" Connect



Juanita Mendenhall

Vilayphon and Manichanh beamed as Mr. Weicker, the South Side High School principal, looked over their handiwork! He congratulated them and the other dozen or so sewing students who proudly displayed the 80 completed shirts and dresses that they had made for African refugees this year. They had used their time that might otherwise have been wasted to help fill a critical need of children in another part of their world. Donated fabric and a McCall's special pattern provided them with the basic raw material needed to make an important "global connection." The other raw material needed to make this special project successful--sensitivity, compassion, world vision--was provided by the students themselves.

World Food Day

Perhaps you are familiar with World Food Day, observed each fall on October 16. 1987 will mark the sixth year of commemoration and already over 150 countries participate in the activities. In the U.S., there is a National Committee for World Food Day, headquartered in Washington, D.C., which offers invaluable information (such as filmstrips, posters, lesson plans, information sheets and handouts). One outstanding event is the annual national teleconference (satellite communication) that can be viewed from over 200 sites around the country.¹

The whole World Food Day emphasis, however, is an excellent focal point through which students can become involved. Advance preparation could take many forms, but the initial challenge is to get students to appreciate the fact that there really IS a problem and that something CAN and MUST be done about it. For several years now, using the "Hunger Pie" simulation has provided just such an experience in my Human Development classes. Students get involved and are ready to help with efforts which spread the word about world hunger. This is a good starting place for developing international understanding.

"Hunger Pie" can accommodate almost any number of participants if the number of participants is adjusted

proportionately according to the directions.² Statistics may need to be upgraded as information changes. The following directions include updated information adapted from The World Almanac and Book of Facts, 1987 and the "World Population Data Sheet" published by the Population Reference Bureau, Inc., Washington, D.C. Statistics are rounded or approximated to accommodate the exercise. It may be necessary to make modifications for your group, but basically the following directions work.

HUNGER PIE

The distribution of the world's people, land, resources, and food is extremely critical and complex. This exercise, though simplistic, is aimed at increasing awareness of the inequities in distribution found in the world today. It can be adapted to any size class or group. See diagram and directions.

1. Mark a large circle on the floor with chalk or masking tape. This is easily done by holding a string stationary at the center of the circle and moving the free end around the pivot point as though it were a compass.
2. Prepare birthplace (country) cards about 2" x 5" of the same color as the continent and write the corresponding country name on each. Use the following percentages to determine the number of cards needed according to the size of your group.

PERCENT POPULATION PER CONTINENT

Africa	11%
Asia	60%
Europe	14%
Latin America	6%
Oceania/Australia	1%
North America	8%

[Arctic areas are mostly uninhabited]

Place the country cards in a box or bag. Have each participant draw a country card and go to the corresponding area of the "pie." Stop to discuss these facts:

¹The time will be noon to 3:00 p.m. EST. Teachers would likely benefit more from this program than high school students.

²I usually have a class size of around 30 but have had as many as 100. I have yet to find a group with which it does not work.

- a. No one had a choice as to where s/he was "born." How do you feel about your "birth-place?" Would you change places if you could? Why?
 - b. Europe is the most DENSELY populated area, contrary to the common perception that Asia is the most densely populated area.
 - c. SPACE is not really the problem, considering total land area. However, people do not live all over most continents, but in cultivated areas, which are, in general, considerably smaller.
3. Move participants into the "cultivated" land space which can be marked off near the center of the circle with short pieces of tape. Approximate cultivated land space is:

CULTIVATED LAND PER CONTINENT	
Africa	5%
Asia	12%
Europe	20%
Latin America	5%
North America	12%
Oceania/Australia	4%

Some areas will be very crowded. Participants may have to hold each other up, depending on the size of the circle in relation to the group size. Discuss crowdedness.

4. Have participants move out of the cultivated areas to cover their continent again. Make per capita cards out of dollar bill sized pieces of colored paper in colors matching the country cards. The number of cards per country corresponds to the percentage of the world's GNP that continent holds; the value written on the card represents the per capita income for that continent. There will be a total of 100 money distribution cards to represent 100% of the world's money.

GNP PER CAPITA CARDS	
<u>Country/% of Cards/# of cards/\$ Value</u>	
Africa; 3%; 3 brown;	\$740
Asia; 20%; 20 yellow;	\$940
Europe; 29%; 29 gray;	\$8,230
Latin America; 6%; 6 blue;	\$1,900
North America; 40%; 40 green;	\$13,910
Oceania/Australia; 2%; 2 orange;	\$8,950

Distribute the money cards among each continent's "inhabitants," and see who gets the most "money."

Be sure students realize that the "money" cards to NOT have the same value.

- a. Did only three, five, six or eight people get "money?"
 - b. Are they therefore the "rich" in the group, while those with less or no "money" the "poor?"
 - c. Did some participants exhibit greedy, begging or demanding behaviors?
 - d. Examine the abundance of money in Europe, Oceania, and North America.
 - e. Is anyone thinking of how she or he can get more "money," or hold on to what she or he already has?
 - f. How does this relate to real life?
- Proportionately, this exercise illustrates the HAVES and the HAVE-NOTS in the world.
5. Another simulation could be to read the next directions in Spanish, French or German, and see what the response is to "not understanding."
 6. Using one loaf of French bread to represent food distribution (e.g., animal protein) around the world, divide the bread into 100 pieces. Have representatives from each country come to a "distribution table" and give them their country's allotment of food. They are to distribute it to the people of their country. Each continent gets as much "bread" in proportion to the actual amount of animal protein that people in that continent consume.

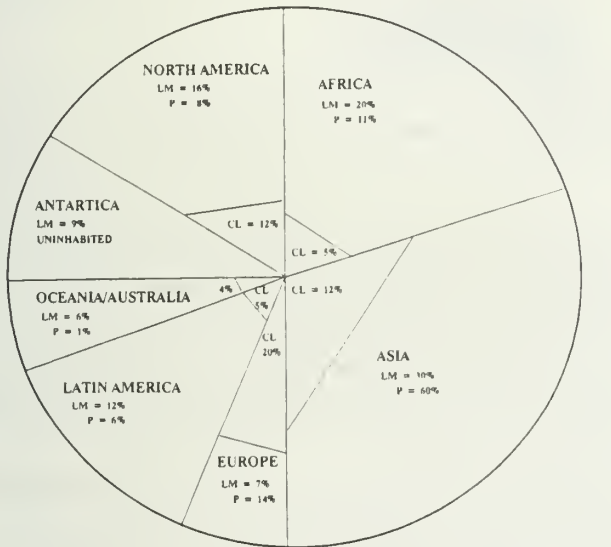
DIVISION OF BREAD	
Africa	9 pieces
Latin America	14 pieces
Asia	4 pieces
North America	44 pieces
Europe	22 pieces
Oceania/Australia	7 pieces

The animal protein exercise illustrates the greatest disparity. (American per capita consumption exceeds Asia five to one. Total protein would be a little over two to one and calorie disparity would be three to two.) The disparity in even one food area is apparent. Other foods are also very unequally distributed, making it very difficult for people to meet balanced dietary requirements, let alone adequate calories needed to sustain a healthy life.

The simulation concludes with a "debriefing." At this time, representatives from different continents share some of their feelings and reflections. The group may

also want to discuss possible actions that the nations of the world should consider in relation to the distribution of people, resources, and food.

As with most simulations, the attempt is rise to a new perspective based on general rather than exact calculations. My experience is that this approach helps some of the questions and concerns that need further exploration to surface. Students generally see the world and the individual continents in a new light at the end of the simulation.



HUNGER PIE DIAGRAM

LEGEND
 LM = LAND MASS
 P = POPULATION
 CL = CULTIVATED LAND

Revised 1987 with statistics from The World Almanac and Book of Facts, Pharos Books, Scripps Howard Company, 1987, and "World Population Data Sheet", Population Reference Bureau, Inc., Washington, D.C., 1986

The "Hunger Pie" exercise is an excellent way to introduce World Food Day and the concept of international interdependence. With encouragement students begin identifying things that they can do to help. Students in the past have made posters, written school and community newspaper articles, held hunger awareness days, made international foods exhibits, and invited international speakers to come share their experiences with them. The emphasis is on the fact that they, the students, have done these things as class projects, generally for credit. The teacher is the facilitator. The potential for involvement is limited only to time and imagination, and your class' efforts may well foster an increase in whole community awareness. It does not have to be a foods class that addresses the issue; a class in any subject matter area can easily get involved in World Food Day via the "Hunger Pie."

Project Mercy

During a recent trip to Accra, Ghana in West Africa, where I attended the First All-Africa Home Economics

Conference (April 1987), I met many African home economists with whom I discussed Project Mercy, a not-for-profit organization that sends clothing to the poor overseas. Through these colleagues, garments made by students in the U.S. for the project could easily reach some of the most needy persons in Africa. Our African colleagues have quite a network of home science associations and they, too, understand the desperate needs of the poor. For instance, Dr. Leah Marangu, Head of Home Economics at Kenyatta University in Nairobi, Kenya, noted that children at an orphanage where she assigns some home economics students to work are in desperate need of clothing, having almost nothing currently. This special project holds great potential for home economists and home economics students all over the U.S. to make a very direct impact on African children in need.

Home economics students in clothing construction have been making garments for "Project Mercy," a not-for-profit organization that has been sending garments to Ethiopian refugees for the last several years. This last year, about 50 home economics classes across the nation made Project Mercy their class project. It was also the International Relations project of the Indiana Home Economics Association for 1986/87, and was therefore not limited to the classroom, but included extension workers, home economics women's clubs, district groups, and interested.

Participants receive fabric either from Project Mercy, from a donation of fabric collected by PTA's, churches, students' relatives, etc., or from me. The patterns, designed especially for this project by McCall's patterns, are also supplied, either by Project Mercy or me. Students work on these garments as they would any other project, and once finished, the garments are sent to the needy by Project Mercy or by me. (Since Project Mercy has been less able to send fabric to schools recently, I have volunteered to fill this void on a limited basis if participating groups cannot locate their own fabric source.)

Books for Africa

Another student-intensive project that has generated a lot of interest is gathering new and used home economics textbooks, journals, home and family type magazines, etc., to send to home economics programs in Africa. While many people have questioned the usefulness of such a project, I know after visiting several African schools receiving these materials, that they are very much needed. Printed materials are critically needed; and most often, the home economists have NO WAY to buy or otherwise obtain them themselves. I now have six and a half pages of names and addresses of persons who need our help in this way. This

has been an Indiana state international project now for almost four years. Over 8,000 pounds of materials have been sent to more than 20 locations.

Part of the effort may involve raising money for postage to send the books; or, it could involve helping weigh and wrap the books if your state or district home economics association can donate postage money--as is the case in Indiana. Students can write advance letters explaining that the materials are being mailed; they will immensely enjoy receiving replies from the recipient students and school. One village even sent pictures of their dedication ceremony for the books. We have made a scrapbook of such things and that alone inspires the next class of students to become involved, too.

The types of projects shared in this article have proved to "connect" young people to international concerns. Raising awareness and improving their understanding as teenagers is bound to have an impact on their responses as adults to global issues. We have an extraordinary opportunity to use our home economics expertise to enlighten and certainly brighten the possibilities for a better world as we work to implement the new "Global Connections" curriculum. We need to help our students really connect internationally. (11)

(Continued from page 65--Linda Nelson, International Dimensions and the Secondary Home Economics Program.)

place to make friends with those who are like and unlike oneself in availability and use of resources, in decision making and in expectations for today and tomorrow.

Underlining the realities of both the similarities and differences of human beings is important for the future of the world. Today's teens will make tomorrow's decisions about what kinds of educational opportunities will be available for their children, what material goods will be marketed, which politicians will be supported by the voters, how tax monies will be allocated, as well as many other daily, weekly, monthly, yearly, and once-in-a-lifetime choices. We want them to have a wide range of information and experiences on which to base these decisions.

Interdependence is a reality from the time of conception. To the extent that adolescents realize their growing opportunities and obligations as mature adults to function in an interdependent world, they will demonstrate their healthy growth and development. They will be part of a chain of interdependent humans with responsibilities to those older and younger who share the resources and the future of the earth. (11)

FHA/HERO: Things to Remember When Planning Activities

Joyce Armstrong
Home Economics Teacher
W. W. Samuell High School
Dallas, TX

1. Identify the goal(s) and the objective(s) of the program or activity being planned. These should reflect your school and district goals.
2. Meet with your principal(s) and counselor(s) to explain the purpose of FHA/HERO and the Global Connections project.
3. Make sure the principal has a clear understanding of what you are doing and why.
4. Get as many students, teachers, and administrators involved as possible, as well as members of the community.
5. Get local businesses to donate their time and services.
6. Utilize local community resource people.
7. Work with the P.T.A. and other organizations when possible.
8. Plan a calendar and develop a timeline.
9. Evaluate all projects; when possible use written evaluations.
10. Be organized.
11. Start out with one project/activity per year or one per semester, or whatever is most comfortable for you.
12. Let the students organize as much of the project as possible.
13. Don't try to do everything yourself--don't be selfish with your talents and gifts, or those of your students and colleagues.
14. Publicize your program.
15. Write thank-you letters. (11)



World Food Day: Action-Oriented Opportunities¹



Ruth Faye Davis, Chair
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World Food Day is observed October 16 in over 150 countries to help individuals become aware of world hunger so that a worldwide effort will be made to support measures to end hunger and build food security for all people. Home economics teachers have utilized a variety of teaching strategies and materials to help their students and the community become aware of global problems and world hunger. They have sponsored many programs--fundraising activities, food collections for the needy, and town planning meetings--to create a heightened awareness of global issues.

AHEA's "Global Connections" project is providing many new and innovative teaching strategies to assist teachers with integrating global issues into their curricula. Instructional kits and resource materials from this project have been utilized by many home economists to incorporate development education into the secondary curricula and programs of youth organizations.¹ Church World Service has developed World Food Day curricula for grades K-3, 4-7, and 8-12, which provide a variety of teaching strategies to help students become aware of world hunger and other global problems.² These and other resource materials were given to home economics teachers from more than twenty states during a Global Connections workshop held at the Jester Center, University of Texas at Austin in May 1987. At the close of the workshop, the teachers shared methods and materials for emphasizing World Food Day and other global issues. Here are suggestions for using World Food Day as the basis for teaching about global issues in the home economics classroom.

Strategies for Planning World Food Day

1. Organize a committee or task force to plan and utilize World Food Day as an effective teaching tool

¹Simpson, Norma; Montgomery, Wanda; and Vaughn, Gladys Gary. "Global Connections: Linking Third World Concerns with American Teens Through the Home Economics Classroom." *Journal of Home Economics*, Spring 1987, pp. 43-47.

²These World Food Day curricula may be obtained from Church World Service.

to introduce world hunger and global issues, and to help students and teachers understand the problems faced by families in developing nations. Suggestions for committee members are:

- a. Representatives from social service agencies, church missions and the like
 - b. Resource people from Third World countries or individuals who have worked in these countries at least one year
 - c. Home economics teachers
 - d. Teachers from other disciplines (social studies, math, health, etc.)
 - e. School principals or vice principals, county government representatives and school board officials
 - f. Student representatives
2. Prepare a list of objectives to promote global issues on World Food Day and follow-up activities to be used throughout the school year, such as:
 - a. Advertising World Food Day throughout the school and community by utilizing free publicity offered by radio, television, newspapers, telephone and other media; and through brochures;
 - b. Providing learning experiences through film, resource people, simulation games, and individual research to help students understand the special meanings and causes of hunger and poverty in the United States and abroad;
 - c. Providing materials from such sources as the Population Reference Bureau³ to help students become aware of where the world's hungry are concentrated;
 - d. Acquainting students with the concepts of "First and Second World countries," and how these countries can utilize their resources in solving hunger in Third World countries. (See, for example, the curriculum guides on World Food Day from Church World Services); and
 - e. Helping students understand that there are many ways they can assist with the world's hunger problem in Third World countries, including raising funds to help a development assistance organization through holding such events as

³Population Reference Bureau. (See p. 94.)

international food fair sales, musical concerts featuring attire and songs from around the world, preparing food baskets for the needy in their home town, and international fashion shows.

3. Plan a mini-workshop for all teachers in the school to introduce them to strategies for integrating global concepts into each of their disciplines. Provide resource materials for them to use in their classes on World Food Day. (These can be obtained from Save the Children Fund, End Hunger Network, Bureau of International Affairs, and many other organizations.) Contact the Global Connections project coordinator for assistance with obtaining lists of publications and resource materials.⁴
4. Plan a school-wide poster contest and give prizes for the three best posters promoting World Food Day.
5. Emphasize World Food Day during a school assembly program. Introduce the program with John Denver's "It's About Time"⁵ and "Hunger Hotline Revisited: Global Food Crisis".⁶ Select resource people from Third World countries or individuals who have been in these countries to give brief talks about the hunger problem in these countries. Ask them to dress in the attire of the country and bring realia to acquaint students with the culture.
6. Use a National Teleconference if the school has a satellite, or plan a field trip to a local university that has the Teleconference program if your school does not have the satellite.

A wealth of materials, resources, and resource people are available for teachers to use in emphasizing World Food Day. Magazines, audiovisuals, posters, books, prepared curricula, articles, simulations, culture kits, games, international clothing, and realia from Third World countries can be utilized creatively to promote the event and home economics. Teachers should attend Global Connections workshops in their states to prepare them for participating in World Food Day, and for acquainting their students with families in Third World countries. (11)

⁴Wanda Montgomery, Global Connections Project Coordinator, AHEA.
⁵John Denver. "It's About Time." RCA Album *It's About Time*, 1986.
⁶Church World Service, Film Library.



Women in Leadership Lucille G. Jordan

Women who succeed in leadership roles usually have some or most of these characteristics in addition to the usual leadership attributes:

- . Come from families that stressed learning and the importance of an education
- . Were motivated to achieve a leadership role by having someone encourage their leadership development
- . Enjoy creative, innovative aspects of the job, but like best working with people
- . Least enjoy the routine, paper aspects of their jobs
- . Tend to overlook or ignore discrimination they encounter
- . Possess a strong personal value system
- . Possess a sense of humor and also exhibit humility
- . Exercise fairness and objectivity with both sexes
- . More likely are married, or have been married
- . Consider their children more a help than a hindrance to their careers
- . Show signs of independence and acceptance of responsibility early in life
- . "Keep their heads" even when their associates "come unglued"
- . Have ability to analyze problems to simplest terms and procedures
- . Do not surrender decisions to fears, frustrations, or fatigue
- . Find balance between initiative and sound, critical thinking
- . Keep perspective on major purposes and the whole, as well as the separate parts of an endeavor
- . Possess courage to act on probabilities instead of waiting on certainties
- . Submit selves to stricter discipline than is expected of others
- . Shape situations rather than merely react
- . Question mindless routines and encourage flexibility
- . Motivate others and "rattle consciences"
- . Believe in self and others as capable and strive to be "self"
- . Are open to suggestions, seeking continuously to learn new and better ways to carry out tasks.

Excerpted and quoted by permission from:

ASCD Update February 1982
 Official Newsletter of the
 Association for Supervision and
 Curriculum Development
 225 N. Washington St.
 Alexandria, VA 22314

Editor's Note: How many of these characteristics are learned and developed primarily in families? What is the only profession and field of study that has families as its focus?



World Food Day

Frances Baylor Parnell
Home Economics Teacher
John T. Haggard High School
Wilmington, NC



World Food Day, observed annually on October 16, commemorates the founding of the Food and Agriculture Organization of the United Nations (FAO) in 1945. The purpose of World Food Day is to develop an awareness of food and farm problems around the world, and to get people directly involved in the search for solutions.

There are many ways to observe World Food Day; here is one example. Materials from the National Committee for World Food Day and Oxfam America are available upon request. Their publications served as the stimulus to motivate students at John T. Haggard High School (Wilmington, North Carolina) to become involved in AHEA's Development Education Project, "Global Connections." Here is what happened.

Four foreign language clubs in the school were asked to join the FHA/HERO chapter in an interdepartmental World Food Day observance, a "hunger banquet." We chose to use the objectives as stated by FAO:

- o Make students aware of food consumption patterns as they exist in the world; and
- o Encourage active participation in alleviating world hunger.

Our school uses a split lunch period, so we developed plans for "banquets" so that one banquet was held during first lunch and another was held during second lunch. The school's librarians invited us to use the library for serving the banquets. We chose to serve sixty students, teachers and guests at each banquet. Student organizations followed a plan given us by the National Committee for World Food Day (see "Food Consumption by Contents" table)² and assumed the responsibility for the menu preparations as follows:

- o The French Club prepared the menu for the North American banquet.

- o The German Club prepared the menu for the European banquet.
- o The Spanish Club prepared the menu for the Latin America banquet.
- o The Latin Club prepared the menu for the African banquet.
- o The FHA/HERO chapter prepared the menu for the Asian banquet.

Each club agreed to assume the expenses incurred in the preparation and service of their banquet.

Advance reservations were taken so that we could monitor the size of the group to be served. This step is important in our school because our space necessitates that we keep food service for groups to a manageable size. Now the learning really began!

On the day of the banquets, students and other guests drew colored tokens as they arrived at the banquet room. The color of the token drawn identified where each participant would sit. This forced people to sit with individuals they did not know (more than 1,700 students are enrolled at our school, so this activity also encouraged students to get to know others).

Everyone wanted to draw a red token and dine elegantly at the North American table, but there were twelve times as many yellow tokens, so most hopefuls found themselves eating rice and lentil sauce at the Asian table instead. (A native of India came and taught the FHAers how to make the lentil sauce for a chapter program. She also taught them how to wrap a sari, which they found equally interesting.)

In order to simplify seating at the banquet tables, colored certificates of participation were printed to be used as placemats. The certificates matched the color of the tokens and were retained by banquet guests as souvenirs. Printed programs were also distributed to facilitate the smoothness of the proceedings.

The FHA/HERO President researched World Food Day and gave an informative program explaining the significance of the event. She was popular with the local news media (which was searching for a story on World Food Day to use on the evening news), so this home economics-initiated, interdepartmental activity received good coverage from both of the local television stations.

¹For more information on World Food Day, contact to Patricia Young, National Committee for World Food Day. Also write to Oxfam America, and ask for "How to Host a Hunger Banquet." This leaflet has a variety of ways to stage a hunger banquet which range from very simple to complex.

²Van Beilen, Aileen. Hunger Awareness Dinners. Scottsdale, PA: Herald Press, 1978, pp. 16-17.

After the meal, a large anniversary cake was served in honor of the founding of FAO and World Hunger Day. The participants stood around the cake as it was being served and sang Walt Disney's "It's a Small World."³

Prior to the day of the banquets, a fundraiser was held by the home economics and foreign language departments. Students were asked to make monetary contributions; some friendly competition was encouraged. Over \$600 was contributed to the Presbyterian Answer to Hunger (PATH) charity. This group was chosen because half of their receipts go to a local hunger fund and the remaining half goes to fight hunger internationally.

Lesson plans on hunger and a simulation on distribution of foods, both provided by AHEA's Global Connections Project, were made available to teachers. A filmstrip and two films were also provided to teachers for class use. Advanced home economics students did research on some of the Third World countries and planned special projects detailing aspects of these cultures.

Post evaluations indicate that the banquets were very successful. Students representing the nearby university's student government association participated in one of the banquets and asked for information to help them plan a similar event for the university. Several FHAers indicated that they did not want to wait a whole year to plan another "Hunger Banquet." (A hunger banquet can be held at anytime; we just happened to use the idea for World Food Day.)

This was an excellent public relations project for all concerned. Several uninvolved teachers volunteered to help plan the event for the next year, and we look forward to involving other departments within the school in the future. Our first venture into "Global Connections" was a real learning experience for all who participated. To be a part of such an event gives one more compassion for mankind and certainly a better knowledge of geography. (11)

³"It's A Small World," Walt Disney Productions.

Table 1
Food Consumption by Continents

% of People*	Continent	Country	Food Only	On Table
5%	North America	U.S.A. or Canada	sliced ham, baked potato hot vegetable, roll green salad, pie w/topping coffee, tea, milk cream, sugar salt, butter, etc.	linen tablecloths, napkins w/holders crystal goblets silver candlesticks w/red candles (lit) silverware (complete set) salad bowls, bread and butter plates, etc. dinner plates, showy centerpiece**
15%	Europe	Netherlands	vegetable soup open-faced meat and cheese sandwich per person fried sliced potato fresh fruit, tea, water	white cloth tablecloth purple paper place mats simple, attractive setting of dishes and silverware (bowl, small plate, cup, saucer, usual silverware) simple fresh flower centerpiece
10%	Latin America	Argentina	rice (3/4 c. each) garbanzo beans, chicken broth tomato juice (pour or in pitcher water, coffee	no table cloth, blue place mats very simple dishes--(bowl, spoon, glass, cup, no saucer)
10%	Africa	Nigeria	mashed potatoes bread, water, tea	no table cloth, green paper place mats very simple bowl, cup and spoon
60%	Asia	Vietnam	rice tea	yellow paper place mats very simple bowl, cup and spoon

*The percentages given are approximate and rounded off for convenience. The actual population figures (from the Population Reference Bureau, 1977) are: North America (U.S. and Canada), 240 million (6%); Europe, 478 million (13%); Latin America, 336 million (9%); Africa, 423 million (11%); and Asia, 2,325 million (61%). The world population has already increased by several hundred million since 1977, but the proportion of persons in the areas listed remains approximately the same.

**An alternative is to use entirely paper and plastic table service to dramatize North American waste by frequent use of these products.

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World Food Day



Linda Cherry
Home Economics Teacher
Griggsville (IL) High School

Can humans exist with little food, few clothes, sparse income, and little protection from the environmental elements? YES! These circumstances happen all over the world on a daily basis.

What is the reason for the urgent concern for our foreign neighbors? Why should Griggsville, Illinois students care about life in a domain so different and far from theirs?

In September 1986, our home economics department began an in-depth study about the reality of world hunger.

Several students in the advanced foods class researched selected foods known typically as "foreign foods." During the semester, each student prepared a food using an unfamiliar method of preparation and a food that was not usually used in their own homes: for example, venison chili prepared in a slow cooker; oven-baked chocolate-covered soybeans; enchiladas; crepes; fondued wontons; and Chinese vegetables prepared in a wok.

As our school would not be in session on October 16, 1986, we choose homeroom periods on October 20, 21, and 22 to commemorate World Food Day. The students in an advanced foods class prepared plain, unseasoned, generic rice to serve about 40 students and faculty each day. They placed one tablespoon of cooked cold white rice into small paper cups and placed them on the floor of the home economics room. The rice surrounded a globe of the world (and a few rubber snakes and spiders).

McDonald's of Quincy, Illinois, provided enough chopsticks for each student to have her/his own pair. One of the students demonstrated how to hold the chopsticks and eat correctly. For many students, that was a new experience. A tiny paper cup of weak, bland tea was served to wash down the rice.

On each day, I wore a different costume from a certain culture (e.g., Spain, African countries, and Native American nations) while I emphasized problems associated with food in the local community.

Through group discussions, students volunteered their views on why our world may be having food-related problems:

1) "No one wants to garden anymore."

- 2) "Groceries are high cost."
- 3) "They waste leftovers unless they feed them to a pet."
- 4) "They eat out 2-3 times a week."
- 5) "Food stamps sometimes go to the unneedy."
- 6) "They want easy, quick-to-fix meals."
- 7) "They would not want to eat rice and drink tea as prepared for them."
- 8) "Hunger is portrayed as having a Big Mac attack."


Each student felt that people should not waste food, but that was what was customarily done in their homes.

To reinforce the experience, each student was given a black-and-white globe-shaped name tag (with scotch tape attached) to place on the outside of his/her locker until the end of the week. Of the 137 students in Griggsville High School, 118 participated, along with 8 teachers.

Global hunger/food awareness continued in January 1987 with my Introduction to Occupations class preparing Soy Taco Nachos, which were served to each of the classes during regular class time. The soy TVP was secured from Archer Daniels Midland Company.¹

To further emphasize how to cope with food shortages, in March 1987 my management class decided to prepare a meal as if none of them had adequate food. Each one looked in her/his own kitchen at home to bring one food item to add to the class menu. It was to be an edible food that her/his family wanted to get rid of for whatever reason. The menu included turkey (Christmas bonus), Irish potatoes (we bought too many), noodles (grandma always gives us extra), jello (coupon special), yeast rolls (flour on special), strawberry torte (clean freezer for spring), and tea (not a brand name).

They planned, prepared, and served their meal as a group who could survive if they shared their resources. Left-over turkey was sliced and students made their lunch sandwiches for several days. None of the food was wasted.

What have we experienced in Griggsville High School that may help world hunger? We are much more aware. Awareness is the first step to change. 

¹Arthur Daniels Midland Company, Box 1470, Decatur, IL 62525.

World Home Economics Day: An Effective Teaching Strategy

Sharon Channer
International Development Officer
Canadian Home Economics Association
Ottawa, Canada



Proclamation

Prepare Proclamation henceforth, in all your countries, the World Home Economics Day on March 20, 1982. Plan a fete, an exhibition, a banquet, a sale of handicrafts, a ball, an excursion...Alert the Television, the Press, Public Authorities. Collect funds on this day to enable IFHE to continue its activities.

International Federation for
Home Economics, December 1981

The Canadian Home Economics Association (CHEA) has for several years celebrated World Home Economics Day locally, provincially, and nationally. International banquets, handicraft sales, "rich man--poor man" dinners, development films, and videos produced specifically for World Home Economics Day have all contributed to Canadian home economists' "Celebrating Who We Are," in answer to the above challenge presented by IFHE for implementation on March 20, 1982.

The decision taken by CHEA to focus on development for World Home Economics Day in 1986 resulted in a wide range of exciting activities across the country. In 1987, development was again at the center of the Day's preparations, but in quite a different fashion, that of

developing a resource kit for use by Canadian home economics educators in secondary and junior secondary classes during the week of World Home Economics Day. The project originated at a meeting of the Home Economists in Education Section of CHEA at the 1986 annual conference. The Section responded to a challenge to become more involved in the CHEA development program, specifically by taking the initiative to focus on development in the classroom for World Home Economics Day. Committee members, together with the CHEA/IFHE liaison, collected existing resource materials and/or prepared original materials specifically for the kit. The kits contain student lesson plans, a world map, an international recipe booklet, lists of development films, bulletin board display materials, information on the CHEA development program, and specific suggestions for teachers.

Publicity for the kits, through national and provincial newsletters as well as through all provincial teachers' associations, resulted in a greater response than had originally been anticipated. The kits, available in English and French, were provided to home economics educators through CHEA Regional Directors, Presidents of CHEA Affiliated Associations and International Development Committee Chairs to ensure equitable distribution across the country. It became obvious, even before the kit was distributed, that limiting its use to the week of World Home Economics Day would not be taking full advantage of so vast a wealth of resource materials; and as the materials contained in the kit are not specific to World Home Economics Day, educators were encouraged to use the kit throughout the year and to share it with their colleagues. Since distribution of the kits, this was demonstrated to be an appropriate suggestion, as comments such as the following have been noted:

"As the year's curriculum has been previously planned, an educator is not generally at liberty to introduce an entire week of alternate materials. It would be more appropriate therefore to interject specific sections of the kit at periods throughout the year."

"As there are five home economics educators in our school, we would appreciate having one kit to share, and would like to use it all year long."

(Continued on page 82.)

Drug Abuse — A Global Challenge



Betty Phillips, Chair
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Global Concern

Drug use has escalated so rapidly in the last few years that it has become a universal problem affecting people of all ages, income levels, and walks of life. The severity of the problem has created national and international attention and cries for immediate action. According to First Lady Nancy Reagan,¹ "It is our moral responsibility to do more than simply recognize these problems. Each and every citizen has an obligation to take a personal stand against drug abuse and the related problems."

Drugs: Environment Pollutants

Drugs are seriously affecting the quality of the living environment. They are costing citizens billions of dollars as a result of crime, pain and suffering, and death throughout the world. And these drugs and their derivatives (crack, marijuana, cocaine, heroin, etc.) are weakening America's potential and are affecting the performances of millions of people both in and out of the workforce.²

Recreational Drugs

The so-called "recreational drugs" are no longer seen as "entertainment" for the wealthy but rather as a nightmare for society. Athletes, musicians, actors, businessmen, teenagers, factory workers and people of all backgrounds throughout the world have not only been exploited, but are guilty of exploiting.³ The lives of such persons as Brian Jones (Rolling Stones), Dennis Wilson (Beach Boys), Elvis Presley, John Belushi, and Janis Joplin, once recognized leaders in the entertainment world, were brought to an end by drug-related deaths.⁴

A New Plague

Children are experimenting with drugs at very early ages. "Crack," an almost instantly addicting drug has spread like a plague with millions of users and billions in wasted resources carrying innumerable stories of pain and despair.⁵ Crack, a form of cocaine, is smoked and leads to a high in less than 10 seconds, and lasts less than 15 minutes.⁶ In the 1960s, most drug abuse was confined to the college-aged and older groups; however, evidence now indicates that first use of drugs may be dipping below the junior high school level into the pre-teen age groups.⁷

Users and sellers are not the only victims. We all become victims when poor work performance, crime and death enter our society. We all lose when we are close to the drug user or seller and deny what is happening. Denial is what has enabled the drug epidemic in this country.⁸

Need for Global Effort

A global effort is needed to dry up the sources of illegal drugs and to educate people on the causes. It is estimated that 20 tons of cocaine enters this country illegally each year.⁹ A kilogram (2.2 pounds) of cocaine that costs upward of \$5,000 in South America may sell for 10 times as much in a North American city.⁹

What Role Does Home Economics Play?

Teachers understand the need for education at ALL levels. It is better to clarify the myths and misinformation rather than deny the situation exists. Working with agencies, task forces, law enforcement officers, and others, home economists can help prevent further spread of these global pollutants. Knowledge is necessary but requires action to make a difference. The home economics teacher can start work by action groups such as FHA/HERO, and spark activity by church groups and the community. The time is NOW; the need is urgent. Home economists can

¹Reagan, Nancy. "Excerpts from the Chemical People II Tele-conference." *The Chemical People Newsletter*, November/December 1987. p. 2.

²Bowen, Otis R., M.D. "Cocaine: The Big Lie." *NFP Prevention Parentline*, February 1987. p. 2.

³Morganthau, Tom. "Kids and Cocaine." *Newsweek*, March 17, 1986. pp. 58-65.

⁴"The Rock Revolt--Today's Musicians Crusade Against Drug and Alcohol Abuse." *Chicago Tribune*, Arts Section, December 7, 1986, Section 13, p. 1.

⁵Bowen, Otis R. *Op. cit.*, p. 2.

⁶Chatlos, Calvin. *Crack--What You Should Know About the Cocaine Epidemic*. New York: The Putnam Publishing Group, 1987, p. 17.

⁷*Ibid.*, p. 61.

⁸*Ibid.*, p. 61.

⁹Elks, Benevolent and Protective Order of. *Drugs Awareness Education Program Handbook*. Chicago: Elks Grand Lodge, 1985 (revised), p. 7.

help throughout the world to improve the living environment.

The following lesson plans are designed to help bring about knowledge plus action.

LESSON PLAN

TOPIC: Drugs and Society

Prepared for:

Family Health Consumer Education (a growing consumer market has emerged for drugs); Interpersonal and Family Relations

DEVELOPMENT EDUCATION CONCERNS/ISSUES: Why has an illicit drug business been allowed to grow so rapidly and pollute the quality of the living environment throughout the world?

CONCEPT: Illicit drug trade is affecting the economy of some countries.

PERFORMANCE OBJECTIVES: Students will be able to:

- Write examples of how the illicit drug business is adversely affecting the quality of the living environment.
- Give reasons why many more people are becoming users of illicit drugs.
- Explain and give specific examples of how drug use affects sports, jobs, school, work, family, communities, and the world.
- Define the following terms: addictive, illicit, living environment, recreational, and gateway in relation to drug use.

STRATEGIES FOR CARRYING OUT LESSON:

- Activity I - Using current newspapers, magazines, newsletters, videotapes and other publications, read about and listen to different kinds of problems occurring more frequently from the growing use of drugs. Next, make a list of the drug problems you learned about in your hometown, your state, and in other countries. Examples: Arrest for drunk driving, death from overdose, drug use and sports, drugs and dropouts, drugs in the employment place, drugs and violence, etc. Are the problems similar to or different from area to area; country to country? How did these problems come to be?
- Activity II - Discuss and give evidence for how much attention and concern is given to the topic of drugs in our world today. Examine social, moral, and financial implications.
- Activity III - Future Homemakers of America (FHA) chapters invite a panel of speakers (mayor, minister,

doctor, principal, MADD and SADD representatives, teacher, parent, law enforcement officer) to share their concerns about the drug scene in society today during a special student/parent meeting. Students will prepare questions in advance for panel members. Suggested questions might include:

- 1) Who is responsible for the drug problem?
- 2) Why does an adult decide to use drugs or not to use drugs?
- 3) Do family and religious beliefs play a role in decisions to use or not to use drugs?
- 4) Do legal and health reasons play a role in who uses drugs? To what degree?
- 5) When a celebrity or a parent uses drugs, do you believe it influences others to use drugs?

Invite a reporter from the school paper or the local paper to report on the panel presentation.

- Assignment - Choose one of the following statements and write a two-page reaction paper. Attach evidence of at least 2 current resources which you used that affected your feelings and opinions.
 - 1) A sense of individual responsibility could change many drug problems in the world.
 - 2) I'm responsible for only my actions and what others do is not my concern.
- Assignment - Have students list 4 reasons they feel the study of drugs and the awareness of the problems is/is not important to their welfare. Bonus points! Explain the following terms: recreational, addictive, illegal, living environment.

EVALUATION:

- Ask students to write one page on "Have You Changed Your Attitude or Feeling about Drugs?" Why or why not?
- Prepare and administer an objective-type test on drug and drug use terminology, current scope of drug problem in the U.S., and impact of drug use on the economy.

SUPPORT MATERIALS

1. Current newspapers, magazines, newsletters, videotapes, etc., concerning drugs.
2. PRIDE (National Parent's Resource Institute for Drug Education, Inc.), 100 Edgewood Avenue, Suite 1216, Atlanta, GA 30308, (800)241-7946.
3. What Works - School Without Drugs, U.S. Department of Education, 1986. National Clearinghouse for Drug Abuse Information, P.O. Box 1908, Rockville, MD 20850.

4. "Snowstorm in the Jungle," 45-minute videotape from the Cousteau Society, 425 East 52nd Street, New York, NY 10022, (212)826-2940.
5. Egan, Donald J.; Robinson, David O. "Cocaine, Magical Drug or Menace?" International Journal of the Addictions, 14(2) 1979.
6. Reese, Don; Underwood, John. "I'm Not Worth a Damn." Sports Illustrated. June 14, 1982.
7. Silvan, Alice. "Cocaine Use and Employee Theft: A Workplace Issue." EAP Digest, December 1984.
8. Morgenthau, Tom. "Kids and Cocaine." Newsweek, March 17, 1986.
9. Colombian Connection: How a Billion-Dollar Network Smuggles Pot and Coke in the U.S." Time, June 4, 1984.

LESSON PLAN

TOPIC: Drugs and Society

Prepared for:

Interpersonal and Family Relations
Family Health

DEVELOPMENT EDUCATION CONCERNS/ISSUES: What can be done to help in the fight against drug abuse and its related problems plaguing society?

CONCEPT: People in action can make a difference in improving and preserving the living environment for future generations.

PERFORMANCE OBJECTIVES: Students will be able to:

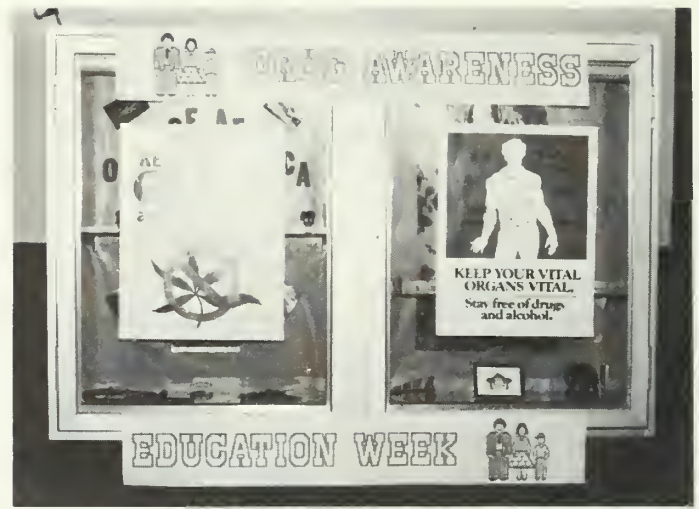
- Identify available drug awareness materials and agencies in their school, community, and state.
- Identify international drug problems and how they affect the world.
- Identify legislators who are working on issues and bills concerning drugs.
- Use the FHA "Planning Process" sheet to initiate plans of action to help alleviate some of the drug problems.
- Write letters to mayors, legislators, etc., about their concerns and plans relating to drug issues.
- Learn and use factual information to enhance their awareness of new problems faced by society.
- List dangers and benefits of drugs.
- Describe "crack" and its physical addiction.
- Define the following terms: physical withdrawal symptoms, nicotine, alcohol, cocaine, amphetamine, marijuana, heroin, gateway drugs.

STRATEGIES FOR CARRYING OUT LESSON:

- Activity I - Develop a pre-test on basic drug information. Place pretest in school newspaper. Advertise that the first student who can find the correct answers to test and turns in to FHA President receives "Just Say No" bumper sticker or button, or free FHA membership, or some similar incentive.
- Activity II - Have students search in library and in community for materials, publications, agencies and other resources relating to drugs. Compile a file of resources and place in the home economics department. Make availability of file known to entire school population.
- Activity III - Using a team approach, have social studies teachers and students work with home economics classes to identify steps needed to get legislative bills introduced. Invite a legislator to class or interview him or her by phone about drug issues, bills, and laws.
- Activity IV - Have FHAers write articles for newspapers on such topics as "Drugs and Peer Pressure"¹⁰ and "Skills for Making Decisions." View the videotape, "Why Say No to Drugs?"¹¹ for background information.
- Activity V - Have students read about different plans of action to fight drug problems.¹² Use the FHA Planning Process sheet and design a plan of action by identifying concerns, setting goals, formulating a plan, taking action, and evaluating drug problems.
- Activities and Projects for FHA/HERO Chapters:
 - * Attend local drug task force meetings in the community. Speak out!
 - * Participate in local and state drug poster and essay contests.
 - * Write letters to TV producers and magazine editors, protesting the glamorization of drugs in their programs, advertisements and stories.
 - * Work with young children one-to-one to help them learn to say no to drug use.¹³
 - * Plan a "Teen Action Day," a day-long event that will offer opportunities for task forces to educate the community about what is available in their area for the growth and development of teenagers.

¹⁰Scott, Sharon. PPR Peer Pressure Reversal. Amherst, Massachusetts: Human Resource Development Press, Inc., 1985.
¹¹"Why Say No to Drugs?" 16-minute videotape. Chicago, IL: Encyclopedia Britannica Educational Corporation, 1986.
¹²PRIDE (National Parents' Resource Institute for Drug Education, Inc.). Newsletters. Atlanta, GA: PRIDE.
¹³"Just Say No" Foundation, 1777 North California Boulevard, Suite 200, Walnut Creek, CA 94596, (800)258-2766.

- * Plan a town meeting where neighbors can watch "A Generation at Risk," a one-hour documentary exploring problems confronting today's teenagers.¹⁴ Hold a film fest to educate people on drug problems.
- * Form SADD and MADD groups in the community.



EVALUATION: Students can be evaluated on one or more of the above activities. Evaluation criteria will include:

1. Initiative
2. Responsibility
3. Community Involvement
4. Knowledge
5. Action
6. Public Relations

SUPPORT MATERIALS:

1. National Federation of Parents "Parentline Prevention" Newsletter, 5(5), December 1986, p. 8.
2. The Planning Process (Decision Making) from the Future Homemakers of America, 1910 Association Drive, Reston, Va 22091.
3. PRIDE (National Parent's Resource Institute for Drug Education, Inc.), 8(2), Summer 1986, pp. 2,4,5,7,9,11 (page 11 has nationwide toll-free numbers for drug information and messages).
4. International Federation of Parents and Citizens Association for Drug Abuse Prevention, 100 Edgewood Avenue, Atlanta, GA 30303.
5. "International News," 2, (1), Summer 1986 (information on Panama, Sweden, Gambia, Singapore, Brazil, Turkey, England, Uruguay, El Salvador, Colombia, USSR).
6. "Why Say No to Drugs?" Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, IL 60611. (it)

¹⁴Wertz, Ricki (ed.). "Generation at Risk II." The Chemical People Newsletter, January/February 1987, WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213, (412)622-1491.

(Continued from page 78.)

Sharon Channer, World Home Economics Day: An Effective Teaching Strategy

"I took a kit to the provincial home economics teachers' association meeting, and as a result, I have it booked in different schools right through to the fall." (from a CHEA Regional Director)

Evaluation forms were included with each kit, but as many of the educators are using the kits over an extended period of time, few evaluations have been completed to date.

Those that have been returned are all very positive, recommending little or no change for a future kit. Especially valuable to the educators are teaching strategies and ideas for classroom activity. For example, it was suggested that home economics educators facilitate communication exchanges between their students and home economics students in developing countries. Contacts in the Third World are available through the CHEA twinning partners, a program that pairs a CHEA affiliate association with a home economics association in a Third World country.

Lists of development films available on loan from the National Film Board and from the International Development Research Centre also appear from early evaluations to be of particular value to the home economics educators, who are using the films in combination with lesson plans available in the kit.

The Home Economists in Education Section of CHEA has scheduled time during the CHEA 1987 annual conference in July to critique the kits and to provide guidelines for improvement of the kits, which were designed in such a way that expansion and/or change can easily be incorporated.

The initial response to the World Home Economics Day kits has been very encouraging. A full evaluation is expected to pave the way for future activities aimed at using World Home Economics Day resources in an effective teaching strategy. (it)

Bulletin Boards and Displays: Visualizing Global Connections



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Bulletin boards and displays are the "bugaboos" of a teacher's job, but they are effective in implementing the "Global Connections" curriculum. Factual information is easily displayed, as in the case of a bulletin board picturing types of housing. A change of title can alter the thrust of the board from factual to conceptual. For example:

- Titling the housing display "People live in different houses" would be appropriate for pupils in a kindergarten or trainable, mentally retarded (TMR) class.
- An elementary student could be challenged to find the details in the display which would help answer the title question, "In what part of the world would you find these houses?"
- For a high school student studying energy conservation, the houses pictured could stimulate thoughtful discussion on types of building materials, housing styles and energy-efficient housing.

Display is an effective teaching tool for "Global Connections." One TMR class viewed a videotape on how people live and then drew pictures of the different kinds of houses that they had seen. Besides their artwork, photos of their own homes were displayed. Students learned not only simple facts but were able to make suggestions about what it would be like to live in a hogan, with only a fire for cooking and heating, or a rondavel where people live and sleep in different buildings. Using photos of the students' own homes made the comparisons personal and more easily understood by these students.

Using bulletin boards with the "Global Connections" curriculum was so successful with this class that the TMR teacher and her students developed other ideas. A shopping trip to a local grocery store produced a display and taste-test of exotic fruits and vegetables, while a trip to the zoo yielded a study of animals and their natural habitats with a bulletin board on animals of Africa. It was necessary for this TMR class to approach

the subject on a more concrete level; however, elementary students could study the countries from which the exotic fruits and vegetables came, and how they got to the United States. Older students might focus on endangered species, dwindling natural habitats and the ecological implications, charting their locations on a world map while learning causes and consequences for these circumstances.

- "Hungry? Let's Eat!" A bulletin board on the theme, "Hungry? Let's Eat!", illustrated world hunger and the disparity between food production and distribution on two continents. Use large sheets of poster board to cut out replicas of Africa and the United States. On each continent place cardboard "plates" representing a typical diet, three meals plus snacks for the U.S., and a plate of "stew," a bowl of "mealie pap" or mush, a cup of tea and a seasonal fruit such as an orange or plantain for Africa.



Bulletin boards of this type can direct learning about world hunger and develop awareness of the problem at any age level. Elementary students learned about foods the U.S. and Africa have in common and the relative amounts served. Students with more abstract thinking skills and more background information determined the nutritional quality of the different diets, the effects of the food distribution system on food availability, or the effects of catastrophic events such as drought, famine or war on the food supply. High school students might study the relationship between politics and world food supply, or investigate and debate some of the solutions which have

been suggested or are in use to solve the problem of world hunger (e.g., oral rehydration therapy).

- An inservice program based on a bulletin board could spark awareness among teachers as well as students. "Hungry? Let's Eat!" also enlightened elementary teachers about world hunger. Teachers were offered additional information on the African diet, poems written by the children of the world about hunger, and other information to expand on the concepts conveyed by the bulletin board. Once an inservice program has been held, the bulletin board should be displayed in the school, and students at the middle or high school level should be available to lead discussions and help with other classroom activities on world hunger. This cross-age approach is highly motivational and produces knowledge among all participants.

More Bulletin Board Ideas

- "Global Connections" offers opportunities for generating additional displays, on other subjects of global concern. Polling students in class on the country of origin of their clothing is a good way to excite interest in the subject of imports and wages. Suggest that students prepare a display of common household objects (stereos, utensils, clothing, etc.), and to investigate the current average adult hourly or daily wage in the country where each was made. For the display, label each item with the country of origin and the wage. Following the preparation of the display, the discussion can focus on comparisons of incomes and lifestyles, and students can make inferences about the probable quality of life of the workers.
- Using a tally/comparison of women's responsibilities in the U.S. and a specific developing country can be a means to introduce the concept of inequality between men's and women's roles. Have students generate a list of assorted tasks (e.g., household, childrearing, etc.) and then place a stick figure on a display board to indicate whether a man or a woman performs a particular task. From this beginning, high school students could learn why there is some resistance in developing countries to improving the standard of living for women and children, and why, because of this, development education is often viewed as a "women's issue."
- Elementary students love to mold and make things. Help them build a progressive diorama that shows rural African family members going about their daily lives. And, in successive vignettes,

demonstrate the possible effects on their daily life of decreasing water supply, a contaminated water supply, or the desertification of the land. Students could see how far children must walk for wood or water for cooking and some of the obstacles to the maintenance of sanitary standards. This diorama would make an excellent FHA/HERO display for a local library, museum, or fair to increase community awareness.

The effort required to produce a bulletin board, display or exhibit is reduced if it is shared. Cooperating students can generate their own ideas, from which understanding and behavior change can occur. A teacher's task in this way can be easier and the results more effective.

Background: Hungry? Let's Eat! Bulletin Board

Africa's size means that the people eat different foods in different parts of the country.

Western Africa

Eastern Africa

Basic food = yams (like cassava)	corn
fish and meat	meat
- vegetables like greens, okra, peppers -	
- fruits like mangoes, oranges -	

The basic food, yams or corn, is mashed and mixed with water to make "Mealie pap" as it's called in some places. The mealie pap is thinned into a gruel to serve for breakfast or thickened and cooled to a Gnocchi-like paste and used to dip into the evening soup/stew.

The evening soup/stew simmers all day with whatever meat (usually little) and homegrown vegetables are available. Peppers make it spicy. After harvest, there are more vegetables; before there's more water.

Meal pattern*:	<u>Kids</u>	<u>Adults</u>
Breakfast:	Gruel Tea	Leftover mealie pap
Mid-day:	Soup/stew	Don't always have this meal
(Afterschool)	Pap	
Dinner:	Soup/stew	Don't always have this meal

*At boarding school and in urban areas, meal patterns are more westernized.

The World's Children: Integrating Global Perspectives into the Child Development and Human Relations Curriculum

Anna Nash
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Of all the conflicts and problems that are presently afflicting mankind, none seem more tragic and urgent than the plight of the world's children. Hunger, lack of adequate medical care, adolescent pregnancy, homeless ("street") children, children of war--the list of tragedies seems endless. However, along with a sense of despair, a new global awareness can offer a sense of hope. In the children, there is a great capacity for joy and song and laughter and boundless energy, and as we become more globally aware, together we can make connections that will have a positive effect on the future of our children.

The problems that engulf this planet are not problems that happen to "other" people. They are not "them" problems, but "we" problems, as all the world's children are members of the human family. We cannot afford to remain unaware of what is happening in our world. Responsibility for the human condition rests with all of us. We have a responsibility to educate for international peace, justice, and world citizenship. There can be no better expenditure of our time and energy than to teach about responsibility for the world's children, since they are the ones who will ensure the future of the planet.

A global dimension can be introduced into the child development and human relations curriculum with amazing ease and can provide a means by which students can become actively involved and thus be provided with an outlet for their energy and idealism. An active approach will help dissipate the tremendous sense of hopelessness that so easily invades our thinking when we are faced with seemingly insurmountable problems.

Childrearing is an enormously complex task. The traditions of a family and the institutions a society develops to care for its children provide a rich resource for increasing cultural understanding. Learning activities should be designed to help students understand their own life experiences better and to develop a more compassionate understanding of their families while at the same time learning to respect the values, traditions and practices of others. It is important to assume a nonjudgmental attitude. Comparing a range of childrearing

practices and looking for commonalities as well as differences can help students develop an appreciation for unity in diversity and to begin to acquire a tolerance for values that are different from their own.

Activities

"A person's family is a major socializing force that influences one's values, style, and sense of identity, as well as one's values and expectations for children, theories about childrearing, and style of caregiving."¹

- * Have students discuss their own family, childhood experiences, and ethnic background. If they have grandparents who were raised in another country, discuss the differences that they perceive in childrearing practices. Or, invite grandparents born and reared in another country to class to discuss their views on childrearing.
- * Discuss how the values of a culture are reflected in its childrearing practices. Determine the ways our society developed to provide for its children, and what values these ways reflect.
- * Using a variety of resources, have students research the social development of children of various countries. Trading Places: Have students develop a cultural packet about the country they choose. Have them deal with the information primarily from a child's perspective:
 - What would it be like to have been born into that culture?
 - What would be different, what would be the same?
 - What would their life expectancy be?
 - What kind of health care would they receive?
 - What kind of education would be available?
 - What are the values they would assume from the culture, and how would they be passed on--songs, stories, games?
 - What would family interaction be like?
 - What traditions and festivals would they remember?
 - What value does the culture put on its children as indicated by the students' interpretation of its childrearing practices?

¹Educational Development Center. Children in society. Exploring childhood series. Newton, MA: Educational Development Center.

- Develop a list of issues you would like to cover through the research.

- * The community at large can be a great resource for cross-cultural understanding. Have students research their community to identify individuals who would be willing to speak to the class, particularly those who have travelled to or lived in a foreign country, served as Peace Corps volunteers, and who have moved to the community from other countries (including refugees). Ask the speakers to discuss the children and childrearing practices of the countries with which they are most familiar. If you are fortunate enough to live near a university, most campuses have an International Student Center, and such centers are usually excellent resources.
- * Discuss prejudice and stereotyping, and how it develops in children. Discuss how prejudices and stereotyping can affect one's interaction with cultural/ethnic groups in that community. What would assist individuals to better interact with groups with whom they will come in contact, such as children of migrant workers, refugees, foreign students, etc. Interview foreign exchange students at your school about customs of their country.
- * Music is a universal language; treat it as such! "Folk songs travel from land to land, picking up friends and contributing to the understanding of their people wherever they go. All over the world people sing, and everywhere there are songs which belong especially to children. The children are not so different from each other, so the things they sing about are much the same."² There are common themes found in children's music: happiness, nonsense, sadness, play, and sleep; and lullabies comprise a varied and wonderful resource of commonality the world over. Have students participate in a song fest featuring children's songs from various countries.
- * Another wonderful connection among children of the world is their art. Art is fundamental to the human condition. Every society, from the most primitive to the most advanced, expresses itself through art. For a child, art is a primary means of expression. The Information Center on Children's Cultures, a service of the United States Committee for UNICEF, has a resource collection of educational and cultural materials on children around the world. The Center maintains a permanent collection of

several thousand pieces of original children's art from over 160 countries. Each year 13 pieces of art are chosen to illustrate the UNICEF Wall Calendar, which is published and sold to benefit the world's children. These prints could easily be matted and displayed as part of a unit on children. As well as acting as a forum for children's art, the UNICEF Calendar has a listing of holidays from around the world, including many countries that celebrate a "Children's Day" at various times throughout the year. Among these countries are Turkey, Japan, Nigeria, Indonesia, China, Argentina, Brazil, and India. For example, March 21st is "World Day of Poetry and Childhood," and April 2nd is "International Children's Book Day." These holidays are officially designated and celebrated by the member nations at United Nations Headquarters. They can be the basis for wonderful displays, or for special days celebrated by classes. Consider the possibility of sponsoring an art exchange with a foreign school or institution.

- * Introduce and play children's games from other cultures. Students could share these with young children by presenting them in day care centers, in the elementary school or by sponsoring an international children's festival at school and inviting young children of the community.
 - * Read and discuss the United Nations Declaration of the Rights of the Child. Using resources, research reports, and reports on community, national and international organizations that are concerned with the welfare of children, develop a description of their services. What are the goals of each of these organizations? What are the similarities? What connections exist between local, national, and international concerns for the welfare of children?
 - * Several agencies offer the opportunity to sponsor children. Have students research these agencies with the possibility of becoming involved as a sponsor, either as individuals or as part of a continuing class project.
 - * Using a 35mm camera, a macro-lens, and a light stand, students can (with permission) use a variety of well-known and reputable printed resources (e.g., National Geographic) to produce their own slides on a wide number of issues. They can also develop sound tracks to accompany the slides. Students can also film children at local day care centers, etc., with particular emphasis on multicultural settings. If a camera is not available, do not overlook other
- (Continued on page 100.)

²Chroman, E. (Ed.). Songs that children sing. New York: Oak Publications.

Developing an FHA Community Outreach Program

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"Let us more and more insist on raising funds of love, of kindness, or¹ understanding, of peace," says Mother Teresa of Calcutta.

Community-based activities, when integrated into the home economics classroom through the FHA structure, create a new lens through which students can see issues of personal and global significance for both present and future generations. Students become instruments of love, kindness, understanding, and peace as they are encouraged to forge new relationships with humanity by taking action that will enrich their own lives and the lives of others. Through active community involvement, students can gain a feeling of solidarity with their human family and overcome the sense of powerlessness that occurs all too often, gaining instead a sense of the power-of-one to make a difference.

A community-based home economics program encourages students to apply home economics skills they are learning to real-life experiences. Such a program will help them fulfill their roles as concerned citizens and prepare them to take places of leadership in society as they grow and make decisions about the directions their lives will take.

By building FHA into the day-to-day home economics classroom experience, all students in the program have the opportunity to be involved in a school organization and to apply their homemaking skills by establishing "Power of One" goals,² Homemaker Degree goals, or by choosing active community involvement in the name of the FHA chapter. The teacher is the catalyst for students to take action as they become enlightened and begin to challenge themselves to be the best they can be.

To establish action projects to which students may want to commit their time requires a means by which they can (1) explore what is available to them; and (2) identify what community needs are critical at the moment

so that they decide the ways in which they may be able to make a difference.

Developing a community-outreach exhibit to highlight work being done by local humanitarians and human service organizations can direct students' minds to ways they as individuals and as members of the FHA organization can take action perceived as making a difference in peoples' lives. Orchestrating the exhibit themselves provides a proactive stance for students as they figure out who and what to include, and how to go about putting the exhibit together. Opportunities for interdisciplinary collaboration should be encouraged by the teacher.

What follows here is a teaching module based on the practical reasoning/practical action-based curriculum of the Ohio Consumer/Homemaking Curriculum Guide.³ (See page 88.)

By doing this community outreach exhibit early in the year, FHA members, all of whom are also class members, will have many suggestions for the ways students can be involved in the life of their community and the larger world. The "Global" concept involves ever-expanding circles, moving from the self out into the world; and the concept of the interdependence of the world takes place over time.

As a result of this methodology, students enrolled in this type of community-based FHA/home economics classroom program at Groveport Freshman School are involved in projects that address global issues of hunger, homelessness, and the need for clothing. This past year, they have prepared and served meals to the homeless, made garments for African refugees through Project Mercy, saved trading stamps to purchase blankets and towels for a local shelter, made monthly visits to an area nursing home, participated in an elementary tutoring program, helped athletes in the local Special Olympics summer games, and are helping build houses for low-income families through Habitat for Humanity. They also participated in the local Easter Seals telethon, raising over \$500. In addition, members have presented programs about FHA community outreach activities to the Lions Club, the

¹Mother Teresa of Calcutta. A Gift for God. Harper and Row, 1975.

²Osborn, Marilyn M. Power of One. Reston, VA: Future Homemakers of America.

³Ohio Department of Education, Division of Vocational Education, Home Economics Section. Ohio Consumer Homemaking Curriculum Guide. Columbus, Ohio: 1983. (Address: 65 South Front Street, Room 912, Columbus, OH 43218).

regional and state FHA conventions, and at the FHA Awards Dinner for parents, administrators, and the news media. They have been the subject of numerous newspaper articles highlighting their community involvements.

There are many teachable moments that we as educators can infuse with vision and energy when in the classroom. We can teach about participation, change, cooperation, and empowerment if we include their talents and utilize students in decision making. By so doing, students are encouraged to show responsibility, initiative, and explore

their own ideas. By giving students the opportunity to shape the kind of classroom environment they would like to learn in, students also learn a valuable lesson in shaping the type of world in which they would like to live.

As one student stated, "This program (FHA/Living Skills) has given me the skills of learning, helping, and taking charge of my life. I also have improved my outlook on life. I know I can help my community."

THEME: <u>FHA/HOME ECONOMICS COMMUNITY OUTREACH PROGRAM</u>	SUGGESTED LEVEL: <u>High School</u>
SUB TOPIC: <u>LEARNING ABOUT OUR HUMAN FAMILY NEAR AND FAR</u>	HOME ECONOMICS
DEVELOPMENT EDUCATION	SUBJECTS INTEGRATED: <u>FHA/Community Services</u>
CONCERNS/ISSUES: <u>PREPARING CITIZENS FOR PARTICIPATION</u>	<u>Human Development/Housing/Food/Organization and</u>
<u>IN A GLOBAL SOCIETY</u>	<u>Resource Management</u>
PRACTICAL PROBLEM: <u>HOW TO INDUCE A LEVEL OF CRITICAL</u>	GEOGRAPHIC AREA: <u>School District/County</u>
<u>AWARENESS ON ISSUES THAT MOVE STUDENTS</u>	DEVELOPED BY: <u>Lana Borders, Marilyn Wagner</u>
<u>TO ACTION</u>	

CONCEPTS	STRATEGIES	RESOURCES
Explore ways that people in our area reach out to help others in need	Develop a list of people or agencies in our school district or county who have reached out to help members of our human family: --Check for our own FHA members; spouses or friends of teaching staff; local agencies or organizations or informal groups. --Check for community residents who have traveled abroad. --Develop a file of news clippings with contact persons.	
Identify FHA purposes that are fulfilled while reaching out to others	Identify FHA activities or events that we would like to see highlighted in the exhibit area. Choose which FHA purposes are being met and post them in banner form.	
Identify ways in which students can be in charge of exhibit plans and set-up.	Develop a list of exhibit jobs for which students can volunteer: --Phone contacts/letter writing to exhibit participants. --A plan for room reorganization of classroom space to accommodate the exhibit. --Program cover art work (each viewer receives one). --WELCOME sign. --Sign illustrating FHA purposes being promoted. --Appropriate motivational quotes to hang around the room. --Name tags for guests. --Room setup the day before the exhibit (skirt table with white paper). --A map of the world in the room. --Plan a food reception; simple foods, perhaps representing other nations. --Signs to identify each exhibit space; a "theatre" space for showing slides and hearing speakers. --Videotape the speakers' programs unless they have all day to devote to the exhibit and discussions.	
How FHA can promote activities within the school environment and in the community.	--Make plans for publicity. --Invite other classrooms to visit the exhibit and sign up to become involved. --send invitations to: School Officials The Press Elementary Classrooms Lions Club, Garden Club PTO Council, Village Officials	
How to evaluate and act on what has been presented.	--Write thank you notes to all exhibitors and special guests in attendance. --Ask each student to write comments about: 1) The exhibit's value to him/her personally 2) What she sees him/her or the group being able to do as an outreach activity in the community. Discuss what follow-up actions need to be taken to prepare for individual and FHA involvement in community outreach activities. Decide what homemaking skills will be needed to carry out the community activities and how these skills can be included in classroom life.	

Traditionally, FHA has been involved in activities which promote growth of the individual and which encourage individuals to reach out into their families and communities in caring and thoughtful ways.

This FHA exhibit is a small collection of the ways in which individuals in our midst are making contributions to the lives of others while enriching their own sense of personhood.

FHA'ers and their advisors have worked to put this exhibit together because we believe it fulfills several of the purposes of FHA which all members learned at the beginning of the school year. They are:

- to encourage democracy through cooperative action in the home and community.
- To encourage individual and group involvement in helping achieve worldwide brotherhood.
- To become aware of the multiple roles of men and women in today's society.

It is our hope that your awareness will be heightened while listening to our guest speakers and while browsing through the exhibit area.

Enjoy!



FHA/Living Skills Student helps elementary children transplant vegetable plants for the community garden that feeds people in need.

FHA Exhibit Committee

GUEST SPEAKERS

Father Missimi, St. Mary's Catholic Church, Haiti Delegation

Tessie Nehr, Living Skills Student/FHA Member

Cheryl Benner, Groveport Church of Christ in Christian Union, Missionary
Irene Daroe, Refugee Resettlement Services
Chuck and Janet Chickley, "A Growing Concern" gardening project

DISPLAYS

Haiti

India

West Indies, Africa, Honduras, Mexico, Korea

Habita for Humanity

"A Growing Concern" ...help plant seeds today.

The Worldwalker - Steve Newman

Refugee Resettlement Services in Franklin County.

FHA Community Service Activities.

People Helping People.

Each of us belongs to family--father, mother, brothers, sisters, grandparents, cousins. We also belong to a large human family--all people the world over. Think about what that means to you.

THINGS TO DO:

For stairwell -

WELCOME SIGN

FHA PURPOSES BEING EXPLORED

Quotes to hang about the room:

Find inspiring quotes regarding mankind, lending a helping hand, etc.

Name tags for guests.

Skirt the exhibit tables with white paper.

Food Reception: Simple Foods

A Map of the world in the room.


Signs to identify each exhibit area (ask for art teacher's guidance).

Theatre room set up for seeing slides and hearing speakers.

Video tape the program (perhaps by FIGS students).

Look through newspapers to find articles.

...helping your brother or sister in need.

...working in partnership with people to empower them to take charge of their own affairs. 



Developing an FHA Community Outreach Program

Beth Parker
Home Economics Teacher
Gadsden High School
Anthony, NM

In June 1986, I was asked to participate in the Global Connections Workshop held at Iowa State University. The purpose of the workshop was to acquaint classroom teachers from across the nation with the many problems, wants, and needs of people in Third World countries. The thirty educators worked on methods to interest and involve their students in the concerns for Third World peoples.

A portion of the conference featured speakers who related their own experiences of living and working in less developed countries. Most of these experiences were "eye openers" to the participants, since most had only limited personal experience with the part of the world being discussed. Since I teach in a school district which borders Mexico, some of the information shared was familiar; in fact, some of the students I teach live in situations which are at least comparable to many of the conditions, problems, and desires described.


One of the outcomes of the workshop was for each of us to return to our respective schools and initiate at least one community activity which would further the goals of "Global Connections" and expose the students to issues and concerns of the Third World, especially as these relate to life at home. A topic which had been repeated frequently dealt with the lack of text-type materials in many of the schools in Third World countries, so our Future Homemakers of America chapter decided to work on helping a school obtain material of this type.

Our FHA chapter had, as one of its fundraising projects, sold balloons. A decision was made to use some of these funds to send material to a distant school. The students in an occupational child care class collected a number of textbooks, selecting those focusing on child care, nutrition, clothing, and comprehensive homemaking. A few family magazines were also collected. The textbooks were ones that were slated to be discarded by the school district. The students then looked for a school to which the books would be sent. A school in Sierra Leone (West

Africa) which, according to the students' research, did not appear to receive outside assistance, was selected. The students contacted the local post office to find out the guidelines and regulations for mailing books to a foreign country. Sixty-three pounds of material were packed in small boxes. Each box could not be more than 10-1/2 pounds; and each had to be secured and labeled. During an afternoon meeting, the books were properly packed and labeled and taken to the post office for inspection and mailing.

A student-generated cover letter was also included, which we hoped would open communication between our school and the school in Sierra Leone. As we later sat discussing what students and teachers in Sierra Leone would do with the books, the students decided they would like to send pictures and a more detailed description of their school and homes to the Sierra Leonians.

This project was easy to set up and carry out, yet was very rewarding to the students and teachers involved. The employees at our local post office developed an interest in the activity, and gave us extra care and attention. The only discouraging item in the project has been the necessary delay between sending material and receiving a reply. Because this is sometimes discouraging to our students, the delay can become an excellent time to teach about other dimensions of development, e.g., communications, transportation, services, etc.

For more information about this project, or a list of schools in foreign countries that would like to receive materials, please send a self-addressed, stamped envelope to Beth Parker, 3901 Lilac, Las Cruces, NM 88005. 

Before you get the next issue of Illinois Teacher you may receive your AHEA ballot for this year. If all secondary teachers return it, they may have a deciding influence on the next group of officers. So why don't you



VOTE?

A Case in Point: China

Janet Wilk
Home Economics Teacher
Mt. Ararat School
Topsham, Maine

Do you feel the need to revitalize your curriculum? Do you recognize the interdependence of the world's people? Can you link your students to tomorrow's world, make a global connection? I hope you can. I know you can, because home economists deal with basic human needs: clothing, food, shelter, self-esteem, to name a few. Issues related to these needs are the backbone of our curriculum. They are also the key to linking our students to the people of other countries, other cultures. The similarity of needs far outnumber the different ways people meet these needs.

Nothing has excited me more than participating in the AHEA-sponsored "Global Connections" workshop at Iowa State University in July 1986. My focus as a home economics teacher has dramatically shifted from a domestic-centered curriculum to one of world awareness. I quickly discovered that the home economics content areas can feature a global connectedness in the following areas:

- (1) food supply and hunger;
- (2) health issues;
- (3) resource management;
- (4) women's roles and contributions;
- (5) children and child rearing;
- (6) clothing and textiles;
- (7) housing needs and solutions; and
- (8) world contributions to our welfare and lifestyle.

Getting Involved

When I became involved with the project, I first examined the means and methods I was using to include global issues in my existing classes.

I had recently developed an International Foods class for secondary students with "active tastebuds and experimental spirits." I designed the course not exclusively as a foods class, but rather as a way to explore several of the world's cultures through foodways and food preparation methods. During the semester-long course the students are exposed to the foodways of at

least fifteen countries or regions. Stressed throughout the course are cultural, economic, environmental, religious and political influences on the eating habits of the people. Constant updating is essential in light of changing current events. The recent Chernobyl (USSR) nuclear accident and how it affected the food supply of the immediate area and in Europe is an example of a topic with which the students could connect. Because of the students' high media exposure, I found this to be one of the easiest ways to link students to world issues or otherwise unknown cultures. Food preparation was included to demonstrate unusual techniques and introduce new foods.

My next step was to expand on the work I had already done. By using the existing International Foods course, I implemented a new unit on world hunger. My lessons were tied to the premise that the well-being of the United States is dependent on the well-being of the world. The message that hunger amid a world of plenty is not acceptable came through clearly.

Although foods courses are an obvious area and easy to introduce international issues, there are also many other areas through which such instruction can occur: early childhood, family life, clothing, and the recently-mandated health classes. Such will be the case in the department in which I teach.

The home economics teacher is indeed in a unique position to foster global awareness as we deal with the day-to-day practicalities of living.¹ And, we have the key target audience captive everyday--the future citizens of the world.²

The following lessons were designed for a cultural unit on China. China has a most interesting cultural history spotted with intriguing contradictions. For centuries, the people have demonstrated a great resilience in facing natural disasters again and again. The following two examples have been useful in highlighting how one culture has managed its resources in order to provide for basic human needs such as food and clothing. The exercises

¹Frazier, Gwen. "The Global Importance of the Home Economics Teacher." Illinois Teacher of Home Economics. May/June 1983, pp. 168-172.

²The Joint Working Group on Development Education. A Framework for Development Education in the United States. Westport, CT: Save the Children. April 1984.

could be easily duplicated or adapted by substituting several other countries or cultures.

Here are two sample lesson plans I developed.

I. LESSON PLANS ON CHINA

THEME: Textiles and Clothing

DEVELOPMENT EDUCATION

CONCERNS: How are resources managed to provide clothing for people?

OBJECTIVES: The learner shall: (1) describe how the dress of China differs from and is similar to that of the U.S.; and (2) give specific examples of the resourcefulness of the Chinese in providing for clothing needs of the people.

TIME: One day.

MATERIALS:

- Slides (I made my own using photographs selected from various textile and clothing books and magazines), pieces of silk, felt, quilted jacket.
- Items of Chinese dress or fabric.

STRATEGIES:

- Show slides and read text. Discuss how the current clothing of China differs from that of the U.S. Discuss how the current clothing of China is similar to that of the U.S. How has traditional Chinese dress influenced styles here (e.g., quilted jackets, silk, Chinese robes, etc.)?
- Referring back to the slides, discuss how the Chinese have been resourceful in providing clothing.

Suggested Discussion Questions: How has the Chinese government influenced dress throughout the centuries? Does the U.S. government influence our dress? What kind of clothing consumers do you think the Chinese are? In what ways do the Chinese recycle their fibers or cloth?

- To illustrate some of the fabrics and styles of China, show samples of authentic Chinese clothing, pieces of silk cloth or felt.
- Demonstrate how a cotton quilted jacket can provide great warmth.

RESOURCES:

1. Magazines (e.g., National Geographic).
2. Evans, Mary. Costumes Throughout the Ages. New York: J.B. Lippincott Company, 1950.
3. Fairervis, Walter A., Jr. Costumes of the East. Riverside, CT: The American Museum of Natural History, Chatham Press, Inc., 1971.
4. Wilcox, R. Turner. Folk and Festival Costumes of the World. New York: Charles Scribner's Sons, 1965.

II.

THEME: Food and Hunger

DEVELOPMENT EDUCATION

CONCERNS: How does the management of food resources affect people?

OBJECTIVES: The learner shall: (1) understand the kind of effort required to supply and prepare food in many areas of the world; and (2) apply selected food preparation principles in the preparation of locally available foods.

TIME: Two days.

STRATEGIES:

- Place several potatoes on a table (I chose potatoes because Maine is a large potato-producing state, but any versatile food could be used). Tell the class they are living in a small town without a grocery store and the major crop is potatoes. There has just been a good potato harvest, and now the townspeople must consider how they are going to manage this food resource.
- Brainstorm how the potato can be utilized. The session may include different ways to eat the potato, storage, and several food preservation techniques--freezing, canning, drying, pickling, etc.

Suggested Discussion Questions: What are some of the advantages of preserving some of the harvest? What other foods or ingredients do we use which are preserved? Try to name locally-produced items.

- In Maine, our ancestors had to consider the rough terrain and severe weather conditions when they managed their food resources. How did they survive without the local grocer? China, the most populous country in the world, also has imperatives imposed by the land. Land suitable for cultivation is scarce. Another scarcity which exists for the Chinese is fuel. Finding fuel for cooking can be a daily chore. What different materials could be used for cooking?

Discuss these two issues: lack of cultivated land, and scarcity of fuel.

These two concerns prompted the development of the stir-fry method of cooking. A variety of ingredients in small amounts can be cooked quickly for an entire family's meal.

- Discuss how a religion which prohibits eating meat can affect one's eating habits, food preparation techniques, and needs for cooking fuel.
- Discuss the role of the Buddhist religion in management and preparation of food in China.
- Distribute the recipe for Buddha's Delight.³ Point out that the Chinese put great care into vegetable cooking, that the vegetables are never served raw or soft and colorless, but always crunchy, and retaining their natural brightness. On the second day, students

(Continued on page 97.)

³Wilk, Janet. Ideals Chinese Cooking. Milwaukee, WI: Ideals Publishing Company, 1981.

Quality of Family Health in Developing Countries



Diane Roberts
Home Economics Teacher
Benjamin Franklin Middle School
Dallas, Texas

INTRODUCTION

Should all families have minimal attainable health standards? What is the relationship between family lifestyle and the quality of family health care? How does the quality of health compare among families of the world? Lessons to examine these questions, as part of development education, are intended to be integrated into the existing curriculum, rather than be taught as a "new unit" in home economics. Since these questions deal with the lifestyles, finances, customs, values, nutrition, nurturing, and health care practices of families and their members, it would be appropriate to include this lesson along with units in family relationships, child development, family and individual health, nutrition, or consumer education and management.

The students to whom this lesson was taught were 7th graders, a large percentage of whom were low-level readers. It should be noted that the lower the level of student ability and age, the more difficulty they had in finding and interpreting the statistical information contained in the lesson. However, once the statistics were graphed, the students had more success in understanding their meaning.

This lesson was taught after the students had studied in depth, lessons dealing with family lifestyles in four developing countries. Thus, a clear definition of lifestyles had been determined. These family lifestyle lessons featured Culturgrams¹ and "Global Connections" slide sets focusing on the four developing countries under study. This helped students better understand the family values, religions, customs, structures and roles in these countries. Students then had an easier time understanding how each country's lifestyle might influence an individual family's abilities to obtain health care.

SETTING UP THE LESSON

Before teaching this lesson, be sure to obtain the statistical information from some of the references listed,

¹Culturgrams (1986). Provo, UT: Brigham Young University, David M. Kennedy Center for International Studies, Publication Services.

and become familiar with them. Also prepare graphs for students to use in charting the statistics.

THE LESSON

Issue: What quality of health care should all families attain?

Clarify Problem

1. What are the typical needs for the family's health care?
 - * Brainstorm examples of typical health care needs: strep throat, high blood pressure, cuts, broken bones, measles, pregnancy, toothaches, etc.
2. How do U.S. families obtain care for these? How might the quality of health care vary with these factors: family income, values, religion, educational level, or access to medical facilities?
 - * Read case studies of rural adolescent parents and their health care needs.
 - * Read newspaper articles and magazine articles on health care needs of the homeless.
 - * Read pamphlets about Medicare and Medicaid.
 - * Discuss the alternatives to and resulting consequences of the factors that might affect the quality of health care listed above; relate these to case studies.
3. What indicators tell us about the quality of health care available for families in developing countries?
 - * List and discuss the effects of factors indicating the quality of health care:
 - Infant mortality rate.
 - Death rate of children ages 1-4.
 - Percentage of children immunized by age one.
 - Life expectancy.
 - Percentage of population with access to safe water.
 - Percentage of population living in urban areas (and ease of access to health care).
 - Population per physician.
 - Percentage of children severely/moderately malnourished.
 - GNP/per capita income.
 - Adult literacy rate.

* Use statistics from the Population Reference Bureau or the World Bank to complete charts comparing each of the above statistics. Chart these on one large bar graph for use by entire class (see Table 1 below).

4. What is the probable quality of health care for families in developing countries? What impact is there on children and other family members?

* Use case studies from the "Health for All"² curriculum.

* Compare statistics and draw conclusions from the charts made.

* Read "Facts About World Hunger and Poverty."³

TABLE 1
QUALITY OF HEALTH INDICATORS

INDICATOR	EGYPT	LESOTHO	THAILAND	PERU	U.S.
Infant Mortality Rate Per 1000	93	106	57	94	10.5
Death Rate Ages 1-4 Per 1000	14	17	4	8	--
% Immunized by Age One	59	40	33	22	96
Life Expectancy At Birth	59	50	63	60	75
% Access to Safe Water	75	14	65	52	--
% Urban	46	17	17	69	74
Population Per Physician	2,260	22,930	7,230	1,620	640
% Severe/Moderate Malnourished	1/47	--	2/51	2/42	--
GNP Per Capita 1985 (U.S. \$)	680	480	830	960	16,400
% Adult Literacy Males/Females	54/22	62/84	92/84	83/62	99/99

SOURCES: State of the World's Children (1985), The World Bank; World Population Date Sheet, Population Reference Bureau.

Practical Reasoning

5. How can more families of all areas of the world and all lifestyles get better health care?

* Have students create their own case studies, predicting how the health care of all families would change if there was a change in each of these: easier access to

cities/health care facilities; greater per capita income; higher literacy rates; adequate nutrition; safer drinking water.

***Be sure, with each of these areas, to ask questions such as, How does that change fit in with the values, religion, customs and structures of the families?

* Divide students into groups of countries by drawing "birth cards." Give each country health care problems such as: "Grandmother is ill and needs full-time care"; "difficulty in pregnancy"; "a child gets strep throat"; etc. Have all countries compare their solutions as a means of comparing the impact of family lifestyles on the quality of health care.

* Investigate agencies that currently assist in the health care of developing countries, such as the World Health Organization, Save the Children, etc.

* Investigate homeless shelters or agencies providing assistance in the U.S., such as the Red Cross, Salvation Army, etc.

***Be sure to ask questions such as, What values are important here? How are needs of people in the U.S. similar to and different from those of people in developing countries? How might the people receiving the assistance feel?

Action

6. Take action through planned projects or activities such as these:

* Write legislators about support for funds for health care in developing countries and at home.

* Participate in World Health Day (April 7) with a school-wide poster campaign and displays.

* Write articles or conduct an interview with selected individuals for the school newspaper about health care for the homeless in the U.S. and families in developing countries.

* Make food for a local shelter for the homeless.
* Sponsor a child or donate money for assistance to families in developing countries.

* Send health care supplies to developing countries.

* Have a "balloon lift-off" with facts of the quality of health care in the world, and the school address. Keep track of response received.

(Continued on page 96.)

²American Association for World Health (1982). Health for all: Project WHERE. Newton, MA: Teenage Health Teaching Modules.

³Facts about world hunger and poverty. New York: Catholic Relief Services.

Hunger¹

Pamela Rybus
Home Economics Teacher
American AFCENT International School
in Brunssum, The Netherlands



Consider this:

- o More people have died of hunger in the past five years than have been killed in all the wars, revolutions, and murders in the past 150 years.²
- o The worst earthquake in modern history killed 242,000 people in China in 1976.³ Hunger kills that many people every six days.⁴ These are shocking facts. And as one reviews fact after fact about hunger, it is difficult to imagine this reality and even more difficult to feel as if we as individuals can do anything to help.

As home economics teachers, we can have some impact on world events such as hunger. We reach many individuals daily in the classroom and in our community. I had tried to help in the past, but with little impact. Yet once I realized what an enormous resource my students were and that I could influence others through my teaching, I was challenged. And so I developed a teaching unit on world hunger.

HOW TO TALK ABOUT HUNGER

Before you teach a unit on hunger, educate yourself. There are many excellent resources available. Basic guidelines to use are:

- * Avoid guilt.
This may anger your students, or make them feel helpless. Instead, approach it in a spirit of challenge and partnership. ("We all share this planet and its resources".)
- * Respect the dignity of the hungry.
My class learned this lesson when visiting a local soup kitchen. The staff had placed flowers on the tables, and the food was prepared and served with great care.
- * Concentrate on the opportunity for change, not just the scope and magnitude of the problem.

Resources exist; the challenge, however, is to use the resources effectively. Teaching how lifestyle changes can make a difference offers students something tangible they can do.

- * Encourage action.
Involve your class in projects and activities that demonstrate ways they can help.
- * Focus on the benefits to be gained.
An end to hunger means lives saved, and fosters political stability and peace.

GOALS

This unit is designed to provide the student with a basic understanding of hunger and what they can do to help. It can be incorporated into a unit on proteins or used as a unit by itself. The student should have a basic understanding of the types and functions of proteins before beginning this unit.

OBJECTIVE ONE: The student will describe the facts of hunger.

Activity

- Using specially selected resources, write different myths or facts about hunger on an index card. Hand a card to groups of two. Give them time to react to the statement in their groups. Do they agree? Why? Review reactions, separating fact from fallacy. At the end of this lesson you should have a chart (for the student to copy) which contains the basic information they will need to grasp the world hunger problem.

OBJECTIVE TWO: The student will analyze the availability of food worldwide.

Activity

- Play a simulation game, such as "Hunger Pie" (Global Connections curriculum) (or a similar game outlined in Food...Your Choice, Level 4, Home Economics, "Vegetarianism"). In this game the students are divided into areas of the world and food is distributed according to area and population. I made up a guide for them to use so they could react, in writing, to the activity.

¹The author is indebted to Ann Stephens, State Supervisor, Idaho Vocational Home Economics, for her support and encouragement during this project, and to Thomas Rybus for his editing.

²"Mission Possible" (brochure). Los Angeles: The End Hunger Network, 1985.

³Ibid.

⁴Ibid.

OBJECTIVE THREE: The student will discuss how lifestyle influences world hunger and poverty.

Activities

- Using information from previous lessons, discuss with the class how diet patterns in the U.S. affect the rest of the world. Include information on the food chain, eating meat of animals, etc.⁵
- Initiate reactions from students by asking such questions as these: "How are we wasteful?" "What do we waste?"
- Have students discuss how waste affects hunger and resources (e.g., the resources and availability of food is dependent on many factors--population, land, energy, supplies).
- Have the students keep track of everything they throw away for 24 hours. Then analyze how much they wasted and why, and what they could recycle.

OBJECTIVE FOUR: The student will describe ways individuals can help alleviate world hunger.

Activities

- In small groups, brainstorm ways individuals can help alleviate world hunger; share ideas with the class.
- Compile a list of these suggestions.
- Have students write a letter to their federal, state, and local legislators, to the President, or some other elected official. The letter should describe the students' view of a specific problem or issue and ask the positions the officials are taking on specific legislation related to hunger.

OBJECTIVE FIVE: The student will identify ways individuals and organizations are helping.

Activities

- Have a guest speaker from a local organization (e.g., food bank, church, soup kitchen, Salvation Army, etc.) describe what they are doing to help alleviate hunger.
- Plan a field trip to a local food bank (my class went to a local food surplus warehouse) for students to see what is being done to alleviate hunger in their community.
- Have students investigate international organizations (e.g., UNICEF, Oxfam) involved in these efforts.

OBJECTIVE SIX: The students as a class will plan and implement a project which helps alleviate hunger locally.

Activity

- Have students prepare food for a local soup kitchen. Select several students (I needed 10) to take the

food and work in the soup kitchen. The students were very excited about preparing and serving the food; but eating with the patrons of the soup kitchen was an eye opener! One student subsequently donated a turkey to the soup kitchen, using money earned delivering newspapers. The local newspaper carried an article about this activity.

UNIT EVALUATION

- Administer a short quiz which evaluates knowledge of the facts and the topics discussed in class.
- Students prepare and hand in a notebook containing their classnotes, and a conclusion which describes:
What did I learn?
What changes can I make in my life that might have an impact on world hunger?
How does this unit make me feel about myself and the world? (11)

For more information about this instructional unit, write to Pamela Rybus, c/o AFCENT American School, APO New York, 09011-0005.

(Continued from page 94.)

Quality of Family Health in Developing Countries
Diane Roberts
Home Economics Teacher
Benjamin Franklin Middle School
Dallas, Texas

Reflection

7. What is the minimal quality of health care for all families?
 - * Have students create a "Health Bill of Rights" indicating the quality of care all the world's families should be entitled to receive.
 - * Have students write an essay entitled, "In Another's Shoes," describing the quality of health care they have and would want to have for their families if they were from another lifestyle or country other than their own.
 - * Evaluate each action taken regarding its value, purpose, effectiveness, ethics, and contribution to giving quality health care to families. (11)

⁵Frances Moore Lappe. Diet for a Small Planet. 1971.

1988 International Federation for Home Economics Congress

Helen Strow
Coordinator, International Programs
American Home Economics Association

1988 is going to be a great year to make a person-to-person global connection because this is the year when home economists from many other lands will be visiting the U.S. This is the year the International Federation for Home Economics (IFHE) will hold its Congress in Minneapolis, Minnesota. In July of 1958, the Congress convened on the campus of the University of Maryland, and now 30 years later it will convene July 23 on the University of Minnesota campus. Hundreds of visitors from Africa, Asia, the Caribbean, Europe and Latin America will come to this city. For an American who is interested in global understanding, this offers the best opportunity in years for home economists to learn about another culture from professional colleagues and never leave our homeland.

Our visitors will want to know you. They will want to learn all they can about America and Americans; they will especially want to learn about families and people, and what home economists here do who have jobs similar to theirs. For each Congress, one of the highlights of the meeting is always the home visit: an evening with a local family.

You are in a unique position to offer this experience to someone on an expanded basis. You can help someone see how you live and how you work and at the same time you will learn how your guest lives and works.

Now how do you do this? The first step is to become a member of IFHE so that you are eligible to attend the Congress. Information about the Congress appears in AHEA ACTION and the AHEA International Section newsletter, International Update, and IFHE members receive Congress information on a regular basis.

Next, you should plan to attend the Congress. This means arranging to be away for approximately a week, registering for the meeting, and making travel plans. If you can learn ahead of time of a home economist coming to the Congress from another country, perhaps you can begin to correspond with her/him and invite her/him to your home.

Some state home economics associations are sponsoring a home economist from a developing country. If your state is one of those, you might offer to help raise the needed funds, or invite the guest to visit your home and your community. By initiating correspondence before the Congress, you will be looking for a friend in Minneapolis!

However, if you do not make any preliminary plans, you can begin when you get to the Congress. Mingle with the international participants and engage them in conversation. Talk with them as you would a home economist from another part of your state; attend a meeting or enjoy a meal with a foreign home economist. Mix with others you do not know. Soon you will be learning your new friend's attitudes and what she/he does at home. A continued correspondence after the Congress can extend the pleasures of your international adventure long after the final report is read. **it**

Acknowledgments

We acknowledge with great pride and appreciation those individuals and organizations that made this special issue of The Illinois Teacher of Home Economics possible:

The Board of Directors, staff and members of the American Home Economics Association, who have provided support for the Association's professional development efforts and encouraged home economics participation in public service efforts;

Dr. Hazel Taylor Spitze, Editor, and Professor of Home Economics Education, University of Illinois-Champaign/Urbana, who supported the idea and urged its fruition;

Dr. Wanda Montgomery, Coordinator of the Global Connections Project, who conceptualized the original proposal that led to the project's 3-year funding, and who has directed a popular nationwide program initiative that is infusing development education into secondary home economics curriculum and practice;

Ms. Shelagh Lane, Administrative Assistant for the Global Connections Project, who assisted the Guest Editor, and who prepared the copy;

The Development Education Office of the U.S. Agency for International Development, from which support for the project is derived;

The many teachers and state supervisors of home economics who have participated in the project, and who have carried the word of its goodness to every state;

The authors of the articles selected to appear in this issue, who labored against all odds to prepare meaningful professional, educational, and sample instructional material; and

All the world's people who increasingly acknowledge our global interdependence as a basis for cultural understanding and an improved quality of life for families everywhere.

The IFHE Congress: Making the Most of It!

Mary Ellen McFarland
Local Arrangements Chairperson


A once-in-thirty-years opportunity for U.S. home economists occurs July 24-30, 1988, when the 16th IFHE Congress will be held on the University of Minnesota campuses in Minneapolis and St. Paul. Participation in this singular event involving the international home economics community can provide a rich and rewarding development education and awareness experience.

The theme for the Congress, "Health for All: The Role of Home Economics," is a timely issue for world discussion. Home economics personnel from seventy countries, of all regions of the world, will hear lectures, panel discussions, and research reports, with simultaneous interpretation in five different languages: English, French, German, Spanish, and Japanese. Program sessions will focus on such topics as: food for health and human survival; environment and health; emotional health; health as an individual and family concern; world health policy; institutional care; aging; adolescent and child health; family life education; family support systems; women and food production; changing family patterns; and parenting education. Our environments may vary, but these issues are common to the entire world, and the resolution of them must be tailored to fit the human need.

The Congress represents a truly affordable and, yet, remarkable opportunity to experience direct interaction with home economists from around the world; to help provide hospitality to international guests; to showcase U.S.A. home economics programs and professionals; to exhibit our cultural, historic, and scenic highlights; to make new international friendships or renew old ones; to bridge language and cultural differences; and to really make the public more aware of home economics service to families and individuals around the world.

Minneapolis and St. Paul have no castles, or even an ornate city hall, such as we visited in Oslo at the 1984 Congress, but we are planning several innovations for Congress attendees. On Monday evening a professional meeting event will take place at various sites employing home economists, such as secondary schools, colleges, human service centers, extension service centers, and business facilities. On Wednesday there will be a

cultural-ethnic evening of entertainment to demonstrate our composite roots. There will be professional tours in the Metro area, Minnesota and neighboring states, and, of course, the traditional "home visit," with dinner in home economists' and friends' homes.

Registration materials will be mailed to state home economics associations, IFHE member representatives, and to all individual IFHE members in early Fall 1987. Registration forms will be printed in the September 1987 issue of the "International Federation for Home Economics Bulletin," or you may contact AHEA for registration information. 

(Continued from p. 92.)
Janet Wilk, A Case in Point: China

will choose vegetables from the three categories by color, texture, and flavor in preparing the dish. Discuss which items are locally produced and which ones are not. Students should choose five from the first group, five from the dried group, and two from the vegetable protein list.

- Second Day. Prepare Buddha's Delight according to the recipe and the above suggestions.

Buddha's Delight

(Serves 6-10 persons)

9-12 vegetables chosen from list below (1-1/2 cups of each)
About 1 cup of water
2-3 T. soy sauce
1 tsp. sugar
3-4 T. peanut oil
Sesame oil

Select and chop (soak if dried) vegetables. Stir-fry vegetables in oil. Add water, soy sauce, sugar and salt and cover and simmer for 10-15 minutes. Add about 1/2 tsp. (or to taste) sesame oil and serve.


Fresh Ingredients

Celery	Pea pods
Green pepper	Beans
Mushrooms	Winter melon
Cabbage	Bitter melon
Onion	Zucchini
Bean sprouts	Broccoli
Cauliflower	Locally-produced vegetables
Turnip	

Dried Ingredients

Rice or peastarch noodles
Tiger lily buds
Black mushrooms
Tree ears
Chestnuts
Lotus root

Vegetable Protein Group

Bamboo shoots
Water chestnuts
Ginkgo nuts
Lotus seeds
Peanuts
Bean curd 

What's in a Name: Test Your Geographical Awareness

FAO Member Countries in Africa

1	Algeria	12	Egypt	23	Libya	34	Nigeria	45	Uganda
2	Angola	13	Equatorial Guinea	24	The Libyan Arab Jamahiriya	35	Rwanda	46	The United Republic of Cameroon
3	Benin	14	Ethiopia	25	Madagascar	36	São Tomé and Príncipe	47	The United Republic of Tanzania
4	Botswana	15	Gabon	26	Malawi	37	Senegal	48	The Upper Volta
5	Burundi	16	The Gambia	27	Mali	38	Seychelles	49	Zaire
6	Cape Verde	17	Ghana	28	Mauritania	39	Sierra Leone	50	Zambia
7	The Central African Republic	18	Guinea	29	Mauritius	40	Somalia	51	Zimbabwe
8	Chad	19	Guinea-Bissau	30	Morocco	41	The Sudan	52	Western Sahara
9	The Comoros	20	The Ivory Coast	31	Mozambique	42	Swaziland		
10	The Congo	21	Kenya	32	Namibia	43	Togo		
11	Djibouti	22	Lesotho	33	The Niger	44	Tunisia		

Directions

How many of these African nations can you correctly identify? Using the numbered listing of FAO member countries in Africa, place the number of the country on that portion of the map that identifies it. See answers on page 104.

If You Correctly Answered:

- 41-51: You're great, and probably have a global perspective;
 31-41: You're concerned, and probably are sensitive to the needs of African families;
 21-30: You're okay, I'm okay;
 11-20: You need development education;
 1-19: You're in deep yogurt, and need to learn more about the world and its people.

Variations

List those African countries that have been renamed in recent years. Ask students to identify the former name; or list the old name of African countries, and ask students to identify the new name. For example:

New Name	Former Name
Zimbabwe	Rhodesia
Ghana	Gold Coast
Benin	Dahomey
Tanzania	Tanganyika and Zanzibar

This same exercise can be used with countries in other regions of the world; for example:

Thailand	Siam
Iran	Persia
United States of America	British American Colonies

This exercise can be used to spark discussion of the various aspects of family life in these countries and the likely impact the name change may have had on the country, its people, and the rest of the world.



A Small Step Toward Global Understanding

Helen Strow
Coordinator, International Programs
American Home Economics Association

So you are going on a tour to another country. Congratulations! Would you like to turn your tour into a genuine home economics cross cultural experience? If you would, this is one way.


Find a home economist in the country you are visiting and ask her to help you learn about family life or home economics in the schools or ask to observe a village extension program, depending upon your interest.

To do this, you first need the name of a home economist. Your IFHE Bulletin (International Federation for Home Economics) will give you names of IFHE officers and members of the Executive Committee. If one of them lives in the country you are visiting, write and ask for the name of a person. You may also obtain the names of potential contacts in the country you're planning to visit from your state HEA, IFHE representative, or International Section representative; from international students in your hometown or a neighboring town; from the YWCA/YMCA, and other international agencies; from AHEA's International Programs Office; or from your church mission society. You will need to do this months before your planned date of departure--international mail is generally slow and you may need the time to write back and forth. Tell the home economist exactly what you want to see and learn, when you will arrive, and where you will be staying. Make an appointment to see her on your "free" day. After you make an appointment, be sure to keep it; your new home economics friend may have gone to considerable effort to meet you at your hotel or in her office.

Just having a casual conversation with a home economist in another country can be a rewarding experience. Visiting a village and meeting some of the women and their families can be even more exciting. Your local home economist may not have transportation to take you to a village so you should offer in advance to take care of any expense connected with such an experience. You may have to hire a taxi or a driver.

Prepare some questions you would like answered before going away; don't be too personal. For example, you might


ask about salaries of home economists, the number of home economists who are teachers, what kinds of in-service education is provided, etc. If you teach you usually can see schools; even if school is not in session, you can learn a lot. If you are an extension worker, you may not be able to ask to visit homes (it may sound pejorative) but you might ask about programs and then ask to see how some specific phase is applied. If the village women have been raising gardens the extension worker will usually be glad to show them to you, or if they have been making stoves, the women usually like to show them.

When you return home be sure to write to your new friend, and if pictures were taken during your visit, send her copies. If you have planned well and have been able to explain to your original country contact what you want, this can be a lasting "global connection" and cultural experience for your class. 

(Continued from page 86.)

Anna Nash, *The World's Children: Integrating Global Perspectives into the Child Development and Human Relations Curriculum*

sources such as the art department, the school yearbook, or the school newspaper as a source for a photographer and equipment.

- * This unit provides an excellent opportunity to use your school staff as a resource and to foster interdisciplinary teaching. Have your students interview the staff to find out who has travelled and/or worked outside the country and ask them to speak to the class. The art department can be an invaluable resource in helping develop exhibits on children's art. The music department is a source for the unit on children's songs and the physical education department can help develop a unit on children's games. The foreign language department also has resources that students can use. Your students can offer to share their research about children in other cultures with sociology, psychology, and social studies classes, and other classes that deal with cross-cultural issues. 

Selected Sources of Information

- AFRICARE
440 R Street, N.W.
Washington, D.C. 20001
(202)462-3614
- AMERICAN HOME ECONOMICS ASSOCIATION
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036
(202)862-8300
- AMERICAN ASSOCIATION FOR WORLD HEALTH
2001 S Street, N.W., Suite 530
Washington, D.C. 20009
Project W.H.E.R.E. (World Health Education Resources Exchange)
curriculum and instructional materials.
- CANADIAN INTERNATIONAL DEVELOPMENT AGENCY (CIDA)
Public Affairs Branch
200 Promenade du Portage
Hull, Quebec, Canada, K1A 0G4
Informational materials on international development
- CARE
660 First Avenue
New York, NY 10016
(212)686-3110
- CATHOLIC RELIEF SERVICES
Attention: Film Library
1011 First Avenue
New York, NY 10022
(212)830-4700
- CHILDHOPE
Apartado Postal 992-A
Guatemala City
Guatemala, Central America
- CHURCH WORLD SERVICE
Office on Global Education and Film Library
2115 North Charles Street and P.O. Box 968
Baltimore, MD 21218 Elkhart, IN 46515
(219)264-3102
- COMMUNITY NUTRITION INSTITUTE
2001 S Street, N.W., Suite 530
Washington, D.C. 20009
(202)462-4700
- CONSORTIUM FOR INTERNATIONAL COOPERATION IN HIGHER EDUCATION (CICHE)
c/o NASULGC
One Dupont Circle, Suite 710
Washington, D.C. 20036
(202) 293-7120
- EARTHSCAN
1717 Massachusetts Avenue, N.W., Suite 302
Washington, D.C. 20036
(202)462-2298/462-0900
- EDUCATION DEVELOPMENT CENTER, INC. (EDC)
55 Chapel Street
Newton, MA 02160
- END HUNGER NETWORK
125 West Fourth Street, Suite 236
Los Angeles, CA 90013
(213)621-2130
- EPISCOPAL CHURCH CENTER
815 Second Avenue
New York, NY 10017
(212)867-8400
- FOOD AND AGRICULTURAL ORGANIZATION OF THE UNITED NATIONS (FAO)
North American Regional Office
1001 22nd Street, N.W., Suite 300
Washington, D.C. 20437
- FOSTER PARENTS PLAN
High School International Education Program
155 Plane Way
Warwick, RI 02887
(800)556-7918 [in Rhode Island, 738-5600]
- GLOBAL PERSPECTIVES IN EDUCATION
218 East 18th Street
New York, NY 10003
- GLOBAL WATER
1629 K Street, N.W., Suite 500
Washington, D.C. 20006
- HABITAT FOR HUMANITY
Habitat International
419 West Church Street
Americus, GA 31709
- HEIFER PROJECT INTERNATIONAL, INC.
P.O. Box 808
Little Rock, AR 72203
- INFORMATION CENTER ON CHILDREN'S CULTURE
United States Committee for UNICEF
331 East 38th Street
New York, NY 10016
(212)696-5522
- INSTITUTE FOR CULTURAL AFFAIRS
475 North Sheridan Road
Chicago, IL 60640
(312)769-5635
- INTERACTION
200 Park Avenue South
New York, NY 10003
(212)777-8210
- MADRE
853 Broadway, Room 301
New York, NY 10003
- NATIONAL COMMITTEE FOR WORLD FOOD DAY
1001 22nd Street, N.W.
Washington, D.C. 20437
(202)653-2404



- NATIONAL LIVE STOCK AND MEAT BOARD
444 North Michigan Avenue
Chicago, IL 60611
(312)467-5520
- NATIONAL WILDLIFE FEDERATION
1412 16th Street, N.W.
Washington, D.C. 20036
(202)797-6861
- OVERSEAS DEVELOPMENT COUNCIL
1815 H Street, N.W.
Washington, D.C. 20036
- OXFAM AMERICA
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(617)482-1211
- PAN AMERICAN DEVELOPMENT FOUNDATION
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- POPULATION REFERENCE BUREAU
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Washington, D.C. 20005
(202)639-8040
- PROJECT MERCY
Mr. Eldon Classen
7011 Ardmore Avenue
Fort Wayne, IN 46809
- RELIGIOUS TASK FORCE FOR SURVIVAL
85 South Oxford Street
Brooklyn, NY 11217
- SAVE THE CHILDREN
(The School-to-School Partnership Program)
54 Wilton Road, P.O. Box 950
Westport, CT 06881
(203)226-7272
- SEEDS
222 East Lake Drive
Decatur, GA 30030
- TRICKLE UP PROGRAM
54 Riverside Drive, PHE
New York, NY 10024
(212)362-7958
- UNIPUB
Box 433
Murray Hill Station
New York, NY 10016
- UNITED NATIONS DEVELOPMENT FUND FOR WOMEN (UNIFEM)
Information Officer
304 East 45th Street, Room 1106
New York, NY 10017
(212)906-6453
- UNITED NATIONS INTERNATIONAL CHILDREN'S EMERGENCY FUND
(UNICEF)
866 United Nations Plaza
New York, NY 10024
- U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT
Development Education Program
Office of Private and Voluntary Cooperation
Room 250 SA-8
Washington, D.C. 20523
- THE GREATER WASHINGTON EDUCATIONAL TELECOMMUNICATIONS
ASSOCIATION (WETA-TV)
Box 2626
Washington, D.C. 20013
(703)998-2600
- THE WORLD BANK
Publications Office
1818 H Street, N.W.
Washington, D.C. 20433
- WORLD FOOD INSTITUTE
Iowa State University
Ames, IA 50010
- YMCA of the USA
International Division
1030 15th Street, N.W.
Washington, D.C. 20005
(202)8898-0160



A New Resource for You?

Do you have a file of Current Consumer and Life Studies: The Practical Guide to Real Life Issues from Curriculum Innovations Inc., P.O. Box 3060, Northbrook, IL 60065?

Looking through mine, I am reminded that they actually do deal with real life issues. The theme for March 1987 was "The Way We Look: Understanding the Cult of Beauty." In articles written directly to teenagers in a language and style they can understand and appreciate, they dealt with fads, fashion, fitness, the high cost (in money and health) of striving for the "perfect body," the effects of advertising and peer pressure, etc. The information seemed useful and the suggestions reasonable.

In February 1986 the theme was "Drug Abuse, the Continuing Problem," and in October 1986 it was "Stress: Young People's Guide to Coping." I imagine a lot of good discussions were held in home economics classrooms as students were reading about these very real problems.

This 32-page magazine for teens, with teacher's guide, is published monthly September through May. It is \$5.25 per student per year when at least 15 copies are ordered for one address. Back issues are available.

G.I.F.T. (Global Connections Information For Teachers)

TEACHER MEMBERSHIP IN AHEA'S DEVELOPMENT PROJECT

Become a member of Global Connections Information for Teachers G.I.F.T.!) A \$35 membership fee entitles you to the following instructional materials at a 30% discount (see below for detailed descriptions of each item):

ITEM	ESTIMATED VALUE
10 area/country leaflets	\$ 5.00
5 country slidesets with taped narrative	20.00
Teacher's Guide	2.00
6 Subject Matter/Area Lesson Plans	3.00
3 Subject Matter/Area Slidesets with taped narrative	12.00
Global Connections Ring Binder	3.00
5 G.I.F.T. newsletters sharing resource materials and information	5.00
TOTAL ESTIMATED VALUE	\$ 50.00

1987 G.I.F.T. memberships will be offered through December 1987. 1988 membership renewal will also entitle you to a second package of instructional materials at a discounted price to be determined by December 1987.

If you would like to become a Global Connections Information for Teachers member, complete the form below and return it with a check for \$35 payable to AHEA to Dr. Wanda Montgomery, Project Coordinator, 2010 Massachusetts Avenue NW, Washington, DC 20036.

GLOBAL CONNECTIONS PUBLICATIONS DESCRIPTION OF INSTRUCTIONAL MATERIALS

1) Area Leaflets (50 cents each)
4-page background informational leaflets focusing on Africa, Asia, Latin America, the Near East and the Caribbean, the areas in which developing countries are located.

2) Country Leaflets (50 cents each)
4-page leaflets containing information about selected developing countries within each region. Each leaflet includes a map; comparative data; overview of traditions related to family, food, housing, etc.; case studies/anecdotal stories of life in the country; slide commentary and discussion questions/guide.

3) Country Slide sets with Taped Commentary (\$4.00)
A set of 20 color slides depicting the culture and life of people in selected developing countries, including Peru, Botswana, Egypt, Thailand and St. Lucia. A taped commentary accompanies each slide set, and is also featured in the country leaflets. Slide sets on other countries will be made available throughout the coming year.

4) Teacher's Guide (\$2.00)
The Teacher's Guide contains an introduction to the Global Connections Project and development education. Also included are teaching models for practical reasoning, and reference and resource lists.

5) Subject Matter Area Leaflets (50 cents each)
Each leaflet contains lesson plans for incorporating appropriate development education concepts into each subject matter area. Additional lesson plans will be available throughout the coming year.

6) Subject Matter Slide Sets with Taped Commentary (\$4.00)
Each slide set consists of twenty color slides and a taped commentary focusing on 1) housing, 2) food, and 3) children in each of the five world areas.

7) Global Connections Ring Binder (\$4.00)
A 1-1/2" three-ring binder featuring the Global Connections logo on the cover. Each binder has 10 pockets for storing all project information, publications and slide sets.

8) G.I.F.T. Newsletter (\$1.00 per issue)
The project newsletter, sent periodically throughout the year, will share information about new development education materials and publications, and alert subscribers to events of special note, such as World Food Day, World Home Economics Day and World Health Day.



G.I.F.T.
GLOBAL CONNECTIONS INFORMATION FOR TEACHERS

YES, I want to become a G.I.F.T. member! Enclosed is my check for \$35 for 1987 membership.

Name _____

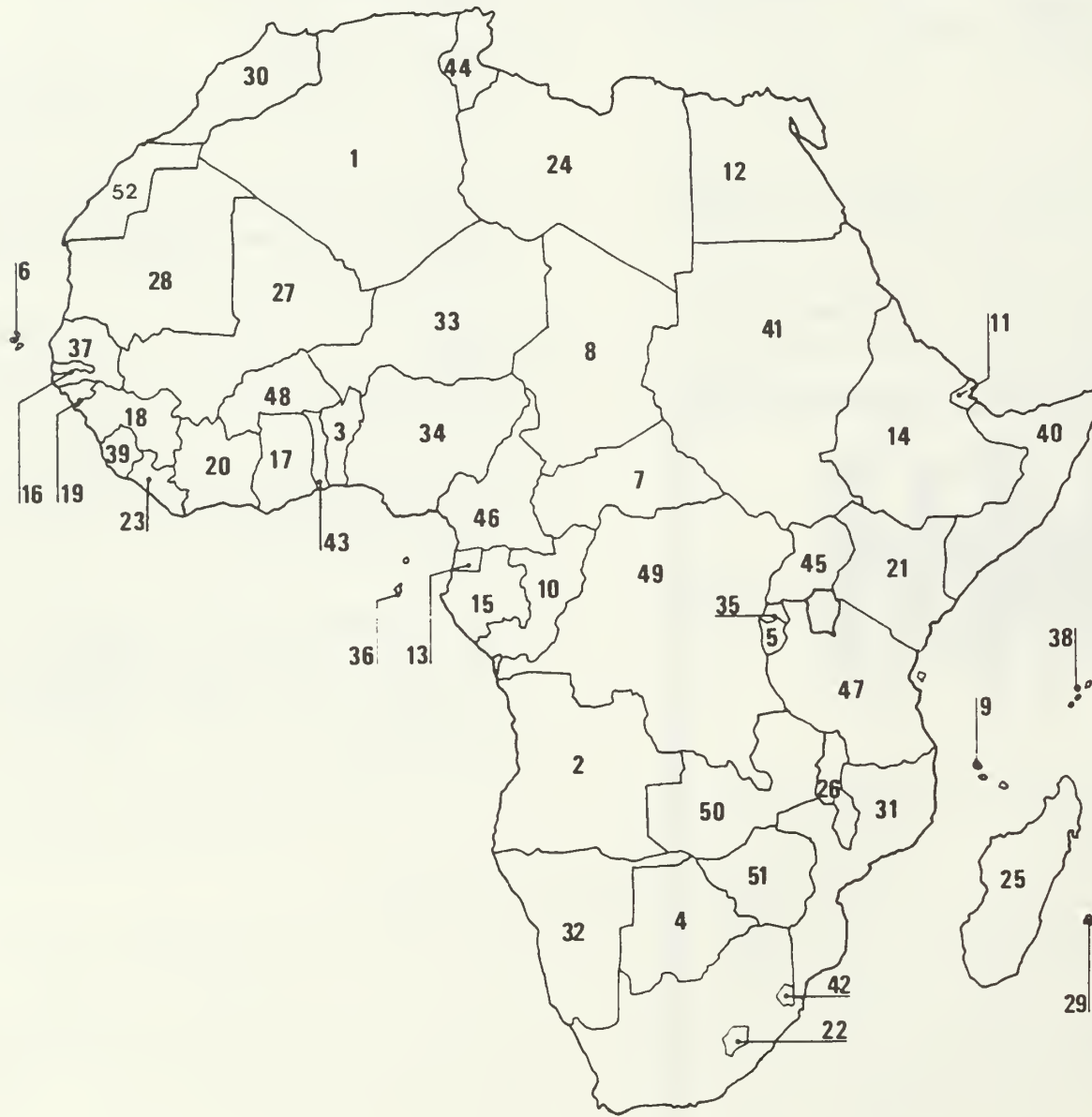
Organization _____

Address _____

Telephone # _____

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1	Algeria	12	Egypt	23	Liberia	34	Nigeria	45	Uganda
2	Angola	13	Equatorial Guinea	24	The Libyan Arab Jamahiriya	35	Rwanda	46	The United Republic of Cameroon
3	Benin	14	Ethiopia	25	Madagascar	36	São Tomé and Príncipe	47	The United Republic of Tanzania
4	Botswana	15	Gabon	26	Malawi	37	Senegal	48	The Upper Volta
5	Burundi	16	The Gambia	27	Mali	38	Seychelles	49	Zaire
6	Cape Verde	17	Ghana	28	Mauritania	39	Sierra Leone	50	Zambia
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8	Chad	19	Guinea-Bissau	30	Morocco	41	The Sudan	52	Western Sahara
9	The Comoros	20	The Ivory Coast	31	Mozambique	42	Swaziland		
10	The Congo	21	Kenya	32	Namibia	43	Togo		
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Foreword

Greetings! We are undergoing some changes in the Illinois Teacher staff following Hazel Spitze's recent retirement as Editor. Let me take this opportunity to inform you of them.

Annabelle Slocum, a Ph.D. candidate who will earn her degree in May 1988, is now the managing editor of the Illinois Teacher. Annabelle is assisted by four graduate assistants who serve in a variety of capacities. They are Martha McCausland, a junior high school home economics teacher on leave to study for a Master of Education degree; Nancy Stone, a Master of Education candidate who is in her second year on the Illinois Teacher staff; Alison Vincent, a beginning Ph.D. candidate from Australia; Sally Rousey, a Ph.D candidate; and Norma Huls, office manager.

Hazel is missed here and I am certain the field of home economics education and our profession will miss her tremendous energy, insight, wisdom, and leadership.

In the next issue of Illinois Teacher I will tell you about a way in which you can pay a tribute to Hazel in recognition of her untiring efforts to keep our profession strong.

The staff invited Hazel to bid you a fond farewell as she embarks upon many new and exciting ventures. Her statement follows.

Mildred B. Griggs
The Editor

Please send all manuscripts and correspondence to the Office of the Illinois Teacher, 1310 South Sixth Street, University of Illinois, Champaign, Illinois, 61820. The phone number is (217)244-0820.

Farewell

The Illinois Teacher is in its 31st year, and my association with it began with volume VI when Miss Letitia Walsh, its founder, asked me to co-author issue number 5, "Consumer Buying: Content for Stimulating Thinking." That was before I was a member of the University of Illinois faculty. By the time the article was published, however, I had joined the faculty and been appointed Editor for the nine issues of volume VI which had all been planned by Miss Walsh before she retired.

From volume VII to volume XVI I contributed now and then or edited a single issue each year, and then in 1973 with volume XVII I became, so to speak, the "Editor in Chief."

It has been a pleasant and stimulating 25 years, and I shall miss Illinois Teacher as an activity, but I'll still read it and keep up with the fine things I'm sure the new Editor will provide for us. And I shall be doing other things I want to do and enjoying my retirement. You can picture me reading a lot, walking a lot, working in my garden and processing its bounty, writing many letters, discarding bushels from my files, maybe getting my house in better order, and thinking a great deal about the profession which I have held dear since I became a home economist in 1943.

Someone asked me recently if I thought Home Economics would survive the rest of this century. "Of course," I said. "The year 2000 is now only 12 years away and no change ever occurs that fast!"

"But," I said, "if it is to survive another century, we need to set our priorities clearly and work toward them steadily."

"What are these priorities?" my interviewer asked.

"I have a lot of them in mind," I responded. "How would it be if I just listed a dozen or so without specifying an order of importance? They are all important." That was agreed upon, and we discussed them at the meeting she was chairing. Here they are for your consideration.

(1) We must all be competent in our knowledge of our subject matter and our ability to share it with our students, clients, patients, customers or whomever we serve. That knowledge includes our root disciplines, the various areas of home economics and an understanding of the society we serve as professionals.

(2) We must all be dedicated to this professional service and ethical in our behavior.

(3) We must be assertive in letting our publics know what we are doing and in not letting others take away our place in society, bit by bit. Our approach, focusing on the family, preventative in mode, and based on the knowledge we synthesize from many disciplines, is better!

(4) We must be politically savvy and let our influence be felt. We need to keep explaining to our "back-to-basic" critics and our friends that we are basic.

(5) We must all belong to, support, and work to strengthen our professional associations, AHEA and the specialized ones.

(6) We must recruit able new home economists-to-be for our programs in higher education.

(7) We must call these programs (departments, schools, colleges) Home Economics and hire home economists to fill the faculty positions in them.

(8) We must help each other in supportive networks to increase our self-esteem and recognize our own worth as well as continually to increase our competence.

(9) We must keep our enrollment up and avoid trivia in our programs.

(10) We must resist the overloads that keep us from doing our best.

(11) We must use a variety of teaching techniques and help our students (clients, etc.) learn to think. Lectures and recitations are not very effective in most cases. We don't want to be a part of the "student passivity" that Goodlad saw when he visited 1016 classrooms all over the country.

(12) We must find ways to do a good job even when the budgets are cut and things don't seem to be optimum.

(13) And we must manage not to "burn out." We can help each other with that via our networks. Pick up the phone when you feel down, or write a letter and "get it off your chest," go to a meeting, confront the decision makers if you have to, take a day off, or read the Illinois Teacher!

I hope to hear from you, see you at meetings, learn about your work in my reading, etc.--so I'm not really saying goodbye. But I'm wishing you well and believing in our profession. Au revoir!

Hazel Taylor Spitze

Mentoring: Providing Role Models for Home Economics Students



Holly E. Bastow-Shoop
Assistant Professor
College of Home Economics
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If teachers of Home Economics were asked to list their responsibilities, most would probably list teaching activities, advising, and committee memberships. It is likely that few would list the responsibility to serve as a mentor to one's students even though mentoring is a key to academic and career success. Women, in particular, are being urged to seek a mentor and to serve as a mentor for other women (Clawson,² Kram,³ Merriam,⁴ Odirne⁵). Inana reported that home economics teachers and 4-H advisors were frequently cited as important models of networking.⁶ This suggests that home economists have some necessary requisites for making use of mentoring. My purposes here are to define mentoring, to discuss mentoring in regard to effective teaching, and to provide some information related to being a mentor.

Mentor Defined

One problem in understanding the role of a mentor is the variety of definitions of mentor. Some terms used in relation to mentoring are model, apprentice, sponsor, protege, helper, advocate, and guide. In a study of mentor relationships of home economists in higher education, Inana discussed the present and future roles of mentors. She concluded that the benefits home economists derive from mentors include friendship, support, and inspiration. A less frequently cited activity of a mentor was assistance in acquiring new skills necessary for a beginner to succeed professionally. Respondents to Inana's study most frequently mentioned high school teachers and 4-H advisors as those who served as guides in teaching about informal communications networks, profes-

sional connections and who facilitated the development of self-confidence.⁷

Mentoring Process

It seems, then, that mentoring is first of all an intensely personal relationship between two people, each of whom cares for and respects the other. This personal and reciprocal relationship does not conflict with the professional relationship. This relationship serves as a basis for "socializing" an individual to be a home economist. Keele and DeLaMare-Schaefer pointed out that mentor-protege relationships are individual and grow out of the interaction between persons.⁸ These relationships are based on caring about, trusting and respecting those involved. Because of this, most successful people can name the person who was most responsible for their first move up the ladder of success. Those credited with being that influential person often include a parent, a teacher, a coach or, frequently, a boss.⁹

Mentoring and Teaching

Mentoring stimulates changes in attitude, improvements in interpersonal and self-awareness skills, and awareness of any potential barriers to success. The mentor functions as an advisor, coach, and model of skills needed for success. Home economics teachers have been doing these things for years, but perhaps by labeling these endeavors, we can give more structure to the process. Listed below are some of the benefits of mentoring to both the student and the teacher.

Student Benefits

1. Students develop an understanding of working relationships.
2. Students learn about teamwork.
3. Students have an opportunity to assume responsibility.

Teacher Benefits

1. The teacher experiences personal satisfaction from helping students to grow.

¹The author is indebted to David Dossier and Ann Mullis for assistance given in developing this article.

²Clawson, J. G. "Is Mentoring Necessary?" Training and Development Journal. (1985): 36-39.

³Kram, K. E. "Improving the Mentoring Process." Training and Development Journal. (1985): 40-43.

⁴Merriam, S. "Mentors and Proteges: A Critical Review of the Literature." Adult Education Quarterly, 33 (1983): 161-173.

⁵Odirne, G. S. "Mentoring--An American Management Innovation." Personnel Administration. (May 1985); 63-70.

⁶Inana, M. "Mentor Relationship of the Home Economist in Higher Education." Journal of Home Economics. (Spring 1983): 36.

⁷Ibid., p. 19.

⁸Keele, R. L., & DeLaMare-Schaefer. "So What Do You Do Now That You Don't Have a Mentor?" Journal of NAWDAC. 74, 3 (1984): 36

⁹Odirne, pp. 63-70.

2. Teachers may find a more positive classroom environment evolving.
3. The teacher will learn to delegate responsibility.
4. The teacher will be regarded positively by students.¹⁰

It is important to stress that the mentor relationship is reciprocal but not completely equal. There is a difference in status between the individuals. A responsibility of the teacher is to provide students with tools for solving problems and answering questions, tools that are generalizable to a variety of problems and questions. Teaching is congruent with the mentoring relationship. If a mentor is one who, as a professional in a particular field, serves as a sponsor and model for future professionals, then the relationship is not equal. By virtue of experience and expertise a mentor has higher status. Like the student, a young professional must take responsibility for seeking a mentor and learning from the mentor behaviors that are generalizable to a variety of professional situations. Merriam referred to mentoring as an emotional interaction between older and younger individuals.¹¹ Age promotes unequal status between the individuals. The role of the mentor, like that of a teacher, is to facilitate the growth and development of a protege or student.

How to be a Mentor

An important aspect of the mentor relationship is its personal and emotional nature. Thus, this relationship cannot be forced. It must be developed through several stages of intimacy. This process involves risk as well as time and energy. Having decided to assume the responsibility of being a mentor, one must examine how best to contribute to the personal and professional development of beginners in the field. The following may be ways we can interact to be helpful in mentoring relationships.

1. We can view individual differences as positive and avoid trying to mold others to be like ourselves.¹²
2. We can develop independence in students and help them avoid dependent relationships.¹³
3. We can share our expertise with all interested students without showing favoritism.¹⁴
4. We can focus on identifying students' abilities rather than their inabilities.¹⁵
5. We can center learning around goals, opportunities, expectations, and standards and encourage students to fulfill their potential.¹⁶

6. We can teach by example, demonstrating self-confidence, providing challenging goals, setting and maintaining standards.¹⁷
7. We can gently demand that proteges work up to their potential and avoid expecting gratitude.¹⁸
8. We can provide opportunities, incentives and advice.¹⁹
9. We can help our proteges feel comfortable acknowledging their own success.²⁰
10. We can provide career planning information but avoid making career decisions for our proteges.²¹
11. We can assist our proteges in developing sensible goal-oriented timetables for their future careers.²²

Selection of a Protege

The selection of a protege is complex and needs to be a mutual decision. The home economics teacher could establish a sequence of programs and changes that support rather than force the mentoring process. An example of this type of program was tried at Fort Wayne (Indiana) Community School Horizons Gifted Education Program. The project, entitled "The Women Mentor Project: A Sharing Approach," was an endeavor to provide gifted young girls with opportunities to develop their self esteem, leadership abilities, and career awareness through weekly guidance meetings and time spent with successful community women from traditional and non-traditional careers.²³ The Adopt-a-Professional/Adopt-a-Student program, conducted by the Pennsylvania State University Student Member Section of the American Home Economics Association, is another program developed to prepare students to become professionals.²⁴

Keele and DeLaMare-Schaeffer²⁵ developed several points related to choosing proteges which are helpful to home economics teachers as they develop plans for implementing mentoring into their programs. They feel that students should have the ability to develop a greater view of the world around them, rather than a myopic view of their environment, and that they must demonstrate competence even if they need polish. They suggested putting together working groups consisting of a mix of personalities who have had varying experiences to improve the effectiveness of the team.

It should also be pointed out that some of the literature related to mentoring says that a mentor will work

¹⁰Keele & DeLaMare-Schaefer, pp. 36-40.

¹¹Merriam, pp. 161-173.

¹²Kram, pp. 40-43

¹³Ibid.

¹⁴Odiorne, op cit. pp. 63-70

¹⁵Kram, op cit. pp. 40-43

¹⁶Odiorne, op cit. pp. 63-70.

¹⁷Ibid.

¹⁸Ibid.

¹⁹Ibid.

²⁰Ibid.

²¹Ibid.

²²Ibid.

²³Ibid.

²⁴Shanoff, A. G. "The Women Mentor Project: A Sharing Approach." *Roeper Review*, 7, 3, (1985): 163.

²⁵Clark, B. "Identifying Mentors Through an Adopt-a-Professional/Adopt-a-Student Project." *Illinois Teacher*, Vol. 28, 5 (1985): 203-204.

²⁶Keele and DeLaMare-Schaefer, p. 36.

only with a small number of individuals over a lifetime.²⁶ However, because of the limited number of role models available to women at this point we may have to attempt consciously to mentor several students at one time. In such cases, our mentoring relationships may not be as close as some researchers suggest.

A mentoring relationship can grow and develop provided that all parties receive benefits. Reciprocity needs to be a conscious concern for both the mentor and the protege. The protege receives most of the benefits but the mentor also needs some. A protege should expect personal acceptance from a mentor but should also expect to have demands placed upon her/him by the mentor. A mentor should know when to push, when to restrain, how to help a protege control and channel professional enthusiasm. A mentor is expected to transmit to a protege an understanding of how to behave as a professional.

A mentor relationship is rewarding and time consuming. The relationship must be nurtured. Mentoring may be one way of insuring the continuation of high quality professional home economists. Improving the quality of future home economists is one way of enhancing the image of home economics. (11)

²⁶Baughner, S. L. "Mentoring: Beyond the Hoopla." ACPTC Proceedings: Combined Central, Eastern, and Western Regional Meeting. (1985) 38.



A "Good Day" in teaching Home Economics is...

- ** When students leave the classroom, but continue the discussion with each other out into the hallway..."
- ** "I feel like a battery that has served its purpose well, and is being recharged at the same time its power is spent."
- ** "When you can almost see the lightbulbs turn on in their minds and feel the vibrancy and joy that result..."

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Teaching About Family Relationships and Decision-Making in Later Life

Vicki L. Schmall, Gerontology Specialist
Extension Home Economics
Oregon State University
Corvallis, Oregon



and

Ruth E. Stiehl
Director of Training & Development
School of Educ.
Oregon State University



As adults, students are likely to face age-related changes and decisions in relation to their parents and themselves. Do your students understand these changes, the difficult decisions family members face, the important role they can play in intergenerational relations?

Students, as family members and neighbors, can have a significant impact on the well-being of older persons. For example:

- o Jack, 18, visits weekly with his grandfather who has Alzheimer's Disease. Jack's visits give his grandmother a regular and much needed break from caregiving.
- o Melissa, 17, grocery shops for an 85-year-old neighbor who no longer drives and has difficulty walking.
- o Alan, 14, helps Henry, 78, exercise by walking with him daily.
- o Joni, 16, cleans her great aunt's home twice a month. During the summer she and her 13-year-old brother do yard work.
- o Mary, 19, checks on her grandmother daily on her way home from work.

Each task performed by Jack, Melissa, Alan, Joni, and Mary makes a difference in the life of an older person. Another benefit has been the development of a special relationship between the teenagers and the older persons.

Even when students do not provide direct support, they are affected when their parents provide support or caregiving to older relatives. They may experience

- moving a grandparent into their home
- coping with an older relative who has Alzheimer's disease
- placing a family member in a nursing home

Emotional and financial stresses and changes in relationships can be felt by everyone. For example, the

move of a grandparent into the home sometimes means giving up space, making changes in activities, and sharing less of a parent's time.

CHANGING DEMOGRAPHICS

Changing population trends are placing unprecedented strain on the ability of families to support and care for their older family members.¹ More people are reaching the older ages than ever before. And, the very old (age 80 and older) are the fastest growing age group in the United States. According to Aging America: Trends and Projections.²

In 1900, there were only 21 persons aged 80 and over for every 100 persons aged 60-64. By 1980, the number had grown to 53 per 100 and by the year 2000 the number is expected to reach 78 eighties and over per 100 in the 60-64 age range.

The growth of the oldest of the old is particularly significant since it is this group of elderly who are most likely to have limited incomes, health problems, and the older person is often due to deterioration in the physical and mental disability, and need assistance from families.

Four- and five-generation families are also increasing. More adults today have living parents, grandparents, and even great-grandparents than ever before. Furthermore, because of lower birth rates, there are more older people with fewer family members to provide support and assist with decision-making.³ Thus, involvement in decisions about an older relative's life is becoming a more common experience for most individuals and families.⁴

Increasingly, people in their 60's, 70's, and early 80's are also providing support and care for their aged parents. This frequently involves emotional and financial strains for two generations of "older adults."⁵ Sometimes the third generation, the middle aged adult, is supporting both parents and grandparents.

¹Polisar, D. and Bengston, V. L. 1984. Population processes and intergenerational relations. In: Family Support and Long Term Care. Excelsior, Minnesota, Interstudy.

²U.S. Senate Special Committee on Aging. 1984. Aging America: Trends and Projections. Washington, D.C., p. 83.

³Polisar & Bengston, op. cit.

⁴Brody, E. 1985. Parent care as a normative family stress. The Gerontologist. 25 (1): 19-29.

⁵Brody, op. cit.

Research continues to substantiate that the family is the primary support for the aged, providing 80 to 90 percent of medical-related and personal care, household tasks, transportation and shopping. In addition, the family is the primary linkage between the older person and the formal service system⁶ and a vital determinant in an older person's living independently in the community as opposed to an institution.⁷ In fact, the breakdown in family caregiving and the institutionalization of health or life situation of the caregiver rather than to deterioration in the care recipient's condition.^{8,9}

Changes in an older person's physical or mental health, life situation, or finances can require tough family decisions. Many dilemmas the elderly and their families face relate to issues of decision-making, living arrangements, financial concerns, and caregiving. There are no easy answers. A goal, however, is to arrive at the best decision for everyone. Home Economics can play an important role in enriching intergenerational family relationships and preparing young people for these changes and decisions.

TEACHING TECHNIQUES

Oregon State University Extension Service has produced several educational materials which can be used in the classroom to help students gain knowledge about aging, understand the complexity of family relationships and decisions in later life, and become more supportive of older relatives and of parents who may be caregivers. These materials include a series of slide-tape programs entitled **WHEN DEPENDENCY INCREASES** and an educational game, **FAMILIES AND AGING: DILEMMAS AND DECISIONS**.

SLIDE-TAPE SERIES

WHEN DEPENDENCY INCREASES is a series of four multi-media educational programs. It is based on the premise that individuals, with the right knowledge and skills, can be an important support for elders faced with life changes. A slide-tape presentation depicting a real-life story of at least one older person and his or her family is the core of each program. The "story" provides a common frame of reference for discussion and encourages empathy and problem-solving. The programs in the series are:

BEST WISHES EDITH AND HENRY. Edith and Henry have been married 53 years. Through their family, students learn about the social and demographic changes impacting families in later life. Decisions are faced when Edith should no longer drive and Henry experiences a health crisis. The program emphasizes the importance of understanding everyone's needs and current life situation. Specific guidelines are presented which apply to nearly any decision families face when an older relative experiences change.

260 PRIMROSE LANE. Through the lives of Claire, Ethyl, Sara, and Norman, students learn about the impact a

⁶Brody, op. cit.

⁷U.S. General Accounting Office. 1977. The well-being of old people in Cleveland, Ohio. A report to Congress, Washington, D.C., U.S.G.A.O.

⁸Han, T. H. and Weissert, W. G. 1981. Social support networks, patient status and institutionalization. Research on Aging. 3:240-256.

⁹Montgomery, R. 1984. Barriers to the design and delivery of family support services. In: Family Support and Long Term Care. Excelsior, Minnesota, Interstudy.



change in living arrangements can have on an older person, factors to consider in selecting housing in later life, and living arrangement options available to older people with different needs for support.

THE DOLLMAKER. The potential emotional and physical impacts of caregiving--isolation, loss of activities, deteriorated health and relationships, and sometimes even death--become apparent through the story of Alyce and Ernie.

DUE UPON RECEIPT. Isabelle, Carlos, Maggie, and their families, face financial concerns. Isabelle struggles, yet manages, on a low income. Through her situation, viewers learn about resources available to assist low-income elderly. The family is concerned about Carlos' multiple health insurance policies and his purchase of everything advertised on television and sold door-to-door. Eventually Carlos' children must obtain a conservatorship to manage their father's finances. The cost of nursing home care also is a concern. After her husband dies, Maggie faces major financial decisions for which she was not prepared.

The programs emphasize the impact of changes on the elderly and all family members, encourage exploring alternatives, and suggest guidelines for effective decision-making. High audience interest is generated because the programs provide real people stories, visual drama, and audience participation. A comprehensive instructor's guide, handouts, activities, overhead transparency masters, publicity materials, and a videotape completes each program.

THE GAME

FAMILIES AND AGING: DILEMMAS AND DECISIONS is a game about the concerns and decisions families face in later life. Each game includes a game board, instructions, playing pieces, die and seven 25-card sets. With each toss of the die, a student moves the appropriate number of squares on the game board and draws a corresponding card from the stacks marked Health, Money, Parent-Child Relations, Death, Living Arrangements, Relationships, or Dialogue. Each card presents a real life family concern, problem, or situation.

The player analyzes the situation, considers alternatives, and makes a decision. When a "Dialogue" card is drawn, players are assigned roles and act out a family situation described on the card.


The game fosters open discussion and gets students involved. Students are challenged to examine situations and issues from the perspective of various family members, and to consider how decisions affect them and others. This is done by players being cast in a variety of roles during play -- grandparent, parent, spouse, brother,

sister, or other relative. The roles change with each turn.

Optimum number of players is four to six; however, fewer or more may play. Large groups may play several games at once using different board games. Or, a larger group may observe a few playing, with everyone contributing to discussion. Thirty minutes is needed to achieve maximum benefit from the game. Play may extend to more than two hours if all cards are used.

Post-game discussion provides further exchange of ideas, clarification of information and skill building. The instructions suggest questions to guide discussion and principles to emphasize with the students.

For the student, the game brings "reality" into the classroom. Students have an opportunity to step prematurely into old age and experience situations faced by older family members and friends. The game provides a greater understanding of family relationships and decision-making in later life and increases empathy. It's a non-threatening way to express concerns and fears, and to ask questions about aging. It can give students insight into the behavior of parents, grandparents, and other older relatives. The game is a beginning for learning skills such as communication, decision-making, problem-solving, and allocation of resources.

For more information about these resources and for a listing of publications useful in teaching about family relationships and decisions in later life, contact Vicki L. Schmall, Extension Gerontology Specialist, 161 Milam Hall, Oregon State University, Corvallis, OR 97331-5106 



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Increasing Motivation for Learning in Home Economics

Arminta Lee Jacobson
Assistant Professor
School of Human Resource Management
North Texas State University
Denton, Texas



Motivation can be maximized by planning learning that is intrinsically satisfying with strategies which meet adolescent developmental needs. Clues to adolescents' developmental needs may be found in their behavior. Many of the characteristic behaviors of adolescents can be described as independence-seeking. Adolescents are seeking both emotional and intellectual independence.

Emotional Independence

A major developmental task of the adolescent period includes becoming emotionally independent from family and parents. In the process of fulfilling this developmental task, adolescents are seeking to understand who they are as persons apart from their family.

The adolescent peer group plays a major role in helping establish a sense of identity which allows one to make it on his/her own emotionally. Adolescents look to their peers to help establish what they are like and who they are. Relationships and friendships become a major testing ground for independence seeking, a safe place to try out roles and elicit peer reactions.

While identity-seeking is an important factor in achieving emotional independence, it also becomes a roadblock. Unsure of themselves, adolescents often develop tactics of emulating heroes of the peer group and committing to those heroes' ideals, losing a sense of their own identity. While yearning to "go it on their own," they often end up saying "My peers made me do it."

Learning and Identity Issues

Home economics content areas provide ideal opportunities for planning learning experiences which help students further their sense of identity and meet the developmental task of becoming emotionally independent. The following questions represent major identity issues which can be dealt with in the home economics classroom. What do others think of the way I look? How can I get along with others? How can I get other people to like me? How do I take care of myself? Key identity issues can be resolved by designing an instructional focus

centered around these issues. The following are examples of subject matter units with such a focus.

Physical Identity.

Identity Question: What do others think of the way I look?

(a) Plan foods and nutrition unit which focuses on body composition in relation to food and nutrition intake. Design learning experiences which help students to understand normalcy in relation to body size and to develop realistic body concepts and eating patterns.

(b) Plan a clothing and textiles unit which focuses on making clothing choices which are an extension of one's self. Provide opportunities to develop realistic body concepts and maximize positive physical and personality attributes through clothing.

Identity in Relationship to Others

Identity Questions: How can I get along with others? How can I get other people to like me?

(a) Plan a family relations unit which focuses on communications skills. Include experiences in resolving conflicts as well as other communications and relationships skills.

(b) Plan a child development unit which focuses on understanding one's own personal development. Laboratories with young children provide opportunities to try out relationship skills with a "safe" audience.

Identity of Self Sufficiency

Identity Question: How do I take care of myself?

(a) Plan a resource management unit which focuses on student's earning and spending of personal money, and managing personal time for studies, work, and friends. Provide experiences in decision making based upon personal values and goals.

(b) Plan a housing unit which focuses on realistic strategies for making housing choices as young adults. Include experience in relating personal values and goals to decision making about housing.

(c) Plan a consumer unit which focuses upon consumer problems of adolescents. Provide experiences in exercising consumer rights and privileges as adolescents.

These learning experiences are motivating because they help students develop their sense of identity and emotional independence. They are especially motivating because they are in the context of peer relationships. A friendly classroom which appreciates and builds upon the students' primary concern and interest in their peers, provides students with the opportunity to develop positive feelings about themselves and helps relieve some of the tensions involved in the ambiguities of growing up. A classroom, in which facts and skills for personal and family living are learned with and from other adolescents, can provide students specific feedback from their most important others, their peers. Peers can be uncompromisingly honest. Allowing mutual evaluation in the classroom is essential to students in discovering who they are.

Intellectual Independence

Adolescents are typically enthralled with their growing ability to think and figure out things for themselves. Teachers are challenged with utilizing students' developing intellectual ability to think about abstract ideas, to hypothesize, and to reason with propositions that are contrary to fact. It is possible to help students consider and plan for their future as they develop the ability to think about things they have not actually experienced.

While adolescent-age students seem equipped for developing independence of thought, their emerging intellectual abilities create learning problems which often decrease classroom motivation. Because of their ability to consider the full extent of alternatives and choices in problem solving and decision making, they often become overwhelmed. This can lead to self doubt and reliance upon peers' opinions. When the need to become independent and the need to rely upon others comes into conflict, arguments with adults are often the result. Arguments with adults are also a product of cognitive egocentrism in adolescents, their inability to distinguish their own thinking from reality. At this stage of intellectual development one tends to believe that only one's own thinking (or peers' thinking) is right. They perceive that they are unique in discovering the truth.

Learning to Think

Classroom learning is intrinsically more motivating to adolescents if it provides the opportunity to exercise their developing ability to think inductively and draw conclusions for themselves. Meeting student needs includes planning a learning environment which encourages thinking and learning to modify it to fit existing realities. In order for this to happen in the classroom, learning strategies must follow the scientific process and

be clearly structured. Learning to think inductively becomes as important as the outcome; therefore, students can be successful regardless of what they find. Student-conducted experimentation can give automatic feedback to students, allowing them to compare their conclusions with reality. To be motivating, such learning strategies should be at a difficulty level which encourages feeling good about accomplishment without discouraging participation. The following learning experiences are examples of those which encourage students to exercise their ability to think while learning important subject matter content.

<u>Content Area</u>	<u>Learning Experience</u>
Child Development	- Offer the same toys to different age groups of children to observe interest and use.
Clothing and Textiles	- Experiment with fabric care: laundry, heat, abrasion, etc. Try on different colors to notice changes in personal appearance.
Consumer Education	- Test propositions about consumer buying behavior by surveying consumers.
Family Relations	- Following role playing of different approaches to resolving family conflicts, analyze possible short-term and long-term effects.
Foods and Nutrition	- Experiment to test the effects of cooking time and temperature on eggs. - Test the effects of calorie intake and energy output upon weight.
Housing	- After studying advertisements, draw conclusions about factors affecting housing costs and availability in different income brackets.

To be most effective in encouraging thinking, these learning strategies will involve the students in (a) identifying the objectives of their learning; (b) stating propositions and/or hypotheses of possible outcomes of study or experiments; (c) planning and following a systematic procedure; and (d) drawing conclusions and stating generalizations from their findings.

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Writing: A Tool for Teaching

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Writing is something that everyone does--sometimes with varying degrees of skill. Writing is important. It is one of the ways people communicate with each other. It is a way to learn. It stimulates thought. Because of these qualities, writing can be considered a teaching tool in the classroom. Writing can be used to summarize content, raise questions, focus thoughts, and show levels of understanding. When writing is used as a major component of the teaching process, the course may be labeled as writing intensive.

Many people think that teaching writing is the responsibility of the English Department. Skills, such as writing, which are taught in English classes and are important on the job and in daily living, must be reinforced in all classes in order for students to use the skills effectively. Thus, all teachers need to provide their students with opportunities to perfect communication skills through writing.

In all classes, writing activities facilitate learning. Writing assignments focus the students' attention on the topic being covered. To put the words on paper, the students must think about the topic. Thinking involves learning beyond the memorization or awareness levels.

Writing activities are classified as formal and informal. Formal writing assignments are written for a specific audience. The assignments have criteria to be covered, interpretations to be made, or solutions to be recommended. Samples of formal writing assignments include: research papers, case studies, letters, newspaper articles, and skits.

Informal writing is labeled as free writing or focused free writing. Free writing involves asking students to write to themselves about anything that comes to mind for a given period of time, such as three minutes. In this type of writing, content is not important, only the act of writing is important. Free writing helps students verbalize anxieties, relieve pressure, or make a transition from their last activity to the present one.

In focused free writing students write about specific topics. This type of writing indicates levels of under-

standing or frustration, raises questions, applies knowledge to a new situation, summarizes data, and initiates student-teacher conversations. Some examples of focused free writing assignments include:

- . List two things that you learned from listening to our guest speaker yesterday.
- . How did last night's "Bill Cosby Show" relate to our discussion about family members communicating with each other?
- . What topics would you like to have included in our next unit on careers?
- . What is the current status of your research project? Are there things with which you need help? If so, what?

Writing is an effective learning tool when certain guidelines are followed. When the teacher gives focused free writing assignments, students need to know the topic to be addressed, the length of writing time, and whether the writing is for their use or will be read by the teacher. Guidelines for formal writing assignments include: due date for the assignment, format for presenting the writing, topical areas to be included, grading criteria, and types of resources to use in collecting data.

Formal writing assignments are more effective at developing writing skills and covering the content to be researched if students are required to submit drafts of their paper for review. The review might be performed by the teacher and/or student writing group. A student writing group consists of several students who respond to each others' writing. The review should present the writer with questions about content coverage and writing format. The writer must then decide what changes, if any, need to be made to strengthen the writing. Some questions which might be asked during the review process include:

- . Does the reader understand the material being presented?
- . Is all the necessary information presented?
- . Is the writing format consistent with the guidelines?

Teachers may need to work individually with students who have special questions about their paper. It may also be helpful to seek the guidance of an English teacher if questions about writing format need solving.

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Becoming A Better Teacher by Applying Learning Styles Knowledge

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Each of us has strengths and weaknesses regarding the ways in which we learn and relate to others. In learning about housing alternatives, for example, I may prefer to hear experts explain the advantages and disadvantages of each alternative while you may want to read about housing options in technical journals. Other individuals may learn better by visiting building sites and factories, interviewing occupants of various housing types, or accumulating information through some combination of activities. When relating with others, some people are extroverted while others are introverted, some people make use of body language and verbal feedback while others do not, and some people utilize someone's historical background in a conversation while others ignore that background. The crucial idea here is that individuals are different in how they learn and relate to others and that teachers must understand and adapt to these differences in order to be successful.

Individual differences in learning and relating to others has been the subject of learning styles research.² The research that has focused on learning style suggests that individual differences in learning must be taken into account for the mutual benefit of both teachers and students, with the goal of creating a learning environment that is task-oriented, low in frustration, high in communication, and conducive to superior teaching and learning. Thus, teachers must understand learning styles to enhance student development (help students to learn and to grow), improve their own teaching style (adapt teaching techniques according to student needs and wants), and foster professional relationships (relate to others based on an assessment of learning styles).

A recent article published in this journal by Martin presented an excellent discussion of the importance of understanding learning styles.³ Essentially, learning styles refer to predispositions that each of us have in

learning information.⁴ The present article is intended to go a step beyond Martin by discussing ways in which learning styles can be applied to teachers. Specifically, I shall suggest some strategies to assess one's own learning style, to determine how one's learning style affects one's teaching, and to identify how this information may help one to grow as a teacher.

Self-Analysis of Learning Style

An essential component of utilizing learning styles in teaching is to understand your own learning style. The more you know about how you learn, the better you can adjust to students and ultimately increase student performance. Evaluating yourself on the elements of learning style proposed by Dunn and Dunn is one useful strategy to assess your learning style.⁵ Such an evaluation involves answering a series of questions revolving around five elements of learning based on your past and present learning experiences:

1. Environmental--how do sound, light, temperature, and design (e.g., of desk and chair) influence your learning?
2. Emotional--are you motivated, persistent, responsible, and structured in learning tasks?
3. Sociological--do you prefer working with colleagues, self, pairs, or teams in learning situations?
4. Physical--how does intake, time of day, opportunity for mobility, and perceptual preference affect your learning?
5. Psychological--are you analytical or global, field independent or field dependent, reflective or impulsive in learning situations?

There also exist many tests reprinted in the education literature and available in counseling and testing centers that can analyze one's learning style. A sampling of such tests includes: Myers-Briggs, Grasha-Riechmann Student Learning Style Scales, Productivity Environmental Preference Survey, Swassing-Barbe Modality Index, Group Embedded Figures Test, and Gregorc Style Delineator.⁶

⁴James W. Koefe (Ed.), Student Learning Styles: Diagnosing and Prescribing Programs (Reston, VA: National Association of Secondary School Principals, 1979), p. 1.

⁵Rita Dunn and Kenneth Dunn, "Finding the Best Fit: Learning Styles, Teaching Styles," NASSP Bulletin, 59, October (1975), pp. 37-49.

⁶Details on most of these tests are contained in National Association of Secondary School Principals, Student Learning Styles and Brain Behavior (Reston, VA: National Association of Secondary School Principals, 1983).

¹The useful comments and insights provided by William Timpson, Carole Makela, Peggy Berger, and Joann Hallaway are greatly appreciated.

²See Kathleen A. Butler, Learning and Teaching Style in Theory and Practice (Maynard, MA: Gabriel Systems, Inc., 1984).

³Ruth E. Martin, "Tools of the Profession: Learning and Teaching Styles," Illinois Teacher, 30, November/December (1986), pp. 54-56.

These tests can indicate one's most comfortable way to learn; however, it is crucial that we do not place ourselves too tightly into a particular category because our precise style may change according to the situation.

Influence of Learning Style on Teaching

A majority of home economics teachers are most likely "good" teachers. We are usually comfortable with students, know our subject matter well, and feel like we have done a decent job when we walk out of the classroom. However, bridging the gap between being a "good" teacher and an "excellent" teacher is no easy task. Examining our teaching style based on a knowledge of our learning style can help bridge this gap.

One technique that can be utilized to assess our teaching is to review student evaluations of our courses. After taking a graduate course on learning styles, I approached my own student evaluations from a new perspective. What I found was that I did best in those teaching areas that corresponded to my learning style and worst in those areas that did not. Generally, I am best at presenting a logical, organized lecture covering basic facts regarding a particular subject, while I am not as comfortable in class discussions and group work where order is not clearly established. My learning style helps me to do well in some areas of teaching, while at the same time it hinders my development in other areas. Pinpointing weaknesses in this fashion can indicate teaching areas requiring improvement if excellence is to be achieved.

Knowing that students have different learning styles can also assist teachers in interpreting student evaluations. I often complain that it is impossible to please all my students. Some students state that they enjoy writing term papers while others dislike it, some find my use of the overhead projector useful in taking notes while others find this visual aid redundant, and some compliment me on the class organization while others whisper that my organization makes the class boring. Learning styles place these differences in the proper context--namely, it is impossible to please all students if you are appealing to only a limited number of learning styles.

Given the numbers of students in most of our classes, it is usually not practical to precisely categorize all students according to their learning styles. However, it is beneficial to obtain a general idea of student learning styles and modify teaching techniques to some extent in an effort to enhance the learning of most students. The inclusion of diverse teaching and grading techniques with the idea of providing something for every student is a good overall strategy. At a minimum, knowledge of learning styles heightens our sensitivity to the classroom situation.

Recognition of the Selection Research Institute themes can also provide clues as to how we can adjust to the learning styles of students in order to become better teachers:⁷

1. Mission--want students to learn.
2. Empathy--consider the feelings of students.
3. Rapport--establish good relations with students.
4. Individualization--consider the needs of each student.
5. Listening--be responsive to what students say.
6. Investment--stress student growth.
7. Input drive--gather and use interesting information in classes.
8. Activation--stimulate students to think.
9. Innovation--be creative in the classroom.
10. Gestalt--drive toward completeness in classes.
11. Objectivity--make objective decisions regarding students.
12. Focus--follow logical plans.

Successfully accomplishing these themes in our teaching can go a long way in meeting student learning styles and fostering good teacher-student relationships.

Identifying Teaching Areas Needing Improvement

Knowledge of learning styles can assist teachers in identifying specific areas in which improvement is needed. Discovering weak points, searching through educational materials for teaching techniques (such as those identified by Spitze⁸ and those often presented in this journal), and then applying those techniques to overcome weaknesses is one key to teaching excellence. Some general teaching suggestions that pertain to a variety of learning styles are:

1. Including variety in classes, with the idea of meeting the interests of all students. Adding projects, diversifying grading assignments, and experimenting with different teaching tools would aid in this effort.
2. Having empathy for students and relating to those students on a personal level. Being readily accessible to students and maintaining proximity to students in the classroom may help them to feel that the teacher cares.
3. Reaching a balance between organization and what may be perceived as disorganization. Giving up some degree of control and organization sometimes in order to explore particular issues with students may be of help.

⁷SRI Perceiver Academics, "A Teacher is a Person: Life Themes of an Outstanding Teacher" (Lincoln, NE: SRI Perceiver Academics, Mimeo, 1986).

⁸Hazel Taylor Spitze, Choosing Techniques for Teaching and Learning (Washington, DC: Home Economics Education Association, 1979).

4. Emphasizing the development of students' critical thinking skills and creativity, dealing with values, moral development, and visualization can be useful.
5. Including both left brain teaching (focusing on facts) and right brain teaching (focusing on spontaneous reactions) as well as exercises utilizing whole brain thinking.
6. Giving students responsibility, which might include peer teaching, mutual support, class presentations, and summarizing previous material covered in class, as well as readings.
7. Providing students with choices in the selection of assignments, the methods in which assignments can be completed, approaches to course issues, and the use of groups.
8. Providing positive feedback to students in order to make them feel good about themselves and their learning abilities and to experience early success.

Knowledge of learning styles can be a powerful tool for teachers to improve their own teaching and to influence students positively. The crucial message is to apply this knowledge to your own classroom situation in order to make good teaching better. Excellence is our goal. (11)



(Continued from page 115)

When critiquing formal writing, an evaluation sheet facilitates the evaluation process. The sheet should contain categories and point values for each item listed in the initial set of directions. Each category should have an open area to write comments appropriate to that category. Be sure the comments include positive responses and suggestions to encourage the student to continue writing and to see possible directions for future writing.

Informal writing is approached in a different manner. Free writing does not need to be taken up or read. Its purpose is to clear the mind and develop the act of writing. Focused free writing does not need to be graded either; although you may award students points, such as five to ten points, for merely completing the activity. Assignments receiving points should be collected and read. Reading the students' responses helps determine their level of understanding, uncovers questions they have but are hesitant to ask in class, and generates informal conversations between the teacher and the student.

Students need opportunities to do both formal and informal writing. Each type of writing makes valid contributions to the teaching-learning process. Writing is one teaching tool that becomes more valuable the more it is used. (11)

(Continued from page 114.)

These and other hands-on learning experiences not only allow students to think for themselves but model a strategy for students to use in learning on their own. Active class participation combined with the opportunity to be in charge of their own thinking can lead to a productive and motivating classroom for adolescents.

This paper is based upon the premise that adolescents are more motivated to learn if the learning experience is related to their developmental needs. Two important developmental needs are (a) the development of a sense of identity in order to establish emotional independence, and (b) opportunities to test propositions of thought in order to establish intellectual independence. Home economics classes are ideal settings for encouraging students to stretch in their ability to think about themselves and to think about thinking.

The temptation to try to teach students everything they can possibly need to know for the rest of their lives is strong among home economics teachers. Not only is such a task impractical, but it often conflicts with the more important task of teaching adolescents to learn and think for themselves in particular content areas. Strong content is important, but only meaningful to students when they have had opportunities to think about the content and resolve challenging problems related to that content. In summary, providing classroom experiences which help adolescents to know who they are and to experience successful thinking meets important developmental tasks, and is likely to motivate students.

Selected Readings

- Elkind, David (1974). Children and Adolescents: Interpretative Essays on Joan Piaget (2nd ed.). New York: Oxford University Press.
- Erikson, Erik H. (1963). Childhood and Society (2nd ed.). New York: Norton. (11)



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Do We Teach What We Consider Most Important?



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Have teachers changed what they teach in housing classes over the past seven years? Yes, a little.

Are students being taught what teachers think will be important to them in the future? Not as much as they could be.

These were two of the conclusions reached in a two-part study done with secondary home economics teachers in Louisiana. A mailed questionnaire was completed by 76 teachers in 1979, and by 55 teachers in 1986. Twenty-five concepts related to housing were listed in the questionnaires, and teachers were asked how much emphasis they gave to each of the concepts in their home economics programs. Using the same list, they were asked how important they thought knowledge of each concept would be for their students in the future.

Importance of Concepts: Teachers' opinions had not changed much during the seven years on how important they thought the various concepts would be to their students in the future. Concepts considered important in 1979 were reaffirmed as important in 1986 ($=.93$)* with a few exceptions.

Teachers polled in 1986 thought that the following concepts were more important than did those who were polled in 1979:

- interior design and decoration
- kitchen design
- types of housing available

Teachers in 1986 considered these concepts less important than did the 1979 teachers:

- choosing a home for special needs of families
- safety, sanitation and pest control
- improving and construction storage space

Emphasis Given to Same Concepts: When teachers indicated how much emphasis they gave to each concept in their home economics programs some changes were found, but the listing over the seven years remained fairly consistent ($=.85$).

The 1986 teachers gave more emphasis than did the 1979 teachers to the following concepts:

- reading house plans
- home construction and remodeling
- renting a house or apartment
- financing, marketing and insuring homes

They gave less emphasis in 1986 than in 1979 to these ideas:

- selection, arrangement and care of furnishings
- living with other household members
- home management
- furniture refinishing

Emphasis Related to Importance: Do teachers emphasize ideas in their classroom teaching that they consider important for their students' future? When the lists of concepts for the teachers were correlated for emphasis and importance they showed room for improvement (1979 = .73; 1986 = .71). In general, teachers teach what they think is important, but some inconsistencies can be seen.

In 1986 the teachers ranked these concepts, listed in order of their importance, as top priorities:

- saving energy in the home
- renting a house or apartment
- financing, marketing, and insuring homes
- home management
- home repairs and maintenance
- household appliances and equipment
- kitchen design

The seven concepts they reported emphasizing most in their classes, in rank order were:

- interior design and decoration
- renting a house or apartment
- kitchen design
- saving energy in the home
- types of housing available
- reading house plans
- financing, marketing and insuring homes

Three of the concepts rated most important (home management, home repairs and maintenance, and household appliances and equipment) were not on the list of the concepts emphasized most in the home economics programs.

The concept which was emphasized most by teachers in 1979 as well as in 1986, interior design and decoration,

(Continued on page 143.)

*Spearman rank-difference coefficient of correlation, rho.

The Trend to Grant Academic Credit for the Study of Home Economics

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One result of the recent controversy about the quality of education in the United States has been to increase the credit requirements for the traditional academic disciplines (mathematics, science, and language) in the secondary schools. One response to these increased requirements has been for educators in the vocational and practical arts, such as home economics, to examine the extent to which they are teaching the concepts in these required courses and may therefore, provide a vehicle for students to meet the increased requirements.

A 1984 study of curriculum trends in Forecast for Home Economics¹ reported almost half of the states were adjusting to new science, math, and language requirements. Some possible ways of adjusting were described.

"One area that seems particularly appropriate to offer math and science credits is in food and nutrition courses--especially where computers are being used. And in New Hampshire the home economics department has joined hands with the foreign language department to create new courses that will offer credits in both disciplines".²

In order to get a more complete picture of how home economics educators throughout the nation were responding to the increased requirements for academic credits at senior secondary levels, a short survey was sent to State Supervisors of Home Economics in each state and territory of the United States during January, 1986. Responses to the survey were obtained from 48 (91%) of 53 potential respondents.

The survey sent asked one main question: Is it possible in your state for secondary students to gain credit in mathematics, science, social studies, or English/literature through study in home economics? If

respondents stated yes to this question, they were asked to describe or enclose details of the current policy in their states. They were asked whether the current policy was a recent change in their state, and if special curricula and materials had been developed for this purpose. If respondents stated no to the main question, they were asked if this was a possible policy change currently in discussion or research in their state, and whether there were any curricula or materials developed for this purpose in their state.

Gaining credit through study in home economics. Of the 48 states* responding to the survey, 20 (42%) stated "yes," it was possible for secondary students in their state to gain credit in mathematics, science, social studies, or English/literature through study in home economics. Eleven stated this was because of a policy change within the past five years. Four indicated this had been a policy in the state for longer than five years, and five provided no response to the question on the length of time the policy had been in effect. Of the 20 who stated "yes," 15 included notes specifically stating that to grant such credit for home economics was a decision of schools or local school districts, usually with some form of state approval. States included the following elaborations of their policy:

"It is a local district policy. When the local district requires more hours than the state it can decide to use another area to meet local requirements." (Minnesota)

"Each district has the option of deciding which courses will be used to serve as alternate means to satisfy graduation requirements." (California)

"A local decision based on course content as it matches course content of individual courses. At the local level there are the following department cooperative courses: Nutrition/Science, Marriage/Family-Sociology, Craft and other Art/Art, partial credit for sociology and science in our occupational home economics courses." (Vermont)

¹Mead, C. "Home economics education, A state-by-state status report." Forecast for Home Economics, 29(9), (1984), 39-51.
²Ibid., p. 40.

*Note: State refers to any one of the fifty states, District of Columbia, Puerto Rico, and the Virgin Islands who were contacted as part of this study.

Other states provided further elaboration of their state policy, sometimes specifying other subject areas for which students could gain credit through study in home economics:

Policy adopted by State Board of Education, July 1983: "A school may waive a unit of credit in mathematics and a unit of credit in science providing a student completes six (6) vocational units of credit in vocational agriculture or vocational home economics." "A unit of credit in either mathematics or science may be waived providing a student completes at least three (3) vocational units of credit in either vocational agriculture or vocational home economics." (Oklahoma)

"We get vocational reimbursed education classes to count as practical arts credit and they will allow two practical arts credits to count towards the four required humanities credits required for graduation in 1988." (Idaho)

"One unit of home economics will be accepted as one of the three units required in social studies for graduation." (Arkansas)

"Social studies, mathematics, health." (Washington)

"Students are awarded math and science credits. One credit math, one credit science upon completion of a three year program in vocational education (home economics)." (District of Columbia)

"A home economics Food Science course is currently written and being reviewed by the science unit for Regents' credit. A school district could use this course for local diploma credit if approved by the local superintendent of schools. Occupational math and science courses, developed by the State Education Department can be taught by a home economics teacher [who has] six or more units of college math or science credits." (New York)

"Science, social studies, fine arts. We also have a computer literacy requirement and some home economics teachers feel they can also meet that requirement. Credits for two courses not permitted. Credit must go for science or home economics or social studies." (Maine)

"The policy states that one credit of math and science can be counted as alternate credit for two years in a vocational education program

where math and science competencies have been identified and approved. Example: A student that has taken four years of vocational education could conceivably get one credit in math and one in science." (Virginia)

"Credit toward graduation should be allowed for those vocational classes which provide substantially the same competencies as other specified courses to meet increased graduation requirements" (Recommendation of report, Vocational education trends and priorities, State of Missouri).

Of the 48 states responding, 28 (58%) stated that it was not possible for secondary students in their state to gain credit in mathematics, science, social studies, or English/literature through study in home economics. Of these, 18 (62%) stated that this was not a possible policy change currently in discussion/research in their state. Five indicated they have explored/will be/are exploring the possibility. New Jersey reported it was "exploratory at the district level." Idaho reported they had discussed this possibility in the past: "Our state task force worked on this area and as of May '85, our State Board of Education tabled this discussion and it does not look like we will have this option at this time." Iowa stated: "This is one of the goals of our curriculum cadre, but will not be developed until 1987." Ten (36%) stated it was a possible policy change under discussion/research in their state. Tennessee added an explanatory note: "Currently asking that our semester course 'Family and Individual Health' substitute for the required 1/2 Health credit." South Dakota stated: "We attempted to have the State Board recognize this possibility but they did not react favorably. A small number of schools have had semester courses approved as social studies."

Curriculum and materials developed or being developed by states. All survey respondents were asked whether there were curriculum and/or materials developed in their state to support home economics as part of academic credit. Ten states indicated curriculum activities. The titles of materials follow:

ARIZONA (locally developed)

Food Science

Free Enterprise

CALIFORNIA (materials to be completed by 6/30/86)

MAINE

Nutrition as a Science (in progress)

NEW YORK

Occupational Math

Occupational Science

Applied Food Science

OHIO

Vocational Home Economics Power Pacs

OKLAHOMA

Oklahoma Home Economics, Math, and Science Skills Taught

OREGON (in progress)

Food Science
Perspectives in Aging
Fashion Merchandising

VERMONT (locally developed)

Nutrition [for Science]
Marriage & Family [for Sociology]
Crafts and Arts [for Art]

VIRGINIA (in progress)

WYOMING

(Part of) Wyoming Conceptual Guidelines

Additional curriculum development projects were reported in the May, 1986 Newsletter of the National Association of Teacher Educators for Vocational Home Economics. The projects reported in the newsletter resulted from a questionnaire mailed to teacher educators in each state include projects different from those reported in this study.

Summary

In this study I have sought to assess the extent to which there is a trend across the nation to grant academic credit (in mathematics, science, social studies, or English/literature) for courses completed in home economics. That is, I sought to assess the extent to which home economics is becoming a vehicle for students to achieve credit in courses which often are part of new state academic requirements. The study did not attempt to, nor does it indicate the extent to which home economics itself has become part of new academic requirements in any state. The study was also a study of policy and not practice. Therefore, it does not indicate the extent to which home economics courses do meet academic requirements in any particular state. Case study and survey research within various states are needed to inform us about these practices.

The trend which I found was that in 20 states, it was possible to gain credit in certain academic courses through study in home economics. In 11 of these 20 states, this was a result of a change in policy during the last five years. In 10 other states this policy was a possibility currently under discussion. Thus, in a total of 30 states (63% of respondents) the possibility of gaining academic credit through the study of home economics was a current possibility or was under discussion/research. Most states indicated that this policy relied on the approval of local schools or local school districts. Some curriculum guide-

lines were developed locally, while others were developed with the cooperation of the State Department of Education.

The possibility of gaining academic credit through study in home economics is an option which the majority of states is currently experimenting with or investigating. It provides one alternative for educators concerned that the increased academic requirements for students will leave little time in high school programs to study home economics. For those educators and local school jurisdictions who seek to meet the requirements of other academic disciplines through home economics, there remains the question of how to maintain the integrity and essence of home economics while meeting the requirements of other disciplines. **tt**



BOOK REVIEW

Bingham, Mindy and Stryker, Sandy. More Choices: A Strategic Planning Guide for Mixing Career and Family. (1987). Santa Barbara, CA: Advocacy Press, 240 pp. \$17.45.

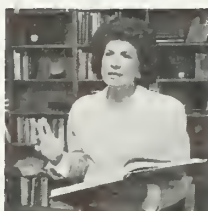
This book, based on the theory that work and family roles are interrelated and require planning, is designed for use in high school, college, and re-entry programs. The text is written in an easy-to-read style and is quite entertaining. Many exercises are included which serve self-testing, self-help, and self-analysis purposes. Illustrations and poetry are interspersed throughout the text in a refreshing manner.

Content covers a variety of topics: myths and realities of work and family roles, importance of money, parental time, money and energy limitations, career planning, and family management. Vignettes are used to introduce or illustrate the topics; these are followed by facts, figures, and pencil-and-paper exercises. The topics are not highly developed but could serve as an introduction to a unit of study and stimulus for class discussion.

One drawback in using this book is that it is geared for women and would not work well in a class of men and women. The authors indicate, that although the characters in most of the examples are women, the exercises are designed to be used by both men and women. But, the definite orientation toward women in the text is likely to affect students' attitudes as they work through the exercises. Thus, the book would not be as useful for a class of both men and women as it would be for a class of women only.

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Teaching Basic Academic Skills in Home Economics Classes



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Home economics teachers have a vital interest in students' developing competence in basic academic skills. We realize that the well-being of individuals and families is dependent upon the ability to read, write, and compute effectively. We are also aware that the teaching of basic skills must be a team effort among all teachers.

Home economics teachers have always taught basic skills as a part of their courses, but today a three-facet response is needed for the demand to teach the basics. First, teachers must be able to identify clearly how we incorporate the basic skills in classes; secondly, teachers must teach the skills effectively; and thirdly, teachers must let the public (and other professionals) know that we are, in fact, teaching basic academic skills in home economics classes. Reading, writing, speaking, and mathematics are incorporated into home economics continuously.

Reading is taught in many ways* varying from reading texts for new information to locating and using reference materials. Specific examples of reading skill development opportunities are these:

- A. Following directions accurately and sequentially (e.g., reading recipes and preparing food, reading directions for the care and use of machinery, and reading and following training plans).
- B. Interpreting graphs, charts, diagrams, and patterns (e.g., nutrients source charts, house plans, process charts, and the digestive system).
- C. Identifying meanings of abbreviations (e.g., pay check abbreviations, price codes, and building codes).
- D. Interpreting symbols and codes (e.g., recipes, patterns, and electrical diagrams).
- E. Interpreting labels (e.g., hang tags on garments, labels on food products, and personal hygiene products).
- F. Locating main ideas in text, news articles, and advertisements.
- G. Locating and using reference materials (e.g., FHA guidebooks, parliamentary procedure manuals, journals, and magazines).

*Editor's Note: The relation between homemaking and functional literacy in the 3 R's was discussed in a Journal of Home Economics article titled "Toward a Definition of Homemaker Literacy" in May 1968 by H. I. Spitze. A description of an illiterate homemaker's day pointed out the need to read, write, and compute at a level that permits one to function as an adult.

Many educators have believed that reading is the responsibility of the elementary teacher and that the responsibility of secondary teachers is to develop competency in the content fields. However, recent studies¹ have shown that that approach has not been totally successful. Reading teachers cannot produce competent readers without cooperation from subject matter teachers. Additionally, research² has shown that general reading ability alone is insufficient to ensure comprehension of content area materials. Interdisciplinary learning is critical to the development of this basic skill. We know that if we want to prepare students to learn on their own as adults, we must provide realistic, relevant reading experiences in all subject matter courses.

Using Reading Effectively

A variety of approaches may be used when reading is used as a teaching strategy. However, the SQ3R Approach,³ or a variation of it, is recommended by many authorities. The SQ3R Approach to reading involves these steps:

- | | |
|-------------|--|
| S(Survey) | <u>Look over the assignment before you start.</u> Check the title, the headings, and the charts. (As a teacher you may guide the entire class in this activity.) |
| Q(Question) | <u>Formulate questions to be answered.</u> (The teacher may have these or may draw them from brief class discussion or questions may be formed from headings and subtopics.) |
| R(Read) | <u>Read introductory paragraphs carefully.</u> Skim less important points. Answer questions when you find them. Repeat to yourself the main points you find. |
| R(Review) | <u>Repeat the key points</u> and/or answers to original questions. |
| R(Recite) | <u>Tell what you read in your own words--</u> to someone--or in writing in your notebook. |

When students are clearly aware of the purpose for the reading, motivation is greater and success more likely. Reading, of course, should never be assigned as punishment. A responsible teacher never says merely, "Read the chapter, and answer the questions at the end of the chapter."

¹Daines, Delva, Reading in the Content Areas (Glenview, IL: Scott Foresman & Co., 1982), p. 8-9.

²Ibid.

³Devine, Thomas G., Teaching Study Skills (Boston, MA: Allyn & Bacon, 1981).

Teachers often ask, "What can be done about the non-reader or very slow reader in vocational classes?" Many books have been developed for the below grade level student in vocational education. Examples are Discovering Foods⁴ and Discovering Nutrition⁵ which may be used for slow readers in Foods and Nutrition classes.* Teacher-made handouts developed with simple wording are also useful. Another approach for the non-reader is taped material. Some teachers use the teams-approach when there are several non-readers in a class; i.e., problems are presented to small teams of students, and as a unit, they find answers and solutions. Some students do the reading, and other students make different contributions to the problem solving. It is important for a subject area teacher to realize that s/he is not a reading teacher, but rather a teacher who uses reading as an effective teaching strategy! It is important to refer a non-reader to the counselor for remediation if one is identified in your class. A teacher cannot force a person without reading skill to read; therefore, a teacher will not make a reading assignment for a non-reader just as s/he will not ask a crippled student to run in a physical education class.

Another common question is, "How do you know that a child cannot read?" There are several clues: Early in the year a teacher may give a reading assignment for diagnostic purposes. By evaluating comprehension and providing opportunity for oral reading a teacher may be able to learn whether non-readers are among the students. Informal assessment may be made by asking questions like: Does the student follow directions? Does the student ask questions? Does the student complete a lesson? Does the student use the language of the subject?

Teachers also ask, "How may one judge the reading level of a book?" There are several methods. Two commonly used methods are the FRY⁶ method and the Cloze⁷ procedure. Reading teachers and curriculum directors in most schools will have information on their use.

Teachers also ask, "Is it wise to ask students to read aloud as a classroom activity?" Reading aloud is questionable as a technique. Often students do not pay attention. Their minds wander after they have read their section, or they count ahead and study their paragraph while someone else is reading. Authorities⁸ recommend

reading aloud as a technique only for special occasions and then not in a round robin but rather by one or two volunteers. Some students enjoy reading aloud. Others do not.

Writing

Writing skills are used in all classes. Through activities students have opportunities to strengthen skills which they developed as elementary students. Examples include: writing laboratory plans, writing reports of extended learning experiences, writing care guides, completing nutrition charts, writing recommendations for case studies, outlining oral reports, keeping work records for cooperative education classes, answering essay test questions, correcting test answers, and participating in scrapbook projects.

Using Writing Skills Effectively

Teachers help students learn new words for each new unit of instruction. Spelling, sentence structure, and grammar errors are marked on tests and other papers. Experiences in correcting errors are opportunities for improving skills. Additionally, the correcting of papers is a fine re-teach strategy--a feedback technique necessary for development of writing skills.

After a writing experience is completed, try to respond to the assignment as follows:

1. React to the content of the written work and emphasize its good points.
2. Discuss possible additions or changes in content needed.
3. Point out how errors detract from understanding of the writer's position and material and have errors corrected.
4. Make use of written project in an appropriate manner such as displays.

Child care guides developed by students may be shared with a local Young Homemakers Chapter, or a list of characteristics of successful workers made by students may be published in the local newspaper.

Mathematics

Use of mathematical skills is an integral part of all home economics classes. Some examples are shown here:

1. Comparing costs of products
2. Making time work plans
3. Using measuring devices
4. Making metric conversions
5. Calculating the costs of projects
6. Completing market orders
7. Developing budgets
8. Figuring income from individual and family work

⁴Kowtaluk, Helen, Discovering Foods (Peoria, IL: Bennett Publishing Co., 1982).

⁵Kowtaluk, Helen, Discovering Nutrition (Peoria, IL: Bennett Publishing Co., 1982).

⁶Daines, op. cit.

⁷Ibid.

⁸Ibid., p. 48.

*Editor's Note: For the very slow reader (3-4 grade) two books written for adults in literacy classes may be of interest. Published by the Steck-Vaughn Co., Austin, Texas, the titles are We are What We Eat and Where Does the Money Go?, by H. T. Spitze & P. H. Rotz. Paperback, story format, teacher's manual.

Authorities⁹ indicate that effective and meaningful mathematical learning must be based on real, concrete, hands-on experiences. Therefore, the mathematical skills developed in vocational classes through laboratory experiences are extremely valuable in the development of academic skills. The National Council of Teachers of Mathematics has set ten "basic mathematical skills" which a student should acquire before graduation from high school. Among them are problem solving; applying math in everyday situations; estimation and approximation; measurement; reading, interpreting, and constructing tables, charts and graphs, and using mathematics to predict. All of these skills are used in home economics classes.

The home economics teacher provides opportunity for reinforcement of mathematical skills. In using mathematics outside math classes, the student gains a higher level of competency and a greater appreciation of its value.

Using Mathematical Skills Effectively

Some examples of activities which are particularly related to mathematics follow.

1. When mathematical problems are inherent in a lesson (e.g., in determining how much of a family's income may reasonably be spent on housing), we can use a pattern of presentation that gives students an overview of the problem, sets a purpose for the activity, explains the procedure, provides an example, and provides practice in working the problem.
2. When a solution of a mathematical problem is part of a lesson, we can point out the problem during the explanation phase of the lesson, work a sample problem on the board, and ask students to work a sample problem. Then we can proceed with the lesson.
3. We can use visual aids to provide review or to prompt student memory; for example, if the day's lesson includes dividing a recipe in half, we can place a poster on the bulletin board showing an example of the division of fractions. Or, if the lesson requires students to figure a percentage of money needed for a project, we can have a poster showing how to work a problem using percentages.
4. We can model a necessary mathematical procedure accurately, clearly, and simply, if it is new to the students. We can use an example that is not distracting, using simple, correct vocabulary, labeling critical elements, and showing exceptions.

Telling Others


Home Economics teachers must not only teach basic academic skills effectively, but they must also let

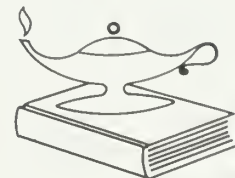
others know (professionals and the public) that they are doing so.

Vehicles for telling this part of your teaching story vary from student-talk to publications. When a teacher makes a serious, planned commitment to help students develop reading, writing, and mathematical skills, students become aware of the activity. The students will know this and discuss it. Therefore, student-talk becomes a strong vehicle for spreading your story. Informal conversation among teachers spreads information. The home economics teacher should make a point of casually mentioning work related to the basics when talking to other teachers. Phrases such as "modeling a math problem," and "using the SQ3R approach for reading experience" make teachers aware that you are knowledgeable in the use of the basic skills. Conferences with parents provide opportunities for teachers to mention the development of skills to the public. Administrators may become aware of this part of your teaching if you include a goal such as "to improve mathematical, writing, and reading skills of students" in your annual list of professional goals. Carefully made lesson plans also show evidence of the use of these academic skills through the lesson objectives.

The home economics teacher is a team member in the effort to upgrade basic academic skills of America's youth! We do it regularly, we do it well, and we are committed to telling others about our successes!

For Further Reading

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2. Payne, M. Using the Outdoors to Enrich the Teaching of Mathematicians. Las Cruces, NM: Educational Resources Information Center, New Mexico State University, 1985.
3. Tchudi, S. and Yates, J. Teaching Writing in the Content Area. Washington, DC: National Education Association, 1983.
4. Diane, D. Reading in the Content Areas. Glenview, IL: Scott Foresman and Co., 1982).
5. Devine, T. G. Teaching Study Skills. Boston, MA: Allyn & Bacon, 1981.
6. Hunter, Madeline. Mastery Teaching, El Segundo, CA: TIP Publication, 1982). 



⁹Payne, Milton, Using the Outdoors to Enrich the Teaching of Mathematics (Las Cruces, NM: Educational Resources Information Center, 1985).

Home Economics and Critical Thinking

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Have you read Developing Minds, a Resource Book for Teaching Thinking?¹ It struck me as I was reading this book recently for a course (that Dr. Mildred Griggs was teaching in Chicago) on curriculum development for home economics that once again we must let the world know that home economics does teach critical thinking skills. Throughout the book each author gave his formula for teaching thinking skills in fields such as science, math, history, social studies, language, etc. We do teach critical thinking in home economics, too; however, nowhere in the book was there a plan or a program for the teaching of critical thinking skills in home economics. Perhaps it is our own fault that we tend not to be recognized in academic fields as teaching anything other than sewing and cooking. For some who are trying to convince administrators of the importance of home economics in our schools, the following plans "Building a Repertoire of Strategies" by Costa and "The Six Thinking Skills" by Glade and Citron.² might be helpful.

Taking the ideas from Costa's "Building a Repertoire of Strategies" and Glade and Citron's "Strategic Reasoning" it is my purpose to show that the teaching of critical thinking skills is in existence in the courses taught by home economists.

For the curriculum course, one of our assignments was to write a curriculum plan for a year, a course, a unit, etc. I chose to write a unit plan that I had used before but had never clearly stated on paper, then analyze it according to Costa.

The plan was one I had used while teaching an advanced foods course, and I feel it could easily be adapted to other situations. Focus on Foods is a course for students who have had two semesters of basic food courses. The students come from a variety of ethnic backgrounds. All of the students are either juniors or seniors with a wide range of personal experiences. Their cognitive abilities are diverse. It is an elective course. The course allows the student to explore a

number of classroom experiences. It is possible for teachers to implement the course outline in whatever manner they choose. I chose the preparation of ethnic foods as a unique method of accomplishing the prescribed course of study.

Mardi Gras Unit-

When: Shrove Tuesday - Day before Ash Wednesday or Lent

Who: class and invited French Class

Time Limit of Unit: 8 days

Menu: to be determined by students and includes use of available commodity foods relative to the cost of serving a large group

Example:

Red Beans and Rice
Carrot Curls Celery Sticks
Corn Bread French Bread

Beignets

Cafe au lait

Materials other than Food: music, decorations, invitations

Special Arrangements: use of graphic arts room, room set-up, invitation to French class.

The chain of events for an eight day unit might be as follows:

- Day 1: a) pretest from Fascinating Foods
b) reading of material on Louisiana, Creoles, quantity cooking, music, etc.
c) discussion on their reading (What does the book say? Have you ever known a Creole? What does the term mean? Have you visited Louisiana? Are there Creoles communities other places in the world? What does the term Cajun mean? What makes them a unique group? Are you from a unique group of people? In what way is your group like other groups? In what way is your group different?)
- Day 2: a) make menu plans and discuss quantity cooking concepts
b) make assignments to individuals
c) begin making mask
d) make and send invitation to French class.

1. see page 7 for footnote on Costa

2. Costa, op. cit.

- Day 3: a) make mask
 b) give students a basic pattern and provide a large selection of materials to decorate them

- Day 4: a) make table decorations
 b) finish mask

- Day 5: a) prepare food

- Day 6: a) set up room
 b) prepare food

- Day 7: a) serve food

- Day 8: a) evaluate

"The Six Thinking Skills", according to Glade and Citron,³ are related to the Mardi Gras unit in the following ways:

1. Thing-Making - (basic vocabulary development by relating the making of an object to terms that describe its use).

Example - Terms such as Creole, and Cafe au lait, Beignet, Mardi Gras, Lent, Ash Wednesday, Shrove Tuesday are all related to the making of masks, a celebration, and foods.

2. Qualification - analyzing the characteristics of things.

Example - Determine the nutrient value of rice and the change in nutrient value when added to red beans.

3. Classification - organizing things into groups according to shared characteristics.

Example - What are the characteristics of Creoles?

4. Structure Analysis - creating part-whole relationships.

Example - What is needed to make a complete meal? What is the Basic 4?

5. Operation Analysis - sequencing things, events, or thoughts into a logical order.

Example - What must be cooked in order for all foods to come out on time? Determine the amount of time required to prepare each dish and the sequence that needs to be followed for each dish to be ready at the same time?

6. Seeing Analysis - recognizing similar relationships.

Example - What makes each student unique? What about their own ethnic background is similar or different to that of Creoles?

"The Building of a Repertoire of Strategies" by Costa emphasizes the 6 R's. They are exemplified in the Mardi Gras Unit in the following ways:

1. Remembering: What has the student heard about Mardi Gras? What is a Creole? Where is New Orleans?
2. Repeating: Last week we cooked rice using the same method to be used in the Mardi Gras unit.
3. Reasoning: To have the meal prepared on time, and all the students served in a short amount of time, a time table must be designed and followed.
4. Reorganizing: Using bits and scraps of paper, lace, feathers, glue, scissors to create a new mask is reorganizing.
5. Relating: How is celebrating Mardi Gras like a celebration in my home?
6. Reflecting: What positive and negative experiences did you encounter with this project? What caused them to happen? What did you learn from them?

CONCLUSIONS

It appears that it is possible to incorporate the criteria for critical thinking skills into the home economics curriculum. Home economists can consistently incorporate thinking skills into their plans. It is time to be vocal and let our colleagues know that we can and do teach for the development of thinking skills. In addition home economics teachers might consider the use of the Classroom Observation Sheet by Wincour⁴ in evaluating critical thinking skills in their curriculum.

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TEACHING RESOURCES

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3. Costa, op. cit.

4. Costa, 322.

Louisa Allen's Career at the University of Illinois

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Louisa Catherine Allen was the first woman faculty member at the University of Illinois. She was hired in 1874 to head the newly proposed School of Domestic Science and Art.* Such a complete course of study was largely non-existent in any college or university at that time. A few institutions in the midwest were beginning to plant the seed for such an academic program but no complete curriculum had been developed. In the East, even attempts to offer single courses in domestic science had failed.

With no established curriculum after which to pattern and with no textbooks upon which to depend, Allen developed what she later described as "...the first course of high grade in domestic science organized in the United States, if not in the world."¹ Allen may have been correct in this assertion since she had travelled extensively in the East and in Europe while preparing for and developing the curriculum.

Faced with the same lack of precedence, Allen also planned a calisthenics class for the female students. She and her students survived the skepticism of many who were opposed to organized physical education for women when she made calisthenics mandatory.

Allen's career at the University of Illinois lasted six years (1874-1880). When her new husband, Regent John Milton Gregory, resigned from the University, she did also. But this did not dissuade her from her mission. Allen continued studying and delivering lectures on the topic of domestic science for many years. This paper will focus on her career at the University of Illinois.

Domestic Science** and Higher Education for Women in the 1800's: A Brief Overview

The emergence of institutions of higher education for women in the 1800's was hampered by a common belief in many

falsehoods. That women were intellectually inferior to men, that women could not withstand the physical demands of learning, and that learning was somehow not "feminine" were among the most popular of these misconceptions.

In the mid 1880's women's liberal arts colleges opened their doors in an endeavor to provide women with an education equal to that provided for men. Many of these institutions offered some instruction in domestic science, but it was short-lived.² For example, in 1865 Vassar offered theoretical instruction in domestic economy, but these courses were dropped after three years. It was not until the 1890's that such instruction would be reinstated in the curriculum.³

The Land Grant Act of 1862 probably contributed more to higher education for women and to the emergence of domestic science as a bona fide course of study than anything else. Whereas the aforementioned women's colleges were steeped in the traditions of men's colleges in the East, the land grant colleges had a fresh view of education. These institutions were dedicated to providing the nation with preparation in occupational skills and to serving the people.⁴

Among the "pioneers" in the development of domestic science in the land grant institutions of the "west" were Iowa State, Kansas State, and Illinois.⁵ At Iowa State domestic economy was listed in the "Ladies Course" as early as 1871.⁶ In 1875 the Iowa State trustees opened a department of "cookery and domestic arts." At Kansas State sewing was taught in the 1873/74 school year, and scientific lectures on food and cooking were delivered in 1875/76. It was not until 1882, however, that a department began to take shape.⁷ At the Illinois Industrial University, a School of Domestic Science and Art was announced in the 1871/72 catalog, but no program existed until 1874 when Louisa Allen was hired to plan, develop, and teach the domestic science curriculum.

*From the Catalog and Curricular of Illinois Industrial University 1874/75. p. 43.

**The terms domestic science, domestic art, domestic economy, and household science will be used interchangeably in this paper.

¹Gregory, Mrs. John M., "The School of Domestic Science of the Illinois Industrial University," U.S. Bureau of Education Industrial Education in the United States: A Special Report (Washington, 1983).

²Carver, Marie Negri. Home Economics as an Academic Discipline: A Short History (University of Arizona, 1979) p. 5.

³McGrath, Earl J. and Jack T. Johnson. The Changing Mission of Home Economics (New York, 1968) p. 9.

⁴Ibid., p. 7-8

⁵Bevier, Isabel. Home Economics in Education (Philadelphia, 1928) p. 120.

⁶McGrath. p. 10.

⁷Bevier. p. 120-130.

Biographical Information

Louisa Catherine Allen was born December 9, 1948, in Oxford, Kentucky. Her family later settled on a farm near Harristown, Illinois.⁸ In 1867 Allen entered the State Normal University in Normal, Illinois (later Illinois State University) where she prepared to be a teacher.⁹

Her graduation in 1870* is certainly worthy of mention. When she entered the university in 1867 she found herself among 134 men and 197 women in the "junior" (equivalent to what we now refer to as "freshman") class.¹⁰ But the class of 1870 graduated only 27 students!¹¹ Apparently most of the students left for a career in teaching after less than the three years of training required for graduation.

In 1870 Allen delivered a series of lectures for the Farmer's Institute on the topic of "scientific study of problems in the household."¹² In 1871 she taught at Alton (Illinois) High School and from 1872 to 1874 she was the first assistant (vice principal) at the Peoria Normal School. It was while she was in Peoria that she learned of the opening for head of the School of Domestic Science and Art at the Illinois Industrial University (later the University of Illinois and hereafter referred to as such).¹³

Louisa Allen died in 1920 of heart trouble while being treated for neuritis. She is buried in Mount Hope Cemetery in Urbana, Illinois.¹⁴

Program Initiation

The University of Illinois first admitted women three years after it was chartered. The Board of Trustees was tied on this vote of whether to admit women, and Regent (President) John Milton Gregory cast the deciding ballot.¹⁵

Gregory was deeply concerned for the female students. In fact, he used his personal funds to help provide housing

for them.¹⁶ He was also committed to their academic needs and dedicated himself to developing a full course of study in domestic economy. While the women who were admitted to the University of Illinois could enroll in any courses they wished, "special" courses appeared such as music, fine arts, and elocution.¹⁷ Gregory, however, had higher aspirations for the women. In 1874 he recommended to the Board of Trustees that they hire a woman faculty member who would be charged with the oversight of all female students and who was capable of developing and teaching a course of study in the domestic arts.¹⁸

Louisa Allen heard about this opening at the University of Illinois through family friend and trustee J. C. Pickrell. It was for both personal and professional reasons that this job interested her. She confided to Pickrell that she was lonely and wished to be near her two brothers who were students at the University and that she felt "shut off" from her friends and family while living in Peoria.¹⁹

Upon learning of her interest in the position, Pickrell personally recommended her to Regent Gregory. From their written correspondence it is clear that Allen and Gregory shared much the same opinion about the importance of a course of study in domestic science. In May 1874 Gregory wrote to Allen:

Something can be done and ought to be done to give to woman's work especially to Domestic Economy (under which term I comprehend all that relates to the creation, the preservation and the operations of a home) the same prominence in our educational place that we give to Agriculture and other industrial units in the education of young men.²⁰

In her response to Gregory, Allen wrote:

It is a work I have long desired to see go forward: a work which will supply a need never so much felt by the thinking world as at present....²¹

When Gregory first offered her the position, Allen refused to accept on the grounds of insufficient preparation.²² We have already seen that Allen had graduated from a three year teacher training program, that she had experience lecturing on the topic of household science, and she had taught and held an administrative post in an Illinois school. The likelihood that there were other equally qualified women for the position was slim, and Gregory must have finally convinced Allen of that. Louisa

*In my review of the literature and in various pieces of information found in the University of Illinois Archives, there are two references to the year in which Allen graduated from the State Normal University. One is made by Natalia Belting in her 1979 article on Allen and the other is located in Allen's obituary in the Alumni Quarterly and Fortnightly Notes. Both report the graduation data as 1871. However, Allen's name is listed among the freshman students in the 1867 catalog of the Normal School. The course of study was three years. Her name then appears among the graduating students on the 1870 roster. Her name does not appear anywhere in the 1871 Catalog.

Clearly the obituary and the Belting article are in error and the correct date is 1870.

⁸Belting, Natalia M. "Louisa Catherine Allen Broke Ground at UI," Champaign Urbana News Gazette, May 4, 1979.

⁹Catalog of the State Normal University for the Academic Year Ending June 26, 1868 (Normal, 1868) p. 10.

¹⁰Ibid., p. 17.

¹¹Catalog of the State Normal University for the Academic Year Ending June 23, 1870 (Bloomington, 1870) p. 7.

¹²Gregory, Allene. John Milton Gregory: A Biography (Chicago, 1923) p. 181-182.

¹³Louisa Allen to John M. Gregory, May 23, 1874, President John M. Gregory Papers, 1839-1898, Record Series 2/1/1 Box 3, University of Illinois Archives.

¹⁴The Alumni Quarterly and Fortnightly Notes, Vol. V, No. 16, May 15, 1920.

¹⁵Gregory, Allene. p. 180-181.

¹⁶Filbey, Mary Louise. The Early History of the Deans of Women: University of Illinois 1897-1923 (Masters Thesis, May, 1969) p. 3.

¹⁷Solberg, Winton U. The University of Illinois 1867-1894: An Intellectual and Cultural History (Urbana, University of Illinois Press, 1968) p. 160.

¹⁸Filbey. p. 4.

¹⁹Allen to J. C. Pickrell. March 9, 1874, John M. Gregory Papers.

²⁰Gregory to Allen, May 15, 1874, Ibid.

²¹Allen to Gregory, May 23, 1874, Ibid.

²²Gregory, Allene. p. 182.

Allen was hired as an instructor on June 30, 1874 at an annual salary of \$1,200.²³

Curriculum Development

The challenge facing Allen was monumental. There were no textbooks and no established program after which to pattern her curriculum.

In his letter of June 1874, Regent Gregory suggested that Allen base her curriculum in part on Catherine Beecher and Harriet Beecher Stowe's The American Woman's Home,²⁴ a comprehensive and pioneering work on household science published in 1869. Presumably, Allen, an educated professional woman was familiar with this treatise. It is interesting to observe, then, that Allen, a dutiful notetaker who conscientiously attributed quotes and ideas, made no direct mention of this important work in any of her papers preserved in the University of Illinois Archives. In fact, the only mention of a Beecher was in a section titled "Manners." It is quite possible that Allen, hardworking and dedicated to the development of domestic science, was already well familiar with the book before she arrived at the University of Illinois and thus had no need to take notes. Since some of Allen's notebook titles and subheadings correspond to some of the Beechers' chapter subtitles (e.g., water, ventilation, home decor), she may have used The American Woman's Home as a point of departure. What is clear, however, is that this work was not Allen's primary source.

Allen began to prepare herself for her new position immediately. The very summer she was hired, as in subsequent summers, Allen visited Harvard University as well as several women's colleges in New England.²⁵ Additionally, Allen travelled to Europe. There she spent four summers studying at the South Kensington School of Cookery in England, and she was among the last women to be admitted to Thomas Henry Huxley's lectures on comparative anatomy at the University of London.²⁶

In the course of study Allen ultimately developed, a scientific approach to the health and maintenance of the home was of paramount importance. Allen's notebooks, packed with formulas, equations, and scientific notes were titled Water, Food (seven volumes!), Healthy Homes, Adulterations (flavoring of food), Air, Heating and Ventilation, Animal Husbandry, Household Science, and Hygiene.²⁷

Allen's academic and scientific standards were high. Witness to this are the types of examination questions

asked in a course called "Chemistry of Foods" offered in Spring, 1876: "What are the leading principles involved in butter making?" "What is the composition of fruits and why do they change?" "What is the structure of wheat grains?" and "What is the composition of tea and coffee?"²⁸

In the Aesthetics class such thought provoking questions as these were asked: "What can you say of capricious ornamentation and the tendency of ignorant designers?" "Discuss Greek ornamentation." "What is the relation of beauty to utility?"²⁹

To fully understand food and dietetics the students had to acquire a general knowledge of "chemistry, qualitative and quantitative analysis, and also some knowledge of plant structure, and skill in manipulating the microscope."³⁰ Microscopic analyses of coffee, human hair, and fabrics were among the lessons in some classes.³¹ Sadly, her use of the microscope was cause for ridicule on the part of some of the faculty.³²

The following is the outline of coursework required for the degree in Domestic Science and Art published for the 1875/76 school year, and is representative of subsequent years:

Course in Domestic Science and Art 75/76³³

First Year

1. Chemistry; Advanced Botany; British Authors.
2. Chemistry; Advanced Botany; American Authors.
3. Free-hand Drawing; Entomology; Rhetoric.

Second Year

1. Chemistry of Foods; Physiology; German.
2. Principles of Cooking; Zoology; German.
3. Domestic Hygiene; Architectural Drawing; German.

Third Year

1. Projection Drawing; Ancient History; German or French.
2. Physics; Medieval History; German or French.
3. Physics; Modern History; German or French.

Fourth Year

1. Household Esthetics; Mental Science; Constitutional History.
2. Household Science; History of Civilization; Home Architecture.
3. Domestic Economy; Usages of Society, etc.; Political Economy; Landscape Gardening.

By 1877 a graduation thesis, oration or essay was added to this list of requirements.

It is interesting to note these requirements, for they existed at the very time (1870's) when beliefs such as "women attend college to learn to paint and play piano" or

²⁸Ibid.

²⁹Ibid.

³⁰Gregory, Mrs. John M. p. 280.

³¹Louisa A. Gregory Notebooks.

³²Solberg. p. 163.

³³Catalog and Curricular of the Illinois Industrial University 1875-1876 (Urbana, 1875).

²³Solberg. p. 161.

²⁴Gregory to Allen, June 6, 1874, John M. Gregory Papers.

²⁵Belting.

²⁶The Alumni Quarterly and Fortnightly Notes.

²⁷Regent John M. Gregory, Louisa A. Gregory Notebooks, Record series 2/1/4 Box 1 and 2.

"college standards will be lowered if women are admitted" were commonplace.

Calisthenics

Organized physical education for women was, as a rule, commonplace in private women's colleges in the late 1800's.³⁴ Though rare, some sports clubs even existed in the 1880's and 1890's with Bryn Mawr and Mt. Holyoke among the front-runners.³⁵ But the situation at coeducational institutions was much different. The University of Wisconsin made an attempt to sponsor gymnastics for women as early as 1863, but there is no record that such activity ever materialized. In 1872 space was allocated for "calisthenics and light gymnastics," but no teacher was assigned. Physical education for women did not really begin at Wisconsin until 1894.³⁶

Louisa Allen introduced mandatory calisthenics for women at the University of Illinois in 1874. In spite of popular opinion at the time that such physical activity was unhealthy for women, Allen enjoyed the support of the Board of Trustees. In a statement in the 1875/76 Course Catalog by the trustees each student was required to participate in calisthenics unless excused for "good cause."³⁷

The paucity of literature and lack of an established calisthenics curriculum at any institution in the midwest did not deter Allen in her effort. Allen travelled to Philadelphia to study with a woman named Lelia Partridge.³⁸ From Partridge Allen collected scores of exercises, marches and routines. As was typical of physical education in Eastern schools at that time rings, wands, Indian clubs, and dumb-bells were set into motion with music. The following two photos are of Allen's students posing with rings and wands circa 1876. (Allen is standing on the far right.)³⁹ These classes took place in the basement of University Hall. The influence of Lelia Partridge is apparent; the quote on the wall, "To Be Weak Is Miserable," Allen had attributed to Partridge in one of her notebooks.⁴⁰

Allen's calisthenics classes performed frequently for university audiences. If some had doubted the value of calisthenics for women, the "recitals" probably helped sway opinion in its favor. These presentations were reported frequently in the ILLINI, the student publica-

tion. Some quotes illustrate how well received were Allen and her class:

The annual exhibition of the calisthenics class took place on May 25, and was witnessed by a large and appreciative audience. The young ladies did great credit to themselves and to their instructor, Miss Allen. They showed that they fully appreciate the blessing of "a sound mind in a sound body." And many of the sterner sex, as they beheld the display of muscle, and the grace of movement...could not but contrast them with the many pale-faced, wasp waisted dolls that are so frequently mistaken for women.⁴¹

And from the Champaign County Gazette on May 17, 1876:


"..Miss Allen's calisthenics class on Saturday evening far surpassed all the former efforts of her proficient scholars. The exercises were with dumb-bells, wands, Indian clubs, rings, etc., with marching and other calisthenic feats. Miss Allen...deserves the highest praise for her marked success in giving the⁴² young ladies...a thorough physical discipline."⁴²

And in 1877 another local newspaper reported on a visit to the university by members of several legislative committees who were treated to one of the class' performances:

"After going through various exercises intended to develop the muscles and encourage the fighting qualification of the weaker sex, Hon. T. F. Mitchell, of McLean County was called on for remarks. He expressed great pleasure at witnessing the display made by the ladies.... Only one thing suggested itself to his mind, which was that it might be dangerous to teach the fair sex the use of dumb bells and war clubs, for under other circumstances they might be turned into weapons of domestic use, and react upon the heads of mankind."⁴³

Again, in the face of adversity and running a course against public opinion, Louisa Allen succeeded in winning some favor among university and community audiences.

Abrupt End to U of I Career

In 1879 Louisa Allen was married to Regent John Milton Gregory and in 1880 both resigned and left the University of Illinois. Selim Peabody, successor to Gregory as Regent, abolished the School of Domestic Science renouncing it as "an experiment in darkness."⁴⁸ It would be two decades before the School of Science would come to life again under the direction of Isabel Bevier. 

⁴¹Illini. May, 1879.

⁴²Beltng.

⁴³According to Maynard Brichford, University of Illinois Archivist, this appeared in a Champaign Urbana newspaper in 1877.

⁴⁴Solberg. p. 206.

⁴⁵Carl Stephens Papers, Record Series 26/1/20 Box 10, University of Illinois Archives.

⁴⁶Solberg. p. 206.

⁴⁷Ibid., p. 207-212.

⁴⁸Ibid., p. 242.

³⁴Hackensmith, C. W. History of Physical Education (New York, 1966) p. 371-373.

³⁵Lee, Mabel. A History of Physical Education and Sports in the U.S.A. (New York, 1983) p. 68.

³⁶Ibid., p. 90-91.

³⁷Catalog and Curricular of the Illinois Industrial University 1875-1876.

³⁸Beltng.

³⁹Physical Education for Women, Photographs, Record Series 16/4/5, Box 1, University of Illinois Archives.

⁴⁰Louisa A. Gregory Notebooks.

The Pessimistic Complex: How Teachers Can Help



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Educators play a unique role as they guide students in developing positive commitments, helpful skills, and positive communication patterns which strengthen the individual and the family.

Very little happens in people's lives that is not affected by or does not affect the family unit. The units are molded by and contribute to the success of the society to which they belong. Families are not static, but are influenced daily in important ways by world and national events--wars, economic ups and downs, political decisions and crises, and other occurrences.¹ Adapting to the needs of individuals and changes in societal conditions is a struggle for the family unit. The adaptability of the individual and the family helps both to survive during trying times, and these are trying times for many.

Expectations and problems today vary greatly, depending on age, income, sex, education, and other factors.² When one member is concerned about trends, current problems, or other factors, this worry is reflected in the family. These feelings need to be recognized and dealt with rather than suppressed. Such repression can result in hostility, energy reduction, fear, tension, and other problems.

Journals, newspapers, television, radio, and other forms of media are filled with the negative aspects of individual, family, and societal life. Negativity seems to be on the increase in the United States, as evidenced in the following report, which reflects a real concern for the overall development of individuals, families, and society. The Roper Organization has for the past ten years sought responses to the question: "Do you feel things in this country are generally going in the right direction today, or that things have pretty seriously gotten off on the wrong track?"³

The results of this poll of 1,003 Americans conducted nationwide during December 9 through December 11, 1986,

reflected that 55% of those responding thought that the nation is "pretty seriously" taking the wrong course, while 39% felt that it is on the right path. This is an increase in negativity from a February, 1986, poll when 45% felt positive and 42% felt negative emotions concerning the condition of the country. When examining the results of the December inquiry by sex, it was found that women were far more likely to say that the country was moving in the wrong direction.

The majority of the participants felt that some problems will become "extremely urgent" in 1987: increased use of drugs; spreading of AIDS; bankruptcy of farmers; mounting federal deficit, and increased crime. More than half of the respondents felt that United States involvement in foreign countries and terrorism would also increase in 1987.

When considering the complexity of any one of the previously mentioned problems, one can begin to feel helpless. Couple the concerns listed above with the media blitz on the issues of poverty, the homeless, the abused, teen-age pregnancies, unemployment, and other problems, and negativity can result.

The Challenge

What can be done? One of the major challenges for the individual and the family during 1987 and 1988 is to deal with concerns by developing positive commitments, helpful skills, and healthy communication patterns. Alternatives need to be considered while recognizing which problems can be changed. Dealing with a problem can help to modify perceptions. A person's thinking affects not only behavior but also emotions.⁴ Both behavior and emotions have an impact upon families.

A Home Economics Teacher Can Help

How can one deal with an ever-increasing number of worries and yet maintain a positive attitude that is conducive to healthy family life? What are some techniques that may be useful to educators in home economics as they help students to cope with pressures and to resolve problems?

¹Elder, G. Jr. (1977). Family history and the life course. *Journal of Family History*, 2, 279-304.

²America Going Down the Wrong Track? (1986/1987, December 29/January 5). *U.S. News & World Report*, 101 (26), 20.

³*Ibid.*

⁴Mahoney, M. (1974). *Cognition and Behavior Modification*. Cambridge, Mass.: Ballinger.

Teachers can encourage individuals and families to provide emotional support and nourishment for each member of the unit. A class discussion could include some specific factors associated with positive supports related to healthy family functioning. Through this presentation students might be requested to identify or consider the elements present in their own families and to recognize additional positive support systems that could be developed.

Strong, cohesive families which provide functional systems for their members tend to have several qualities.⁵ In a study of 130 families, strong units had positive communication patterns involving openness, active listening, respect, interest, and the airing of differences. The closeness of the families was related to high family commitment, which was derived from the belief that members meet some important needs. There was a sense of purpose, and this induced members to invest time and energy in the unit. Strong families were able to face their problems and to deal positively with crises. The nourishment, care, and adaptive abilities were provided for family members especially during times of trouble. With conscientious effort, students and families can develop many positive supports.

Additional recommendations for building personal and family satisfaction include cultivating such characteristics as being cheerful, warm, outgoing, and able to follow instructions. Problem-solving is also related to successful human functioning. Those who learn to take direct action to handle problems seem to be more satisfied than those who just fuss about it. Those who can deal effectively with problems in the home are more likely to be able to handle problems at work and to aid in societal changes.

Teaching one to acknowledge the favorable aspects of personal and family living and how these factors can lead to more satisfying relationships can be encouraged in many ways. Listing positive items from these areas can help students to recognize some good aspects of life. Current blessings can be listed on the first page, personal and/or family assets on the second, and individual and family skills on the third.

The teacher who provides time for individuals to share some items from each list will encourage the students to reveal emotions openly, to develop good listening skills, and to organize and communicate thoughts and expressions. An accepting environment also encourages participants to share feelings honestly rather than saying

how they "should" feel. Guiding and exploring positive ideas toward solving or reducing the effects of a problem can strengthen individuals, families, and society.

Societal problems have an impact on the family. Some students recognize this more than others. To get an idea of how students feel and think, of what they can and cannot do, and the extent of their abilities, an educator could take the concerns listed in the aforementioned Roper Report and develop some questions that would elicit responses. For example, "How could we help to reduce crime in our area?" "What can be done to prevent the spread of AIDS?" "Why does a young person use drugs?" These types of questions encourage open communication patterns which have been related to successful family functioning.⁶ Expressing concerns is a stress-reducing technique and could lead to other methods of solving problems.

A case study is a useful tool in presenting ideas relating to some positive aspects of personal and family living. The same case study may be followed with some current and pertinent "What if" questions. Some of the queries could be drawn from the findings of the Roper Report or the results of the study of the 130 families. Students may brainstorm possible solutions or techniques for working through or accepting certain problems. Brainstorming helps young people to grow emotionally and to be creative, and this in turn enhances feelings of self-worth and self-respect. Positive and realistic attitudes are more beneficial in problem-solving than negative and pessimistic approaches.

Caring individuals and families have positive impacts on society. Students and families who desire to develop strengths and enhance enjoyments need to set aside some time to do things together that are meaningful to the members. Mutually pleasurable experiences help to build unity. Family members are responsible for teaching and modeling effective coping strategies. They are also responsible for protecting the individual and the unit against an excessive number of factors that could destroy the health and well-being of the group.

Conclusions

Acknowledging current problems and assets in individual and family living can aid the teacher and students in home economics. Exploring ways to deal with daily concerns prevalent in America and in the lives of young people can help them to reduce feelings of helplessness.

(Continued on page 135.)

⁵Stinnett, N. (1978, May). Strengthening families. Paper presented at the National Symposium on Building Family Strengths, University of Nebraska, Lincoln.

⁶Ibid.

Teaching Students to Negotiate



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A teacher is a negotiator and so is a student. How students handle daily encounters with other people in their personal lives and in the business world helps to determine frustrations, stresses, gains and losses. A student's relationships can be enhanced by the development of practical negotiating skills. This article deals with negotiations, the art of using information to accomplish a task, to obtain help, cooperation, and support, to retain a job, to determine a grade, or to strengthen family and other relationships.

Many students spend time negotiating with parents, teachers, bosses and peers. Some areas where negotiations happen relate to curfew, allowances, homework, jobs, television, chores, dating, grades, use of the car, selection of classes, week-end activities, behavior patterns, clothing, and appearance. Learning to express feelings and facts in an acceptable way is essential to successful negotiations.

Damaging Negotiations

Some factors can hamper the development of negotiating abilities. For example, stereotyping of teachers, students, bosses, peers, activities, jobs, classes, and other areas hurts the development of flexible attitudes and results in mind sets. Mind sets make negotiating efforts more difficult.

The use of degrading attitudes and words hampers negotiations. A "put-down" statement can be devastating and may damage self-esteem.¹ Examples:

"I told you before. . . ."

"If you would only"

"Men/Women never"

"You are so cheap"

"Don't you tell me how to"

Some examples of positive communication responses are:

"Yes, I'm listening."

"I see."

"Tell me about it."

"This seems important to you." and

"Okay, let's work on it together."²

Assuming you know exactly how others feel or what they will say can limit the sharing of feelings and block communications. A sense of helplessness results when one feels that another will not listen or consider options. Problem-solving is based upon defining the problem and seeking solutions; therefore, when the problem and solution affect more than one person, input is essential.

A "Wham, Bam, Thank-You-Ma'am!" approach is used by many in so-called negotiations. This technique in which one person dictates, while on the run, is not a true negotiating process but is rather a dictatorship disguised to appear as a democratic practice. "I am so pleased that we could get together, talk things over, and reach these decisions," may really mean, "I have told you what to do, now get it done."

Negotiations are hurt when one of the parties will not enter into dialogue with sincere intent to reduce, explore, or resolve a concern. Some "game players" enjoy power, and the game and power become more important than the plan and the solution of a problem. A sense of "fair play" is important to the democratic process.³

The Art of Negotiating

Negotiations are easier if both parties have or feel that they have adequate background information about relevant concerns.⁴ When a sense of trust has been established in a relationship and a friendly relaxed attitude is present, then one is more likely to share pertinent information that serves as a basis for negotiating. It is easier to acknowledge personal needs and to meet the needs of others when there are open communication patterns. This sharing of ideas can lead to collaboration and to the solution of problems.

²Hunt, R. and Rydman, E. (1977). Creative Marriage. Boston: Holbrook, pp. 50-51.

³Condon, J. C. Jr. (1977). Interpersonal Communication. New York: Macmillan, P. 132.

⁴Cohen, H. (1980). You can Negotiate Anything. Secacus, New Jersey: Lyle Stuart.

¹Owens, K. (1987). The World of the Child. New York: Holt, Rinehart and Winston.

Preparing for Negotiations

Negotiations are important in family relationships, student relationships, and in business practices. Students can benefit from the ten steps below:

1. Outline specific points to be covered in the discussion and negotiation period.
2. Talk yourself through a practice session.
3. Acknowledge your own needs and consider the possible needs and wants of the other party.
4. Gather all the relevant facts related to the points made in step 1 above. If you need reference material, including facts, figures, and dates, prepare these before hand.
5. Be ready to consider another's ideas and to admit some lack of knowledge.
6. Be a good listener and avoid direct confrontational language that could stop negotiations abruptly.
7. Schedule time or times for negotiating. This will reduce pressures and cut down on interruptions.
8. Toward the end of a negotiating period, summarize the points where agreements were reached. Ask for feedback on these points to be sure that these agreements are mutual.
9. Remember that the aim is to resolve a problem, not to win or lose.
10. Mutual respect will make future negotiations easier.

Negotiating Activities

The following are some activities where students may individually or collectively apply the ten-step process outlined above. Teachers who use case studies may consider the following examples and have students apply the proper steps for negotiating with others.

1. Gwen, a junior who is employed in a part-time job, has many household chores to complete when she returns home. She has a leading role in a school performance and finds that study time is minimal. Gwen wants to negotiate a realignment of home management jobs with other family members.
2. Alice, a single mother with two young teenagers has a full-time job. The landlord has raised the rent and she must work longer hours to meet this new economic need. She is tired when she arrives home, and angry feelings surface when she sees that the children have not done their chores or their homework. Alice feels that negotiations are necessary to establish a division of labor in the home, study times, and the possibility of part-time jobs for these teens.
3. Cathy feels that she has made valuable contributions in her job and deserves a raise. She wants the pay increase but needs to negotiate in an acceptable manner.

4. Joe needs some extra credit in a course. He is a diligent student but has trouble taking tests. He needs to present several ideas for extra credit and negotiate with the teacher.
5. Frank and Jane are engaged and one wants to marry the first week following high school graduation. The other partner feels that they need to wait until after college. Two or more groups of students could present the pros and cons for each partner by using the step-by-step method of negotiating.

Conclusions

Life is filled with choices. Many of these choices will be influenced by one's ability to negotiate. Successful negotiations reduce frustrations and result in greater gains and fewer losses. Teacher-student relationships, parent-child encounters, employer-employee contracts, organizational work, friendships, and marriage can be enhanced when successful negotiating techniques are practiced. (11)



(Continued from page 133.)

Some concerns can be resolved, but there are often problems over which one seems to have little or no control. Individuals and families who provide functional support systems are more likely to face problems and to deal positively with crises. These meaningful support systems can be developed through the conscientious efforts of each member of the unit. Strong families contribute to the success and well-being of society.

The teacher in home economics has opportunities for aiding students in developing strengths related to successful human functioning. These strengths will assist the student and the family to which the young person belongs. Through these techniques, teachers can encourage students to search for solutions to the problem of pessimism and can aid individuals and families in growing closer to each other and to people in their environments.



Over 6,500 Choices: Learning with Catalogs

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Currently there are more than 6,500 different mail order catalogs published in the United States every year.¹ This represents a growing shift in the shopping habits of retail customers as well as providing valuable learning experience for students. In 1985 about 12¢ of every retail dollar was derived from mail order sales, and by 1990 it is expected to reach 20¢ per dollar.² With this growing trend students will need to be able to read and evaluate catalogs effectively.

Mail order catalogs may be free of charge or have a minimal cost that is refunded on the first purchase. Catalogs are relatively easy to obtain.

Using catalogs in the classroom can provide a wide variety of learning activities for home economics students. These activities can range from reading comprehension and math calculations to gaining information in all of the home economics subject areas. Students enjoy looking at catalogs and "wishing." The teacher has the opportunity to capitalize on that interest and develop many skills through the study of catalogs.

Catalog purchasers are sometimes disappointed with merchandise. This may be the result of unfamiliar terminology used in the catalog description of items. Activities can be designed to include terms, build vocabulary and increase reading comprehension. For example, have students locate terms in a catalog and write an appropriate definition. The students' ability to read and follow directions accurately when filling out the order form will further reading skills. The students could practice filling out various order forms to learn what information is commonly requested. Math skills can be practiced by

calculating cubic feet, square yards, shipping charges, percentages and determining cost of multiple items. Some of these occur on the order form while others need to be calculated prior to filling out the order.

While catalog or comparison shopping is primarily consumer education, many uses for catalogs can be developed in other home economics subject areas. Below are concepts that could be implemented using catalogs: In textiles: use and care of fabrics, recognition of fibers, textile terminology, color identification, determining sizes, and fabrics suitable for kitchen. In child development/family relationships: toy selection and special needs for elderly or disabled. In food/nutrition: evaluating diets for weight reduction, gourmet food items, and comparison of cost of catalog food items and homemade. In housing/home management: kitchen utensils and appliances (various sizes, energy efficiency), storage ideas and equipment, furniture sizes, home maintenance and supply items, special use equipment, measurements of furniture; windows and window treatments (blinds, shades, draperies, curtains, shutters, rods); doors and door types, and measurement and calculations for wall coverings; and carpets, rugs and other floor coverings. In consumer education: comparison of cost and quality, evaluation of time involved, evaluation of catalogs as a form of advertising, decision making skills, and problem solving skills.

Some examples of activities or projects that could be done in groups or individually are:

1. Using a description of an individual, a family, or a specific room, have students select items from catalogs to meet furniture needs. Set specific dollar amounts or other types of limitations.
2. Assign students the task of purchasing the "bare essentials" for a bathroom and kitchen. This could include cabinets and appliances for a specified room size. A prepared list of suggestions would be helpful.
3. Develop wardrobes for 2 year olds, 3 year olds, etc., taking into consideration price, quality, quantity, fiber content, style, stage of development.
4. Compare the price and quality of some item in catalog and in discount stores.

To begin this unit on catalog ordering, ask if the students can obtain catalogs from which items could be selected. Catalogs may also be collected from friends and

¹"To Collect Catalogs," *50 Plus*, January 1985, p. 69.

²Margaret Opsata, "It's in the Mail," *50 Plus*, January 1985, p. 66-70.

*Editor's Note: Some teachers may find useful a Sears publication of 1979 by Sally R. Campbell titled "A Department Store in the Classroom: A Guide to Using General Merchandise Catalogs and Other Community Resources for Consumer Education Teachers."

fellow teachers. In the selection of the catalog consider the reputation of the company. Obtaining this information from the Better Business Bureau provides an opportunity for students to learn about the functions of that organization. After these steps have been completed, have the students select a specified number of items or perhaps a dollar amount. After locating the items in a catalog, an index card may be used to record the description of the item and the cost. Locate other catalogs containing similar items and comparison shop. At this point have the students analyze and compare descriptions for thoroughness of information provided.

Before the item is selected for purchase have the students complete the process for determining the total cost (including shipping, handling and taxes) for all catalogs where similar merchandise was located. The order form should be used. Math calculations of the students should be checked for accuracy by each other and then by the teacher. After the cost has been determined, the students should make a selection and give a justification for their choice either orally or in writing. This will enhance decision-making and/or problem solving skills.

Another activity would involve the students in visiting a local store to locate a similar item and compare the quality and cost. Some catalog items cannot be purchased locally. This may be an advantage for using catalogs. If the items are available in both places, the choice may be influenced by the "waiting time" for the catalog purchases.

Learning to fill out an order form accurately and completely is important and should be done in a step-by-step process with the students. This should include filling out the heading with the correct mailing address and ordering information. The students need to be able to locate the catalog number of the item as well as any size or color selection. The price and shipping weight of the item or multiple items are also important.

After all items to be purchased are written on the form, the next step is to calculate the total cost of the merchandise. Then shipping weights need to be totaled and ounces converted to pounds. Delivery charges should be figured based upon the destination of the merchandise. Most catalogs provide a chart to determine the cost, and students need to practice reading it accurately. Figuring of the sales tax may be included depending on the state. In some states mail orders placed to out of state businesses are not taxable. However, it is important that the student learn to read the information carefully to see whether tax must be included. The calculation for all costs of the items will provide a variety of math activities for the students.

Other factors the students should take into consideration when purchasing an item are: methods of payment, delivery dates, and return of unsatisfactory merchandise.

There are several choices for payment of merchandise such as personal check, money order, and credit card. Personal checks will not involve an extra charge. Money orders involve a fee and the students can investigate where they may be purchased and the cost. This cost should be considered as a part of the total cost of the items purchased. If the student elects to use a credit card and the full balance is paid at the end of the month, no extra fee will be charged. However, if the amount due is to be extended over a period of months, a finance charge will be incurred. At this point lessons on credit usage are appropriate.

Another very important consideration is the time estimated for delivery. The student should be aware that time is needed for the order to reach the company, to be filled, and then to be shipped to the buyer. Even though the item may be cheaper by catalog, will there be time to receive it before it is needed? The final factor that must be considered is the company's policy regarding the return of unsatisfactory merchandise. Catalogs state their return policy. Have the students locate, read and explain the different types of return policies.

Mail order catalogs can provide an interesting and useful tool to the home economics teacher because such a broad variety of concepts can be covered in the unit. If, as the experts predict, more and more people are going to be purchasing from catalogs, the students should be taught how to make purchases with lasting satisfaction. (P)

Editor's Note: Another use for catalogs is to get ideas for making things at home for one's own use or for gifts. The producer role of the family could thus be introduced along with the consumer role.



I think by far the most important bill in our whole code is that for diffusion of knowledge among people.

No other sure foundation can be devised for the preservation of freedom, and happiness.

Thomas Jefferson
August 13, 1786



Clothing Teachers Preparation Needs to Meet Challenges of Mainstreamed Students

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Clothing and Textiles Area Extension Specialist
University of Missouri Extension Division

and

Betty L. Feather, Associate Professor
State Extension Specialist
University of Missouri-Columbia



Conscientious home economics teachers frequently struggle with how best to meet the educational needs of all students in their classrooms. Differences in student abilities and learning rates present a constant challenge to deliver instruction in the most optimum manner.

The mainstreaming of handicapped students into regular classrooms creates anxiety for some teachers. Though home economics teachers have consistently expressed positive attitudes toward handicapped students, the concern over how best to teach these students remains.

How can a teacher meet the needs of special students? What skills are necessary? How should a teacher prepare for these challenges?

Missouri Study

In an effort to answer these questions, a study was conducted with all public high school home economics teachers in Missouri. Four hundred ninety five questionnaires were mailed and 303 were returned, providing a 60 percent return rate. The majority of the teachers in this population had some education beyond the bachelor's degree and less than ten years of teaching experience.

We wanted to identify the factors that positively affect teachers' self-perceived competence to teach clothing construction to mainstreamed, physically handicapped students. Factors explored were: teacher's educational preparation, specialized college credit courses completed, special inservice meetings attended, years of teaching experience, involvement with physically handicapped students, and personal clothing construction experiences.

Teachers were asked to rate their feelings of competence to perform certain tasks related to the teaching of sewing to physically handicapped students. An example was: "Indicate your feeling of competence if you needed to assist a student who cannot lift arms over his/her head in the selection of an appropriately styled pattern."

The tasks were divided into four groups:

- (1) alteration skills--competence in alteration of patterns and clothing to accommodate body irregularities and motion limitations of physically handicapped students,
- (2) design problem solving skills--competence in selection of appropriate patterns, fabrics, fasteners, and design features for specific needs of physically handicapped students,
- (3) construction simplification skills--ability to simplify or alter clothing construction techniques to make sewing possible for physically handicapped students, and
- (4) adaptive skills--creative thinking and problem solving abilities to adapt environment and techniques to meet the needs of physically handicapped students.

Teachers' ratings of their ability to perform the tasks were converted to self-perceived competence scores and compared to the previously mentioned demographic data.

Personal Construction Experience

Findings indicate that three factors were significant contributors to home economics teachers' positive feelings of competence to teach clothing construction to physically handicapped students. These factors were: (1) personal clothing construction experience, (2) college courses that dealt with handicapped persons and their needs, and (3) years of teaching experience.

Personal clothing construction experience proved to be the most significant factor tested. This result is so obvious that it is almost surprising. It stands to reason that teachers who sew for themselves or others on a regular basis feel competent to teach clothing construction skills.

Teachers who sewed for personal/family use felt competent in alterations skills, design problem solving, construction simplification and had high overall self-perceived competence scores. Those teachers who sewed clothing for gifts felt competent in alterations, construction simplification, and adaptive skills. Teachers who sewed for pay, felt competent in alteration and adaptive skills and in total self-perceived competence.

Knowledge and understanding of the intricacies of the clothing construction process make it easier for a teacher to adapt techniques to meet the needs of physically handicapped students. A teacher's creativity is reduced when s/he is dependent on basic construction techniques. It appears that adequate knowledge of clothing construction processes cannot be acquired without practice. It is the home economics teacher who uses her sewing skills who feels competent and confident enough to teach physically handicapped students. The old saying, "use it or lose it," has real implications for the clothing teacher with mainstreamed students.

Academic Preparation

Four college credit courses were identified as statistically significant to teachers' self-perceived competence. These courses seem to complement each other, as each course impacts different self-perceived competence factors. Courses that contributed to these competencies were:

- (1) education and/or psychology of handicapped persons,
- (2) clothing needs of handicapped persons,
- (3) advanced clothing construction, and
- (4) flat pattern and/or draping.

Courses in education and/or psychology of handicapped persons contributed to construction simplification skills. Design problem solving and adaptive skills were positively influenced by college courses dealing with clothing needs of handicapped persons. Courses in advanced clothing construction contributed to self-perceived competence scores for alterations skills and for total self-perceived competence. Teachers who had completed college courses in flat pattern and/or draping had significant scores in self-perceived competence for alterations skills.

The final factor found to impact teacher's feelings of competence was years of teaching experience. It was interesting that the number of years a teacher had taught was not significant until she had been in the profession for 21 years or more.

A possible explanation could be that veteran teachers have acquired many problem solving skills through years of experience. Another factor could be the type of preservice training these teachers may have received. It is possible that perspectives relating to education in the classroom were altered approximately 20 years ago. A shift in the philosophy or method of teacher education could account for a difference in attitude towards adapting teaching techniques for special needs students in the regular classroom. For whatever reason, veteran teachers felt significantly competent in alterations skills.

Implications for the Future

The implications of this study for home economics teachers depends to a great extent on the type of clothing and textiles program that schools are offering. Teachers of traditional construction-oriented clothing classes may want to prepare differently from teachers in selection-oriented classes. However, personal clothing construction experience is an important factor regardless of the type of clothing class being taught.

Teachers instructing classes that stress proper clothing construction techniques, evaluation of garments, alterations and care of garments need courses in advanced construction and flat pattern and/or draping. Courses dealing with education and psychology of handicapped persons and clothing needs of the handicapped are also beneficial. It is important that these teachers consistently practice their personal clothing construction skills. The study seems to indicate that teachers with 21 or more years of experience are likely to be good choices as teachers of traditional clothing construction classes that enroll physically handicapped students.

Many high school clothing classes are shifting emphasis from construction of garments to selection of ready-to-wear. College courses that deal with the understanding of design features and develop design problem solving skills should be appropriate for preparing teachers for these classes. In order to assist physically handicapped students in the classroom, courses about clothing needs of handicapped persons would be particularly helpful. It is profitable for these teachers to sew for personal and family use to keep their design problem solving skills sharp.

Teaching clothing construction and/or selection skills to handicapped students is a challenge, but it is not an impossible task for the prepared teacher. The right combination of college courses and practice of personal sewing skills will help yield positive classroom results. (17)



Fascinating facts

- . About 80% of the sun's skin-damaging radiation can penetrate through cloudy haze, according to the Skin Cancer Foundation.
- . If you dislike the taste of skim milk and find it watery, try adding a tablespoon or two of nonfat dried milk. Not only will this make it thicker, whiter, and richer-tasting, it will also boost the calcium and protein content, with a minimal increase in fat.

University of California Berkeley
Wellness Letter - July 1987

The Wind Sock: A Flying Idea for Junior High Home Economics

Glinda B. Crawford
Associate Professor
Home Economics & Nutrition
University of North Dakota

and
Mary L. Broten
Home Economics Teacher
Thief River Falls, MN



Do you have junior high students with extra energy that you would like to channel constructively? Are you looking for a quick and creative way to teach entrepreneurship? If you answer yes to these questions, the wind sock may be just the project for you.

The wind sock can be used to teach students work related skills in producing, marketing, and selling their product. Pride in workmanship, following instructions, cutting, machine sewing, and finishing techniques are additional skills which may be learned through construction of a wind sock.

Projects can be completed the traditional way, with students working individually on their own projects. Or, wind socks can be constructed in a simulated, assembly line factory setting. Factories can be composed of the class, FHA/HERO chapter, or several groups of three to four students within the class. Benefits of the factory approach include the following: increased opportunities for encouraging cooperation and competition among class members, increased student understanding of factors related to productivity, and greater student recognition of the relationship of one's job performance to overall production.

The wind sock project is tailor-made to a junior high audience. Wind socks are relatively easy for beginners, and most can be completed within two weeks. The project enables teachers to address student concerns such as getting more money, making decisions for myself, doing things for myself, and getting a job. In addition, the activity can assist students to use time wisely, save energy, and understand the economy. Other student benefits included an opportunity to develop skills of reading, communication, and math.

The wind sock project was included in the North Dakota junior high home economics curriculum entitled, "Life Skills: A Concerns Approach."¹ That means that it has been teacher and student tested. Teachers described the project as highly popular among students and within the school and community. In economic terms, the demand for wind socks usually exceeds the supply made by students.

Uses of the wind sock were as great as the number of home economics students and teachers who tried the project. Obvious uses include decorating one's room, a porch, or patio. Some classes made wind socks in school colors and used them for school spirit and community events. Teachers reported that, with wind socks flying, their school looked especially impressive during special school activities and athletic events.

An overview of the project is given in the following discussion. Directions for the wind sock are included below. Also included is an explanation of the process for completing a sewing project in a simulated factory setting.

Student Objectives:

1. Acquire basic skills in using the sewing machine as a means to carry out a hobby or home business.
2. Perform simple jobs in a simulated factory setting.
3. Analyze factors which relate to productivity and marketability.
4. Identify the relationship of performing one's own job satisfactorily to overall production.

Procedure:

1. Have students decide whether or not to set up a factory.
2. Have students select factory name (such as "Factory'91," for class of 1991).
3. Describe jobs in the factory.

Manager	Sewer
Purchaser	Inspector
Cutter	Cord Cutter
Pinner	Cord Assembler
Presser	Packer

¹Glinda B. Crawford and Karen E. Botine. Life Skills: A Concerns Approach: North Dakota Junior High Home Economics Curriculum (Grand Forks, North Dakota: University of North Dakota Bureau of Educational Services and Applied Research, 1985).

4. Discuss that accuracy is the most important skill to turn out a standard product. Point out the importance of time and productivity.
5. Have students apply for jobs by completing the application form and constructing the two sewing samples required. The teacher may also test students on accuracy and time required for task completion.
6. Assign jobs. The teacher may wish to assign the manager first or have the students vote on a manager. The manager should then assist in assigning the remaining jobs.
7. Implement factory. The factory should be set up to promote higher productivity through both factory layout and job assignment. Jobs may be rotated to give students experience in more work roles, to meet increased/decreased work demands, and to avoid worker boredom. If some jobs create bottlenecks (such as sewing streamers), redistribution of the "work force" could be explored. The teacher and manager should encourage students to identify production problems and solutions to maximize productivity.
8. Evaluate the factory experience having students complete open ended statements such as:

The job I like best (least).....

The thing I liked best (least) about working in a factory.....

A factory works because.....

The most important job was.....



The bright colors of a wind sock blowing in the wind are a welcome sight on a summer day. The wind sock is a good project for the beginning sewer. This project helps develop basic sewing skills of following directions, cutting, machine stitching, and finishing.

The materials for the wind sock depends on where you plan to use it. If the wind sock is used outside, nylon or rip-stop nylon should be selected to withstand weather conditions. If used indoors, any stiffer fabric, such as polished cotton, would be suitable.

When purchased readymade, the wind sock can cost \$25 or more. When you make it yourself, supplies should cost less than \$6. To make a wind sock, you will need:

- 1 spool of thread
- 6 inch metal ring
- 29 inches of 45 inch wide material*
- 2 yards of 1/8 inch cord (nylon preferred)

*To use two colors for a wind sock you will need 15 1/2 inches of one color and 13 1/2 inches for the second color. To make a rainbow wind sock, you'll need one 6 1/2 inch strip (red) for the top, and one 4 1/2 inch strip in each of five colors (orange, yellow, green, blue, and purple).

Job Descriptions

Manager

Direct process.

Hires workers and assigns jobs.

Oversees that each person is working at his/her station.

Oversees that equipment is used properly

Handles any problems.

Purchaser (or Business Manager)

Determines what items need to be purchased

Orders materials.

Determines the price of each wind sock.

Cutter

Prepares the fabric by pulling thread to make sure fabric is on the straight of grain.

Cuts the fabric according to directions.

Pinner

Assembles the appropriate color combinations with right sides together for the sock.

Measures the 1/4 inch turn on the steamer and pins for the presser; turns the second 1/4 inch and pins for the presser.

Presser

Prepares equipment, setting iron at desired temperature.

Presses the streamer edge for the pinner, returns to pinner.

Presses the streamer edge again and passes to inspector.

Sewer

Prepares machine for sewing.

Checks to be sure machine is stitching properly.

Stitches seams accurately.

Inspector

Checks to be sure seams are stitched accurately and securely.

Checks to be sure that streamer edges are pressed and stitched accurately.

Cord Cutter

Cuts nylon cord into 24 inch pieces.

Groups 3 pieces of cord for each wind sock.

Divides the wind sock into three equal parts.
 Makes a slash for the cord to go through in each section below the ring.

Cord Assembler

Inserts the cord properly into the sash.
 Puts the ends of the cord through the loop and pulls tight.
 Knots all free ends of cord together.
 Seals ends of cord if nylon cord is used.

Packer

Prepares packaging.
 Packs wind sock for delivery.

Job Application

Name _____

Address _____

Phone _____

Highest level of education _____

Work experience

Job _____

Employer _____

Dates employed _____

Job _____

Employer _____

Dates employed _____

Reference (give name, address, phone)

Job preference (number your three top choices 1-2-3)

- | | |
|-----------|----------------|
| Manager | Sewer |
| Purchaser | Inspector |
| Cutter | Cord Cutter |
| Pinner | Cord Assembler |
| Presser | Packer |

Would you be interested in working overtime? Yes No

What is one of your characteristics which makes you most desirable as a worker? Explain.

Each applicant will prepare two work samples and attach to this form.

The first sample is comparable to two of the strips (4 1/2" by 20 1/4") which form the sock. Pin the two strips along one side; stitch a 5/8 inch seam. Then zig-zag the seam allowances together.

For the second sample, cut a streamer strip (4 1/2" x 20 1/4"). Then fold under 1/4 inch and press. Turn under 1/4 inch again and press. Repeat the process so edges are folded under on three sides. Then sew close to the inner folded edge.

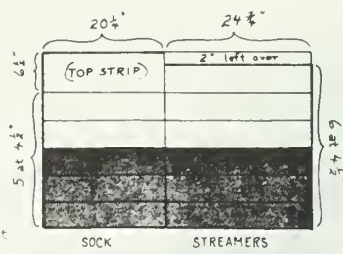
DIRECTIONS

1. CUTTING

a-Cut sock strips:
 1 strip--(top strip)
 6 1/2" wide
 by 20 1/4" long
 5 strips--4 1/2" wide
 by 20 1/4" long

b-Cut streamer strips:
 6 strips--4 1/2" wide
 by 24 3/4" long

Note: This is what is left of the fabric width after cutting sock strips.

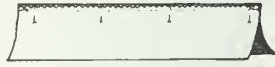


2. CONNECTING SOCK STRIPS

a-Place right sides of two sock strips together along one long edge.

b-Stitch the strips together using a 5/8 inch seam allowance. Zig-zag the seam edges together.

c-Attach the remaining strips using the same technique. The 6 1/2 inch wide top strip should be attached last.




3. FORMING SOCK

a-Fold the piece fabric with right sides together. As you pin, make sure to match seams together.

b-Stitch using a 5/8 inch seam allowance.

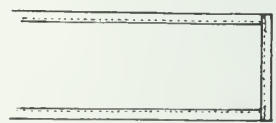
c-Zig-zag seam edges together.



4. MAKING STREAMERS

a-For each streamer strip, turn raw edge under 1/4 inch and press. Repeat the process so edges are finished on three sides of each streamer.

b-Stitch close to the inner folded edge.

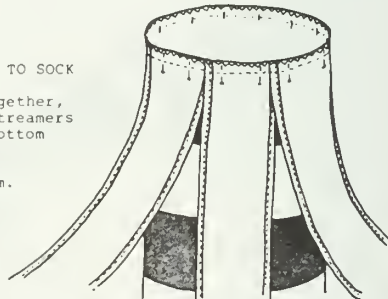


5. ATTACHING STREAMERS TO SOCK

a-With right sides together, space and pin the streamers equally along the bottom edge of the sock.

b-Stitch 5/8 inch seam.

c-Zig-zag seam edges together.




6. ATTACHING RING

a-Place the ring inside sock at top edge (6 1/2 inch strip).

b-Bring the raw edge of the top strip to the inside, covering the ring until the top strip has the same outside width as the other strips.

c-Turn raw edge under and baste in place.

d-Machine stitch in place close to folded edge.



7. ATTACHING CORDS

- a-Cut the cord into 3 equal parts (24 inches each).
- b-Divide the top edge into 3 equal parts (putting the seam in the middle of one of the parts).
- c-Make a small slit above the stitching line of each part for the cord.
- d-Fold cord in half and put the loop through a slit in the top edge of the sock. Put the ends of the cord through the loop and pull tight, forming a knot around the ring. Repeat the process for the other two cords.
- e-Take all cord ends and knot together.
- f-If you have used nylon cord be sure to seal ends.



8. FINISHING TECHNIQUES FOR SPECIAL USES

Choose one the following finishing techniques:

- a-Attach a snap swivel (used in fishing) to permit the wind sock to move freely in the wind.
- b-Attach another length of cord to the knotted cords to make a toy children can pull in the wind.
- c-Attach the knotted cords to a dowel and add bells to make a cheerleader pompon.

WIND SOCK CHECK LIST

STRIP	CUT EDGES	Straight	OK	REDO	
			2pts.		
PINNED	SEWING	Right sides together			
		5/8" seam			
		Stitched straight			
STREAMER	CUT EDGES	Straight			
		PINNED and PRESSED	1/4" seam		
			SEWING	Stitched close to fold	
TUBE	PINNED	Stitched straight			
		SEWING	Strips match		
			Right sides together		
BASE	SEWING	5/8" seam			
		Stitched straight			
		Edges zig-zagged			
RING	PINNED	All edges caught			
		SEWING	Streamers spaced evenly around base		
			Right sides together		
CORD	CUT	5/8" seam			
		Stitched straight			
		Edge zig-zagged			
OVERALL	4pts.	All edges caught			
		SEWING	Around ring so top strip is even		
		PLACED	Raw edge turned under		
OVERALL	4pts.	SECUREO	Close to folded edge		
		SEWING	24" pieces		
			PLACED	In three equal parts around ring	
OVERALL	4pts.	SECUREO	By looping, knotting		
		SEWING	By looping, knotting		
			OVERALL	4pts.	

TOTAL _____
(60 points possible)

New Release

In her paper, *SECONDARY VOCATIONAL EDUCATION* Rosemary Kolde urges the redefinition of the competencies required by secondary education students to be successful in specific vocational areas. She provides arguments in favor of integrating vocational education and academics in both comprehensive and joint vocational schools.

This paper was taken from a speech given by Kolde at the National Center for Research in Vocational Education. At the time of publication, she served as president of the American Vocational Association.

You may order *SECONDARY VOCATIONAL EDUCATION* 16 pp., 1986 (OC119--\$3.00), from the National Center for Research in Vocational Education, The Ohio State University, Publications Office, Box N, 1960 Kenny Road, Columbus, Ohio 43210-1090; or call toll free 800/848-4815 or 614/486-3655 inside Ohio and outside the continental United States.

(Continued from page 119.)

was ranked low in importance (See below). Reading house plans, given high emphasis by the teachers in 1986, was ranked near the bottom of the list in importance. Teachers indicated the need for their students to learn about home repairs and maintenance, but reported little emphasis on this in their teaching. Other inconsistencies can be noted on the accompanying table.

Summary: The results show that what these teachers feel is important for their students to learn has not changed very much over the past seven years, and the emphases given in teaching housing have changed somewhat. Teachers, however, still are not teaching the ideas that they believe are most necessary for their students to know for the future.

Perhaps it is easier to teach some concepts than others, materials for clarity in presentation may be more readily available in some areas, or it may be easier to motivate students to tackle some content areas than others.

If teachers are firm in their predictions over time of the importance of certain housing-related concepts for their students' well-being, then some attention should be given to stressing these in the classroom. Ideas could be shared for teaching or developing concepts in some of the more difficult areas. More teaching time could be allowed for the important concepts, or these could be integrated more thoroughly into all parts of the housing unit.

Teachers need to consider seriously how the investment of their students' time in the classroom can reap the greatest benefits for their future.

RANKINGS OF HOUSING CONCEPTS IN ORDER OF IMPORTANCE AND EMPHASIS*

Concepts	1979		1986	
	Imp.	Emp.	Imp.	Emp.
Saving energy in the home	1	2	1	4
Renting a house or apartment	3	7	2	2
Financing, marketing, and insuring homes	4	12	2	7
Home management	5	6	4	10
Home repairs and maintenance	2	14	5	15
Household appliances and equipment	7	5	5	8
Kitchen design	11	4	7	3
Selection, arrangement, and care of furnishings	7	3	8	12
Types of housing available	12	8	8	5
Safety, sanitation and pest control	5	11	10	13
Interior design and decoration	14	1	10	1
Living with other household members	10	13	12	20
Electrical, plumbing, heating and cooling systems	15	18	13	18
Housing for the future	17	18	14	17
Home construction and remodeling	16	20	15	14
Choosing a home for special needs of families	9	9	16	8
Improving and constructing storage space	12	10	16	11
Reading house plans	19	15	18	6
Housing and the law	17	23	19	21
Landscaping around the home	20	21	20	24
Housing in the community	20	17	21	18
Jobs in the housing field	23	24	22	23
Furniture refinishing	22	21	23	25
History of furniture and architecture	24	16	24	15
Housing in other cultures	25	25	25	22

*Note: Some concepts may hold the same rank due to ties in scores.

Public Relations Through the Use of Community Resources



Mary Ann Block, Ph.D.
Home Economics Teacher Educator
Tarleton State University

Teachers who invite people into their class to share their knowledge, who take their students into the community to learn about agencies or provide services may help enhance student learning through the use of these resources. However, a hidden advantage to the teacher's program is that such activities may help others to experience some psychological ownership of the home economics program because they know more about it and have participated in it. When this happens community people can help protect a program when it is threatened by budget cuts. There is some evidence to support this belief.

A recent small research study of resource use in home economics programs by home economics teachers in Texas was completed by the author. The home economics teachers who were using many community resources in their teaching were the ones who received an increase in the home economics budget and/or more money for additional teaching resources.

Teachers in the study who were using people resources from outside the school were more likely to receive budget increases than teachers who did not. These teachers were using county and community personnel. They were seen and had become known by those who have the power to appropriate money or to influence the appropriation of money. Teachers who received the increased budget funds were probably viewed as effective by the people who saw them and contributed to their instruction. This would indicate that teachers who have effective programs, reach out to people, and give status to people by asking them to "teach" or make a presentation in the home economics program are likely to receive more financial and moral support than teachers who fail to do this.

Teachers in the study who received a decrease in the home economics budget tended not to have involved community people in their classes as frequently as the teachers who received an increase in the home economics budget. This may mean that people outside the school do not know the home economics teacher nor have they had the opportunity to know the home economics program that is offered in the school. The study also revealed that teachers who received a decreased budget did not request printed materials or literature from businesses outside the

school as frequently as teachers who received an increase in the home economics budget.

Resource Use as Public Relations

Utilization of resources beyond the school, especially people, can create a public relations image of providing a quality program and allows others to know the home economics program. The public-relations factor of out-of-school resource use promotes program building.

Teachers are very busy with curriculum planning, extra curricular activities, classroom management and a host of paperwork. Planning and coordinating the use of community resources can also be time consuming. However, given this evidence as curriculum plans are made, it may be worthwhile to think through the possible resources in your community and county which could help students accomplish the course objectives. You may find that a resource person would be more than happy to come and share his/her expertise. A phone call or a stop on the way home from school may be all that is required.

When asking the resource person to make a presentation to your class, you will need to be specific in the content you wish him/her to present. The resource person will need information on the specific class and your objectives for the unit you are teaching. In other words, the resource person needs to know where s/he fits into your plans and those of the class.

Each resource person that is used can help to tell the community and county about home economics. The potential public relations aspect of speakers and resource people may be far greater than any other advertisement for the home economics department. People listen when someone who has been there says that the home economics program is "doing a good job."

Reference on Resources

A source of valuable ideas on resource people to use and how to use them can be found in Clark and Pomraning,¹ Resources for Teaching Home Economics. Use the people in your community as resources to expand your homemaking program. You and your students will ultimately reap many benefits. (1)

¹Clark, V. L., & Pomraning, D. E. (1986). Resources for teaching home economics. Washington, DC: Home Economics Education Association.

Guidelines for Publication*

1. Articles, lesson plans, teaching techniques are welcome
2. Submit two double spaced, typewritten copies
3. Include any visual aids or photographs which relate to the content of the manuscript
4. Include a small black and white photo of the author, as well as current professional position, location, and title
5. Document your references with bibliography and footnotes
6. Submit articles anytime
7. Editorial staff make the final decision about publication
8. Please forward articles to:

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Foreword

Welcome to the Oregon issue of the Illinois Teacher. We are delighted to share with you some of the vanguard programs in our state.

In this issue we have explored some ways to offer Home Economics courses to comply with high school graduation requirements; some marketing ideas; some partnership concepts, especially with Cooperative Extension and with social service agencies; the philosophy underlying a new middle school curriculum; and, some new ideas for content. Ideas for content include global understanding; teaching fashion merchandising, home-based businesses and gerontology in high schools. Finally, we have explored processes by which critical thinking may be taught and an exciting idea for a model of professional development for teachers.

In the same spirit with which our ancestors crossed the prairies and the rugged Cascades to develop a new land in the West, we are pioneers--pioneers of the future. Won't you join in this adventure with us?

ALUMNAE AND FRIENDS, HOME ECONOMICS TEACHERS, EXTENSION AGENTS
YOU ARE INVITED
to the
UNIVERSITY OF ILLINOIS
15th ANNUAL HOME ECONOMICS EDUCATION
ALUMNAE(I) CONFERENCE
March 5, 1988

Registration and coffee hour 9:00 a.m. in Room 22 Education Building,
University of Illinois at Urbana-Champaign.

Noon - Luncheon at the Illini Union
Adjourn mid afternoon at the Illini Union
TITLE: What is at the heart of being a home economist?

PROGRAM includes:

- President of IHEA Sheryl Hodges, Reaching out in the community.
- Workshops on teaching techniques with three school teachers including the Illinois Teacher of the Year, Murna Hansemann.
- A panel featuring home economics teachers in non-traditional job settings.
- Closing session: Dr. Hazel Taylor Spitze, one who has nurtured the ideals of home economics in the hearts of all of us.

The registration fee of \$9.00 covers lunch and should be sent to
Annabelle Slocum, 354 Education Building, 1310 S. Sixth St.,
Champaign, IL 61820, by March 1, 1988.

Sponsored by
Home Economics Education
Student Seminar
(Undergraduate Club)

Embarking on a New Model for Professional Development of Teachers



Colleen K. Mileham
Leadership Team Coordinator
Doctoral Student, Family Resource Management
Oregon State University

"The ultimate test of education is whether it makes people comfortable in the presence of new options...whether it enables people to pursue possibilities with confidence." (Anonymous)

A pioneering spirit in education can provide the motivation, enthusiasm, encouragement--the leadership to pursue possibilities. However, developing a pioneering spirit requires a belief in the leadership abilities of teachers and a commitment to developing and enhancing those abilities. This belief and commitment is the essence of Oregon's new professional development model for home economics teachers.

Rationale for A New Model for Professional Development

Affirming the importance of home economics content in Oregon secondary schools has been increasingly challenging over the past few years. Responding to critics who question the necessity of this curriculum requires a collaborative effort among all involved in home economics. Leadership in colleges, universities, and state departments is essential, but has limited daily impact in the public schools. The power to develop an accurate understanding of home economics curriculum among administrators, community members, and colleagues exists with each secondary teacher. Changing the public's image of home economics can be accomplished with the active participation of teachers. A model enabling teachers to assume additional leadership in articulating the value of secondary home economics must be a priority in professional development of teachers.

Empowering teachers to assume additional leadership in educational decision-making and professional development of colleagues is the focus of two recent reports on teacher education. The Carnegie Task Force (1986)¹ and the Holmes Group (1986)² both proposed forming a core of

lead teachers with proven ability in a curricular area. Lead teachers would continue to teach, but would also serve as consultants to other teachers, supervise new instructors, head curriculum revision teams and offer assistance in alleviating individual problems in teaching. Overall, lead teachers would devote considerable time to creating a cohesive environment in which to work--a climate which is surely desired by teachers, but rarely experienced (Tucker & Mandel, 1986).³

A modification of the lead teacher concept was the basis for establishing an Oregon Home Economics Leadership Team for the 1986-87 academic year. The leadership team project was supported by a Consumer Homemaking grant awarded to the College of Home Economics at Oregon State University. The model, a professional education delivery system, represents a belief in the value and expertise of teachers in building a strong network between home economics and other key populations.

Forty home economics teachers, nominated by their peers, were encouraged to apply for leadership team positions. Interested individuals submitted applications to the College of Home Economics at Oregon State University and ten individuals were selected to participate.

The Leadership Team Model

The Cooperative Extension model, the basis for developing the leadership team concept, utilizes a shared process for information acquisition and dissemination (Figure 1). University specialists work with selected teachers to develop their subject-matter depth and process skills. These teachers then disseminate current information to peers, administrators and community members. Concurrently, team members communicate needs and concerns of teachers back to university and state department personnel for research and inservice planning.

Team Training: A Curriculum for Leaders

"Much of the team's success can be attributed to the two-week training session. I have a renewed enthusiasm and excitement for home economics." (Leadership Team Member)

¹The Carnegie Task Force on Teaching as a Profession (1986). A nation prepared: Teachers for the 21st century. New York: The Carnegie forum on education and the economy.

²The Holmes Group (1986). Tomorrow's Teachers: A report of the Holmes group. Michigan: Michigan State University.

³Tucker, M. & Mandel, D. (1986). The Carnegie Report--A call for redesigning the schools. Phi Delta Kappan, 68(1), 24-27.

The two-week training session was critical in preparing the leadership team for consultant responsibilities with peers, administrators and vocational coordinators. Emphasis was given to clarifying the focus and mission of home economics education; reaffirming the importance of home economics curriculum in secondary schools; developing greater content depth in new curricular areas; and enhancing articulation and communication skills.

The Leadership team coordinator served as teacher and facilitator for the training session. Workshop concepts included:

- Establishing team norms
- Strategic thinking-Issue identification
- Leadership: Developing human capital; competencies needed; skillfully interacting with peers and others; and facilitating leadership development in other teachers.
- Assertiveness: Behavior for change
- Strategies for marketing programs
- Assisting teachers in implementing new curriculum
- Planning the program-of-work

Process skills, the "how to" skills of approaching peers, administrators and other populations, presented the greatest apprehension and fear. Considerable time was spent discussing appropriate methods for initiating personal contacts and identifying strategies for sharing information. The time investment proved to be most helpful in completing leadership team responsibilities. "At the beginning I was very apprehensive about approaching other teachers and administrators, however, meeting with these people throughout the year was an excellent way for me to enhance my communication skills and utilize the new insights I received during the summer training workshop," commented one Leadership Team Member.

Throughout the workshop, team members were actively involved in developing an extensive program-of-work. Priority was given to strengthening the state networking system among home economics peers and vocational coordinators; assisting with the implementation of new curriculum in food science, fashion merchandising, gerontology and personal finance; and marketing home economics to students, teachers and administrators.

Responsibilities and Support System

"A factor that made the team work was the cohesiveness of team members. It was great to feel free to call the other members if you needed help in solving a problem. This year has afforded me a wonderful professional network." (Leadership Team Member)

Specific regions of Oregon were identified as consulting areas for each leadership team member. Released from teaching responsibilities two days per month, team members concentrated on personally contacting

peers, administrators, and vocational coordinators. These contacts provided the opportunity for teachers in other schools to discuss issues related to individual programs, express needs and concerns, and become more involved in a professional network. Many teachers expressed appreciation for the timely information and the contact with a home economics peer. It was especially beneficial for those teachers who were unable to attend professional development opportunities on a regular basis.

The success of the leadership team model is attributed to the commitment and hard work of the team members. These teachers made extensive contacts and provided excellent visibility for home economics. However, support from vocational coordinators, school district administrators and the team coordinator was also instrumental in completing program-of-work responsibilities.

Vocational coordinators worked cooperatively with leadership team members in planning inservice programs and making school visitations. As one vocational coordinator stated, "This has been an excellent chance to share program content and identify needs of teachers on a state level. I wish other vocational areas had a comparable model."

The leadership team coordinator, based in the College of Home Economics at Oregon State University, maintained supportive and consistent contacts throughout the year. Monthly correspondence and regular telephone calls offered team members the opportunity to discuss concerns and successes. Individual visitations to each team member's school provided visibility and recognition for the teacher and for home economics. The coordinator's personal contact with school administrators offered the opportunity to answer questions and clarify the goals of the leadership team.

Recognition

"I believe the main reasons for the success of this model was belief in the capabilities of teachers, priority of funds, and the time given to make it work." (Leadership Team Member)

Boyer (1983)⁴ indicated that teachers are troubled by the lack of recognition and rewards for professional efforts. Similarly, the Carnegie Report (1986)⁵ advocated the need for greater recognition and respect for the abilities of teachers.

The importance of incentives for participation in professional activities was evident in the 1986 needs assessment of Oregon home economics teachers. Survey results indicated the top three incentives for profes-

⁴Boyer, E. L. (1983). High School: A report on secondary education in America. New York: Harper & Row.

⁵Carnegie Report, op. cit.

sional participation of teachers were increasing professional competence, expense reimbursement, and salary increases. These incentives were an integral part of the leadership team model.

Visibility and recognition were evident throughout the leadership team project. Teacher expertise and time allotted to the project were rewarded with an honorarium, a monthly expense account, and school district reimbursement for release days. Announcement of leadership team selections appeared in local newspapers, university publications and school bulletins. Team members were visible at numerous professional meetings and were represented on the board of several professional associations.

Significance of the Leadership Team Model

"I am proud of my profession and what we're doing for students in Oregon. I'm now more enthusiastic about my job and have gained many new ideas." (Leadership Team Member)

This so aptly states the reaffirmed commitment, enthusiasm and excitement of teachers participating on the leadership team. The success of this model can be viewed from two perspectives: 1) individual growth of team members, and 2) a positive momentum for Oregon home economics programs.

Personal evaluations identified individual growth in communication and articulation skills; greater confidence in discussing home economics with other populations; and a better understanding of what it means to be an advocate of home economics.

"The leadership team has left me with a myriad of feelings...excitement and frustration, exhilaration of success; reaffirming my belief that home economics is truly basic to a well-rounded education and attempting to promote that philosophy to the public." (Leadership Team Member)

"The leadership team was a tremendous experience, I wish more people could have the same opportunity." (Leadership Team Member)

Because this group of individuals was willing to embark on a new adventure, much progress has occurred for home economics. Increased visibility, enhanced networks among a variety of populations and curriculum reform have created a positive momentum throughout Oregon.

The Courage to Change

"This team challenged me to grow and to have the courage to change." (Leadership Team Member)

Risk, perseverance and commitment were hallmarks of the Oregon Home Economics Leadership Team. The willingness of ten individuals to confront the challenges facing home economics education and pursue new possibilities has moved the profession in new directions. However, sustaining this positive change will require constant management of several interdependent factors. Maintaining

a supportive, enabling environment requires providing strong professional development, adequate resources to attain realistic goals, and encouragement for expanded teacher involvement in leadership positions. The continual education of teachers requires assistance in dealing with change and new options. The leadership team model is a beginning. However, as one leadership team member stated, "there is so much yet to be done." Isn't that the mark of a profession--that the work is never done? Isn't that the force behind change and the pioneering spirit?

University content and process specialists

Bringing issues problems back University personnel for research

Teaching and disseminating research results

County agents Leadership Team

County agents Leadership Team

Relating issues and problems

Constituents (lay audiences) Other teachers

Figure 1. The Cooperative Extension Model Applied to Secondary Home Economics



Available: "A Young View on Aging (High school course by AHEA Teacher of the Year).

Daniel Saltrick
 Director of Curriculum and Instruction
 Sosser, Administration Bldg.
 14201 School Lane
 Upper Marlboro, MD 20772



Available: "Enhancing Intergenerational Contact. (High School Curriculum Guide, #13.50).

Iowa Curriculum Assistive System
 College of Education
 1108 Quadrangle
 Iowa State University
 Ames, IA 5011



Marketing and Home Economics: It's Time They Got Together



Ken Kingsley
Communications Specialist
Oregon State University

and

Margaret Quinn
Home Economics Teacher
Two Oaks Intermediate School

Contrary to popular belief, "marketing home economics" is not an oxymoron. The two concepts of marketing and home economics, in fact, have a lot in common. They are both misunderstood.

Home economics' image problem originates from years of emphasis on cooking and sewing. Marketing, on the other hand, is a relatively new concept that has suffered from guilt-by-association with such "suspect" activities as public relations, promotion, and selling.

This traditional image of home economics does not take into account the changing demands for programs that respond to current economic pressures and changes in family structure. Public outcry over the increase in teen pregnancy, substance abuse, and suicide overshadows equally important issues of health and nutrition. This puts even more emphasis today on the need for coping and survival skills offered through home economics.

What then, is being done to change the image of home economics and its value to society? Not enough! Home economics educational programs are being offered to youth in the classroom and through 4-H, and to adults through such agencies as the Land Grant University Extension Service. The problem is, they're being "offered," not "marketed."

Home economists, like other professionals, tend to be most comfortable when they are allowed to relate to others in their own professions. To be effective "change agents," they will have to break out of their comfort zone and relate more to other audiences. That is where marketing comes in.

Marketing: A Process

In its basic form, marketing is a formalized process of organized thought and action that helps you achieve specific goals and objectives.

The important point here is that it is a process, as opposed to an activity. Selling, promotion, public

relations, and advertising are activities that are most effective when they use the marketing process.

What, then, is the marketing process? The answer depends on which textbook or article on marketing you read. The one we use and have found extremely valuable was developed by one of the authors (Ken Kingsley) and a former Oregon State University Extension county staff chairman (Dr. Bill Boldt). It is now used for organizational and program marketing by Extension staff throughout Oregon.

This particular process involves eight steps or phases. They are: 1) statement of need; 2) statement of measurable objectives; 3) identifying target audiences; 4) environmental assessment; 5) positioning; 6) developing a marketing strategy; 7) program delivery; and 8) evaluation and refinement.

Let us take a close look at each step:

- . STATEMENT OF NEED: This is a precise definition of the problem or opportunity you want to address. It may or may not include a reference to specific audiences.
- . STATEMENT OF MEASURABLE OBJECTIVES: This is a list of specific, realistic, achievable objectives that will allow you to solve the problem or respond to an opportunity. Include comments on criteria for judging this effort to be successful (e.g., "This program is a success if..."). Be sure to have a timeline for each objective.
- . IDENTIFYING TARGET AUDIENCES: Most textbooks on marketing refer to this activity as "market segmentation." Your goal here is to list all the potential audiences (the market) for your program, and then select from that list those target audiences (market segments) you will address. Put the list in priority order, and complete the process (additional steps) for each audience. You will develop a marketing strategy for each target audience, so you will need to learn as much as you can about them. Describe the audience in terms of their demographic (age, sex, etc.) and socioeconomic (occupation, income, lifestyle, etc.) characteristics, particularly those that relate in any way to the statement of need. Try to find out what they know about you and about the problem or opportunity. For each target audience, identify key influencers;

that is, those who influence the target audience's behavior.

. ENVIRONMENTAL ASSESSMENT: These are the things over which you seldom have control, but which may affect the manner in which you carry out your program. You need to consider how they may influence your ability to reach your objectives.

- Social/demographic trends: population growth, family composition, lifestyles (health, leisure, homes, vacations, eating habits) education, occupation.

- Economic trends: income levels, spending patterns, employment/unemployment, interest rates, credit availability, economic growth.

- Governmental trends: local, state, and federal laws, regulations, and funding; political mood, changes in leadership; "hot" or "in" programs.

- Technological trends: telecommunications, computers, home appliances, news media delivery.

- Resource availability: What staff, volunteers, funding, potential funding, equipment, or educational delivery systems can you identify to help with the program?

- Competition: What other groups or agencies are vying for the same audience? What do you know about your competition? Compare their strengths and weaknesses against yours. Your competition might become additional resources if you can get them to work with you.

. POSITIONING: This is the one marketing buzzword we use in this process. We have included it because it is a term that is being used in a variety of contexts, and you should understand what it means. Essentially, positioning is the way you want your organization, product, or program to be perceived by your target audience. It is something that says you are unique, or that sets you apart from your competition. It tells your target audience that what you offer is exactly what they need, and you are the only one who can offer it. The best way to start is to describe how you are perceived now. Then, describe how you want to be perceived. Include those things that make you unique. These are your selling points.

The most obvious example of positioning is that which is done by radio stations. A station that offers hard rock music will draw teenagers as listeners. The station then positions itself for

selling advertising to those businesses or services that want to sell to teens.

. DEVELOPING A MARKETING STRATEGY: This is the heart of your marketing plan. It involves selecting the appropriate messages and delivery systems for each target audience you have identified. It also includes preparing a precise time frame (and calendar of activities) for preparing and conducting your campaign. This is where the analysis you have done earlier comes into play. There are many ways to proceed. A proven system is to list a target audience, then list the ways (information channels or media) the audience might receive information or education. (Don't forget key influencers as a way to reach your target audience.) Consider motivations that would make the audience want your product. Make them a part of the specific messages you develop for your target audiences. Finally, lay out a specific plan that details what you plan to do, when you will do it, and who is responsible. Include comments on how you plan to provide coordination and follow-up.

. PROGRAM DELIVERY: This step is included not as an activity, but to help you think through the entire life cycle of your marketing plan. It is particularly helpful as you develop a time frame for all activities related to the plan. Try to put a time line for each stage of your plan.

- The Development Stage includes all those activities covered up to this point.

- The Introduction Stage is that period of time over which you introduce elements of the program. This could be over several days or several months.

- The Growth Stage is where the word is spread and audiences are growing, but is also is where most of your resources are devoted and where the competition usually appears.

- The Maturity Stage is the long-term settling in of your program where growth is moderate or levels off, and where your renewed efforts can add some short-term growth.

- The Decline Stage is where audience numbers consistently drop, and you make a decision to revitalize, hand-off, or end the program.

. EVALUATION/REFINEMENT: Evaluation is built into the program plan, usually when you are developing a program strategy. It is based on having made truly measurable objectives early in the marketing process. You should go back now and refine the objectives you listed earlier. Consider how you

would determine the success of each objective. Explore formal (pre- and post-surveys) and informal (audience feedback) systems. With what you learn from this evaluation, periodically refine your marketing strategy and delivery plan.

These, then, are the steps to our marketing process. You are probably saying to yourself "so what's new about this?" The answer is, "nothing." You have probably used many of these steps when you prepared a lesson plan, or thought out an approach for selling a new idea to someone else. What this process does is to force you to formalize and organize what you are planning--to reach the objective you want. And there is nothing magic about this eight-step plan. You may want to revise it and make six or ten steps. And that is fine. It is important that you find something that works for you.

It Worked in Oregon

A 1985 decision by the Oregon State University Extension Service to initiate an intensive organizational marketing effort has paid dividends for them, both in legislative budget support and in awareness and support for their programs.

Since the marketing approach was so successful for extension, OSU Home Economics Dean Kinsey Green suggested that it might work also for home economics teachers in Oregon. She worked with us to develop a marketing workshop for junior and senior high school home economics teachers. We hoped to give them skills they could use to market home economics classes to a variety of audiences including school boards, principals, career counselors, other teachers, students, and the community. One of our marketing objectives was to have these home economics classes accepted by school systems as meeting the criteria for required graduation units. Working against us were: increased unit requirements, decreased student options for electives, enrollment decreases, cancelled classes, and deleted programs. How, we asked ourselves, can we intervene to stop this downward cycle? The answer came: "Since we can't beat them, let's join them."

(EDITOR'S NOTE: See other articles in this issue regarding science credit for food science, health credit for gerontology, family life, and math credit for apparel merchandising.)

Together with Dean Kinsey Green we designed our marketing workshops. Half-day sessions were set up in eight locations around the state. The 114 participants were apprehensive at first; but warmed up to the idea as we got further into it.

We started each session with a discussion of what marketing is and how it might be used to meet home economics goals. This was followed by a discussion of the 8-step marketing process. The class then broke into small

groups to try their hands at developing a marketing plan. All groups were given the same hypothetical situation: a growing school enrollment but a declining enrollment in home economics classes; a science-minded principal nearing retirement; or limited, but adequate facilities; and so forth. Each group had different audiences to address. After an hour of discussion, each group reported on the plan they had developed and related any frustrations they had with the process.

Evaluations of the workshop were very positive. Typical comments were: "Excellent ideas, and so workable" "Workshop allowed for practical application to our specific situations", "Very relevant", "Very inspirational," "If I could do one-quarter of this, it will be a success." The one negative comment, "More examples of each step would have been nice", related to the amount of material covered in a small time period.

A Quick Trip Through the Process

Now let us give the 8-step process a quick trial run. Let us say declining enrollment is the problem; and that most of our home economics students are female. One of our objectives, then, is to increase enrollment by X percent over the next year.

We could address several audiences: potential students, previously enrolled students, counselors, parents, or other teachers. But in this case, we chose a target audience of potential students. We needed to segment this audience even more if we were to be successful in reaching them. Or perhaps we should target males in the future. Our next step would be to find out all we could about this audience, and to look at who influences them (other teachers, football coaches, parents). We will probably address some of our future marketing efforts to these influencers.

As a result of this environmental assessment, we would then take an especially close look at social/demographic trends that might apply to this situation. One trend might call for an emphasis on health and fitness or on working parents. The competition for students by different academic departments in schools has become another trend. Required courses, other electives, and extra-curricular activities compete for home economics student enrollment. We need to identify our strengths (e.g., usable, fun, action-oriented, life-long skills) and weaknesses (e.g., feminine image, viewed as an elective). And what are the competition's strengths and weaknesses?

What marketing strategy might be most effective? We might, for example, enlist the help of the football coach, convincing him that his athletes would benefit from nutrition education. We might also enlist the help of a well-known, former high school athlete. He could visit the school and help sell the benefits of home economics

Continued on page 162.

Partnerships with Extension Professionals



Naurine R. McCormick
Acting Associate Dean
Home Economics-Extension

Bringing home economics information to the citizens of the state and encouraging its application is the mission of extension home economists in Oregon. This is the recognized mission of home economics extension nationwide.

The audience is diverse just as the problems of Oregon families and the families themselves are diverse. Therefore, a wide variety of methods are needed to reach the audiences. All considerations must be addressed in the development of programs. Yet, as it true in the discussion of most community-based educational programs, involvement of the audience, that is, the learners, in program determination, delivery, evaluation and legitimization will help to insure program success and effectiveness. Partnerships are essential to the delivery of programs. Partnerships between extension professionals and community organizations assist in program delivery as well as the partnerships between extension professionals and audiences. Teaming up with other community groups is an effective way for extension professionals to involve the learners in programs, especially when the learners identify with community groups. The partnerships which extension professionals forge with other community organizations can lead to programs with positive impact. It is important to create and strengthen those partnerships as programs are designed for the lay public. Partnerships between extension professionals and home economics teachers have often proved to be effective.

The Family Community Leadership (FCL) program, available in 17 counties in Oregon and now in almost all 50 states, is a Kellogg grant funded effort to train family members in the skills of community leadership. It was developed, tried, and tested in six western states including Oregon. In the fall of 1986, FCL was disseminated to all states. The central concept of FCL is shared leadership. FCL is built around the theme of involvement and specialized training to develop leadership skills. Individuals receive instruction in issue identification, managing resources, planning and holding effective meetings, utilization of feedback, recruiting volunteers, and developing an agenda. These trainers then

train others who apply the skills toward solving community problems. Assisting citizens to develop and practice the necessary leadership skills that result in an active citizenry is the primary focus of FCL. Home economics educators and students are finding FCL useful with advisory committees, parent groups, teen leader activities, and community projects. An extension home economist near you will help you make FCL a part of your leadership development program.

Keeping each other up-to-date in the home economics content areas is an ongoing partnership in Oregon between home economics teachers and extension home economics professionals. Every other year a joint workshop is held in Portland that emphasizes "Consumer Awareness." Co-sponsored by the Oregon Home Economics Association (OHEA) and OHEA's Extension section, the workshop attracts both professionals and consumers. Teachers are able to update themselves while at the same time trading ideas, suggestions, and concerns with consumers whose practical point of view often gives new approaches to information application. The fall 1987 workshop emphasized food regulations and consumer protection, including the safeguards provided by the regulations of state and federal governments. With food safety as an ever increasing problem, extension professionals in Oregon are trained to deal with these concerns of the public and are available to work locally with teachers and consumers to be sure that the health and safety of the consumer is safeguarded.

Affordable day care for employed mothers continues to be a community problem, too. Home economists, employers, and the community can work together to provide day care resources. Extension professionals have received information regarding day care as a home-based business. They offer assistance in management and in the interpretation of the regulations, including a new publication titled "Establishing and Operating an Early Childhood Education Program in Oregon", co-authored by agricultural economist Dr. Larry Burt and child development professor Dr. Alan Sugawara. The state Day Care Association arranged continuing education opportunities for its members in touch with county extension home economists who also offer "babysitting" courses to teens. Home economics teachers developed child

care activities as a part of the ongoing family life curriculum.

A curriculum model, Child Development and Parenthood Education, which will be released in 1988, is proving useful to both extension professionals and teachers as they talk with industry about the child care needs of employed mothers. In most Oregon counties, a master extension parent education program has been initiated utilizing the trained leader/volunteer concept. In Portland, 47 master volunteers have each reached six parent groups. Through a steering committee, they are adapting the program to reach a variety of families, single parents, low-income parents, minorities, and school-age parents. Other professional home economists are serving on the steering committee, assisting with teaching and helping with recruitment of both volunteers and participants. Parent education fairs have been popular in those counties where some teachers assist with activities for children while other teachers design courses of interest to parents.

The Expanded Food and Nutrition Education Program (EFNEP) available in all 50 states has benefited from the input and the teaching activities of both home economics teachers and other home economics professionals. The same can be said for Head Start programs. A new research communique at Oregon State University (funded by an anonymous donor) will provide research data especially applicable to the work of home economics teachers and extension workers. In October, an Extension/Research Day was held in Portland. OSU researchers reported projects, extension workers served as facilitators and the lay public discussed family and community needs and concerns. This event illustrated the "land grant philosophy" in action.

The close partnership in Oregon between extension professionals and home economics teachers has resulted in the organization of professional groups in some counties and professional updating activities in other counties. Multiplying expertise through cooperative working partnerships is "alive and well" in Oregon.



Educational Pay-off

"But when we think of education as an investment, it becomes something not to be economized but emphasized. . . . Nowhere. . . is there an illiterate peasantry that is progressive. Nowhere is there a literate peasantry that is not." -- John Kenneth Galbraith



PLAY AS THE BUSINESS OF CHILDREN

Play is a young child's fun, work, and life. Play and entertainment activities have many values for young children. Suitable play materials, equipment, and activities provide a variety of experiences for children during each phase of development.

ASSIGNMENT: Give a different example of a play activity that will help a child in each phase of development identified below:

1. Develop and use small muscles _____.
2. Develop and strengthen large muscles _____.
3. Learn rules..right from wrong _____.
4. Express imagination _____.
5. Develop and express creativity _____.
6. Imitate through role play _____.
7. Develop concentration & thinking _____.
8. Distinguish sound variations _____.
9. Develop rhythm and timing _____.
10. Release physical energy _____.
11. Develop cooperation and sharing _____.
12. Express anger, fear or jealousy _____.
13. Develop problem solving skills _____.
14. Learn socialization skills _____.
15. Develop good sportsmanship _____.
16. Learn balancing skills _____.
17. Develop eye-hand coordination _____.
18. Learn about jobs and careers _____.
19. Discover about the environment _____.
20. Recognize numbers and letters _____.
21. Develop finger manipulation skills _____.
22. Develop personality & attitudes _____.
23. Develop leadership and self-confidence _____.
24. Develop pride & responsibility _____.
25. Explore new things & ideas _____.

Mrs. R. Biese
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Beginning Level Home Economics

Building Partnerships with Social Service Agencies

Priscilla Downing and
1986 Oregon Home Economics
Teacher of the Year and
Child Care Vocational Instructor
Vocational Village High School
Portland, Oregon



Natalie Ettlin
Counselor
Vocational Village
Portland, Oregon



The School and Population Demographics

Serving students at risk is a challenge for any agency or school. Vocational Village High School has developed a unique program for educating such students, while, at the same time offering social services.

Our school is a small alternative school within the Portland Public School system serving at-risk students. The school program is designed to meet the needs of students with low skills, attendance problems, behavior problems, trouble with the law, drug use or unstable families--or any combination of the above! The school has a twenty percent minority population. All of the students are educationally disadvantaged by virtue of the fact that they have been previously unsuccessful in high school. In addition, nearly half have emotional handicaps and/or specific learning disabilities.

The Teen Parent Program

At any one time within our student body of about 200 students we have approximately sixteen students who are either already teen parents or are pregnant. We have chosen the teen parents to demonstrate how we work with a special group within the general population. Only the names have been changed in these mini-case histories.

Child Care Program

We attempt to register every teen parent or pregnant student in the Child Care Program offered by Priscilla Downing, the Home Economics teacher.

This is designed to help students understand children and themselves better to prepare them for possible job opportunities and life as a parent or caregiver. With the individualized program and curriculum, we are able to meet the needs of each student. For example, a pregnant

teen, Susan, entered our class when she was 7 months pregnant. She had not been to the doctor and could see no reason to go. She studied the "Healthy Mother, Healthy Baby" unit while Natalie Ettlin, our counselor, made arrangements through welfare to get her to the clinic for care. Susan had a healthy baby which was small; she was fortunate. Certainly earlier care would have been helpful. She wants to return to school to finish her education. We can help with the care of her baby through the district's new program which provides funds for day care, bus tickets and another chance to finish school and become a productive member of the community.

Practical experience is gained in the preschool laboratory. A better understanding of growth patterns, individual differences, methods of positive discipline, the importance of good health, safety and nutrition are learned faster and assimilated better when students actively participate.

Development of Interaction

To augment the in-school classroom portion of Child Care and Parenting, the Counselor, Natalie Ettlin sought the services of the National Council of Jewish Women through their Teen Parent Program. This agency was designed to meet the problems faced by young parents, including keeping the teen parents in high school until completion. Happily, the philosophies of our school and the agency meshed, creating a very workable alliance. Both school and agency believe that students are not victims, but have a choice; they have the power to alter their conditions. We believe that we learn as much from our students as we teach them; that change can happen and, we elect to focus on the successes of the individual rather than the hopeless condition of their lives that might be most evident to casual observers. The NCJW Teen Parent Program was interested in the school's concerns and agreed to come to the school on a weekly basis to conduct a group meeting for teen parents. The format of the group was kept simple, designed to concentrate on each individual student's concerns and problems. Counseling within the group has been gentle, but at the same time constructive. Students have been allowed time and space to make decisions, and if necessary to change plans in mid-course.

To cite a case history, in 1986, Barbara started the school year in her second month of pregnancy. She had not

told her mother about her pregnancy and felt very alone. She was coached by other group members and given much support in order to inform her mother. When told her mother was not supportive (which is unusual) and informed Barbara that she could remain in the home only until the baby was born, but she could not stay after the birth. The teen parent worker assisted Barbara with applications for public assistance and medical care. The NCJW project provided a layette. The baby was born and Barbara moved into her own small apartment. What should have been a happy ending turned into a personal nightmare for Barbara. She could not budget her small income frugally enough and she could not meet the demands of a small infant. She struggled and worked for several months but when her baby was six months old, she arranged for the child to be adopted. Barbara remained with the school-agency peer group, sharing her grief and anxiety. She did graduate.

Goals are set with the students each week which include seeking leisure time and fun for themselves. Many teen parents are persons who have grown up far too soon and really don't know how to enjoy themselves. They are encouraged to learn by example; simple pleasures such as refreshments, flowers and compliments are included in the group meetings. There are field trips with their children to places like the Zoo and Children's Museum.

Child Care Program and Placements

The Child Care Program places students in day care centers for 60 hours of field experience. The centers who welcome our students are also members of our Child Advisory Committee. The contacts with the community are invaluable for assisting students and their babies. We can show students what constitutes quality day care in a variety of settings. Class field trips to the centers before actual placements have been eye openers for many. We do not wait for the students to become "2nd year" or "advanced" to place them because they might not be in school six months hence. Every practical experience will hopefully bring the student to the point of being a better parent or caregiver in the future.

Other Existing Programs to Help Students

Vocational Village was chosen to be a model site for the State Department of Human Resources design for a drug and alcohol in-school treatment center. "Mainstream," an established adolescent treatment center in Portland, was awarded the contract.

A full time substance abuse counselor has been hired and assessment and treatment of students with alcohol or drug problems and few resources, began in March 1987.

Included in plans for the 1987-88 school year will be work with the parents of these students and extensive group work to support them as they move into "chemically-free" life styles. Student health needs are always a

pressing issue. Therefore, we need to know all community resources which are free or charge very little. For example, we had occasion last Fall to use a free dental clinic for one of our students. His breath was so bad that no one could stand to be near him. He admitted that he had a tooth which was rotted off to the gum line. His family had no insurance and no money to send him to the dentist. The counselor called to get parental permission and he went to the dentist the same day for extraction of the bad tooth.

Free clinics in the community see our students for problems with everything from allergies to measles. Planned Parenthood and Birthright are agencies which our young people utilize for birth control information, abortion counseling, and referrals for pre-natal care.

Future Plans and Goals

Future plans for the clientele we serve should include short, but intensive course work in nutrition.

We need to continue to find resources in our community who will be supportive of our students with their social and psychological needs. In the Fall of 1986, Portland Public Schools received funding from the Women's Equity Act and the Carl Perkins Vocational Education Act monies for a district-wide Teen Parent Program. The District joined forces with the National Council of Jewish Women Teen Parent Program to create a very strong service-based program to keep teen parents in school and assist them to become employable. Vocational Village was one of the first schools to become involved with the district's program.

1987-88 should see the program firmly in place, giving more teen parents the opportunity to stay in school, graduate and become productive members of society. We look toward the future with plans for a larger facility where we can provide care within the school for the children of students. The easier we can make the caring for their children, the more likely it will be that the students will stay in school, become productive and break the cycle of the welfare burden on society.

Our school is small and counselors and teaching staff work closely together. We know the help available and we work in cooperation with the community to provide those services to our students.

How to Find the Services

Networks with agencies in your community can be initiated in other districts where students need more social services than are provided by schools.

The first step in finding social services in the community is to contact your local United Way Agency (or local coordinating agency for collecting benevolent funds--names vary). They will provide a list of all service organizations they fund.

Continued on page 162.

Middle School Teachers — Real Pioneers!



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Why are Middle School Teachers REAL Pioneers?

Although middle school programs are probably no longer considered pioneering efforts, curriculum development and support services in the area of home economics for middle school programs are still in the infancy stage. Without adequate support systems, middle school teachers have often felt they are "on their own." A pioneering spirit has been essential for their survival and success!

These inadequate support systems can be characterized by the lack of curriculum guides, resources, and in-service professional development opportunities specifically addressing the issues of middle school teachers. Why have restrictions that vocational funds be used only at the secondary level been placed on these resources? The blame probably should not be based entirely on these restrictions. Even professional organizations with memberships representing all teachers tend to use the secondary teacher as their "target audience" in designing professional development opportunities. Porter¹ in a recent Illinois Teacher article referred to the absence of appropriate materials for middle schools in her question, "If we think it is such a good idea--where are the materials?"

Home economics leaders in Oregon have responded to the need for a new curriculum model with the 1987 publication of the Oregon Middle School/Junior High Home Economics Curriculum.² In-service workshops in various locations throughout the state will be held during the 87-88 school year for middle school/junior high teachers on the implementation of the new curriculum. At least

¹Porter, N. Where are the materials for middle school? (1986). Illinois Teacher of Home Economics, 29, 199-200.

²The author is indebted to the following middle school teachers who developed the initial framework for the curriculum and served as curriculum writers and reviewers: Mary Karter, Ann Layman, Jan Preedy, Nancy Pollard, Margaret Quinn, Mary Lou Richardson, Carol Jones Rogers, Judy Valpiani and Pam Vetsch.

two sessions at the annual Fall meeting of the Teachers of Home Economics in Oregon will focus on the middle school/junior high curriculum.

Importance of the Middle School Curriculum to the Field of Home Economics

All home economics teachers need to consider the importance of the middle school curriculum to the home economics profession. Students are first introduced to home economics at this level and usually this first impression makes a lasting impression! Students may be "turned on" to home economics and decide to take additional courses in the future, or they may say "no" to future opportunities in home economics. In many school districts students are required to take home economics at the middle school/junior high level. Those districts may not require any future home economics credits prior to high school graduation. The middle school/junior high curriculum may be the only chance for educating students in home economics.

The importance of the middle school/junior high curriculum is further supported when one considers that parents' perceptions of the home economics profession are often based on their child's first home economics experiences. Without parental support, students are unlikely to take future home economics courses.

In many communities, a large number of students at this age are involved in 4-H activities. Due to the nature of 4-H projects, in many states, students are more likely to have initial experiences in the foods, clothing or crafts areas. Through a comprehensive middle school curriculum, 4-H youth and their parents can gain an expanded view of the home economics profession. Support for the entire home economics program in the community may be eroded if students' and parents' initial perceptions of the home economics curriculum are limited or not positive. An exemplary middle school curriculum is essential for the profession's public relations efforts!

Importance of the Middle School Home Economics
Curriculum in Meeting the Needs
of the Early Adolescent

During the initial stage in the development of the Oregon Middle School/Junior High Home Economics Curriculum, the curriculum writers adopted the following statement as a guide in designing the curriculum:

Home economics fulfills a unique role in the area of personal and social development and encompasses content that contributes more directly to all developmental needs of learners than does any other single discipline.

This statement was drafted after applying the following major developmental tasks of the adolescent as defined by Havinghurst³ cited by Blankenship and Moerchen, 1979):

1. Achieving new and more mature relations with age-mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Preparing for marriage and family life.
6. Preparing for an economic career.
7. Acquiring a set of values and an ethical system as a guide to behavior--developing an ideology.
8. Desiring and achieving socially responsible behavior.

These generally accepted developmental tasks of the adolescent served to guide the middle school curriculum writers as they strived to focus specifically on the needs of the early adolescent youth.

Importance of the Middle School Home Economics
Curriculum in Addressing Societal Issues
Impacting Oregon Youth and Their Families

In addition to designing the curriculum to address the developmental needs of youth at this stage, the curriculum writers agreed that societal issues impacting Oregon youth and their families must be considered in developing the framework for the curriculum. The following state and national data reflect some of the major issues affecting Oregon Youth:

- A. Suicide rates: Although accurate statistics on suicide are difficult to determine, reported suicide rates for Oregon teens (15-19 year olds)

increased between 1961 and 1985 by more than 400%.⁴

- B. Teen pregnancy. There were 42 births and 105 abortions in Oregon during 1985 to teens under 15 years of age. There were 4,136 births to teen mothers between 15-19 years of age in 1985 and abortions for the same age group totaled 3,135.⁵ National data indicate that only one-half of teen-age mothers complete high school by age 29.⁶ The number of teen-age girls in America who give birth to their third child is now 40 teen-agers per day according to Harold Hodgkinson, nationally known demographer.⁷
- C. Child abuse: There were 12,765 victims of child abuse in Oregon during 1985.⁸
- D. Domestic violence: In Oregon during 1984 calls for help with domestic violence increased to a total of over 50,000.⁹
- E. Personal bankruptcies: In 1984, 4,680 Oregon families claimed personal bankruptcy.¹⁰
- F. Divorce rates: Although the U.S. rate for divorces decreased in 1985 to 5 per 1,000 Americans from the peak rate of 5.3 in 1981, the number of divorces in Oregon increased from 15,463 in 1984 to 15,848 in 1985.¹¹
- G. Single parenting: The percentage of Oregon's children living with a single parent or neither parent increased from 10.3 percent in 1960 to 21.6 percent in 1980. These figures closely match the U.S. percentage in 1985 of 73.9 percent of children under age 18 living with two parents.¹² According to the U.S. census, fifty-nine percent of the nation's children live with only one parent at some point during their childhood.¹³

⁴Oregon Health Division, Center for Health Statistics. (1986). Personal communication.

⁵Ibid.

⁶Trends affecting education in Oregon. (1987). Salem, OR: Oregon Department of Education.

⁷Cited in Thalman, J. (1986). Too many students drop out of state's schools. The Register-Guard, (September 24) 1:4A.

⁸Child abuse and neglect statistics and services. (1985). Salem, OR: Department of Human Resources.

⁹Home economics at risk: a plea to Oregon education decision-makers. (1985). Salem, OR: Oregon Department of Education.

¹⁰Ibid.

¹¹The 1987 information please almanac. (1987). Boston: Houghton Mifflin.

¹²Trends affecting education in Oregon, op. cit.

¹³Cited in Thalman, J. op. cit.

³Blankenship, M. and Moerchen, B. (1977). Home economics education. Boston: Houghton Mifflin.

- H. Dropout rates: Oregon's current dropout rate is approximately 30 percent-closely matching national data. Oregon's annual attrition rate (adjusted for migration) slightly over 6% in 1981-82 increased to over 8 percent in 1986.¹⁴
- I. Drug use: According to a 1985 survey of drug use by Oregon public school students (grades 8 and 11), alcohol was the most widely used drug on a monthly basis--38 percent of 8th graders and 60 percent of 11th graders reported using alcohol within the preceding 30 days. Marijuana was used within the preceding 30 days by 12 percent of the 8th graders and 29 percent of the 11th graders. Cocaine was used within the preceding 30 days by 3 percent of the 8th graders and 9 percent of the 11th graders.¹⁵
- J. Increase in elderly population: In 1980, 2.2 million persons were over age 85 as compared to 123,000 in 1900 and only 5 percent live in institutional care.¹⁶

Each state can evaluate similar data in order to make decisions about curriculum emphases.

Addressing Societal Issues from a "Concerns" Level of the Middle School/Junior High Student

Based on data such as the above, the curriculum writers decided on a format for the new curriculum guide that would focus on addressing major societal issues from the "concerns level" of the middle school/junior high student. Therefore, the format of the guide allows teachers to identify the contribution of home economics concepts toward the addressing of major societal issues--yet geared to the concerns of the student at this age. An example from the human development section of the guide is as follows:

- . Societal Issue: THE IMPACT OF SELF-AWARENESS AND SELF-ACCEPTANCE ON INDIVIDUAL AND FAMILY WELL-BEING
- . Middle School Concern: "What if I don't even like myself?"
- . Concept: Self-identity/acceptance

Within the text for each unit are objectives, topics, strategies and resources for use by the classroom teacher.

Philosophy Base for Development of the Oregon Middle School/Junior High Home Economics Curriculum

Developing a philosophy or rationale for the curriculum was a difficult, time-consuming task for the curriculum writers during the preliminary stages of the curriculum development process. As described by Dohner,¹⁷ it was sometimes a frustrating experience for those practitioners who wanted "...to get on with the task of selecting content, learning experiences, and evaluation." Through the development of the philosophy statement, however, the curriculum writers were challenged to consider their basic assumptions and beliefs and identify the issues and concerns impacting the decisions necessary in the curriculum development process. The resulting philosophy statement, published in the guide, serves as a vehicle for conveying a consensus of the predominant beliefs that directed the curriculum writers.

- A. "The curriculum seeks to address the six goals for the public schools of Oregon...The statewide goals are designed to assure that every student shall have the opportunity to learn to function effectively in six life roles: INDIVIDUAL, LEARNER, PRODUCER, CITIZEN, CONSUMER, and FAMILY MEMBER."¹⁸
- B. Education that is exploratory, rather than in-depth in limited areas, can respond more appropriately to the developmental level of youth at this stage.
- C. Middle school/junior high programs need to provide comprehensive exposure to students to all of the areas of home economics which will help them function effectively in their life roles.
- D. Although individual development issues may be addressed in other curricular subject areas, home economics is the only subject area within the school curriculum that has as its mission the improvement of the quality of individual and family well-being from a unique, family-focused approach.

¹⁴Trends affecting education in Oregon, *op. cit.*

¹⁵Trends affecting education in Oregon, *ibid.*

¹⁶Riley, M. (1984). Measuring excellence in a new age home economics. What's New in Home Economics, (September): 13.

¹⁷Dohner, R. (1986). Rationale development. In J. Laster and R. Dohner (Eds.), (1986). Vocational home economics curriculum: state of the field. Peoria, IL: Bennett and McKnight.

¹⁸Oregon administrative rules. Goals for elementary and secondary education. (1986). Salem, OR: Department of Education.

- E. The field of home economics is prevention-oriented. It seeks to improve and protect individual and family well-being in the context of a pluralistic and complex society. Therefore, societal issues provide one component of the framework for the home economics curriculum.
- F. Because youth at the middle school/junior high age are present-oriented, the curricular focus needs to be based on the present, along with its implications for the future.
- G. In order for middle school/junior high learners to look forward to the opportunities and challenges of the future, they need to feel a sense of "control" of their lives. The curriculum is designed to encourage students to recognize the impact they may have on societal issues. Strategies focusing on problem-solving/decision-making encourage students to gain a feeling of being in control or of designing their future.
- H. The curriculum is designed to stimulate proactive behavior--as opposed to only using reactive or coping behavior. The curricular framework illustrates a question-posing model for addressing societal issues at the concerns level of the middle school/junior high student.
- I. Knowledge, which becomes generalized, rather than temporarily retained bits of knowledge, is more advantageous to the learner. The goal of the curriculum is to stimulate critical and creative thinking skills in addressing personal/societal issues and in making informed decisions.
- J. Knowledge of subject matter is as crucial as thinking and problem-solving skills. Subject matter and process interface in equally important and complementary ways.
- K. A curriculum focusing on affective content and inner feelings as well as on cognitive content is essential.
- L. The development of transferable employability/entrepreneurship skills activities to stimulate awareness and development of these skills needs to be integrated throughout the curriculum.
- M. Since safety awareness is crucial for individual/family well-being, activities for safety awareness need to be integrated throughout the curriculum.

With the philosophy statement and the framework for the model in place, work began on the development of the seven sections of the guide. Those sections with brief highlights for each are as follows:

- A. Leadership Development: This section is designed to help students develop critical leadership skills for everyday success. These skills can be developed through participation in local, state and national FHA activities. In order to enable all home economics students to have the opportunity to develop leadership skills, FHA has been considered an integral part of the curriculum. To complement this leadership development, activities are designated throughout the guide.
- B. Coordinating Work and Family Life: Selected content from the Ohio curriculum guide, What to Do Regarding Coordinating Work and the Family, was adapted to form the basis for this section. Major concepts included are: Interaction Between Individual/Family and Work, Effects of Work on Individual/Family, Effects of Family Concerns on Worker Productivity, and Home and Family Skills Transferable to Workplace.
- C. Human Development: The three major concepts within this section are: Self-identity/Acceptance, Positive Relationship Skills, and Caregiving Skills. These concepts emerged as top priorities to address the major societal issues reflected through the demographic data reported earlier: suicide, teen pregnancy, child abuse, and the increase in our elderly population. The caregiving skills unit differs from traditional babysitting units. Students are encouraged to look at the similarities involved, as well as the responsibilities, in caring for oneself, pets, children, ill or elderly persons. Through looking at the care of pets, students are encouraged to consider whether they are presently accepting full responsibility for a pet or whether they are ready to accept that responsibility. They are challenged to consider whether these findings have any implications for whether they are ready to assume responsibility now in caring for children. Positive approaches for working with children are included. Their responsibilities for reporting incidents of child abuse and child neglect are discussed.
- D. Individual and Family Resource Management: Major components within this section are: Personal Resource Management (types of resources, time management, money management, environmental/energy resources), Personal Decision-making and Societal Influences on the Adolescent Consumer (consumer rights and

responsibilities, advertising, and buying principles and practices). The Personal Decision-making unit may supplement a substance abuse curriculum.

- E. Meeting Nutritional Needs: The focus is on (1) the impact of nutrition on the well-being of the individual/family and (2) the impact of resource management on the selection and preparation of nutritious foods for the well-being of the individual/family.
- F. Living Environments: Because living environments affect the individual and the family, the focus for the middle school/junior high level is on the individual as a cooperative family member. The major areas of concern are: personal and shared space, home maintenance, safety, special housing related needs of individuals, and employment/entrepreneurial skills.
- G. Individual and Family Textile Needs: Emphasis within this unit is on personal appearance and well-being, selection of clothing, and consumer decisions/responsibilities. One departure from traditional middle school programs is the de-emphasis on clothing construction. Based on the factors influencing the philosophy state-

ment, the curriculum writers gave lowest priority to this section of the guide. Therefore, the time that would be required for a construction unit could not be justified in light of the more urgent needs to be addressed with youth at this age. Based on the emphasis throughout the curriculum on transferable employability skills, an entrepreneurship approach to construction is encouraged for teachers of full-year programs who want to continue with a construction unit.

Time Allocation Chart

A wide diversity in program structure exists among middle school/junior high programs. Some programs include only one offering that is six weeks (or less) in length. Other programs may have nine-week, semester, or full-year courses. Some courses are required while others are elective. In some schools students may take home economics at the sixth grade level and again at either the seventh or eighth grade level. The diversity is extreme! To help teachers in implementing the new curriculum, participants in a course held on the Oregon State University campus in July, 1987 developed a Time Alloca-

Table I

Time Allocation Chart -- Four Program Options

Units	Option I (6 weeks- 30 days)	Option II (9 weeks- 45 days)	Option III (18 weeks- 90 days)	Option IV (36 weeks- 180 days)
Leadership/FHA	0*	3	6	10
Coordinating Work & Family Life	4	5	11	20
Human Development	5	8	17	35
Individual & Family Resource Management	2	4	10	20
Meeting Nutritional Needs	9	12	23	45
Living Environments	3	4	8	20
Individual & Family Textile Needs	7	9	15	30

*Teachers are encouraged to promote FHA as an in-class organization in which students can be involved when they enroll in another home economics class that meets for at least 9 weeks.

tion Chart (Table I) according to four program options: 6 weeks, 9 weeks, 18 weeks, and 36 weeks.¹⁹ The next step following the development of the Time Allocation Chart was the identification of concepts for each program option. Refer to Table II for the listing of concepts identified for the 6-week foundational course.

Although a pioneering spirit is highly recommended for success as a middle school teacher, perhaps the new Oregon curriculum model will make life as a middle school teacher somewhat easier!



Editor's note: The Oregon Middle School Curriculum Guide can be ordered as follows:

Attn: Mrs. Agnes Fergren
 College of Home Economics
 Oregon State University
 Corvallis, Oregon 97331
 Price: \$20.00

¹⁹Appreciation is extended to the following middle school teachers who developed the Time Allocation Chart and began the initial work on the identification of concepts for each Program Option: Colleen Adams, Carrol Clark, Carol Edwards, Lyn King, Nancy Laxton, Wendy Moore, Anne Morden and Betty Yoder.

Table II

OPTION I: A 6 WEEK (30 DAYS) FOUNDATIONAL COURSE

Total days		Total days
4	<u>02.0 Coordinating Work & Family Life</u>	5.242
	2.111 Interaction between individual/ family and work	Equipment, safety & sanitation
	Personal interests	Utensils/equipment
	Nurturing positive relationships	Sanitation/safety
	Personal needs/goals vs. family needs/goals	. Hepatitis
	Work and the work ethic	. Food storage
	. School as workplace	. Dishwashing procedures
	. Home as workplace	. Preventing safety/sanitation hazards
5	<u>3.0 Human Development</u>	5.243
	3.111 Self-identity/acceptance	Planning, preparing and serving nutritious snacks and meals
	Identify one's uniqueness	Importance of food preparation skills
	Accept one's uniqueness	Impact of snacks on daily food intake
	Personal appearance	Variety of nutritious foods available for snacks
	Personality improvement	Selecting/preparing nutritious snacks
	3.211 Positive relationships skills	Shopping for snack foods
	Friends	Manners
	. Value of friendship	Table setting
	. Peer pressure	
	. Forming friendships	3
2	<u>4.0 Individual & Family Resource Management</u>	6.0 Living Environments.....
	4.211 Decision-making	6.212 Home maintenance
	Steps in decision-making process	Time-money skills
	Short and long-term goals	Cleaning aids
	Values	6.411 Safety hazards/security
	. Media influence	Home hazards
	. Peer influence	Electrical safety
	. Conflict in values	Fire safety
	. Evidence of values	7
9	<u>5.0 Meeting Nutritional Needs</u>	7.0 Individual & Family Textile Needs.....
	5.112 Nutrition & life processes	7.111 Personal appearance/well-being
	Nutrient needs and sources	Influence of grooming on personal appearance
	U.S. Dietary Guidelines	Influence of grooming on self-expression
	5.241 Recipe use	Influence of grooming on health
	Recipe components	Selection of grooming products
	Recipe format	. Influence of advertising
	Recipe directions	. Estimated expenditures
	Food preparation terms	Posture
	Measuring techniques	7.411 Care/maintenance/ecology
	Recipe abbreviations	Cleaning
	Kitchen mathematics	. Stain removal
		Repair
		. Sewing equipment
		. Pressing equipment

Cooperative Extension. Placement sites may be at the local, state, national, or international level. International alumni are often excellent contacts for establishing foreign field experience opportunities.

Supervised field experience benefits both the student and the employer. For the student, field experience allows exploration of career options and serves as a testing ground for classroom theory. It provides job experience in the student's occupational field without a long-term commitment. Field experience improves basic work skills and increases professional competence. Students develop an understanding of professional demands and requirements within a particular field. Students are exposed to facilities, equipment, and situations not available in the classroom. Some field experiences provide financial assistance to help defray educational costs. Field experience develops potential contacts for employment after graduation and provides the opportunity for higher starting salaries than less experienced graduates. Finally, field experience eases the transition from school to the "real world" of work.

Field experience also benefits the employer. It provides a source of motivated and productive employees who are often less expensive than permanent employees. The experience allows observation and assessment of potential employees without a long-term commitment. Employers are able to recruit qualified employees while reducing recruitment costs and training time. Another benefit of field experience is that it frees employees to perform other creative tasks and complete special products. Field experience motivates employees to act as instructors for field experience students and allows the employer to contribute to the educational process.

Although the advantages of field experience are numerous, disadvantages do exist. A significant amount of time is required of the faculty and field supervisors who participate in field experience programs. Labor costs associated with the supervision of students are substantial. If the student participates in a nonpaid field experience, costs to the student may be high. Students are responsible for providing their own housing, transportation, insurance, and other expenses. If a student chooses a field placement out-of-town, relocation costs are involved.

Scheduling of classes may pose a problem for field experience students. The block of time involved in the field experience may interfere with the scheduling of other courses required of the student.

Finally, field experience is not recommended for immature students who do not possess the underlying skills and knowledge to obtain a meaningful experience. This will result in a great deal of frustration for all parties involved.

Despite these limitations, the value of supervised field experience for home economics students cannot be understated. Competence in communication and critical thinking skills is necessary for all home economics students to function as able workers and concerned citizens of society. A balance of field-based experiential learning and in-class study is perhaps the best mechanism to assist students in developing these necessary skills. A college student who spent one term as a legislative intern with the state legislature commented, "I have grown not only in knowledge of the legislative process, but in the important social and interactive skills required of professionals."

It is this combination of acquiring knowledge and putting it into practice that allows students to internalize verbal and written communication skills, the ability to "think on their feet," and the capacity to apply accurately their knowledge to new and challenging situations. (11)

Continued from page 151.

courses. Or perhaps we could develop some posters that show males involved in home economics activities. The benefits of group-think, or brainstorming, are obvious at this point.

Since we have a relatively short time frame, we want to introduce the program after the first of the year and build on it during the spring. Then, we will pick up on it again in the fall. Evaluation time will come as we see enrollment figures for the next school year. At that point, we may have to modify our approach.

You have been introduced to the concept of marketing and an 8-step process. Is it that intimidating? A lot of common sense is involved. It is time we all started marketing home economics. The benefits will surprise you. (11)

Continues from page 155.

The largest tax supported health clinic can be asked about services for low-income persons. Universities, city, county and state clinics and research clinics, and private clinics run by special groups are all possible sources of assistance.

Service organizations such as Lions, Elks, Shriners, Knights of Columbus, St. Vincent DePaul, and Goodwill Industries are all resources to be utilized. These organizations may provide shoes, clothing, glasses, orthopedic devices and scholarships to camps or summer schools.

Contact local churches and ask for information about particular problems you might wish to resolve. Most churches have funds and people willing to help others. It is very satisfying to be able to perceive someone's need and to help direct the person to available resources. With imagination and resourcefulness you can expand the ways to help students and their families. (11)

Creating a Curriculum for the 21st Century: Foods As Science



Rev Soderstrom Ruck
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The eighties have seen a new interest in health and diet, and home economics finds itself at the leading edge of a curriculum change that can meet that interest. A food science class can fulfill a science requirement, in an area of high student motivation, and at the same time breathe new life into the high school home economics program.

Rationale for a Food Science Program

The rationale for food science in high schools today is partly based on an increased desire for better health and fitness. People have become both curious and intimidated by the chemical makeup of their food and beverage supply. The media bombard us continuously with health-related propaganda. We are inundated with misinformation on diet, additives, exercise programs, vitamin supplements, heart disease, and health foods. High School students are in the middle of a "me-oriented" phase of life. Their interest in the changes within their own bodies presents an opportunity for educators to allow them to pursue a factual understanding of a subject as close to them as their own health.

A food science course is a combination of the chemical, physical and biological sciences. Because students are familiar with food, they are comfortable with the scientific approach and motivated by the subject matter.

Resources Needed

To initiate Food Science in the high school curriculum requires a mutual effort between administration, home economics and science. It is being done in Oregon and it works. Several schools in the state presently have one-semester food science classes. Many more will begin in September, 1987. Some schools will have year-long food science classes. Most have a prerequisite of a year of biology or general science.

The teacher will need a minimum of chemistry equipment and supplies. Supplies will cost about forty dollars monthly per class. The equipment for example, test tubes

and holders, beakers, graduated cylinders, thermometers, can be obtained from the science department without extra cost to the district. A list of required equipment is given in the state curriculum guide.

Each kitchen has one locked cabinet and drawer for student equipment. Teacher locked storage holds triple beam balances, chemicals, and extra supplies. The lab also has a separate refrigerator for food science, a large dehydrator and a small incubator.

The first textbook for food science in high schools, published by Bennett-McKnight, will be available in April, 1988. It was written by a cooperative effort between teachers of Home Economics (Kay Mehas) and chemistry (Sharon Rodgers) from Sheldon High School, Eugene, Oregon.

Format of the Course: Major Concepts

The methodology for each unit follows a logical progression. First students develop their background information on each topic through teacher lecture/discussion, reading, activities, films and videos. Then students conduct experiments on each topic for hands-on learning and reinforcement. These experiments are the major learning tool for each topic and students must use the scientific method: pose the problem or question: develop the procedure: make observations: draw conclusions: write evaluations. Written formats are provided for the students and frequently each laboratory team does a variation on the same theme with a final sharing of class results and comparison of conclusions. Experiments are written for daily grades, and students keep a detailed notebook as part of the course requirement. Each student writes a research paper as the final course experience. Examples of topics and experiments in order are:

- I. Orientation, use of chemistry equipment and chemicals, safety and sanitation; using metric, graphing, practice use of the scientific method as a team on simple experiments.
- II. Matter and energy
 - A. atoms, ions, molecules and bonding, common food formulas.
 - B. elements in food (periodic table) and the relationship to nutrition.
 - C. solutions, suspensions, colloidal systems and PH. Sample experiments: mayonnaise, rock candy,

Continued on page 168.

Rationale for Family Life Education



Gini Teemer
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"Characteristically our schools act to meet the often changing needs of society. Today, as the rates of divorce, child abuse, and teenage pregnancies increase, the society looks to its schools for a solution." This commentator, Phillip K. Pieb, executive secretary of the Oregon School Study Council, now further suggests that the basic skills [taught] should be reading, writing, arithmetic, and parenting.

In almost any professional educational journal read today, the words "children-at-risk" are jumping off the pages. If we truly are moving from an institutional society to a self-help society and from crisis intervention to prevention, then the first intervention for children-at-risk must be before the children are born. If the parents of these children had Family Life and Parenting Education in high school, there is a very real possibility that many of these children would never become children-at-risk, simply because their parents were more knowledgeable and exercised better decision making.

If we are in fact a "nation at risk," then we must get back to basics; and the first basic is and always must be the family. If we do not have strong, stable families, we will never get the full potential from our people. Future presidents, scientists, teachers of homemakers will fall short of their potential achievement and we will have lost the battle.

BACKGROUND

After World War II, Medford High School required all girls to take a Home Economics class in home nursing. Ruth Hockersmith, department chairman of Home Economics, and other home economics teachers considered the changing needs of society and changed the home nursing requirement into a Family Life Education requirement. It was required of junior girls only. The girls soon began to complain that men make up half of families, and that they needed family and parenting information as well. In the early 70's, the Home Economics Department opened up the family life course to boys on an elective basis.

In 1974, the state of Oregon enacted a two semester requirement in health education. The Family Life curriculum so closely paralleled the state requirement that the Medford School District chose the Family Life class to satisfy that requirement. The newly named Family Health class has been taught at the senior level ever since.

In 1982, the National Academy for Families with the Center For The Family of the American Home Economics Association¹ recognized the Medford curriculum as one of the top fourteen in the nation and featured this program in the book A Nation for Families² by G. William Sheek.

Three years later the program received national recognition when Gini Teemer, one of the program's developers, became both Oregon and national AHEA Home Economics Teacher of the Year for 1985.

FAMILY LIVING FOR HEALTH CREDIT

Health Education in Oregon is divided into four strands: Nutrition, Physical Fitness, Stress Management and Safe Living. All four of these strands weave through the Family Health curriculum throughout the semester.

In nutrition, family nutrition is stressed. Instead of focusing solely on the individuals nutritional needs, concepts are applied to specialized needs of family members throughout the family life cycle (i.e., pregnancy, infancy, the young child, mature adult, and the elderly).

Physical Fitness is infused into both the discussions of stress management and nutrition. Family and individual wellness is the underlying theme of the whole course; prevention rather than intervention. Throughout the course the goals of individual wellness include quantity of life as well as quality.

Stress Management is taught as the first and last units of the course and is interspersed throughout all of the units of study, especially as it relates to interpersonal relationships within the family and crisis management.

Finally, Safe Living is emphasized in the child guidance, aging, death and dying units. Major causes of

¹Sheek, William. (1984). A Nation for Families: Family Life Education in Public Schools. Washington: American Home Economics Association.

²Ibid.

accidental death are studied and preventative measures and solutions are considered.

The United States Dietary Goals and the Surgeon General's 1990 Goals³ for the nation are studied. The major causes of death today are related to lifestyle, and are a result of personal choices we make as individuals. Therefore, decision making and personal responsibility play a large part in the curriculum.

If a school district is interested in experimenting with the idea of family life education to satisfy a health requirement, an excellent way to begin is by offering the course as a "selective," or one of several which satisfies a specific graduation requirement.

THE MEDFORD CURRICULUM

The North Medford High School Curriculum has nine major units of study: Families and Futures; Love versus Infatuation; Mate Selection and Marital Adjustment; Conception, Contraception, Prenatal Development and Childbirth; Prenatal, Infant and Family Nutrition; Child Development and Guidance with a Nursery School Experience; Stress Management, and Critical Issues Impacting the American Family; and Aging, Death and Dying.

In Medford School District, and the State of Oregon, students are required to take Family Finance and Economics; therefore, these units traditionally taught in Family Life have been omitted from our curriculum.

The eight units are developed as follows:

1. Family and Futures

The Mentally Healthy Family

The Family, Past, Present, and Future

The Third Wave by Alvin Toffler⁴

Megatrends by John Naisbitt⁵

Sociology Purposes of the Family

Family and Marriage Styles (i.e., Extended, Nuclear, Monogamy, Communal)

Family Life Cycle

In discussing family issues, students are invited to look at historical changes in order to understand the continuing evolution of the family. They are briefly introduced to the futurists Toffler and Naisbitt and are encouraged to predict where they feel future changes will take the American family (i.e., structure, workplace, quality, divorce and other critical issues.) A primary concern of teachers is to focus on what is positive about families, and on common characteristics of successful families.

³Healthy People: Surgeon General Report on Health Promotion and Disease Prevention, U. S. Department of Health Education and Welfare/Public Health Service, 1979.

⁴Toffler, A. (1980). The Third Wave. New York: Morrow-Williams Company.

⁵Naisbitt, John. (1983). Megatrends. New York: Warner Books.

II. Love and Infatuation

Romantic Love and Infatuation

Conjugal or Realistic Love

Types of Love

Love for a Lifelong Relationship

Love is a very sensitive issue to juniors and seniors in high school. The approach by teachers is to be non-judgmental. Teachers encourage students to volunteer as much of the information as possible, guiding the discussion toward the natural consequences of student choices.

Students are pre-tested on their attitudes about love, and view filmstrips responding to thought-provoking questions. A journal assignment requires students to evaluate a past, present, imaginary relationship, appraising it step by step to see if they feel it is love or infatuation. The favorite part of this unit is when students are introduced to the book Love, Sex or Infatuation by Ray Short.⁶ Approximately half of the students choose to read this book for a semester project.

III. Mate Selection and Marital Adjustment

Complementary and Parallel Needs

Factors that Lead to Success

Living Together

Handling Conflict and Problem Solving

Early Marital Adjustments

Communication

Knowing yourself and your individual and personal needs is one of the important concepts stressed in this unit of study. Through personal assessment inventories, lectures, discussions, films and film strips, guest speakers, and journal writing, students work at the important task of being more keenly aware of their own needs and styles of interaction. Students are reminded that they may have input concerning their present family unit, as well as their future family unit. It is a matter of being aware of their wants and needs, and making appropriate choices along the way.

IV. Conception, Contraception, Prenatal Development and Childbirth

Pre-test/discussion Conception and the Menstrual Cycle

Teen Pregnancy/Contraception

Embryonic and Fetal Development

Prepared (Lamaze) Childbirth

When deciding what to teach and what to omit, primary consideration is given to factors students can control. Therefore, in a discussion of birth defects, only those we can avoid through personal choice are discussed. (i.e., Problems related to smoking, alcohol, and other drugs, x-ray, rubella measles, nutrition, syphilis, herpes, and AIDS).

Another area of emphasis is the importance of the family to this new life. Therefore, conception and contraception are taught within the context of the family.

V. Prenatal, Infant and Family Nutrition

1990 Goals for the nation -
Surgeon General's Report and U.S. Dietary
Goals⁶
Bailey's Target Diet⁷
Infant and Children's Nutrition
Prenatal Nutrition

Although high school students have been exposed to nutrition information before, when concepts are taught in the context of the family life cycle, it becomes new information. They study how the nutritional needs of women change during pregnancy and the special needs of the infant and child. Emphasis is placed on the critical years of brain development from conception through the second year of life. The U. S. dietary goals and the Surgeon General's 1990 Goals⁸ for the nation are stressed, as well as the importance of physical fitness in achieving these goals.

VI. Child Guidance and Development and Nursery School

Physical and Motor Development
Styles of Interaction
The Development of Understanding
Language Development
Freud, Piaget, Erickson, White and other
theorists
Common Characteristics of 2, 3, 4, and 5
year olds
Using Positive Language with Children
Safety of Toys, Equipment and the Environ-
ment
Childhood Wellness and Immunization
The Importance of Toys and Play
Observation in the Nursery School
Nursery School Practicum
Discipline through Self Regulation
Guides to Speech and Action for Adults

At North Medford, within the Home Economics Department, there are three vocational cluster programs: Child Development, Food Service and Career Clothing.

Within the Child Development cluster are three components: Child Development, Nursery School Aide, and Occupational Preparation. The emphasis on the Child Development class is the child from three to five, since this is the

age group students will be working with in the nursery school. The Family Health class then studies the child from birth to two and a half in its child development unit, while the focus of the child guidance portion of the class is the older child since they will also be working with the three to five year olds.

In 1976, the Technical Arts career cluster of Electronics, Woods, Drafting and Metals completed a nursery school building for the Home Economics Vocational Clusters at North Medford High.

The school has two sessions that run Monday through Friday with twenty children attending the morning session and another twenty attending in the afternoon. Each period of the day approximately five student aides are assigned to the nursery school to assist the full time nursery school teacher. Family Health students have a three week unit in which they observe and work with the children. In addition, the Child Development and Child Care cluster students work and observe in the nursery school. There are two classrooms that connect with the playroom. Each classroom is equipped with one way glass and a set of speakers so that students can closely monitor the children as they observe.

VII. Stressor Management

Assessing Stressors
Assessing the body's response to stressors
Coping techniques/Relaxation
Relationship of Nutrition and Physical Fitness
to Stress Management
Personality Types

Students wear bio-dots and take a variety of inventories to assess both their levels of stress and their ability to cope with it. Through the use of journals students are encouraged to set goals and deal more effectively with their stressors.

The effect of stress on family relationships and family crisis is discussed and coping techniques are shared among students.

VIII. Critical Issues Impacting the American Family

Read a self-help book
Alcoholism and other drugs
Individual and Family Violence
Divorce
Unemployment
AIDS and other Sexually Transmitted
Diseases
Blood Donation

Teachers use a variety of resources for this unit. The need for current data is critical. Therefore, videotapes of television specials, news articles, and guest speakers are the primary resources used. By the time the

⁶Healthy People: Surgeon General Report on Health Promotion and Disease Prevention. Op. Cit.

⁷Bailey's Target Diet. (1984). Boston: Houghton/Mifflin Company

⁸Healthy People: Surgeon General Report on Health Promotion and Disease Prevention. Op. Cit.

unit is finished, students realize that they are not the only ones suffering from a particular problem, and have been exposed to numerous community resources that are available to help individuals and families.

IX. Aging, Death and Dying

Panel of Senior Citizens

Alzheimers Disease

Aging in America

Stage of Adjusting to Critical Information

(i.e., death, divorce)

Bio-ethical Issues

Students learn about the aging process and interact with senior citizens. In journals, students discuss the most important older adult in their life and predict what kind of older person they think they will become. Issues surrounding aging and dying are discussed and resources that can aid the family are identified.

A RELEVANT EXPERIENTIAL APPROACH

How the class is taught is almost more important than what is taught. Textbooks are supplemented with other kinds of resources. In a field that is changing and updating information as rapidly as health and family studies, teachers must rely heavily on current, factual sources. Therefore almost all lessons are individually designed by teachers to meet the specific needs that are targeted.

Many textbooks lack the experiential component. Students need to involve themselves in discussions and debates and explore their values and opinions on a variety of subjects. Books less often provide these opportunities. Therefore, in substitution, teachers use inventories, journals, guided study questions, guest speakers and other activities that actively involve students' minds and encourage self examination.

A topic of discussion is often developed from self assessment through factual information and discussion to "internalization" of information. For example, the stressor management unit begins with an inventory where a student assesses his own level of stress. He wears a heat sensor bio-dot for a day and records all the times when his bio-dot changes color. In class the next day students share what they were doing when they achieved the most relaxed state. The result is a list of twenty to thirty healthy activities that reduce stress. Filmstrips and a movie are watched and discussed.

The last assignment of each unit is one that promotes internalization of information, something that causes a student to apply the information learned to their own lives. In this case students are asked to write a journal in which they discuss their major stressors and the areas of stress management they most need to work on. Many

times throughout the semester students are asked to write journals on a variety of topics: whom I need to marry, evaluating a relationship for love or infatuation, how would an unwanted pregnancy affect my future goals, pros and cons of living together, and the most important older person in my life.

The units of study are continuously evolving. No two semesters are ever completely the same. One reason for this evolution is the rapidly changing information in this field. Another has been a response to student evaluation of the curriculum. At the end of every semester students fill out an anonymous course evaluation. In it they rate whether they would like more, less, or the same amount of class discussion, lectures, guest speakers, films, film strips, group discussions, etc. They then describe their favorite unit, make suggestions for future classes and evaluation the instructor. Students have very accurately pinpointed the areas that needed change and new units that should be taught. The course is one truly designed with student input being the primary consideration.

CONCLUSION

One of the greatest challenges to family life education is dealing with controversy. In the Better Homes and Garden poll of 1983, 80 percent of all respondents agreed that sex education should be taught in public schools. In his book A Nation for Families,⁹ Bill Sheek states, "There seems to be an overwhelming desire by most parents to have their children in family life education courses." However, a small but vocal minority disagrees.

Therefore, it is important that family life educators are sensitive to every student's values. I tell my students that I will not tell them what to think, but that I will expose them to a variety of thoughts and opinions. What I ask of them is that they take these ideas and apply them to their personal belief system. They will then walk out of my classroom with a new enlightened opinion, or the same one they walked in with. Either way they grow, because they will not be believing something simply because their friends hold the same opinion. What they decide to believe will fit their own individual values and goals. At the same time students gain respect for individual differences, and recognize that in a classroom of twenty-five students there may be twenty-five opinions, and that's all right.

Before problems arise, schools should make sure that the minority opinion is represented on the curriculum's community advisory committee. Minor disagreements can be

⁹Sheek, op. cit.

resolved before they become a problem, and often the same person who may have been the strongest opponent becomes the most vocal advocate.

In his book, Megatrends, John Naisbitt¹⁰ summarizes our need for family life education most succinctly. "During turbulent times many people need structure, not ambiguity, in their lives. They need something to hang on to, not something to debate."

¹⁰Naisbitt, John. (1983). op. cit.



RECENT STATISTICS RELATED TO TOBACCO, ALCOHOL AND MARIJUANA USE IN PRE-ADOLESCENTS AND ADOLESCENTS

Alcohol

* About one in eighteen high school students (5.5%) is drinking alcohol daily: 41% have had five or more drinks on a single occasion.

* Nearly all young people (93%) have tried alcohol by the end of their senior year.

Tobacco

* Approximately 1.4 million adolescents begin to smoke each year. It is estimated that 87% of smokers begin regular use of cigarettes before leaving high school.

* Some 30% of America's high school seniors have smoked cigarettes; a substantial proportion (21%) are daily smokers.

Marijuana

* At least one in every eighteen high school seniors (5.3%) is actively smoking marijuana on a daily basis; 17% have smoked on a daily basis during at least one month at some time in their lives.

For marijuana, alcohol, and cigarettes, most of the initial experience took place before high school.

* Daily cigarette smoking began with 15% of the students before high school: an additional 9% began smoking during high school.

* Alcohol use began with 56% before high school: 36% began during high school.

* 34% of the marijuana users had initial experiences before high school and an additional 24% during high school.

Roughly two-thirds of all American young people (63%) try an illicit drug before they finish high school.

These statistics reflect the highest levels of illicit drug use to be found in an industrialized nation in the world.

Source: Johnston, K.D., O'Malley, P.M., & Bachman, J. G. (1984). Drugs and American High School Students, 1975-1983. (DHHS Publication No. ADM 84-1317. Washington, DC: U. S. Government Printing Office.

Continued from page 163.

whipped products, ice cream, homebrewed PH indicators.

III. Physical and chemical properties of plant foods

A. cell structure, photosynthesis, plant pigments, maturation process, plant oils.

B. experiments with pigments, acid/base, sugar, starches, temperature, pectin levels, oxidation, ethylene and enzymes.

IV. Plant and animal protein

A. composition of protein and amino acid structure.

B. classification of protein.

C. egg composition and related experiments.

D. denatured and coagulation experiments with dairy products; yogurt, cheese and butter making. (Note: high emphasis is on the food processing industries throughout the course, and after making cheddar and cottage cheese we visit a local cheese making industry.)

E. tofu experiments.

F. Maillard reaction (browning) experiments.

V. Microbial changes in foods

A. classification of microbial life, carbon cycle/living systems.

B. types of food spoilage/prevention, food handling, experiments growing cultures.

C. principles/types of food processing.

D. yeast and altering the environment.

E. fermentation; cider/wine, gingerale, sauerkraut, vegetable experiments.

VI. Health and diet

A. evaluation of diets.

B. types of diet-related health problems.

c. salt, sugar and fat issues.

D. health foods craze.

E. additives: classification, types, uses, controversies.

Conclusion

Oregon teachers are proud of their new and innovative applications of Home Economics--and rightfully so! It has taken much time, hard work, creativity, apprehension and cooperation. It is a new challenge, but one worth the effort. The course has gained the interest and respect of administrators and colleagues. More importantly, it fulfills a relevant educational need. Students are the beneficiaries in a fun and stimulating environment. The concepts taught are broad in scope and students learn to draw conclusions. Critical thinking skills of deduction, induction, hypothesis testing, evaluation of results and analysis of claims are processes inherent in teaching foods as a science. Those skills constitute appropriate education for the twenty-first century.



Pioneering Global Understandings Through Education in Home Economics



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Introduction: Ava Milam as a Pioneer

The Hawthorne Suite in Milam Hall is a lounge furnished with gorgeous silk, porcelain, brass and wooden artifacts and furniture from China. The origin of the idea for the decor was unquestionably rooted in the college's history of home economics. For 34 years (1917-1950) Dean Milam, later known as Ava Milam Clark, worked courageously as a pioneer in the development of education in home economics with an international outreach program.¹

Ava Milam's first opportunity to travel to China came as an invitation from the International Committee of the American Home Economics Association which had received a request for assistance in organizing a home economics department in China and a proposal that a home economist visit the Orient.²

In 1922 the university president reluctantly granted Miss Milam a two year leave of absence. She had contended that she needed time to think about how the growing technical aspects of home economics could be put into better balance with the liberal arts foundation of the field. Furthermore, she wanted to see for herself "something of the other side of the world." She argued that "...if the study of home economics could contribute to improvement of home life and society in one country it could do likewise in other countries." Finally, she wanted a break from the provincialism of her own culture.³

Milam's experience in China became the springboard for developing a program which attracted many international students. It was also the beginning of a series of trips

abroad to help establish or improve home economics programs and to recruit students for study in home economics.

Although Ava Milam's vision was not articulated in today's ecosystem terminology, she had ecological explanations for life's experiences. For example, she had an awareness of the centrality of the family as a stabilizing force in all cultures; she understood the need for a broad base of knowledge for interpreting the influences on how families function; she observed how value priorities affected living conditions; she had keen insights into the value of cultural exchanges; and she wished that "old and new countries" would learn from each other so that younger nations might not make the mistakes made by older civilizations.⁴

A Rationale for New Pioneers in Global Education

Today there is a need for new pioneers in home economics--persons who have an understanding of the world as a complex global ecosystem, and who can communicate the role of home economics in creating and sustaining an improved quality of life for individuals and families from a global perspective. The rationale for this imperative is based on several realities.

The first and primary reality is that we are living in a global community where it is a common experience for people around the world not only to hear, but to be affected by global coverage of events every morning and evening of the week. Through the high tech of satellite transmissions we have almost instant access to major events anywhere in the world through radio, television and newspapers. There is a constant implied appeal for compassion toward those unknown persons in faraway places who are affected by disasters of many kinds: events such as the Chernobyl nuclear accident, with its far reaching effects and impacts on quality of life for many people over a span of many years.

The home economics profession is concerned with families and their ability to function on their own. The multiplicity of interacting factors and changes impacting families was carefully outlined in Kinsey B. Green in her

¹Clark, A. M., & Munford, J. K. (1969). Adventures of a home economist. Corvallis, OR: Oregon State University Press.

²Nelson, L. (1984). International ventures. In Definitive themes in home economics and their impact on families, 1909-1984. Washington, DC: American Home Economics Association, 150-152.

³Clark, A. M., & Munford, J. K. Op. Cit., 140-141.

⁴Ibid., 164.

obligations as democratic citizens.⁸ One of those nine areas is international and multi-cultural experiences. These experiences should aim at taking students into a world beyond themselves--beyond their regions--making them temporary "outsiders" who return again to the more familiar, and in so doing, learn to know themselves better and bring back the lessons of their life elsewhere to enrich their home environments.

Another study of educational priorities was undertaken by the Task Force on Strengthening Home Economics Programs in Higher Education. Their 1986 report outlined 22 recommendations which would help schools to establish new priorities and standards for programs so that home economics professionals will be able to "perform with excellence in an informational society and a global community."⁹ Recommendation #8 asks that global/ universal concepts and an international perspective be integrated into home economics courses.

If colleges and universities respond to this recommendation, the home economics profession could make remarkable strides in its global understandings. This new focus would also affect the quality of education in high school home economics programs, for high school teachers are the products of their undergraduate education. Their vision for what they can offer to their students is shaped to a large extent by the educational process which prepared them for that role.

Harold Taylor, former president of Sarah Lawrence College, addressed this problem in teacher education in his book, The World as Teacher.¹⁰ He defined the educational process as the way in which persons become aware of themselves and their place in the world at large, and learn how to conduct themselves in it and to contribute to it.¹¹ That awareness is achieved through exploring the world's people, our physical world--geography and nature--and the ideas, experiences, and expressions of humankind in many cultures. For Taylor, the culminating point in education comes when one has learned to understand the nature and character of the world itself in its contemporary manifestation, and one has learned how to do something useful in it.

As a way of implementing his ideals, Taylor proposed setting up regional world centers where people could learn how to minister to the sociological, technological, and human needs of every region of the world. He recommended using education and research as the vehicles and suggested

including the healing arts, community development, social planning, early childhood, family needs and home economics. His goal was to share scientific and technological knowledge so that the world's people of all ages would better know how to cope with the total problem of creating a congenial environment for all.¹²

Ava Milam's goal for home economics at Oregon State University had some of these same ideals. She believed that a strong liberal arts base was the best preparation as a background for entering into the experience of learning in and about another culture.¹³ And she used educational exchanges as a vehicle for teaching and learning about other cultures and how they created environments which were suited to basic human needs.

This attention to other world views is a fundamental and elementary step in developing global understandings. Nancy Granovsky has suggested that a world view may be a value orientation, a human resource that can be developed.¹⁴ The continuum of activities which contribute to the development of a world view can be described by a diagram with four quadrants (Figure 2) where the range of conduct for each of these quadrants may be defined as follows:

- PASSIVE-LOCAL: no integration of global matters into teaching perspectives; no cross-cultural experience
- PASSIVE-GLOBAL: cross-cultural experience, but no systematic understanding of local conditions; no language skill
- ACTIVE-LOCAL: integration of global concerns into teaching perspectives; acquisition of cross-cultural and language skills; participation in international activities at local community level
- ACTIVE-GLOBAL: active participation in cross-cultural experiences, with systematic understanding of local conditions; language skill

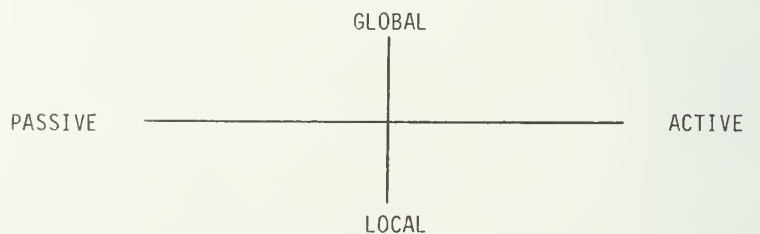


Figure 2. Acquisition of a World View: A Continuum of Activities

⁸Ibid., 15.
⁹Strengthening home economics programs in higher education. (1986). USDA project for comprehensive program planning and development for higher education in home economics. Columbus, OH: Ohio State University, 12.
¹⁰Taylor, H. (1969). The world as teacher. New York: Doubleday.
¹¹Ibid., 7.

¹²Ibid., 156-158.
¹³Clark, A. M., & Munford, J. K., op. cit., 164.
¹⁴Granovsky, N. (1985). Family resource management: A model for international development. In S. Y. Nickols (Ed.), The balancing act: thinking globally/acting locally. Proceedings of a workshop sponsored by the family economics/home management section of the American Home Economics Association (June 20-22), 25-35.

article, "Advocates for the Family: A Global View."⁵ In order to meet the survival needs of the next 20 years there must be an increased awareness of and attention to the ways in which interdependencies are created and actualized. One of these is the reality of an increasing international economic interdependency. This phenomenon in the "world without borders" affects resource availability and consumer decisions. Basic human needs decisions involving food, clothing, shelter, transportation, health and other aspects of life are no longer isolated events. For example, while the scope of food choices in a mid-western town in the winter is to some extent dependent on food crops in Mexico, Israel, and many other countries and states, wheat from the American Great Plains feeds the hungry in Africa and factory workers in the Soviet Union. A large proportion of the lower priced ready-to-wear apparel in American stores has been made or assembled in countries such as China or Costa Rica. Stereo equipment and automobiles are imported in such large quantities that foreign labels, such as Sony or Volkswagon, are familiar brands. Human life itself may be dependent on a global solution to the most threatening health problem of all times: Acquired Immune Deficiency Syndrome (AIDS), a deadly disease that is spreading rapidly in the global community.

A third major reality is that today's American society is no longer a "melting pot"; rather, it is rich in ethnic diversity. In fact, ethnic groups are encouraged to maintain their identity. Education for citizenship must be broader than a parochial viewpoint. We must now educate so that we can function responsibly in a multicultural society as well as in a culturally diverse world.

The Educational Challenge:
Strengthening Global Perspectives

A student who had been in China for a 14-week Study Service Trimester told about a personal disappointment and the uncertainty of her future. In describing her situation she recalled the Chinese word for "crisis." The characters used for that word are the characters combined from two other words: "danger" and "opportunity" (Figure 1).

In some respects education in home economics is facing a crisis situation--it is a time of both danger and opportunity. On the one hand, there are the dangers related to finances, student enrollments, and curriculum. On the other hand, there are the opportunities for teachers and administrators to redefine vision and goals for the future, to do strategic planning, and to create a professional growth agenda suited to the mission of the school.

⁵Green, K. B. (1982). Advocates for the family: A global view. Journal of Home Economics, 74(2), 39-41.

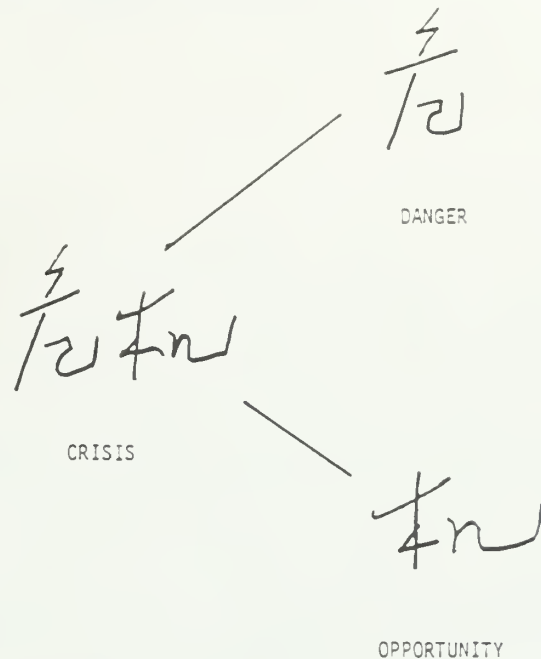


Figure 1. Chinese "crisis"

The College of Home Economics at Oregon State University is launched on a course which is opportunity oriented. The current three-year plan builds on its past and stakes out a goal which is targeted toward developing new strengths in international understandings. In this plan it is assumed that it is necessary for students to have an international perspective in all content areas.⁶

In one sense, this stated goal is a renewal of Milam's vision. It also is an attitude which is compatible with and supported by recent data and recommendations resulting from several major studies done with respect to quality of education in the United States today.

For example, during the years 1979 to 1981 three national commissions issued reports which called attention to deficiencies in basic areas of undergraduate study.⁷ Listed with the deficit areas was the lack of international studies.

Subsequently, a three-year project on "Redefining the Meaning and Purpose of Baccalaureate Degrees" was sponsored by the Association of American colleges. Their report recommended nine types of experiences which ought to be included if a curriculum is to have integrity and if it aims to enable people "to live responsibly and joyfully, fulfilling their promise as individual humans and their

⁶Long range plan of the college of home economics, 1986-89. (1986). Oregon State University.

⁷Integrity in the college curriculum: A report to the academic community (1985). The findings and recommendations of the project on redefining the meaning and purpose of baccalaureate degrees, Association of American Colleges, 1.

Each person can be located somewhere in one of the four quadrants. The teacher who wants to be effective in teaching global understandings should consider developing a world view that fits into one of the ACTIVE quadrants. This will require some cross-cultural experience and, possibly, a consideration of personal life style.

Frazier outlined five ideas for adjusting personal lifestyle to be more "globally responsible."¹⁵ She included balanced development, wise use of resources, appropriate level technology, reciprocity in sharing knowledge, and maintaining sustainable consumption levels.

Experiences with other cultures sometimes lead to personal lifestyle changes which symbolize understandings about and empathy toward persons with extremely limited resources. One avenue for this expression is through a lifestyle of voluntary simplicity. Ruth Pestle's booklet on voluntary simplicity shows how to evaluate personal values and how to teach about this kind of lifestyle.¹⁶

Global Understandings: Integration

The synthesis and integration of global understandings begins with identifying a theoretical framework. Some

frameworks have been proposed within the ecosystem integrative approach of home economics. This approach is also philosophically compatible with Harold Taylor's definition of the educational process and goals.

In the 1986 AHEA Commemorative lecture Eloise Murray recommended either to start with family issues and attempt to understand their occurrence and meaning around the world, or to start with global issues and identify their impact on families.¹⁷ This strategy is consistent with her thesis that the family may be viewed as the "global nexus."¹⁸

Another approach is Granovsky's suggestion of using the holistic framework of family resource management for the study of the personal and managerial subsystems and their relationships to the macro and micro environments. This interactive focus is detailed in Paolucci, Hall, and Axinn's ecological model for viewing the role of family in social and economic development (Figure 3) and could be applied to the study of any culture.¹⁹

With theoretical constructs as the basis, concrete ideas and experiences could be designed to develop global

Continued on page 175.

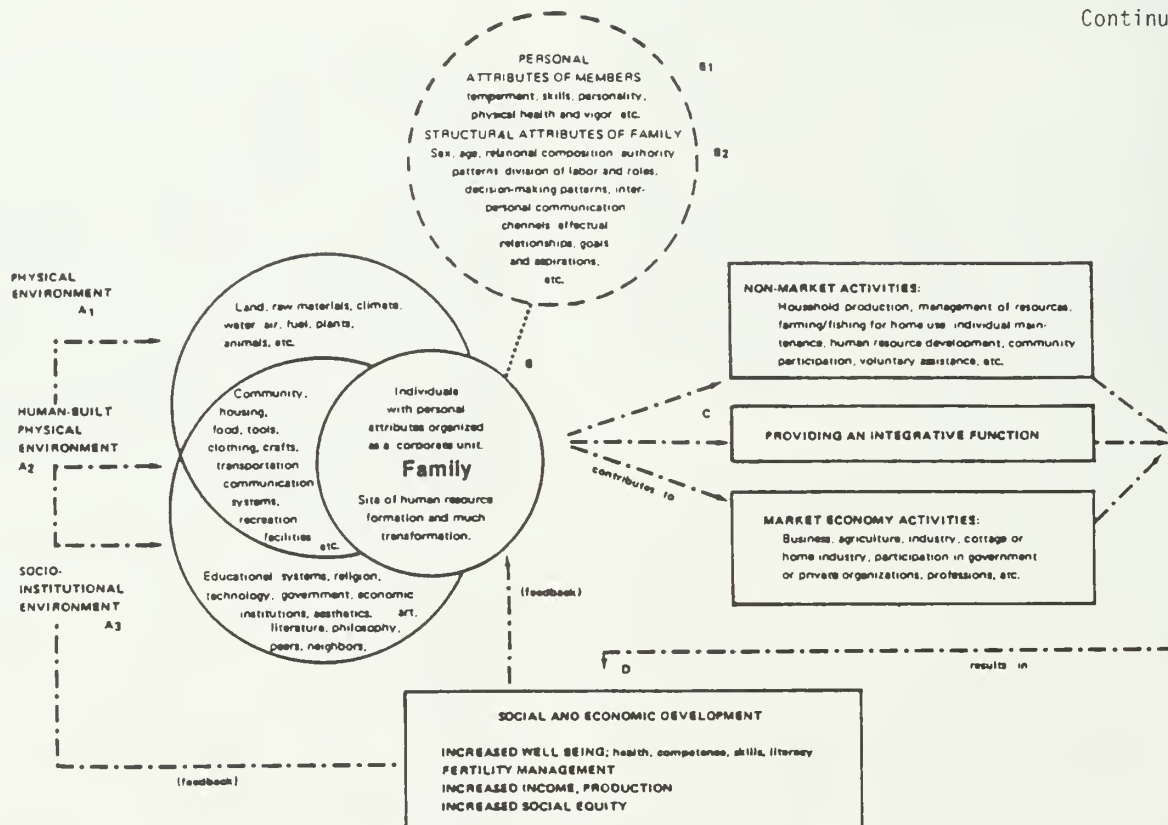


Figure 3. Ecological Model for Viewing Role of Family in Social and Economic Development

¹⁵Frazier, G. (1983). The global importance of the home economics teacher. *Illinois Teacher* (May/June), 168-172.
¹⁶Pestle, R. E. (1984). *Voluntary simplicity: A lifestyle option*. Washington, DC: Home Economics Education Association.

¹⁷Murray, F. (1986). Home economics and families in global perspective. 1986 AHEA commemorative lecture. *Journal of Home Economics*, 78(3), 51-56.
¹⁸Murray, E. (1985). The challenge of the family, the global nexus. In S. Y. Nickols (Ed.), *op. cit.*, 3-14.
¹⁹Paolucci, B. (1976). Evolving philosophy and content of home economics. In Final report of XIII congress of the International Federation for Home Economics. Paris: International Federation for Home Economics, 103-110.

New Curriculum Horizons: Fashion Merchandising

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During the past several years, at least four highly respected national reports¹ have recommend key shifts in the traditional high school curriculum, particularly in the areas referred to as industrial arts, vocational education, or practical and applied arts. The focus of these recommendations is that both the academic and vocational or job-preparatory aspects of the curriculum need to be strengthened and vocational courses enriched and diversified to make them attractive to all students.² In many ways, especially the traditional home economics curriculum falls short of fulfilling the needs of students and meeting this objective. In addition, the expectation for home economics to broaden its content, coupled with the call for more rigorous academic outcomes across the entire curriculum, enhance the imperative for home economics educators to develop new curriculum directions.

In Oregon, home economists are meeting the challenges set forth by these recent reports. The Fashion Merchandising Curriculum Model³, developed by the College of Home Economics at Oregon State University for use in the high schools, is designed to satisfy a general mathematics requirement, as well as provide relevant and timely home economics programs, and assist students to gain entry-level job skills.

Relationship to Job Choices

Retail merchandising is often reported to be one of the "hot" careers of the next decade. Often a high school student's first job is in the area of apparel merchandising. Fashion merchandising nationally is one of the most popular offerings in college and university home economics programs.⁴ In an annual survey given to students in my

school, fashion merchandising and design ranked among the top ten career choices. This information provided the support for my development of fashion merchandising at Beaverton High School. During the past six years, I have been able to mold this course into what students perceive as a relevant and exciting curriculum--meeting the needs of many students and expanding the traditional boundaries of home economics programs.

Fashion merchandising allows students the opportunity to explore various careers in the fashion industry, in a relatively cost-free environment as opposed to spending college tuition dollars experimenting with career options. Many areas of a home economics curriculum can be incorporated into this course. Garment analysis, textiles and fabric construction, consumer buying practices, psychological aspects of clothing, marketing theories and fashion history are among the topics covered in this fashion merchandising course. The mathematics component in this course allows students the opportunity to experience mathematics at an applied level using such concepts as percentages, probability, ratios, use of computers, making and interpreting various kinds of graphs, as well as applying basic math functions. By the end of this course most students feel they are more prepared to make intelligent, informed decisions about future career plans, and are better consumers in the fashion market. The major concepts included in such a course are:

- Fashion
- Fashion Merchandising
- Market Segmentation
- Organization of the Clothing Industry
- Cost of Merchandising
- Basic Merchandising Mathematics
- Profit
- Markup and Markdown
- Pricing
- Inventory/Stocking
- Merchandise Planning and Control
- Computer Applications in Apparel Merchandising

These concepts open many vistas for students and particularly helps them to apply basic reading, interpretive, analytical and communications skills to a content area of interest to them.

¹Boyer, E. L. (1983). High School: Report on secondary education in America. New York: Harper and Row.

²Koppel, I., & Miller, P. (1987). Transition to technology education: A major shift in the secondary curriculum. Educational Leadership, 44 (4, December-January), 77-79.

³Francis, S., Cerotsky, B., LaGrande, A., & Season, C. (1986). Fashion merchandising, Oregon home economics curriculum model. Corvallis, OR: College of Home Economics, Oregon State University.

⁴Francis, S., Cerotsky, B., LaGrande, A., & Season, C. op. cit.

Establishing the Program in Your School

In order to efficiently and effectively institute a fashion merchandising course in your school, a data base must establish the need for such curriculum. This information should be collected from the students, counselors and local business people involved in retail merchandising. With this information in hand, challenge your administrators with well-prepared, innovative, and relevant curriculum ideas.

Selecting the target audience for a fashion merchandising course should be directly tied to the data base collected and the general composition of the student body. A major thrust of the course is an exploration of various careers in the fashion industry. As a result, I have elected to teach fashion merchandising to junior and senior men and women.

Some teachers think the content can be taught without such a heavy emphasis on mathematics. The model we have applied in Oregon, however, intentionally includes extensive math concepts and processes. Some school districts have agreed to grant math credit for the course--an obvious advantage for students. This can provide a way for the home economist to work in coalition with other departments and faculty in the school.

Teacher Preparation

Once the curriculum has been developed, it can be implemented in a variety of ways to suit the needs of the particular school setting. The most important step to be taken by the educator is to establish a commitment for the pursuit of making the program successful. Once this is done, all possible avenues of support for such a program should be made by contacting key resource people in the community--fabric store owners, clothing buyers, designers, manufacturers, and retailers, nearby colleges and universities--to serve as mentors and guest speakers. In addition to community resources, the teacher should seek to build networks with other interested home economics, marketing, and mathematics teachers. To expand your horizons beyond your local area gather various apparel trade association addresses from your school or local community library and request any information they might have available for secondary schools. In my recent nationwide search for current publications and brochures, I found the majority of respondents very willing to share information, including a trade association which sent a videotape of 1988 fashions--all free of charge.

The educator is the key to the success of the program. A home economics educator who chooses to implement this program should display a professional, enthusiastic attitude and be knowledgeable of all aspects of the fashion industry. This is not a course to be taught by

the unmotivated! That will only lead to the increased probability of failure and frustration. The cost of teaching fashion merchandising is minimal. There are textbooks available for use in the secondary school setting, although most of these textbooks are written for introductory college level fashion merchandising classes. However, I have found that due to the high level of interest in the subject matter, few, if any, students find frustration with the reading level. Most students read fashion-oriented magazines and the classroom should provide some of the more widely-read magazines such as Seventeen, Glamour, Mademoiselle in addition to Bazaar, Town and Country, "W", Connoisseur, and Taxi.

Many of the students enrolled in this class have had few or no home economics classes during their junior and senior high school experience. Enrollments of students may fluctuate according to scheduling procedures within a building and initial enrollments may be low. My program has fluctuated over a six year period of time from a low of 16 students to a high of 78. Enrolling new prospects is an exciting "fringe benefit" of this vanguard program. Because many college-bound students tend to shy away from the "traditional" home economics classes, it has been my personal experience that fashion merchandising should be taught in a "regular," flexible classroom setting rather than in a foods or clothing laboratory.

Conclusion

Because students enrolled in my fashion merchandising classes have a high interest in the field of fashion, this common interest produces a level of excitement often unmatched in other classes. Fashion merchandising at the secondary level prepares students to function at a higher level of competence in the fashion world than their peers who have not had such an experience. Many students are planning careers in the industry, and others have simply taken a personal interest in fashion. In addition to taking fashion merchandising, approximately one-half of the students will enroll in our school's marketing program, and a few will further their studies by taking a clothing construction class. The majority of this year's students indicated that the class should be expanded into another class--Fashion Merchandising II with more depth in marketing, especially advertising. An expansion of the program beyond the initial phase would depend upon the teacher's level of expertise and experience in the field. Most will feel that they need "hands-on" experience in the industry before embarking on such an expanded curriculum.

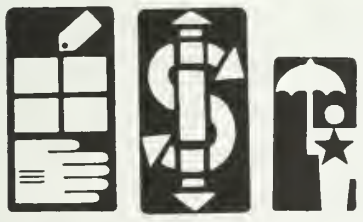
We cannot afford to have our students believing that home economics is branched into two categories--foods and clothing. That is an unnecessary and fictional presenta-

tion of our profession. As educators, we must provide for our students a current and relevant curriculum and stimulating teaching techniques. Fashion merchandising provides both the teacher and the student with a fresh look at a new generation of home economics curricula.

Teaching fashion merchandising has been an invigorating and welcome change from a basic ("ho-hum") home economics curriculum. Changes such as these can often provide the impetus for revisions in other areas of home economics programs. We can meet the challenge of providing pertinent curriculum for our secondary school students. We can master those new horizons!

Editor's Note: This curriculum can be purchased for \$12 from the:

College of Home Economics
Attn: Mrs. Agnes Ferngren
Oregon State University
Corvallis, OR 97331



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understandings. In an earlier article in Illinois Teacher, Frazier proposed several ways to teach global education in the home economics classroom.²⁰ She included ideas for the study of home management and consumer education, food system, home care system, water cycle, clothing system, housing system, and family.

A new initiative in development education for high school teachers and students, "Global Connections," provides extensive resources for use with high school students for learning about the global ecosystem.²¹ The program is being received with enthusiasm by the teachers in the pilot program. An earlier issue of Illinois Teacher²² included information about the program and ideas for classroom activities and resources for teaching global perspectives.

²⁰Frazier, G., Op. cit., 170-171.

²¹Simpson, N. L., Montgomery, W., & Vaughn, G. G. (1987). Global connections: Linking third world concerns with American teens through the home economics classroom. Journal of Home Economics, 79(1), 43-47.

²²Montgomery, W. (1987). Global connections: A development education project. Illinois Teacher of Home Economics, November/December, 52-54.

The effectiveness of personal commitments to a world view can be enhanced through the support of a larger group. Now, as never before, the home economics profession has a global network which can function to impact families, communities and governments on local and national levels. The International Federation for Home Economics (IFHE) provides that network and brings together more than 200 professional home economics associations and groups as well as individual home economists who work in a variety of professional capacities in 116 countries. These represent five regions of the world: Africa, the Americas, Asia, Europe and the Pacific.

The IFHE, a non-governmental organization (NGO), has strong linkages to other international agencies with its consultative status with the United Nations through ECOSOC, FAO, UNESCO and UNICEF.

The IFHE offers opportunities for its members to participate in international professional development activities, especially through Congresses which convene every four years. One such opportunity will be available at the XVIth Congress which will convene July 24-28, 1988 in Minneapolis and will focus on the theme of "Health for All: The Role of Home Economics." Six IFHE program committees also provide for professional interactions as international representatives work at solving common problems through projects and position statements.

The opportunity is here and the challenge is clear. Dr. Kenda!! King eloquently expressed it when he said, "What home economists are trying to do internationally is crucially important. Wisely done, it is at the core of mankind's hope around the world."²³

²³King, K. W. (1979). Poverty and human needs worldwide. Journal of Home Economics, 71(1), 21.



Exploring the Home Economics Role in Home-Based Business: Home Economics on the Leading Edge



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Jane, a sophomore in college, got great compliments on the foods she prepared and was constantly asked to assist others when they were entertaining. Enjoying the work and recognizing the need to finance her college education, Jane started a successful catering business using her cooking, management and creative skills. On average, Jane caters two major events a month in addition to about three individual item requests per week.

It is 9:45 at the Jensen house. Howard left for work at 7:30 a.m. Six-month-old Amy has finally gone down for her nap an hour late and three-year-old Tom is playing in the fenced backyard. Alice Jensen, who has an editing/typing service in her home, begins her income-generating day as the telephone rings. Neighbor Nancy invites herself over for a visit but Alice explains that she doesn't have the time. Today she has an errand for Howard, a doctor's appointment for Amy, and two clients with 4:00 p.m. deadlines. (Liess, 1984)¹

These scenarios illustrate two major roles that home economics can contribute to home-based businesses. First, the content of the home economics curriculum provides the opportunity to learn skills that can be used for the production of many goods and services that can be marketed from the home. Jane developed her catering skills in her high school foods classes and HERO experiences. Second, home economics provides knowledge and analytical abilities needed to mesh paid work or business with the family in the home setting. Alice definitely has the need for management skills to set priorities and schedule her family and business activities.

Home economics programs include content related to a wide range of services and products that are readily adapted for use in home-based income generation. As students gain knowledge and experience in the various areas, some may find that they possess a skill with profit-making potential. Home economics service-oriented

businesses may concentrate on activities performed in the home or at other locations, including:

- Care of children/elderly/disabled persons
- Garage sale consultant
- Gift-buying/wrapping/mailling
- House cleaning and organizing
- Image consultant (select clothing/accessories for busy people)
- Laundry service
- Manufacture, decorate or design linens
- Messenger service
- Party or entertainment planning
- Shopping services--groceries/gifts/clothing/etc.
- Sitter program--children/pets/house
- Teaching--gourmet cooking, sewing, etc.

Home economics product-oriented businesses can involve the sale of products made by one's self or employees, including:

- Food-Related Products
 - cake decorating
 - candymaking
 - catering
 - pastry/bread/cookies for restaurants and delicatessens
 - jams and jellies
 - sandwich truck
- Furnishings
 - building/designing/refinishing/slipcovers/stripping upholstery
 - designing and building children's toys
 - sale of antiques and collectibles
- Textiles-Related Products
 - clothes for hard-to-fit people and special needs
 - clothing alterations
 - custom dressmaking and tailoring
 - drapery making
 - monograms
 - needlework (crewel, cross-stitch, needlepoint, etc.)
 - novelty items (pillows, stuffed animals, etc.)
 - second-hand clothing consignment
 - weaving and reweaving

Although home economics has long been an integral part of cottage industry and family farm businesses, only recently have researchers begun to study the interface of work and family. But much of that investigation has focused on the workplace rather than the family. With business and family functioning under the same roof, the situation is more complex and often becomes a serious issue needing attention. Families who share work and family space and work and family time offer an unusual opportunity to observe the conflict and reconciliation dynamics that have yet to be researched.

¹Liess, D. (1984). Home work and preschoolers--An ultimate challenge. In Home-Based Business Income Generation. Fort Collins, CO: Consumer Sciences and Housing Department, Colorado State University: 63-73.

With an increase in home income generation, home economists will be needed to assist individuals in analyzing the interactions between family activities and the home business operation. Beach² documented the need to include family concepts in educating prospective home business workers on the implications of working at home. Several factors that home economics teachers can help students consider include advantages and disadvantages of a home-based business, family characteristics, role orientation, nature of the work and the work environment.

Home Business Advantages and Drawbacks

Individuals thinking about generating income from their home need to be aware of the rewards, demands and risks before entering into such entrepreneurial activities. Paid home production is not the answer for everyone.

Generating income in the home setting rather than at another location provides options that are advantageous to some and disadvantageous to others. In a recent Oregon study³ the advantages identified most frequently by female home-based business owners related to improved level of self esteem, being one's own boss and good working conditions. Other advantages included flexibility of work schedule, time and money saved in commuting, being home with children, less need for paid child care, setting an example for children, and home security. The disadvantages identified most often were lack of fringe benefits, difficulty of separating paid work from personal and family activities, and lack of interaction with co-workers. Other disadvantages cited by the survey respondents included lack of recognition as a professional, conflicts in family space and time, and inadequate earnings.

Influential Factors

FAMILY CHARACTERISTICS

A home-based business affects everyone in the home, perhaps creating changes in relationships between spouses and children.⁴ The attitudes of family members may be positive or negative towards home-based work. Answering the Oregon home-based business survey, one respondent

revealed her husband's negative attitude: "...starting a business after being a housewife for 25 years should be easier since my children are grown and I have more free time. However, during all those years I spoiled everyone, especially my husband. He cannot adjust to the fact that I am not standing at the stove when he walks in (anytime between 3 and 7 p.m.)." Alternatively, some families have experienced a positive impact from a home-based business. Another respondent stated, "It had a terrific impact upon the family. It has taught them self-assurance, poise, and how to do bookkeeping."⁵

Home-based work has been presented as a panacea for women's inability to maintain employment outside the home when faced with family care responsibilities. For young parents who assume the role of caregivers, a home-based business provides an opportunity to remain home with their children. However, many who look to home-based work to meet child care needs find that fulltime, at-home jobs and child rearing don't mix.⁶ Child care and supervision time may chop the 40-hour work week into segments scheduled around naps and bedtimes. Furthermore, children may be noisy, and if they "get into things" they can destroy work in progress. One Oregon home-based manager summarized her dilemma: "Trying to run any business in the home with preschoolers underfoot is next to impossible. Yet child care is not affordable and working outside the home right now is more trouble than it's worth." Family size, ages of children, and the type of work are important variables that influence a "success."

ROLE ORIENTATION

Clarification of role orientation is important for home business managers. Students who are considering the possibility of a home-based business need to ask themselves some questions about their family and business roles. Is work subordinate to the family or is the family subordinate to the work? Or does this differ from time to time? How much time will be devoted to the business? Is the nature of work such that it requires a high level of concentration or can distractions or interruptions be tolerated while working? How can parent and entrepreneur roles be juggled simultaneously and successfully?

Continued on page 181.

²Beach, B. (1985). Working at home: Family life/work life. Unpublished doctoral dissertation, The University of Connecticut. Storrs, CT.

³Holyoak, A., Koester, A., Green, K., and McCormick, N. (1987). The impact of home-based family owned business on the family. College of Home Economics, Oregon State University, (unpublished paper). Corvallis, OR.

⁴Carsky, M. L., Dolan, E. and McCabe, E. (1985). The development of a typology on home-based work. Unpublished working paper for NEC-59 Committee on Managerial and Productive Activities of Rural Families.

⁵Holyoak, A., Koester, A., Green, K., and McCormick, N. (1987). op. cit.

⁶Kotlowitz, A. (1987). Working at home while caring for a child sounds fine--in theory. The Wall Street Journal, (March 30): 25.

Bridging the Generation Gap: Perspectives on Aging for High School Students — A Vanguard Program



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Ask a group of teen-agers to provide you with a list of words they associate with the term "elderly". More than likely some of the words they would list would be negative and derogatory. In fact, the same might occur with students of any age. We live in a youth oriented society where growing older is viewed with anxiety and fear by many. However, when we ask students to think about a specific older individual they know or have known well they may become aware of very different views they have about the elderly and consequently about the aging process. Many students live in what might be described as an "age segregated" society where there is little or no contact with people of various ages and specifically with the elderly, so they may not be able to describe an older person they know well. This lack of contact forces people to form attitudes and understandings about different age groups from what they see and hear in the various news media or from information they may gather from people who also lack intergenerational experience and sharing. This would be true not only of the attitudes teenagers have about the elderly but also of how many older people form their views of adolescents and youth. Stories in a local newspaper or on television frequently describe situations in which teenagers have been involved in drug or alcohol abuse or have committed a crime against another person. The elderly person with little personal contact with teenagers may develop negative attitudes about teens and view youth with a fear based only on media representation. Home economists who are involved in family life education in secondary schools have a unique opportunity to change attitudes and increase understandings of all ages by developing a more comprehensive, life-span approach to the study of the family, and by specifically incorporating concepts about aging and the needs of the elderly into the curriculum. Traditionally, family life education programs have emphasized dating, marriage, and early parenthood. The later years in the life cycle have been neglected. But society is aging and the changing demographics affect both individuals and families in a variety of ways. This fact makes inclusion of a life-span approach in the home economics program imperative.

Why Teach About Aging?

Our population is getting older and with this change in society comes changes in how families organize and function. The aging of America began around the year 1800, when half the people in the country were younger than 16 years of age. Today the population structure is becoming more rectangular than triangular as fewer people die during the early stages of life. The Census Bureau predicts that by 2030 the structure of the population to age 70 will be an almost perfect rectangle. As the post-World War II baby boomers reach the age of 65 (starting in 2010) they are expected to increase the proportion of the population 65 and older from its current 12 percent to 21 percent in the year 2030.¹ Because of better medical care, improved diet, and increasing interest in physical fitness, more people are reaching the ages of 65 or 75 and older in excellent health. The increasing number of elderly people in our population will continue to have an impact on the general society. More specifically, these demographic changes are affecting families as both the proportion and absolute numbers of older adults increase. People living to advanced age must often rely on assistance from family members or on government and agency sources. Research during the 1960's and 1970's challenged the social myth that the elderly are abandoned or alienated from their families. Families are the preferred source of assistance among the elderly and contribute to the social, psychological, and physical needs of their elderly members. At least 80 percent of the assistance older people need will be provided by families.² Like any other period in the family cycle, old age requires that certain adjustments be made. Of particular importance are adjustments associated with living arrangements, kin relations, grandparenthood, and loss of spouse. High school students, as family members and neighbors, can have a significant impact on the well-being of older persons. They can assist in providing care to the elderly in a variety of ways. Even when teenagers do not provide direct support they are affected

¹Horn, J. C. and Meer, J. (1987). The vintage years, *Psychology Today*, (May): 76-90.

²Couper, D.P. and Sheehan, N.W. (1987). Family dynamics for caregivers: An educational model, *Family Relations*, 36: 181-186.

when their immediate family provides support or caregiving to older relatives. The move of a grandparent into the home may mean giving up space, making changes in activities, and sharing less of a parent's time. Emotional and financial stresses may be felt by everyone. As high school students begin to make long-term career plans, an awareness of the impact of the increased number of elderly in society on such areas as health care, housing, financial planning and recreation can uncover options previously unexplored. Family life educators can help teenagers begin to realize that preparing for old age is a life-long process and that the quality of those older years are in part dependent upon what they do early in life.

Life-Span Family Life Education

As teachers become aware of the need for education related to aging and committed to providing students with a more comprehensive life-span approach to family life education, a determination has to be made as to how this is best accomplished. Depending upon how the family life or home economics curriculum is organized in a school, a teacher or department could infuse concepts on aging into already existing courses or introduce a new program with specific content on aging. Infusion might include a child development class examining the role of the grandparent in a child's life and having students share traditions that may have been passed down in their family from their grandparents, thus gaining a better understanding of their family's past and possibly relationships in the family. Development studied over the life-span using a model, such as Erik Erikson's theory of personality development, demonstrates to students that not only young children but people of all ages go through various stages. This helps them to better understand not only the child they are specifically studying but also themselves, their parents and older family members. A foods and nutrition class might study the nutritional needs of people throughout the life cycle and discuss how the physical changes that occur as one ages, such as loss of taste in the elderly, affect a person's eating habits. Helping a student identify the practices that support good health throughout one's life, particularly in the area of nutrition, is an approach a teacher could use to bring a life-span approach to a typical foods and nutrition class. A general family life class might devote a unit of several weeks specifically to the study of aging and the effects on family relationships. Using this approach might develop interest in this area of study. A home economics department might then add a course devoted entirely to the study of aging.

Curriculum Content

Determining course content and selecting the most appropriate materials can be difficult, particularly if teachers are part of a small department where they are already preparing for classes in the several areas of a comprehensive home economics curriculum. It might be best to begin by integrating activities into already existing classes and gradually adding more time devoted to the study of aging. Finding appropriate materials that are directed to the teenage audience can be difficult; hopefully, new materials are beginning to appear in this area.

During the summer of 1985, Oregon home economics teachers, under the leadership of the faculty of the College of Home Economics at Oregon State University, began to look at new curriculum models in Home Economics. A team of classroom teachers working with a specialist in the field of gerontology from Oregon State University wrote a curriculum on aging for high school students. The writing team reviewed literature in the field and discussed content areas that should be included. The result was a curriculum model, Perspectives on Aging; Bridging the Generation Gap³ and included eight major concepts that were identified as important to a high school curriculum on aging and around which the curriculum model would be developed. These concepts are:

Attitudes Toward Aging.

Ageism forces young people to see old people as different. It is similar to racism and sexism in that it stereotypes and discriminates against a group of people on the basis of one factor, in this case, age. An objective of this concept is to help students identify and correct common myths about aging and older people. Many myths are based on half-truths and become the basis for fear and negativism toward aging and the elderly. Helping students identify their own attitudes and create an awareness of how these attitudes developed is the first step in gaining a more positive feeling about the elderly and the aging process.

Factors Affecting Aging

Helping teenagers realize that their current health practices and lifestyle are a factor in their own aging process is very difficult. They do not think of aging in relationship to themselves. It is important to create an awareness of being able to plan for a healthy lifestyle and also how aging is effected by the interaction of the physical, social, and psychological processes throughout the lifespan.

³Pratt, C., Miksis, J., Preedy, J., and Trapp, J. (1986). Perspectives on Aging: Bridging and Generation Gap. Corvallis, OR: O.S.U., College of Home Economics, Oregon State University.

Demographics

The increasing population of older adults will have a direct and dramatic impact upon families, communities and society. Becoming familiar with the demographic trends and how these changes will affect their own lives is one of the primary reasons for including information on aging in a curriculum. Debating about what it means to be "old" can be an interesting and revealing discussion for young people.

Well-Being in Later Life

Understanding that development occurs throughout the life-span and that there are tasks to accomplish in relation to these various developmental stages will enable young people to have a greater appreciation of aging and the elderly. For example, teenagers who are attempting to establish their independence will be empathetic toward the elderly trying to maintain their independence.

Communication Skills

As people age, they experience changes in the sensitivity of their senses - vision, hearing, taste, smell, and touch. These changes are important because they affect a person's ability to function in the physical environment and in social interactions. As students understand these changes they will be able to more effectively communicate with the elderly.

Family Relationships

Many students will have families that may already be impacted by its elderly members. Families are a significant source of support for the elderly. Helping students understand and identify factors that affect intergenerational relationships may enable them to understand and lend support to other family members. Activities that help students identify family traditions and history develop greater appreciation for their own family.

Community Resources

Each community has a network of private and public services to benefit and support the elderly. Many of these services exist as a result of individuals and advocacy groups working within the political process to obtain these services. For families caring for elderly members as well as the elderly themselves it is critical that they know what these resources are. As students become more aware of the services provided in the community they may find a career interest they would like to pursue.

Service Learning

Since many high school students have little or no contact with an elderly person the service learning

component of the curriculum is critical. Through service students may experience the needs and resources of older persons and community agencies. Care must be taken to expose students to a wide variety of older people, active as well as frail.

Teaching Strategies

Home economics teachers have traditionally used many experiential activities in their classes. It is probably even more important to use experiential strategies in a class on aging where students have so little understanding and experience.

Carefully planned field trips that expose students to the elderly in a variety of settings are important. Prior to placing students in a setting where they may be carrying out a service learning project, plan field trips or arrange individual visitations and situations where they are comfortable and interested. Too often when we think of teenagers working with the elderly or providing services to the elderly we immediately think of the nursing home. For those students who are interested, this is an excellent place for service learning to occur. However, a caution: if all students are placed in such a setting, the students may conclude that all elderly are frail and in nursing homes.

Using simulations in the classroom can increase students understanding of the changes that actually occur when someone ages. The Oregon State University Extension Service has published a guide for carrying out simulations on sensory changes to be used with adult groups who are studying aging that are equally as successful with teenagers. The Leader-Teacher Guide to Growing Older: Sensory Changes⁴ suggests several activities for each simulation appropriate for several days' study. For students who might be working with an older person who is experiencing hearing loss, to understanding how the loss has affected that person has great value.

Families and Aging: A Game of Dilemmas and Decisions⁵ is an educational game also developed by the Oregon State Extension Service and provides students with a greater understanding of family dynamics and decision-making in later life. The game include seven card sets related to health, money, parent-child, living arrangements, death, and relationships. It casts players in a variety of roles. The game, designed to be used with an older group, may be successful with teenagers if the teacher selects the cards used in the game.

⁴Schmall, V.L. (1980). Growing Older: Sensory changes. Corvallis, OR: Extension Service, Oregon State University.

⁵Families and aging: A game of dilemmas and decisions. Corvallis, OR: O.S.U. Extension Service, Oregon State University.

Implementation of the Curriculum

With increasing graduation requirements in high schools across the country, it becomes more difficult to add an elective class to the curriculum. The Oregon curriculum model was developed to meet high school graduation requirements either in the area of health or social science. Teachers who decide to implement a course in this manner will need to be familiar with the goals of the required curriculum areas in their own schools, district, and state. They must work closely with teachers from other disciplines to coordinate efforts.

Because curriculum on aging is a new idea for high school students, it is important to carefully develop a plan for marketing and implementing the course to ensure success. During the past two school years a one term "Perspectives on Aging" class has been offered at Churchill High School in Eugene, Oregon. Prior to offering the class the teacher met with the counseling department to give them information about the class, how it would be structured, and to answer any questions they might have. A brochure was developed describing the class. It was available in the counseling department and in other places in the school. The administrators of Churchill High School had received a copy of the curriculum guide from Oregon State University and were enthusiastic about offering a class on aging.

The response from students, administrators, and the community has been excellent. A school district newspaper went to all households in the community and did a special feature on the class. As a result of this, representatives of agencies in the community called to offer their services in the classroom and to request that students do their service learning project with them. The most exciting part was in the classroom. Students reported on experiences they had had in their own family and reported information they had learned about families as they did a family history or interacted with an elderly person. They developed friendships that lasted long after the class had concluded.

Teens and the elderly can have much in common. Intergenerational sharing is valuable to both age groups. Life-span development education is an area where home economists can be pioneers of the future.



Continued from page 177.

NATURE OF THE WORK

The list of possible home economics service and product-oriented businesses shows a wide variety of types of work. Some require a high level of concentration while others include routine operations that generally can be completed in spite of interruptions. In addition to helping students think through the concentration level of the work, the home economics teacher can also help students with the management aspects of conducting paid work and family activities under the same roof. These can include setting goals and defining objectives, analyzing tasks, scheduling activities, work simplification, dovetailing of home and business tasks, implementing plans, and evaluating the family-business combination.

WORK ENVIRONMENT

The location of the work space will determine to some extent the accessibility of the worker to other family members. Whether to separate business work space or to integrate it with family activities needs careful consideration. Will the business work usurp space usually used for family activities? Does integration place constraints on production and professional image as well as on family relations? Will the home business entail territorial conflicts arising from shared spaces and "off-limits" areas? Can individual and family privacy be maintained when clients are present? Can the business legally be conducted in the home under local zoning and building code requirements?

The Leading Edge

The dynamics of the paid work-family interaction have the potential for exerting a strong influence on family well-being. Home-based income generation may affect relationships between parents and children and change role perceptions within the family. The shift toward the home as a work place is gaining momentum.⁷ Although home-based business is an interdisciplinary issue, home economics teachers can play a significant role in educating students about entrepreneurship at home. Home economics provides a solid foundation for the development of skills that can be used for producing saleable goods and services at home. In addition, it is the only subject matter area that focuses on the family. Home economics teachers can be the leading edge in providing the knowledge needed to mesh paid work with the family at home.

⁷Louv, R. (1983). America II. New York: Penguin Books.



Teaching Critical Thinking in Home Economics: Frontiers to be Conquered



Kinsey B. Green
Dean, College of Home Economics
Oregon State University
Corvallis, Oregon

Recently teachers of English, K-higher education, after days of debating the very best ways to teach English, concluded that the process is more important than the substance. (Remember Marshall McLuhan's "the medium is the message?"). The English educators decided that teaching critical thinking and communication skills is more important than the selections, books, or anthologies chosen as tools to develop these skills in students.

It can certainly be argued that both process and substance are important. This article will discuss ways of teaching critical thinking skills through Home Economics content, a content which the author believes to be universally appropriate and necessary.

Critical Thinking Skills

The essence of teaching critical thinking skills is to emphasize problem-solving and decision-making.¹ This emphasis replaces just the memorization of tiny, isolated, fragmented bits of knowledge. An abbreviated list of such skills would include at least the following:

- o weighing evidence
- o constructing arguments for or against a disputed proposition
- o detecting mistakes in reasoning (including one's own)
- o clarifying issues
- o divergent thinking
- o problem-solving
- o the scientific method

Dressel and Mayhew² summarize critical abilities as the following:

- to identify central issues
- to recognize underlying assumptions
- to evaluate evidence or authority
- to recognize stereotypes and cliches

- to recognize bias and emotional factors in a presentation.
- to distinguish between verifiable and unverifiable data
- to distinguish between relevant and non-relevant
- to distinguish between essential and incidental
- to recognize the adequacy of data
- to determine whether facts support a generalization
- to check consistency
- to draw warranted conclusions

Some Examples of Critical Thinking Skills Using Home Economics Content

In a class discussion, begin by constructing arguments for or against a disputed proposition. In pairs, debate the following statement: "An emergency cash fund negates the necessity for insurance." In a panel discussion, present arguments for and against the following statement: "Public funds should pay for public services and citizens should be taxed accordingly." With a panel discussion, followed by a "shadow" panel, present arguments for and against the following proposition: "Price is the major variable affecting the profit margin for retail stores." List arguments to support and to refute these concepts: credit, multiple pricing plans, insurance and physical fitness.

To specifically develop skills in students for detecting mistakes in reasoning, the teacher may ask the students to do these activities. Watch 25 television commercials and identify fallacies in reasoning attributable to ageism, sexism or racism. Refute the following statement: "Mold on food is always an undesirable state." Support or refute the following statement: "Automatic markdown is always an effective marketing strategy." Answer the questions in the appendix on Myths and Realities of Aging. Identify the truths, half-truths and myths in each.

Encourage students to begin weighing evidence. Gather data to support or refute the following statement: "The proportion of moisture and the addition of ingredients determines the shelf-life and price of milk in its various forms." Read a variety of political columns, essays and articles and draw a conclusion about this claim: "The federal deficit must be reduced." Gather

¹Black, M. (1952). *Critical Thinking*. New York: Prentice-Hall, Inc.
²Dressel, P. L. and Mayhew, L. B. (1954). *Critical Thinking in Social Science*. Dubuque, IA: Wm. C. Brown, Co., Publ.

evidence from field trips to a variety of retail outlets to support or refute the following: Market segmentation increases sales.

Help students realize their skills in divergent thinking. Draw a decision tree around the decision to take or not to take drugs. Include such considerations as health, relationships with parents, peer relationships, financial implications, and status. Read the play "Our Town," the novel "Invisible Man," the story "I Never Sang for My Father," or listen to the music from the Broadway shows "Cats" or "Me and My Girl." Create an ending which is different than the original ending in each one. Create a collage, poem or fiber art to represent the concept "Man as a Social Animal."

In your class discussions, careful questioning will aid students with clarifying issues. Discuss with a team of classmates how taxes stabilize the economy. List ten consequences of consumer decisions. Identify the issues involved in that cause and effect chain. Write an essay summarizing the issues involved in the decision to place an elderly family member in foster care, a group home, or a nursing home. Answer the question: "Why don't communities provide more services for the handicapped and elderly?" Draw a cause and effect chain to discuss the relationship of the free enterprise system and housing prices. Debate the following: "The Montessori method is a preferable method of education for most children."

Students will benefit through your helping them in solving problems. For example, working from a mini-case record of a couple, identify ways through which net worth could be increased. Develop a budget to assist a family on the verge of bankruptcy to recover. Analyze the causes of poor quality in such food products as pickles, sauerkraut, sourdough bread, yeast bread. Develop a single savings and investment program for a family case study based on net worth statement, their stage in the life cycle, current economic conditions, and possible changes in these three.

Students need to experience applying the scientific method to home economics concerns. Gather and present evidence to document the following statement: "The storage life, geographic distribution, and variety of available food products can be increased by processing food in various ways." Design an experiment to show the effects of ethylene gas on speeding ripening of fruits. Perform an experiment to show the effects of storage temperature on browning of potato chips or french fries. Test the pH of common food ingredients and list them in order of acidity. Are there any alkaline foods? Group foods by pigment families. Why don't all foods within a similar group look alike? Using mini-case records, test the hypothesis that one family is financially healthier than another.

Resources for Teaching Critical Thinking

Most of the examples used in this article have been selected from curriculum guides developed by teachers in Oregon. Other examples may be found in the teacher's guides which accompany secondary Home Economics texts. Ideas for applying critical thinking skills to any social science content can be found in the references listed below.

The important concept is to teach critical thinking, and not to tolerate or accept students' development being arrested at the lowest levels of cognitive development. That is an injustice to learners and presents them with a false picture of the kinds of decisions and learning required throughout their lives. Critical thinking skills correspond to the three highest levels of the cognitive domain: analysis, synthesis, evaluation.

Certainly one of the most important functions of the school is to instill a love of learning and a commitment to life-long learning. Teaching learners how to think critically is a major frontier for modern educators.

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- Secondary Curriculum Guides (Note: All of these are part of the 1985 and 1986 Oregon Home Economics Curriculum Model series. They can be obtained from the College of Home Economics, Oregon State University, Corvallis, OR 97331).
- Fashion Merchandising Food Science
Middle School Curriculum Personal Finance
Perspectives on Aging: Bridging the Generation Gap

Developing Critical Skills Through Field Experiences



Marti Andrews
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The report of the National Commission on Excellence in Education, A Nation At Risk,¹ delivered a challenge to Americans to revise the nation's approach to education. Competence in verbal and written communication skills is a necessary component for all areas of study. Home economics programs should include courses and experiences that provide for the continuing development of their student's communication and critical thinking skills. Supervised field experience--also identified as internship, externship, and cooperative education--blends academic study with field-based experiential learning. Field experiences enable students to enhance their knowledge, personal development, and professional preparation and may provide an alternative arena for the refinement of communication and critical thinking skills.

The concept of field experience is not new to home economics. Colleges and secondary schools have long realized the rewards of field experience. There is evidence that even younger students of home economics are being exposed to this type of experiential learning.² An increasing number of middle school home economics programs combine course work and practicum in selected community settings.

The Advantages

Field placements are directly related to the in-school curriculum and to the student's career and educational goals. They are jointly supervised by the faculty coordinator and the field placement supervisor. Placement in a field experience is determined by mutual agreement of the faculty supervisor, the student, and the field experience supervisor. The role of the faculty supervisor is to serve as a liaison among the field experience site, student, and the school.

The faculty supervisor is responsible for assisting students with securing an appropriate position. Faculty provide orientation to prepare students for work experience to integrate course work with on-the-job activities. Maintaining periodic contact with each student and field experience supervisor throughout the term is another role of the faculty. Additional responsibilities of the faculty supervisor include review of completed evaluation forms with the field supervisor and to conduct the final evaluation conference with the student to discuss on-the-job performance.

The role of the field supervisor is to orient the student to the agency or firm, including any training normally given to new employees. The field supervisor should provide opportunities for the fulfillment of the student's objectives. Another responsibility of the field supervisor is to supervise the student's performance during the work experience. It is important that the field supervisor schedule regular conferences with the student to discuss work performance and analyze problems. The field supervisor also participates in the final evaluation of the student's performance.

The student is responsible for working a specific number of hours per week, as designated by the field supervisor. All tasks and assignments should be completed in a timely fashion. The student must follow all pertinent policies and regulations of the agency or firm. The student is responsible for informing both the faculty and field supervisor of work progress, problems encountered, or new developments.

Program and company policies vary, but many college students receive pay for their services. Some programs offer students excellent opportunities with agencies that cannot pay but offer other benefits. Students are responsible for providing their own liability, health, and accident insurance. Insurance coverage for injury or accident while on the job is usually provided only to students who are in paid positions and protected by worker's compensation.

A wide range of field experience opportunities are available to home economics students. Academic advisors may assist students in locating a field experience site. Examples of placement sites for home economics majors include state legislature, retail stores, schools, health clinics, community agencies, public relations firms, and

¹National Commission on Excellence in Education. (1983). A nation at risk: The imperative for educational reform. Washington, DC: U.S. Government Printing Office.
²Ferguson, G. E. (1974). Junior high students learn about children. Journal of Home Economics, 24-25.

Guidelines for Publication*

1. Articles, lesson plans, teaching techniques are welcome
2. Submit two double spaced, typewritten copies
3. Include any visual aids or photographs which relate to the content of the manuscript
4. Include a small black and white photo of the author, as well as current professional position, location, and title
5. Document your references with bibliography and footnotes
6. Submit articles anytime
7. Editorial staff make the final decision about publication
8. Please forward articles to:

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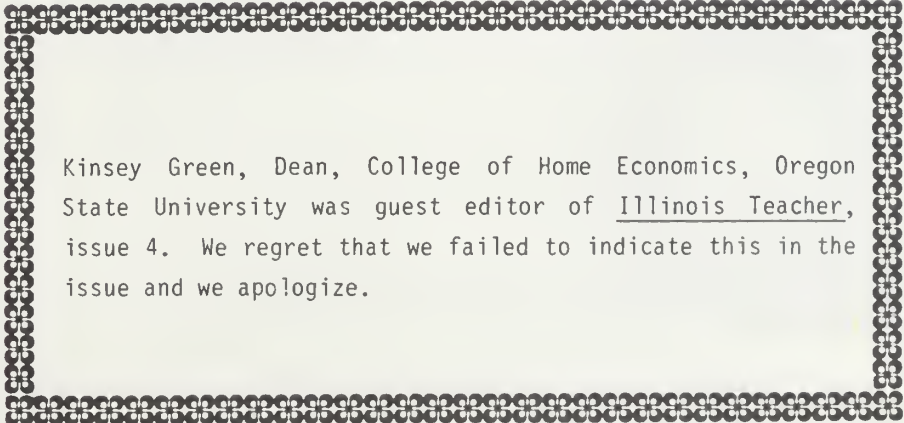
Foreword

With this issue of Illinois Teacher we conclude volume XXXI. We look forward to receiving your open and honest feedback on our work. In what ways has Illinois Teacher been a part of your experience as a home economist? We encourage you to send in challenging suggestions and ideas for the next volume, that we may make available to you meaningful articles and teaching techniques, opening new possibilities and realities for your situation, and those to whom you are reaching out.

The theme will be "Home Economics: Know Your Profession." Like all professionals, home economists are engaged in reflective dialogue about mission and ideals appropriate for home economics based on values and beliefs held about the profession. The image of home economics, held by many, is largely influenced by courses, programs, and curricula of secondary schools. On what ideals, beliefs, and values about education, vocational education, and home economics education do we, should we, base: (1) our curriculum decisions, (2) our ways of thinking, (3) our modes of inquiry, and (4) our ways of knowing?

We invite you to enter into this conversation as we explore the nature and meaning of being home economists in the United States and around the world in volume XXXII.

Annabelle Slocum
Managing Editor



Kinsey Green, Dean, College of Home Economics, Oregon State University was guest editor of Illinois Teacher, issue 4. We regret that we failed to indicate this in the issue and we apologize.

The Hazel Spitze Scholarship Fund



A scholarship fund is being established to honor Dr. Hazel Taylor Spitze for her many and varied contributions to the profession and to the University of Illinois. It will be used to support the education of students who demonstrate exceptional potential as a home economics teacher, a career to which she has devoted her professional life. She taught high school home economics for three years in her home state, Arkansas; adult education for nine years in Wisconsin and Tennessee; and, she taught and advised graduate and undergraduate students, was faculty adviser for the undergraduate student club, and supervised student teachers for twenty-five years at the University of Illinois.

Dr. Hazel Taylor Spitze retired from the University of Illinois in August, 1987. At the time of her retirement she was a professor of Home Economics Education and editor of the Illinois Teacher of Home Economics. She had been editor of the Illinois Teacher since 1973.

Hazel has touched the lives of many people. She was an excellent teacher, an outstanding speaker and a prolific writer. Former students of hers hold important positions in the profession. She received the prestigious University of Illinois Campus Award for Excellence in Undergraduate Teaching in 1981, the American Home Economics Association Leader Award in 1985, and the Illinois Galaxy Home Economics Extension Association (Illinois Home Economics Association, Illinois Vocational Home Economics Teachers' Association) Outstanding Home Economist Award in 1987.

As editor of the Illinois Teacher, Hazel directed three national, invitational conferences to celebrate the

Journal's 21st, 25th and 30th anniversaries and edited the Proceedings. The most recent conference was titled "Ethics in Today's World."

Hazel has spoken at national, state and regional conferences in 30 states, the District of Columbia, five Canadian provinces and three Australian cities. She has traveled to Australia to serve as a visiting scholar at Rusden College, Melbourne; Nedlands College, Perth; the Queensland Department of Education, and the Australian Institute of Food Science and Technology and the Nutrition Society.

She has written countless articles in the Illinois Teacher, Journal of Home Economics, Forecast for Home Economics, Journal of Nutrition Education, Journal of Extension Education and others; two Home Economics Education Association monographs; and many, many additional publications.

She has provided many valuable services to professional associations. Notably, she was twice Chair of AHEA's Nominating Committee, a member of Publications and Advertising Advisory Committee, an invited participant at the 11th Lake Placid Conference, and HEEA's Publications Committee Chair and publications editor.

Hazel has always been interested in ways to make learning enjoyable and in adult education. This interest led her to develop several educational games and to write low-literacy materials for adult learners.

Friends who wish to honor her with contributions should send checks made out to The University of Illinois Foundation--Hazel Taylor Spitze Fund, 224 Illini Union Building, 1401 West Green Street, Urbana, Illinois 61801.

ARE YOU TEACHING YOUR STUDENTS...

What they need to learn?

or

What you like to teach?



Teachers of the Year

Outstanding, dedicated, enthusiastic, professional... the list could go on and on. This is the description of the Teacher-of-the Year winners. Could they have won this award by themselves? Most quickly recognize the dedication of the peers who supported them and the input of the student they taught. In answering a survey sent to them by Illinois Teacher they shared some thoughts and feelings, encouragement and challenges, concerning teaching and what the Teacher-of-the-Year Award means to them.

It seems a shame to only honor one teacher per state for outstanding efforts and accomplishments in our profession. To receive that honor must be overwhelming, but we are humbled by the reactions of our honored peers.

*****Being Teacher of the Year was a moment that will always be treasured in my heart. It made the long hours, and the tons of lesson plans worth every minute. *****

-Becky Minson/Oklahoma

*****Becoming teacher-of-the-year was definitely an unexpected and exciting honor. It has been instrumental in gaining respect and recognition to Home Economics programs in my community.*****

-Murna Hansemann/Illinois

*****It was a great honor to be named by your colleagues and fellow professionals. It was very humbling, because of the many outstanding teachers in our state.*****

-Nora Sweat/Kentucky

*****It has given me the opportunity to publicly illustrate how the home economics curriculum can be used to "turn students on" to their own humanity as they apply home economics skills they are learning to the real life world of their families and of the community both near and far.***** -Lana L. Borders/Ohio

*****TOY brought to me much publicity about me, my students, and my program. My school backed me 100 percent and I feel because of that more people were informed of Home Economics programs. Thanks so much for this opportunity! Most Home Economics teachers are

doing the same sort of things I am! But, through this type of publicity Home Economics Education is well publicized and hopefully more people are becoming aware of our most important role in improving families.*****

-Rita M. Burns/Florida

*****This was by far the most coveted award I have ever received. One of the really special aspects of it is that it is presented by peers.*****

-Linda Miles Pagel/Iowa

*****It validated my program. Students were proud that this happened at their school and said so.*****

-Marilyn Walt/Maryland

*****It was wonderful to be recognized by one's own colleagues. The recognition by my principal, superintendent and fellow teachers made me feel proud, an important part of my school system and that my efforts as a classroom teacher are important.*****

-Shirley W. Wells/Virginia

*****Overwhelming! I was truly honored by my colleagues--an honor I will always treasure.*****

-LouCilla Moore/North Carolina

*****A very great honor...with far more significance than I thought possible. Also humbling, since I know of so many good teachers in Colorado.

*****-Carol L. Blatnick/
Colorado



LouCilla Moore

*****What I can say is that receiving this award has been really special to me for several reasons. The first is that it offers me the opportunity to speak with a stronger, more credible voice for Home Economics. Secondly, I feel strongly that I was receiving



Rita Burns



Sharon K. Fox

the award as a representative of the teens with whom I work. From them, I received smiles and hugs and congratulations. I saw a glimmer of sparkle in their eyes, and joy in their faces. Without those kids, the award would never have been a reality. Their steady progress is what made the award possible. Yes, those same kids occasionally cut class, occasionally do not turn in work, and give the teachers a rough day. But, we in education, do love kids, care about what happens to them, worry when their lives appear to be shattered, and we do go the extra mile to help when we emotionally and physically and sometimes financially, can. They are the reason we go back to teaching year after year.

The award may single out one to recognize, but it represents the collaborative efforts of many--no man is an island. There are over 38,000 Home Economics teachers in the United States. I am under no delusion that I am the best of those, but I am surely proud as can be I happen to have been selected as their representative. *****

-Sharon K. Fox/New Mexico

*****It gave me a feeling of accomplishment and recognition among my peers, provided me with the opportunity to explain my program to the community, and opened doors to promote the publicize home economics as an important area of education.*****

- Shirley P. Duke/
South Carolina



Shirley P. Duke

*****I am very honored, but I am also very proud of the home economics program at North Pulaski High School. The administrators, students, and advisory committee have been instrumental in its success. Receiving the Teacher of the Year Award was like placing the frosting on a cake--the final touch to a carefully and lovingly prepared project.***** -Karla Ann Martello/California

The shortest length of time that a winner has taught was eight years. The longest was thirty-two and a half years. They are extremely dedicated to what they are doing. What do they feel is their contribution to society?

*****Helping young people to develop positive attitudes about themselves and encouraging them to become productive, contributing members of society.*****

-Mirney E. Wagner/Washington



Lana L. Borders

*****My involvement in the life of my school, family, community, and church are extensions of what I am able to offer to students. We utilize events that breathe life into our community while sensitizing young people to the opportunities to fulfill their own values and to act with others in naturally acceptable ways

*****-Lana L. Borders/Ohio

*****My most important contribution to society as a teacher is to help my students deal with the incredible changes faced daily in our society and to help them evaluate the "glut" of information they receive through the media.*****

-Marilyn Walt/Maryland



Marilyn Walt

*****Helping to develop employability skills and self confidence in handicapped children.*****

-Johnny Sue Reynolds/Texas

*****I feel that my students are more apt to be responsible for their own actions. I try to be a model of a honest, fair, interesting, cooperative, responsible adult as most teachers do!*****

-Rita M. Burns/Florida

*****I provide my students with the skills and an opportunity to earn a living.*****

-Shirley P. Dukes/South Carolina



Jane Duffy

*****To help the students gain self-confidence and self-esteem so they can become all they are capable of being when they are out in the world to face life's challenges.*****

-Jane Duffy/New York

*****My desire and commitment to improve the lives of students I come in contact with.*****

-LouCilla Moore/North Carolina

Reflecting on past decisions, the winners hypothesized about their career path if they were to choose to teach again.

My students are motivating when needs determine my course of action. As they continually change, I get fired up to gain new ideas while prioritizing my concerns due to time constraints. ***** -Jane Wagner/Wisconsin

****I am involved in professional organizations, church and community groups in order to know 'what's new' and changed in our field and different approaches to use in teaching. I am very active in the VHETA, VHEA and DKG as well as my church.*****
Shirley W. Wells/Virginia



Shirley W. Wells

****It is an attitude of excitement that comes with acting upon a student's suggestion immediately; of using a current issue to enlarge our understanding of the world in which we live; or constantly encouraging a sense of caring for each other and the world, and of acting upon these feelings.***** -Lana L. Borders/Ohio

****I love new ideas and learning new things. I try to attend workshops, seminars and as many classes as possible to keep myself energized.*****-Carol L. Blatnick/Colorado



Karla Ann Martello

****I stay involved! I participate in many professional organizations. I try to attend as many educational workshops and classes as I can. I am constantly "on the prowl" for new ideas! It may come from a magazine article, a television show, radio talk show,

or the many professional journals that are available. I even use greeting cards for bulletin board ideas.*****

Karla Ann Martello/California

****Well, to be quite honest, every morning I pray to the Lord to put opportunity for growth and challenge in front of me. I also ask for strength to meet the challenge. Then I just go for it.***** Norma L. Seaton/Idaho

Each person has a need for encouragement, a pat on the back showing someone appreciates what they are doing. Many times we may overlook where our encouragement comes from. Our peers, our friends/spouse, and the actions and

reactions of students are our main focus. The winners gave some advice to hold in one's heart as a type of encouraging "booster shot" when needed.

****Be CREATIVE with teaching methods, willing to CHANGE, and accept the CHALLENGE of giving the leadership of the classroom to your students as you facilitate their learning.*****-Jane Wagner/Wisconsin

****Learning is a life-long commitment that takes you and your students beyond the walls of your classroom as you devise ways to develop skills by using home economics concepts and principles in a variety of 'learning by doing' experiences.*****-Lana L. Borders/Ohio

****Be committed to your job, enjoy the youth and their activities.*****-Doris Winteroth/Kansas

****Tune in to the wave lengths of young people--their needs, wants, music, clothes, etc. Be a good listener for those who want to tell about themselves. This will help you to stay tuned in to their needs and how you can help them.*****-Shirley W. Wells/Virginia

****Deane Ronning Hallbrook gave me a poster early in my teaching career. It pictured a row boat on a still sea. The words "If there is no wind - row!" were emblazoned across the top. Try it - it works!*****

-Linda Miles Pagel/Iowa

****As a new teacher you should creatively use the knowledge you have gained and with love and patience convey this knowledge to your students.*****

-Arline P. Johnson/Connecticut



Arline P. Johnson

****This saying is my advice to any new teacher: "Every calling is great if greatly pursued.*****

-Murna Hansemann/Illinois

****Continue to be professionally active and network with others to learn their secrets of success.*****

-Johnny Sue Reynolds/Texas



Murna Hansemann

*****Yes. The family focus in Home Economics courses help to build strong families, which is the basic unit of our society and needs support.*****

-Jane Wagner/Wisconsin



Jane Wagner

*****Yes. Because I enjoy having a part in preparing young people for their most important role in life--home and family member.*****

-Mirney E. Wagner/Washington



Mirney E. Wagner

*****Yes. Home economics helps prepare young people to be better able to face their adult roles and responsibilities. Many students do not have positive role models at home and really need the family life and parenting courses we teach.***** -Marjorie S. Cann/Delaware

*****Yes. It provides limitless opportunities to connect and enrich the roles in my life as educator and learner, community leader, church member, wife, parent, family member and friend.***** -Lana L. Borders/Ohio

*****Yes. Home Economics is the one curriculum area that integrates all others into skills for living. We get to deal with the real life issues facing our students.*****

-Paula Jean Modrell Brady/
Alaska



Paula Jean Modrell Brady

*****Yes. Because I feel challenged to meet the teenager's needs of today.***** -Naomi Stone/Minnesota

Twenty-two checked a positive yes, three respondents were not sure, and one said "no" with an explanation as the lack of advancement opportunities and pay.

Why would they want to teach? With working hours from 7 a.m. to 5 p.m. or later, five or six days a week, minimal pay, classes often overcrowded, and budgets decreasing with inflation, where is the light in the darkness for these teachers?

*****It has been a privilege and a very rewarding experience to help youth and watch them grow and develop into adults.

***** -Doris Winteroth/Kansas



Doris Winteroth

*****Because it gives me the opportunity to share with young people the rewards and responsibilities of home and family living. ***** -Mirney E. Wagner/Washington

*****I like being a teacher because it gives me an opportunity to make worthwhile contribution to the future of our youth. ***** -Bessie C. Allen/New Jersey



Nora Sweat

*****Working with young people, instilling knowledge in subject is content I not only believe in, but love ***** -Nora Sweat/Kentucky

*****Because I have received so many personal rewards from seeing a person grow and become a fully functioning individual.***** -Naomi Stone/Minnesota

*****I enjoy the vitality and creativity of youth. Working with young adults gives me new knowledge and outlooks on life's experiences. Each student, each day and each year is unique and exciting.***** -Jane Wagner/Wisconsin

*****The career is challenging as well as rewarding. It's exciting to see the pride that the children develop from their achievements.*****-Paula Jean Modrell Brady
Alaska

*****I enjoy the challenge of working with vibrant demanding, testing, young people who are the leading edge of my future.***** -Marilyn Walt/Maryland

The pace of life seems to quicken with each year added to one's life. New discoveries in nutrition, constantly changing family structures; one or two parent homes, dual career spouses..., day care problems, financial planning for new and retirement; ...how can one stay up-to-date without feeling overwhelmed? What causes one to continue to remain enthusiastic and not become tired of it all?

*****Do your best to motivate students to reach their highest potential and develop a good insight into human relation skills.***** - Bessie C. Allen/New Jersey

*****Remember to give students recognition - you are their motivating source. Help them become the very best person that they can be!*****

-Becky Minson/Oklahoma



Becky Minson

*****Enjoy and learn from your students.*****

- Leslie Ashcraft/ Oregon

*****Believe in yourself and believe in the importance of your teaching area! Strong positive attitudes cannot be destroyed.*****-Carol L. Blatnick/Colorado

*****As you look at the whole picture, focus on one child - if you have helped that child you have done your job. Then, go on to the next child!*****

-Rita M. Burns/Florida

*****Set high goals, believe in them and be willing to give 100 percent of yourself to accomplish them. Students can quickly detect a phoney.*****

-Mirney E. Wagner/Washington

*****Accept your students as they are and work toward developing their potentials.*****-LouCilla Moore/ North Carolina



Susan Girardin

*****Be aware of students needs and listen to their concerns.*****

-Susan Girardin/
New Hampshire

*****Encourage your students to actively get involved in whatever you are doing. Our students have rich resources of creativity, leadership skills and physical energy from which we, as teachers, can use to develop our projects.*****- Karla Ann Martello/California

*****If you don't care about the students, don't teach.***** -Norma L. Seaton/Idaho

*****Keep your senses: Sense of humor, sense of community (through networking with other teachers), and sense of organization.***** -Paula Jean Modrell Brady/Alaska

How did you decide to become a Home Economics teacher? Who was the deciding factor in your decision? Twenty-six winners responded and we find a wide variety of answers.

<u>Deciding Factors:</u>	<u>Number Citing:</u>
Desirable schedule and interests in Home Economics	2
No role models	2
College Guidance Counselor	1
Home Environment	1
My husband and I	1
Mother and Grandmother	1
Mother	3
Father	1
Home Economics teacher and Mother	2
High School Teacher	8
4-H Advisor	3
Parents	1

Who nominated the winners to compete for the Teacher-of-the-Year?

Department Head	1
Principal	3
Supervisor/Teacher	1
Supervisor	4
Vocational Director	1
Counselor	1
Teacher	5
Teacher in another school	3
College Professor	2
State Supervisor/Home Economics Program Specialist	1
Regional Home Economics Teacher Association	1
FHEA Board/WHEA Board	2
Dairy Nutrition Council, Inc.	1

Following are descriptions of the programs that were recognized as outstanding.



Johnny Sue Reynolds

*****I teach students who have handicaps ranging from learning disabilities to emotional problems to physical limitations. The beginning class of junior high students prepare lunch everyday for the students and faculty members at H.E.B.'s Career Center School (the

district's special education facility) and also provide salads and baked potatoes for the Administration Building employees. The students are able to be employed in any cafeteria or fast food restaurant after a year in the program.

The afternoon class, composed of second-year students who are up to 22 years old, operate a catering business called "The Sunshine Chefs." The students actually run their own business.***** -Johnny Sue Reynolds/Texas

*****The main thrust of my program was student involvement. Using a variety of techniques to present nutrition to my students, they became involved in activities and projects which required applying their knowledge of nutrition to situations with people of many age levels.*****

-Shirley W. Wells/Virginia

*****The major thrust of my project was to strengthen our Home and Family Life Program. Student self-image was improved through meaningful home projects and positive parent contacts. A program focused on student needs was developed using students, parents, advisory committee and administration. Many resource people were used to provide stimulating learnings for students to become contributing members of society.*****-Mirney E. Wagner/Washington

*****"Working on Winning - with families and careers" (WOW), focuses on a cooperative (not a competitive) environment where students are working together for the benefit of all. Emphasis is placed on helping youth overcome traditional life and work socialization that has historically limited the life and work options. Concept analysis of "work" and "work of the family" continues throughout the course. Students practice decision making skills and build responsibility by undertaking tasks involved in operating a small business.*****

-Jane Wagner/Wisconsin

*****I was one of four home economics teachers in the state of Kentucky that wrote an operational handbook for the teaching of Nutritional Science. I served as chair of this committee. This was the major thrust of my award nomination.*****-Nora Sweat/Kentucky

*****The major thrust of the home economics program at Hammond Middle is to take traditional consumer educational goals, objectives, and teaching strategies and enhance their use with computer applications. This also promotes home economics, giving it visibility as a program which has kept pace with technological advances in society.*****-Marilyn Walt/Maryland



Naomi Stone

night, and averaged 68 hours of volunteer time within the community during an eighteen week FHA family living course called Adult Living.*****

-Naomi Stone/Minnesota

*****"Choices" (Children Having Options in Career Education) The focus of CHOICES is to develop a better understanding of the world of work. The related activities place emphasis on personal choices. It means learning how to make informed or realistic decisions. In addition, it offers students an opportunity for active exploration of potential careers, where one develops self awareness based on knowledge.*****-Susan Girardin/New Hampshire

*****Mobile Multi-Media Nutrition Education Service Center's purpose is to provide correct information to students on sports nutrition, personal nutrition goals and physical fitness.

The Center is equipped with up to date, video cassettes, film strips, slides and computer packages on nutrition and physical fitness. We also have an electronic digital scale for weight and height. Students will be able to do a New Jersey dietary analysis on the computers. Books on nutrition and fitness can be checked out of the Center.

Funds to operate the center came from a grant awarded by N. J. State Vocational Education Department in the amount of \$10,500 dollars. Our goal is to make students so familiar with nutritional facts that they will be able to make educated choices easily. We do this by working with individual and small groups of students after school Monday through Thursday.*****-Bessie C. Allen/New Jersey

*****My winning program was Exploratory Experiences in Family Life, an eighteen week program designed to afford each student aged 11-13 an opportunity to explore family



Bessie C. Allen

life in the classroom and make application in the home and community. Personal talents, interests, and aptitudes are appraised during the process.*****

-LouCilla Moore/North Carolina

*****FHS/Living Skills is a home economics program that provides linkage between school and community as students take action in projects that address such issues as hunger, homelessness, the need for clothing, stages of the life cycle, and the power of one to make a difference. Opportunities for community service and numerous field trips acquaint students with their community and with their potential to fill places of leadership in society as they grow and make decisions about the directions their lives will take.*****-Lana L. Borders/Ohio

*****The Galley Gourmets are completely self-supporting and run a small catering business out of their classroom, selling the products of their talents to staff members and friends. They are also working in conjunction with Nendel's Motor Inn every weekend during the



Leslie Ashcraft

Holiday Season. Nendel's has hired the class to work as extra help during their busiest time. In addition to earning extra money, the class is gaining valuable experience in the food service business.*****

-Leslie Ashcraft/Oregon



Joy E. Long

*****The Friendly Visitor Program was developed to give students responsibilities as well as personal and social development. This program is strictly volunteer (after school on their own time) and the student gets one credit that goes

toward high school credits. Areas of concentration: nursing homes, child care and day care centers, hospitals, recreation centers and animal shelter homes. They must attend one hour or any number of hours that their supervisor requires. They must total 180 hours.

The students enjoyed these programs very much and the response we get back from the community is overwhelming.***** -Joy E. Long/Rhode Island

*****I won the award primarily because after I teach my students, I go out into the community on my own time and get them job.***** -Shirley P. Dukes/South Carolina

*****My project involved High School FHA-HERO volunteering time to spend with a fourth or fifth grader at extra-curricular activities. The program, called PAL, was developed to improve relationships with teens and younger students, a locking of the generation gap. They are fun!***** -Rita M. Burns/Florida

*****I met a need for students employability in our economically depressed community by setting up an Advanced Foods curriculum to provide an occupational experience of running a small restaurant by senior students. Students are exposed to as many food service skills as



Norma L. Seaton

I can provide while serving the public in the school setting.*****-Norma L. Seaton/Idaho

*****The Silver Spoon, an in-school restaurant, is a comprehensive food service program designed to give students practical hands-on experience in the various aspects of restaurant management.*****

-Murna Hansemann/Illinois



Linda Miles Pagel

*****I teach a comprehensive program in a one-person department. The curriculum is based on two-part relationships courses called Human Behavior. The total relationships curriculum follows with two more semester elective courses: Family Environment and Becoming a Responsible Parent.

The students put together a booth display for the Iowa Association of School Boards Convention. This includes a rap that was written, performed, filmed and edited by the students themselves.*****-Linda Miles Pagel/Iowa

*****A program, Learning for Life, was developed to allow student to investigate various careers in Home Economics through a series of hands-on experiences.

During the class, students not only learn about the careers related to Home Economics, but learn skills which will help them to develop good homes and family relations.*****-Doris Winteroth/Kansas

*****The home economics program which I designed is a student managed, individualized program. Highlights of the program include an emphasis on high tech equipment (computer and video) and a library referencing system within the classroom.*****-Paula Jean Modrell Brady/Alaska

*****"Coping for Today and Tomorrow." This was a year-long project to help students in our rural area become aware of groups, agencies and ways to constructively deal with their problems. Activities and focus included:



Carol L. Blatnick

1. Multi media presentation: Self Esteem
2. A toll-free hotline, publishing the number of stickers: Personal Help
3. Half-day mini-workshops by Durango helping agencies: Self Confidence, Violence-free Families; Suicide, Alcohol-Drug Use
4. A peer counseling group, "Abuses of Alcohol, Drugs and Tobacco."*****-Carol L. Blatnick/Colorado

*****This program was designed to help teenagers (especially women) understand and cope with the physical and emotional changes associated with their age group. This program also deals with eating disorders. It enables the student to identify real and potential problems in their lifestyles, alternatives available to them, and types of assistance available to them both in the professional community and through resource materials.***** -Arline P. Johnson/Connecticut



Marjorie S. Cann

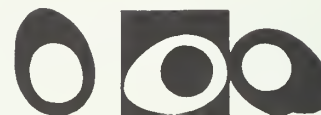
*****Geriatric Care is a three year program designed to train high school students to work with older people in a variety of settings such as a person's own home, a retirement home, an adult day care center or a nursing home.*****

-Marjorie S. Cann-
Delaware

Again and again these teachers emphasized continuing to meet together, discussing new issues, sharing ideas that work in our classrooms and holding each student dear to your heart.

"No man is an island" may be the main theme throughout the surveys. One receives warm feelings when reading about dedicated professionals who continue to be enthusiastic. We thank them for their replies and send our congratulations!

Martha McCausland
Graduate Assistant



RESEARCH FOCUS: WHAT STUDENTS THINK NEEDS IMPROVING

Would you be interested in the aspects of instruction students have identified as most important to improve? Jerry Gaff gave 3,049 undergraduates at 16 different institutions a questionnaire listing 20 possible teaching improvements. The students were asked to rate each item in terms of its importance for improving the quality of instruction. Topping the list were:

- o stimulating interest of students in subject matter
- o conveying more enthusiasm by teachers for courses
- o encouraging more vigorous class discussion, and
- o relating subject matter more to student interest.

Better than 60% of the students in this sample agreed that these were the most important areas in terms of where improvement efforts ought to be focused.

Want to guess what teaching improvements ended up at the bottom of the list? If you guessed:

- o increasing use of media and technology
- o reducing the size of classes
- o individualizing instruction for self-paced study, and
- o increasing faculty knowledge of their subjects--

You were right. These are the areas of instruction least in need of improvement, according to students, and as daily consumers of our educational products, their opinions ought to carry weight. (Survey results reported in "Institutional Renewal Through the Improvement of Teaching," New Directions for Higher Education, 1978.)

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Responses to Progressive Retrenchment: A Strategy for Home Economics Survival in the Secondary School System

The September/October, 1987 issue of Illinois Teacher contained an article titled "Progressive Retrenchment: A Strategy for Home Economics Survival in the Secondary School System" by Judy Haymore Sandholtz. Her thesis was that the reasoning and forethought involved in the expansion of home economics programs are not being applied as bases for reducing programs during this period of retrenchment. She argued that home economics will have difficulty surviving unless the outcomes of declining enrollment, lack of funding, and the emphasis on academics are determined via a planned and analytical approach. A thoughtful plan, she said, is vital. She believes however, that curriculum decisions are too often based on these three factors: (a) tradition, especially with reference to foods and clothing courses; (b) seniority as the main criterion for retaining teachers when there are staff reductions; and (c) student enrollment which leads to us offering courses that we think will appeal to the largest number of students. These factors have led to a perpetuation of a stereotypic view of home economics despite great effort to change this view; a population of teachers who are prone to base course selection and content decisions on tradition rather than need; and an attempt to appeal to student likes and dislikes rather than need as a recruitment device.

Is this reality in home economics? Do the experiences of others refute or support her views? Readers were invited to respond to Sandholtz's view and share their bases for making curriculum decisions. We discovered that home economists are engaged in some very innovative and exciting curriculum activities. Below are some condensed versions of the responses to this article that we received.

How valid were Sandholtz's assumptions about the way home economists make decisions...and how valid were the data she used to support them? Beverly Root-Rue, Quebec, Canada, questioned these things.

She also wrote that during the life of secondary home economics, its main concern has been improving the quality of family life. She added that we teach to impart knowledge and change behavior. We want students to develop self esteem, pride in their accomplishments, self discipline, and the ability to think. Much of this, she believes, can be achieved regardless of the home economics content because these objectives are content free. A

lesson in muffin making can be used to help achieve these objectives as well as others related to analyzing and comparing cost and quality.

Given the limited amount of instructional time that is available to us, she stressed the importance of managing to use that time wisely. For example, because many students will become pregnant at some time in their lives, knowledge about the nutritional needs of pregnant women and infants is important. However, when the lack of time and sometimes student interest preclude the inclusion of such content in a course, what can be taught is the need for such information and how to find it when it is needed. Another question about using instructional time wisely was whether home economics teachers should spend time teaching skills, e.g., math, when students are deficient in them. Do they know how to get help and to direct the students to sources of help within the school?

Root-Rue said that home economics teachers in large school districts often have limited influence about what courses are offered or which ones have required or elective status. Teachers can have some input but it takes a lot of organization and planning to influence policy and policy makers.

She questioned Sandholtz's conclusion about the usefulness of courses in foods and clothing. If that is true, she wondered why they are so popular among students. She said these topics are familiar, not intimidating, they are adaptable to different socio-economic groups, geographical areas, age groups, and ability levels. Over time, these courses have been viable means of teaching the essence of the home economics philosophy.

She wondered what Sandholtz meant by making home economics classes more academically challenging. If this means raising the level of academic skills required to succeed in the classes, the result, she fears, may lead to elitism. One of the strengths of home economics classes is that students of varying abilities can share in a good experience and earn an acceptable grade. Classes can be made more relevant and demanding without excluding students. Also few schools have enough students to offer classes on the basis of academic ability.

Home economics has much to offer; however, the way to reach the masses is not necessarily via secondary home economics. It is one of many ways. Home economics can remain

a vital part of secondary home economics if we appreciate the complexity of our role, become power brokers with complex educational systems, and teach non-home economists to recognize our value.

*****Beverly Root-Rue
Home Economics Teacher
Quebec, Canada

Sharon Mitchell of Minnesota wrote to inform us of the work of a group called "Citizens Advocating Education for Family Living." The group is composed of parents, educators, and health and human service (including home economics) professionals.

Their efforts have been directed at the enactment of legislation that will require all high school students in Minnesota to take a course in family life education. The course is to include, but is not limited to instruction in the following areas: the financial, social, and personal implications of marriage and child-rearing; parent education and child care; family dynamics; communication and interpersonal relationships; skills for violence free relationships; understanding of self; adolescent pregnancy; intergenerational understanding; decision making and management of personal resources; consumer education; and, personal and family wellness.

*****Sharon Mitchell, Secretary
Citizens Advocating Education
for Family Living
9960 176th Cr. W.
Lakeville, MN 55044

Some home economists use a considerable amount of citizen, student and expert input as a basis for curriculum decisions. For example, Ann Stephens and Emma Geba wrote to say that by the fall of 1988, all vocational home economics programs in Idaho will implement courses and use materials developed through their plan for "progressive retrenchment". This process has been underway since 1983 when the need for change became obvious to some leading home economists.

Their efforts consisted of first establishing an ad hoc committee at the secondary level. After careful study, the Task Force recommended that home economics offerings be streamlined yet met the perceived needs of an increased number of students.

Home economics teachers provided input regarding the life-living decisions they thought should be addressed in the home economics curriculum. A decision was made to categorize that input according to the practical reasoning focus on perennial problems approach to curriculum development used in Ohio.

The categories were as follows: What to do regarding (a) coordinating work and the family; (b) nurturing human development; (c) feeding and nourishing the family; (d)

creating a living environment; (e) meeting clothing and textile needs; and (f) economics and managing resources.

Fourteen junior and senior high school home economics teachers, some teacher educators and the state supervisor formed a team to write the curriculum. Meetings were held throughout the state at which input was provided by 36 home economics teachers and better than 400 community members (including committee members, current and former students, parents of students, teenage parents, parents of young children, people with special needs, and members of the clergy). Additional input was also received from persons working on a national secondary curriculum project who responded to the following question: "In light of contemporary conditions, what should we be teaching in home economics at the secondary level?"

Two comprehensive year-long courses, Teen Living and Adult Living, were developed. Three semester courses were also developed. The use of basic skills such as reading, writing, math and critical thinking is integrated throughout all the courses.

Ann L. Stephens
Emma M. Jiki Geba

Can we engage in a rational process and still decide to teach food preparation. Nanci Olgren wrote to give support to this notion.

She said, we should not lose sight of the fact that the home is the life support system for family members, and home economics programs need to focus on physical and social nurturance in the setting of the home.* Programs that survive do so because they appeal to student interest, not because of the teacher's age, tradition or academic challenge. Food preparation is fun, it provides opportunity for active participation of learners and lends itself to successful experiences regardless of student limitations.

The mission of home economics, she believes, supports the teaching of food and food preparation. Knowledge in these areas can contribute to satisfying and productive lifestyles because good health and nutrition habits are important.

Finally, she argued that at a time when society is looking for answers to our health problems, we should not lessen our emphasis on food preparation and nutrition. What she has advocated, she said, "can be considered a progressive, planned approach in home economics programming for today's schools."

Nanci U. Olgren
Home Economics Teacher
Novi Middle School
Novi, Michigan

The Editor 

Basic Practical Arts: Hawaii's Home Economics Program for Students in Intermediate School

Drs. Cecelia and Dale Thompson
Department of Vocational Education
University of Arkansas

Home Economics teachers in Hawaii's intermediate schools are part of a team that combines content and activities in four subjects areas--Agriculture, Business, Home Economics, and Industrial Arts--to provide a basic practical arts (BPA) course. The BPA course examines technological complexity and an individual's role in today's world and an island environment. The goal of the BPA educators is to develop an individual who will be able to cope effectively with environmental change and technological development.

The BPA curriculum is helping learners understand the basic necessities of life, change, management, utilization and conservation of resources, and goods and services. The environment of a prevocational classroom which provides laboratory activities helps learners discuss and explore the realities and issues of today's world and their island environment. Teachers in each area may focus on one or several of the five basic concepts of the program. The concepts are

- I. Essential Needs of People.
- II. Coping with Change,
- III. Elements of Effective Management,
- IV. Effective Utilization and Conservation of Resources, and
- V. Effective Provision and Consumption of Goods and Services.

Essential Needs of People

Learners begin to explore the first concept, "Essential Needs of People" by determining what is necessary for maintaining a healthy body and providing protection with adequate housing and clothing. In the home economics classroom, learners may analyze and compare the nutritional value of diets of different ethnic groups living in the islands, study the function of various nutrients in the body, and recognize the different foods can provide nutritionally adequate diets. The agriculture class may reinforce this concept with a study of the effects of clean air and water on plants and humans. The activities would emphasize the need for a steady supply of clean, fresh water and the physiological need for water.

Learners might explore options for obtaining water for survival when lost on the beach, the forest, lava desert or range land in Hawaii with actual experiments in those environments. Learners might also compare the condition of Hawaii's air quality with that of an industrial state. The Industrial Arts teacher may illustrate different housing design for various climatic regions and how it relates to environmental conditions and available resources. The learners might construct typical roof models and discuss the advantages and disadvantages for different national regions. The home economics teacher might explore the clothing needs in other climates. The learners might design a house or clothing to provide minimal protection for a camping trip to remote areas with different climatic conditions such as Waipio Valley or Haleakala Crater. Learners might also compare the protection provided by the housing and clothing of early Hawaiians with that of contemporary Hawaii. Each activity relates specifically to the environmental and cultural conditions that exist in our island state of Hawaii.

Sociological and psychological needs are also included in the "Essential Needs of People" unit. Interpersonal relationships with peers, family, and others are examined. Learners identify the factors that influence the socialization process of individuals, discuss the roles and responsibilities of being a member of a family and other groups, and explore how feelings develop and affect personal growth. Learners may identify and discuss possible reasons for stereotyping and the effects of such attitudes. They may also evaluate positive and negative aspects of the socialization process and how conflict is resolved by different people and different groups. The Home Economics teacher may address family relationships and responsibilities while the business teacher may be exploring personal qualities that would help learners obtain a job. Each teacher might evaluate the results of short-term group projects for the basis for formation of the group (friendship, sex, ethnicity, etc.), reasons for selecting a group leader, determination of task assignments, and human factors that lead to success or failure. The home economics teacher might enlist the aid of parents to discuss the responsibilities and privileges of teenagers and parents. Teachers in all areas might cooperate to involve learners in community events or

projects. Each activity explores the psychological and social needs of an intermediate student.

Coping with Change

The changing environment of Hawaii is magnified because of limited land space and resources. In the second unit, "Coping with Change," the BPA course helps learners recognize, understand, and choose adjustments. Learning activities analyze and evaluate the effects of technology on people and how the environment can be controlled with technology. In the home economics or industrial arts class, learners might explore the effects of an energy crisis or a power failure resulting from a hurricane. They might also discuss the adjustments that would be necessary if schools were operated year-round, half-days, or at night. Business students could explore the effect of jet planes on the economy of the islands and how the aviation industry has influenced changes in patterns of living. Agriculture classes may examine the effects of air cargo on the agriculture industry in Hawaii. Learners might predict the future for sugar cane and pineapple industries. Home economics students might trace the change in housing from single family dwelling to high rise condominiums and how this would change family life patterns. The learners could visit and evaluate high rise buildings for playground areas, family gathering space, and the effects of noise. Home economics students might also study the political activity that results from resistance to change, such as an rezoning attempt for a new housing development, the extension of a freeway, or the closing of a school. The class could examine both sides of the issues and plan a campaign for or against the changes. The agriculture and industrial arts classes might initiate a class campaign for school beautification and discuss the characteristics of groups that influence or ignore change. A fashion buyer from a local store might explain to home economics students how marketing psychology affects customer attitudes and change. Home economics students might also plan ways to overcome negative reactions to new and different foods. They might also experiment with old and new appliances and list preferred devices and give reasons for their choices. Agriculture students might visit the University experiment station to observe new agricultural techniques and processes being tested and try to determine which products will be grown in Hawaii in the future. Business students might visit a business to observe how computers are changing the marketplace. Home economics learners can identify how computers are used in the home. Agriculture students can set up computer irrigation and hydroponic systems and industrial arts students can explore simple computer aided design. All the classes could explore

technological solutions for controlling the environment and the desirability of the solution.

Elements of Effective Management

Adapting to a changing environment requires management practices. Intermediate learners plan and evaluate life activities in the "Effective Management" unit. They find that planning is a process by which a desired outcome may be achieved. However, they also discover that planning involves identifying, researching, analyzing, testing, revising and evaluating processes. Short and/or long term goals are developed for activities or projects. Human and non-human resources are accessed. The projects are organized and a system of monitoring is determined. Finally, the results of the activities are evaluated for success. Learners in all areas may begin by conducting a group project without any planning. The process and results may be evaluated and learners may identify situations in which planning is necessary and unnecessary. After this initial experience, the learners develop a plan for a larger project. In home economics, they may plan a meal or sew a small project. In industrial education they may choose to build a wooden jewelry box or a cutting board. The agriculture class might plant a garden. The business class might plan a business venture. In each class, the learners must research the possibilities, access the resources needed for the project, develop a plan of action, and identify resources needed for the project, develop a plan of action, and distribute responsibilities. As the project progresses, the learners may find ways to simplify the work, chart the flow of the activity, or redistribute responsibility. Guest speakers from business may also be invited to speak about strategies they use to organize people and tasks. In home economics, learners may also examine the organizational structure of the family and discuss the roles and responsibilities of each family member. Business students can look at the models provided by the business world. As the work on a project progresses, the learners may set standards for the products and determine how the product could be improved in the future. Home economics learners can investigate the standards set for consumer products by the government and industry. Agriculture learners could research national and state pesticide control regulation. Industrial arts students can evaluate safety standards sets by OSHA. These standards could then be compared to personal standards for work at home and at school. These standards can be incorporated into a comprehensive rating scale for determining the success of the project. This scale can compare the plan with the actual results, evaluate performance of the class as a group working

together, determine the success of the activity, and make suggestions for improvement.

Effective Utilization and Conservation of Resources

The unit emphasizes conservation. Lessons emphasize that Hawaii's island community must care for its natural resources in order to maintain the beauty of the land and decrease its dependence on other sources. Learners must be able to classify various natural resources as inexhaustible, irreplaceable, or replaceable, and identify the origins of these resources. They must also analyze individual and societal values and goals in the use of these resources. Conservation techniques and substitutes must be identified. The individual learner must assume the responsibility of conservation. Home economics studies might prepare a meal with locally grown food such as guava, limu, berries, fern shoots, bamboo shoots, or opai and determine the feasibility of the use of such natural foods. Industrial arts students might examine building codes and zoning laws and predict what Hawaii's housing density will be like in the future and the strain of the land use on such resources as water and electricity. They might also build a working model of a water, sun or windpowered machine to illustrate the effective use of a natural resource as a source of power. Home economics learners might dehydrate food using solar energy. Agriculture students might examine the effects of fertilizer, herbicide, and insecticide on the water supply of Hawaii. Business students could examine the effects of different business on the environment and resources of Hawaii. In each class, the learners must determine if the future of Hawaii will be influenced by the ability to conserve, reuse, recycle, and protect resources. Learners might visit a recycling plant and discuss conservation practices at the plant. Speakers from the Board of Water, Hawaiian Electric, Office of Environment Control, Outdoor Circle (city beautification), or other state offices can discuss how our resources are protected by law. Home economics students can make an investigation of their home for ways they can practice conservation. Industrial arts learners can explore options for reusing motor oil. Agriculture students can explore the effects of misuse of resources on land and marine life. Learners must then assume the responsibilities of a conservationist. They might identify an environmental problem and develop a individual and group plan of action. Agriculture students might conduct a mock hearing where agricultural land is being rezoned for housing. They might also develop a measuring device to be used by game wardens to quickly and conveniently determine the legal size of captive sea life. Industrial arts students might collect items which would normally be discarded and determine a practical plan

for recycling or reusing. Techniques for recycling old garments can be explored by home economics students. Business students could determine how business recycle or reuse equipment and supplies.

Effective Provision and Consumption of Goods and Services

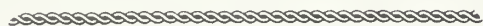
In a technological environment, people are dependent on goods and services. This unit provides learners with the opportunity to explore production activities, consumer demand, transportation and distribution of goods, marketing of goods and services, and consumer protection agencies. To explore production and distribution of goods, agriculture students may visit a local nursery. Home economics students can visit a bakery. Industrial arts students can visit a factory that produces wood products. After the visit, the learners can develop an organizational chart identifying roles and responsibilities of personnel and the steps in producing a product. They can compare the price of raw materials with the finished product and determine how the produce would be effectively marketed. Home economics students can compare business management and production to the activities and products produced in the home. Business learners might interview persons who have been employed in the same business for many years to determine how the job has changed over the years as a result of technology. Guest speakers might help learners explore how money is obtained to finance the production of a product. Computer simulations could be used to form a company and develop a product. Learners must also recognize that most jobs available in Hawaii are service related. Home economics and industrial arts students could identify the service jobs that are performed in the home. They could also determine how technology has changed these jobs. Agriculture students could explore the ways that agriculture food production has been aided by technology. Learners could compare the Hawaii of one hundred years ago with modern Hawaii in terms of technology, production of goods, service occupations, and job opportunities. They could also do a comparison of 10 years ago.

The effects of consumer demand could be examined by determining the seasonal demand for products such as Christmas trees. Learners could predict what would happen if many families decided not to buy trees. Retailers and distributors could be contacted to determine how they decide to purchase particular items. Learners would see the influence of their personal consumption of the production and distribution of products. BPA students can compare the various transportation systems utilized in the distribution of goods. They could then relate the mode of transportation to the availability and cost of the commodity. Learners could determine the most economical

way of shipping a commodity to the mainland or a neighbor island. They might visit a ship to see how merchandise is packaged and handled on the docks.

To evaluate advertising techniques, learners in business and home economics classes might evaluate an advertising campaign for a product and/or a politician. They could compare campaigns and identify persuasive techniques. Learners could create their own campaign for a product. Guest speakers from retail stores could discuss television, newspaper, and radio advertisements as well as displays or sample distributions in the stores. An advertising person could discuss the relationship of labeling, packaging, displaying, and advertising goods to the cost of the product. Learners in agriculture could demonstrate three ways of packing flowers such as anthuriums or orchids, comparing the cost of each. They could test the sales appeal of each package. Home economics students could examine food advertisements and create displays of a food product which would be evaluated on consumer appeal and retention of produce freshness. Communication techniques could be tested to convince the class to buy a product. Each class might also explore the role of private and government consumer protection agencies and determine their function.

Each of the five units in Basic Practical Arts is taught by teachers in all vocational areas. They work as a team to coordinate activities and projects. This program provides an introduction to vocational areas for students in the intermediate schools and strengthens their problem solving skills. The learners find that home economics is not just a cooking and sewing class, industrial arts is not woodshop, agriculture is not gardening, and business is much more than typing. They learn that vocational teachers are helping students understand their personal needs as well as their role in our society. To successfully maintain the island community of Hawaii, we must all learn to cope with change, effectively manage our life activities, conserve our natural resources, and understand our production and consumption of goods and services.



TIDBITS FOR TEACHING

The school bulletin board should be more than just "filler." Properly utilized, it is an effective teaching tool. The following bulletin board ideas were adapted from CORKERS, an Eastman Kodak Company publication. Use your own imagination to further adapt and refine these board-use suggestions.

*Few students are without flaws, but many have perfect attendance. Call attention to this accomplishment by means of the bulletin board. This is a simple form of recognition for students who otherwise might not receive many tangible self-esteem builders.

*Want to prove to your students that they are smarter than they think? Pass out four or five magazine pictures or photographs, and ask students to write down adjectives that come to mind when he or she looks at each picture. Then the pictures--and the list of adjectives--are passed to the next student, who then adds more words to the list. The pictures together with the long lists of adjectives which they inspired then become a colorful and descriptive bulletin board.

*When you are teaching career education, here is a way to personalize the unit of study while encouraging development of writing skills. Each student chooses an adult to visit and interview about their occupation, preferably at his or her place of employment. Use the student's written reports on their choice of interview subjects to personalize career bulletin boards.

*Few fields of study have seen as rapid a rate of modernization as has home economics. Who is better qualified to illustrate the significant changes than senior citizens? Invite guest speakers to your class to talk about old times. Learning how people did without our "modern conveniences" gives us a better appreciation of all we now have making life more efficient. Make a "Speaker Board" showing guests, topics discussed, and student essays relating to the visit. (You may want to include a photo of the board along with your thank-you note to the speakers.) It is a nice way to demonstrate the advances over time, and for both youth and older persons to make new friends.

*If you are using a form of recognition such as the Student of the Week (or Month), here is a way to give it a new twist. Instead of the student alone being the star, the student interviews any person he or she would like to see recognized. The student then writes a short story about the person. Display the story on the bulletin board, along with material honoring the student. Later this story may be submitted to school and community newspapers.

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Washington, DC 20036
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"Magnificent Muffins" Adult Education in Action

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INTRODUCTION

University officials, as well as other concerned individuals--including teachers and parents--have for some time been aware that many of today's students lack a sense of social awareness and commitment to others. This is made poignantly clear by the surprising popularity of Allan Bloom's best-selling book The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished The Souls of Today's Students.¹ Some people in California have even suggested that legislation be enacted requiring students at the college level to participate in some form of community volunteer service. One such service, and a rapidly expanding one at that, is adult education. Learning is no longer the exclusive province of elementary and secondary schools and colleges; it is now seen by many to be a life-long task, and adult education centers are springing up throughout the country, offering courses in everything from the basics of reading and writing to Cajun cooking.

Home Economics is one field of study which has a long tradition of concern for, and service to, individuals and families. And the resurgence of interest in social awareness provides home economists with the opportunity to expand both their personal and professional horizons through involvement in adult education programs. Students at the secondary or college level who are exposed to adult education through their coursework not only see first-hand the variety of opportunities which exist for them in this area, but are also given the reward of teaching something truly useful to an enthusiastic class of adults. Students thus learn that community service is a reciprocal process, benefiting both the giver and the receiver.

This article describes a successful class volunteer project which took place in a college-level Home Management Theory course. It could just as easily have been conducted in a secondary school or VOC ED class, or have

grown out of a group activity for Future Homemakers of America.

BRAINSTORMING, EXPEDITIONS, AND PREPARATIONS

One of the central components of the Home Management course was the requirement that each student spend at least twenty hours performing some volunteer service. This requirement could be met in any number of ways depending on each student's background and interests. Several students chose the San Diego Service Center for the Blind (SDSCB), knowing of the Family Studies and Consumer Sciences department's prior involvement in the design of training kitchens for that facility (described in the December 1986 issue of Forecast for Home Economists).

Many of these students were majoring in Foods and Nutrition, and they drew upon their expertise and studies to develop a workshop for SDSCB covering Food Exchange Guidelines (for diabetics) and low-fat, low-sugar recipes. Students compiled a handout offering low-sugar recipes for commonly used foods, such as barbecue sauce. A recipe for a low-fat, low-sugar muffin recipe was developed, reproduced in the large-print format used by the Center, and presented at the workshop. One student used her computer to generate a flyer publicizing the event, while others made plans for distributing the flyers. Then the group as a whole developed a workshop evaluation sheet.

The original purpose of the workshop had been to provide information to caregivers who worked with or knew low-vision diabetics and/or elderly persons. But during a visit to the Center to make necessary arrangements for the presentation, the Center's rehabilitation teacher asked the students to conduct workshops for three separate groups of low-vision students to whom she taught independent living skills. She also asked for bilingual instruction for one of her classes and the students readily agreed.

Before conducting their first session, the students drew a set of large charts highlighting the basics of the Diabetic Food Exchange System. They also duplicated a pamphlet filled with low-sugar, low-fat recipes for distribution to the workshop participants, and baked muffins from the recipe, which was to be the centerpiece of each workshop.

¹Bloom, A. (1987). The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls Of Today's Students. New York, NY: Simon and Schuster.

The first workshop was presented to a small group of caregivers on a Saturday morning. Although the turnout was low, the enthusiasm and interest of the audience was high, and the students benefited from this opportunity to refine their presentation in front of a real audience in the actual workshop setting.


The three sessions which soon followed for low-vision clients of the Center went off without a hitch. Several of the class members were diabetic, and consequently there was a great deal of discussion about the Exchange System. One elderly diabetic man, who announced that he thought he had read or heard everything there was to know about diabetes, admitted that by the end of the workshop even he had learned a few new things.

On the day planned for the bilingual presentation, seven (instead of the expected three) Spanish-speaking clients showed up for the workshop. The single, bilingual student from the Home Management course decided to split the group apart from the rest of the class and work with them in a separate room. She was delighted with her group's response to the presentation, and reported that they were so impressed that they had asked her to return the following week to talk to them about cholesterol.

All of the caregivers and all of the low-vision students of the Center left the workshops with a taste for low-fat, low-sugar muffins, a copy of the special recipes, understanding of the Food Exchange System, and the feeling that maybe young folks today aren't as bad as they'd thought.

EVALUATION

At the final meeting for the Home Management course, the students who had taught the workshops shared their experience and feelings with fellow class members. They came away from their project with a renewed sense of confidence, a knowledge that they had been able to make some small difference in people's lives, and a commitment to pursue similar activities in the future.

This article shows us just one means of awakening social consciousness in our students. They are willing, and they are capable. We have merely to open the door. 



* Fig bars contain less than half the fat calories of most cookies and twice as much fiber. Still, they are high in sugar and calories, so save them for occasional treats.

-University of California, Berkeley
Wellness Letter

...that Social Security taxes increased as of January 1, 1988? The tax rate for this year jumped from 7.15 percent to 7.51 percent for employees and employers. (The tax rate is now 13.02 percent for the self-employed.) The tax base upon which the tax is imposed rose from \$43,800 to \$45,000. Those earning \$45,000 or more will pay a maximum of \$3,380, \$248 more than last year.

...that the median family income for 1986 was \$29,460, according to the U.S. Census Bureau? Compared to 1985, this was an increase of \$1,725, or a 4.2 percent gain.

...that the Census Bureau also reports that 28 percent of all 18- to 34-year-olds live at home with their parents. High rents, more divorces and a tight job market were cited as contributing factors.

...that homeownership rates are dropping? According to Runzheimer International, 63.8 percent of all households owned their own home in 1986, down from 66 percent in 1980. Rising housing costs and the fact that young people are waiting longer before buying their first home are partially responsible for the decline.

...that National Consumers Week is April 24-30? The slogan for this year is "Consumers Buy Service," which emphasizes the importance that consumers place on good customer service.

HOUSEHOLD FINANCIAL SERVICES
MEMO-Spring Issue 1988
2700 Sanders Road
Prospect Heights, IL 60070



Society is changing and until we look to solving the larger problems by focusing on strengthening the basic unit of society-the family-we are going to continue to struggle to meet the needs of today's children. Of whom:

- 14% are illegitimate
- 40% will be living with a single parent by their 18th birthday
- 30% are latchkey children
- 20% live in poverty
- 15% speak in other languages
- 15% have physical or mental handicaps
- 10% have poorly educated parents

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New Mexico Teacher Enrichment Project



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The need for and the importance of continuing professional development of teachers is frequently mentioned by educators. Burke, Christensen and Fessler¹ listed professional development, and specifically, opportunities professional organizations offer, as one of the key components that influences the teacher career cycle. According to the writers, support in this component will reinforce, reward, and encourage the teachers as they progress through their career cycles.

Andrew, Parks, and Nelson² supported that contention and noted that through growth and development, teachers develop competence, confidence, self-esteem, and the feeling they are fulfilling their potential. The result, according to the authors, is satisfaction with self, work, and others.

The New Mexico Teacher Enrichment Project³ promotes professional development of home economics teachers by providing scholarships for these teachers to attend workshops, classes, meetings, conferences, and other activities. The New Mexico Department of Education is committed to assisting teachers in staying current in their content area through professional enrichment and development. The New Mexico Teacher Enrichment Project is one of the means by which the Department is meeting this goal.

Professional development activities are often recognized as being a regular component of a professional's job description. A team commissioned by the Association of Teacher Educators to study training in ten corporations and agencies concluded that in business, careerlong

professional growth is emphasized and even expected, particularly of professional employees. With this in mind, the team proposed that careerlong development is vital for teachers and that those who aspire to be educational leaders should have experience in a range of educational and non-educational fields related to their areas of expertise.⁴

A study conducted at New Mexico State University investigated vocational supervisors' ratings of elements important in assessing the quality of secondary vocational programs.⁵ In this research, home economics supervisors from nine states rated "vocational teachers' professional improvement" as one of the ten most important items when assessing the quality of vocational programs.

Opportunities for professional development through the New Mexico Teacher Enrichment Project are unlimited. Teachers continually receive literature offering workshops throughout the country and around the state. Those flyers may be tossed aside with the comment, "I wish I could." The Teacher Enrichment Project offers the opportunity for teachers to attend--a child abuse seminar on the East Coast, a nutrition workshop on the West coast, a local university course. Teachers are limited in the type of professional development they choose only by their own imagination!

All 350 New Mexico home economics teachers were eligible to apply for the scholarships administered by this project. Teachers were provided background information about the project in the form of a newsletter. An application was included with the newsletter and additional applications were made available upon request.

Applications were completed by interested teachers and returned to New Mexico State University. Concurrent with sending the postcards to teachers to thank them for applying, the office sent a letter to their principals asking each for his/her recommendation for the teacher who applied. Principals were included as part of the teacher's application for two reasons. First, it was important that the teachers' applications to the program be acknowledged as a demonstration of the teachers' commitment to their profession and as a classroom teacher.

¹Burke, P. J., Christensen, J. C., and Fessler, R. (1984). Teacher career stages: Implications for staff development (Fastback 214). Bloomington, Indiana: Phi Delta Kappa Educational Foundation.

²Andrew L. D., Parks, D. J., Nelson, L. A. and Phi Delta Kappa Commission on Teacher/Faculty Morale. (1985). Administrator's Handbook for Improving Faculty Morale. Bloomington, Indiana: Phi Delta Kappa.

³This project is funded by the New Mexico State Department of Education, Vocational-Technical and Adult Education Division and administered through the Department of Home Economics at New Mexico State University.

⁴Houston, W. R. (1986). Lessons for teacher education from corporate practice. Phi Delta Kappan, 68, 388-392.

⁵Ward, A. A. (1987). Vocational supervisors' evaluation of elements to assess secondary programs. Unpublished manuscript, New Mexico State University, Department of Home Economics.

Second, since many of the activities teachers elected to pursue involved release from classes, it was important that principals be supportive of the teacher's efforts, especially when a substitute was required.

After the principal's recommendation form had been received, a letter was sent to the teachers asking for an estimation of the dollar amount necessary to attend the professional meeting they had chosen. A review panel screened the applications and based initial selection on the completed application and recommendation by the teacher's principal. The selected teachers were then asked to outline the procedure they would use to share their professional development experience with other home economists. Final selection of participants was based on the application, the principal's recommendation, and the outline detailing the teacher's means of sharing the experience.

Scholarship recipients were sent a letter informing them of their acceptance to the program, their award in the form of an honorarium, and a letter which reiterated to them their responsibilities in accepting the honorarium. Submission of articles to the Teacher Enrichment Project Newsletter and other publications, presentations at local, state and national meetings and workshops, and participation in community projects are some of the ways teachers may share their experiences with other professionals.

In the first year, the funds from the Teacher Enrichment Project provided home economics teachers in New Mexico opportunity to participate in a variety of professional development activities. A junior high teacher attended the American Home Economics Association Annual Meeting in Kansas City. She attended workshops focusing on new curriculum developments and public relations, and in her article for the newsletter, she reported

"The national AHEA convention certainly lived up to my expectations. I feel revitalized in my commitment to teaching and to home economics and am ready to share new information and ideas."

The New Mexico Teacher of the Year also attended the AHEA annual meeting on funds from this project. She concluded,

"The most important aspects of attending the national meeting for me were the exchange of information and opportunities for professional updating, as well as gaining and sharing knowledge. A meeting of this magnitude serves to renew one's commitment to individuals and families. The energy and enthusiasm generated by such a large group of professional home economists refreshes one and rekindles one's dedication to home economics."

Two home economics teachers chose to attend the National Future Homemakers of America/Home Economics

Related Occupations (FHA/HERO) meeting in Orlando. One teacher reported

"Ever since becoming involved with FHA/HERO, I had dreamed of being able to attend a national FHA/HERO Leadership Meeting."

The other teacher in attendance wrote

"This trip was an overwhelming experience. I look forward to sharing the knowledge I gained from attending the conference with other home economics teachers to build a strong FHA/HERO advisor network throughout New Mexico."

One high school teacher used the scholarship to attend a national workshop, "Global Connections," sponsored by the U.S. Agency for International Development at Iowa State University. By attending the workshop, this teacher received instruction on how to integrate global concern for hunger, poverty, and development into the secondary home economics curriculum.

Another example of how the teachers used the scholarship money is the middle school home economics teacher who attended the University of New Mexico's Institute on the "Transition of the Young Disabled." The purpose of the institute is to train individuals with special or vocational education backgrounds to serve adolescents and young adults as they make the transition to competitive employment. The teacher summarized the experience by writing

"This gave me a better understanding of the limitations and abilities of disabled persons and how all training and services can be made accessible to them."

These are just some of the examples of the activities in which home economics teachers are participating through scholarships from the New Mexico Teacher Enrichment Project. All of the participants' principals and superintendents are sent a letter informing them of the teacher's participation in the professional development activity. A copy of the Teacher Enrichment Newsletter is enclosed with the letter.

Providing funds for teachers to attend professional development activities is an investment in the future of home economics. The development of the potential of teachers will help to improve instruction and provide a high rate of return in student learning.⁶

This project has provided secondary teachers the opportunity to participate actively in their professional organizations. Through projects such as this one, it is hoped that teacher morale will be improved and teacher burnout will be prevented. The New Mexico Teacher Enrichment Project is a vehicle for encouraging strong, committed and active home economists for the public school systems.



⁶Burke et al., *op. cit.*

FHA in the Classroom: A Case for Integration



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Integration is a term that seems to surface regularly when home economics teachers engage in professional discussions; in fact, it has of late become almost as "trendy" as those insufferable terms interface, impact, and "have a nice day." Many issues surrounding integration, however, are not new or trendy and have been issues of debate for many years among home economists. An example of the current context of integration involves "integration versus specialization." Yet another integration discussion refers to the higher level thinking processes which enable individuals to integrate content and process. School integration, vis-a-vis desegregation, is as important an educational objective today as it has been over the past several decades. And still another familiar context of the integration discussion is the articulation of the student youth organization FHA to the consumer home economics curriculum.

In some areas of the country the forty-one year old Future Homemakers of America organization appears to have fallen on hard times. But when we review the goals and purposes of FHA-HERO or, better yet, listen to those who have first hand knowledge of the organization, it is obvious that there may be no better tool for "integrating" the knowledge and skills taught in home economics with the processes needed to function effectively in the home, community and workplace. This is an example of integration that encompasses all the "integration" concepts identified above.

Some of the decline in popularity of the FHA-HERO programs recently may be attributed to factors external to the classroom. These include the heavy competition for students' time among the many extra-curricular activities, the decline in school budgets for funding advisors and activities, and the increased number of students being bussed to school on rather strict timetables. FHA may also suffer from the same type of image problem often

identified with home economics in general. These issues can, however, be addressed in terms of integration. When FHA becomes integrated into the classroom and becomes an integral part of the program, many of the problems associated with FHA as an extra-curricular activity are alleviated.

Integration, in the context of FHA, refers to the organization, its structure, its philosophy, and/or its relationship to the home economics curriculum.¹ It should be emphasized that one of the greatest benefits of FHA projects and activities is the potential and opportunity for students to integrate the knowledge learned in their home economics classes through the planning and implementation of projects. Projects related to world hunger, community safety, and peer drug education draw upon students' knowledge in a variety of areas--not just nutrition, or substance abuse or safety rules. These examples represent the application of learning in the areas of human development, socialization, and values, and require students to combine content knowledge with skills in management and decision-making in order to develop viable activities. FHA projects and activities become a curricular tool for integrating home economics subject matter.

The curricular issues may not be as troublesome to the experienced teacher as managing the organizational problems involved in integrating an FHA chapter into the classroom. Technical problems of "shifting gears" from a classroom activity to a Club activity, collecting dues, holding business meetings, and actually allowing students to develop and manage their own projects and activities within the school day or individual class period may discourage many a would-be advisor. These structural and organizational questions may be all the more troublesome because the questions are so specific to each school setting. From club to classroom may also be a new idea for many school administrators who are worried about technical issues. Instead of trying to answer highly individualistic questions about organization with one set of solutions, teachers should consider tailoring the organization of the chapter to the unique needs and

¹Frick, Lucille. "Integrating the Future Homemakers of America Into the Classroom" in VOCATIONAL INSTRUCTION, American Vocational Association, Inc., 1980, pp. 222-230.

preferences of their school setting. The chart below suggests several alternatives for meeting times, officer elections, membership dues and project planning and implementation, all basic components of the functioning FHA chapter. The teacher may select one from each of the columns to "tailor make" a chapter for his/her school.

CREATE YOUR OWN FHA CHAPTER
SUPPLEMENT (1)²

Choose one format from each of the columns to create an FHA chapter that works in YOUR school.

MEETING TIME	OFFICERS	MEMBERSHIP/DUES	ACTIVITIES
After School	Elected from entire membership	Each individual pays own dues	Each class selects appropriate activity
During Lunch Period		Chapter sponsors fund raising project to pay for chapter dues	Large projects are cooperatively planned by classes
During Class Period	One set of officers from each class	Only individuals who wish to hold office and participate in state and regional events pay dues; others are "affiliate" members	Projects are selected; members elect various activities in which to participate
Before School/use FHA message board	One elected representative from each class; Executive Board	Chapter develops a payment plan where dues can be paid over time; work for the chapter may be substituted for payments using a "voucher" system	

School Activity Period

The options selected in each category should be the ones which help most to build an integrated FHA chapter. For example, one teacher may choose to have one chapter per class, with officers for each class. Another may advise one larger chapter with a governing board composed of representatives from each class. Meetings may be held during a designated class session (e.g., every other Friday), during lunch periods, or during an activity period. Where students from various classes make up one chapter, it will be necessary to maintain some type of communications center--a bulletin board, computer terminal, or message corner--where students can learn of coming events, sign up to participate, or leave their own ideas and suggestions.

Dues payment always generates debate. One fundraising project could support the dues of all class members. In another class, only those students wishing to be eligible for state or regional activities and club offices might wish to affiliate. Where students may have difficulty paying the entire fee, consider a "payment plan" and allow students to exchange some work for one or more scheduled payments. Other suggestions may come from the members themselves.

²Youatt, June and Linda Dannison. LEADERSHIP FOR MANAGING LIFE, Michigan Department of Education, Vocational Technical Education Service, 1986, p. 8.

Project structure can also be highly individualized. Large scale projects may be planned by the governing board, with each class contributing to the project in an appropriate way. For example, the adoption of one or more families during the holiday season might allow child development students to make or acquire age-appropriate toys for the children, nutrition students to plan and collect specific foods for nutritious and festive holiday meals, the consumer education students to develop the project budget and do comparison shopping for items, and so on. The integrated chapter may also plan class-specific projects or have class time to work on appropriate individual projects using the Encounter process.³

Perhaps one factor in the decline in FHA is that it has been seen as peripheral rather than integral. Giving students time to plan, implement, and evaluate their own projects is fundamental to the desired outcomes of home economics programs. FHA is one logical context in which to develop the responsibility, leadership, and self-esteem we hope to see as tangible outcomes of the home economics program.



³Riley, Millie (Ed.). ENCOUNTER. Future Homemakers of America, Inc., 1974.



Advocates for children and the aging are joining in support of the proposed Family and Medical Leave Act, legislation to provide job protection to employees who become seriously ill or who have family caregiving responsibilities. H.R. 925, introduced by Congresswoman Patricia Schroeder, and S. 249, introduced by Senator Christopher Dodd, would provide for unpaid leave and a guarantee of their job or an equivalent position when employees are able to return to work. Over two million adults now provide care to family members over the age of 65. Most caregivers are women, and many are employed. It has been estimated by the Older Women's League that nearly 12 percent of all caregiving women are forced to quit work altogether to care for family members. The bill has been approved by the House Education and Labor Committee, but still must receive the approval of several other House and Senate Committees. Efforts are being made to ease requirements of the legislation in order to gain wider support from the business community.

"Helping Older People Help Themselves and Their Communities"
Suite 144, Airport Park Plaza
255 No. El Cielo Rd.
Palm Springs, CA 92262

Promoting Publication of Ideas and Experiences



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South Dakota State University

Home economics teachers create and conduct many exciting and successful learning experiences in their classrooms. A small percentage of these teachers place descriptions of these experiences on paper and submit them for publication.

Lack of time may be one reason many teachers do not write about their ideas or what they have done in the classroom: teachers are busy people. Many teachers may not even consider writing for publication a possibility. However, writing for publication is possible and writing skills can be developed.

Sharing of successful ideas is a professional responsibility. Ideas which are successful in strengthening one home economics program may strengthen others. Publishing ideas is an effective method for idea sharing. Several universities include a component, in teacher education programs, to promote awareness of publication opportunities.

Louisiana Tech University home economics students are given an "Idea/Experience Sharing Assignment." Objectives are:

- to examine content and style of a professional publication for home economics educators.
- to identify an "idea that worked" or an experience to share with others.
- to describe the idea or experience in writing using a style and format suitable for publication.

Students:

- review past issues of a home economics publication they select for ideas about items which could be printed.
- choose an idea that could be submitted for publication and describe the idea in a format suitable for publication.

Completing this assignment has helped student teachers become more aware of opportunities for publishing ideas. Also, supervising teachers have indicated that they learned more about the various types of publications for home economics and how they might contribute to these publications.

Several student "ideas" follow....

PILOT PROGRAM ALLOWS TEENS TO TEACH CHILDREN

Stacy Hopson
Home Economics Student Teacher
Delhi High School
Delhi, Louisiana

Pure joy was on the faces of the preschoolers, as well as their high school "buddies," as they prepared lunch to be enjoyed before returning to their next class. Catherine Bailey, Richland Parish Directing Teacher, and Marilyn Loftin, head of the home economics department of Delhi High School, directed as the high school students took charge of the proceedings. When all was done, the preschoolers age 3-6 years, had stirred the beverage, watched the popcorn come out of the pepper, helped make the grilled cheese sandwiches, and prepared the mixture for the rice krispie treats. The most fun of all, though, was being able to mix the peanut butter balls with their hands! It was easy to see that nothing had ever tasted quite so good. These children were proud of themselves, and it was evident that they had become very close to their high school "buddy" of the past 6 weeks.

After being around Catherine Bailey for only one hour it is hard not to get caught up in her enthusiasm for the program that she, Sharon Saffard of Jefferson Parish, and Sandra Montgomery of Bossier Parish have written. This pilot program for high school students on Child Development Awareness has been developed and successfully conducted in the Home Economics and Physical Education curriculum at Delhi High School, Rayville High School, and Rayville Junior High. Similar classes are being conducted in both Bossier and Jefferson Parishes. The program is funded by the Louisiana State Planning Council on Developmental Disabilities through the Louisiana State Department of Education.

The three phase of this pilot program presented a realistic view of parenthood for the teenagers. In Phase one, Bailey, under the supervision of Bennie H. McKay, Special Education Supervisor, taught classes on Child Development, then high school and junior high students chose a preschool "buddy" to work with one-on-one (Phase two). This proved to be great fun for both sides but also helped the teenager develop an awareness of the many responsibilities of child rearing.

The "exploring" phase (Phase three) was implemented when classes taking part in the program toured St. Francis Medical Center and G. B. Cooley, Infant Development Center in Monroe, Louisiana. Awareness of the risk factors associated with child rearing and premature parenthood were discussed during and after the trips.

The preschool curriculum enhances the five developmental areas of learning: physical (both fine motor and gross motor), social, intellectual, emotional, and self-help. Parents are the first teachers a child has and they need to be aware of these developmental areas of learning. This Child Development Awareness Program (C.D.A.P.) educates teenagers, so they may better understand that from birth to age 6 a child learns more than at any other age. The participating teens learn that if there are problems with a child, early recognition of them is critical so actions to correct or compensate for the probme areas may begin early.

The C.D.A.P. is working well in three Louisiana parishes. There are hopes of having it become a state program in the future.

A ROUSING REVIEW

Sharon Bell
Southwood High School
Shreveport, Louisiana

I have found a wonderful method for arousing students' interest in studying and reviewing for exams; students give the teacher a test!

The object of the "Testing Game" is to stump the teacher. My students thrive on this approach to reviewing for exams. The rules for this game are few, so that the students are not limited and have an opportunity to be very creative in their questioning. Students use information from their textbook, class notes, and memory. Any format of questions are acceptable; true/false, multiple choice, matching, and discussion, to name only a few of the kinds used. Questions printed in the textbook are prohibited if the student does not know the answer. Students must write the questions and answers in their notebooks so they may check the teacher's answers.

Questions are asked in an orderly fashion and a student scorekeeper is chosen to give the teacher a grade. Students must listen closely so the same questions are not repeated. Extra credit is given to students asking more questions than the number required of all the students. The teacher's score provides the students with a minimum goal for their school on the test they will take later.

My students enjoy this reversal of roles in the classroom because it gives them a sense of control. Students learn by searching their textbooks, notes, and

memory for questions. This technique for exam reviewing has proven to be effective. Student test scores have risen and, more importantly, interest levels have risen.


PROMOTING A MULTICULTURAL PERSPECTIVE

Linda Albritton
Southwood High School
Shreveport, Louisiana

How do you get more students interested in Home Economics? At Southwood High School, one strategy that has proven to be successful is the addition of a course entitled International Cuisine; using knowledge acquired in Consumer Homemaking I, students explore food around the world.

Thus, food preparation is considered to be an adventure. Students are exposed to new cultures as well as unfamiliar techniques of cooking and since many of these students will not have the opportunity to visit a foreign country, a study such as this one brings the outside world close to home. Students also gain a better understanding of their own culture by seeing how it is truly a unique combination of other cultures, through learning about the country, the people in that country, and the customs/traditions which are an important part of the culture.

The students at Southwood are intrigued by variety. This course gives them the opportunity to explore new places and new foods and the class is extremely popular. Consumer Homemaking I is a prerequisite and as a result, enrollment has increased in Consumer Homemaking I.

Developing a course such as International Cuisine, involving the learners and making it interesting may increase variety and thus increase the number of students wanting to participate in home economics. 



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The Teaching of Housing and Furnishings: Make it a "Real Life" Experience



L. Annah Abbott
Department of Home Economics
Ball State University

Housing and furnishings education--a shelter, one of the largest lifetime consumer expenditures--can be made an exciting and pertinent topic of study whether the students are in high school, college, or an informal educational setting, such as continuing education or Cooperative Extension.

The educator in the high school and university setting in some cases does have a captive audience as a housing or furnishings course may be a necessary requirement for a degree. The cooperative education or Cooperative Extension educator on the other hand has a "voluntary audience" and thus has the challenge of attracting an audience in addition to teaching the subject matter. However, whether the students are captive or voluntary, the educator will be more successful if the needs of the students are met and the material is presented in an exciting and enticing manner.

Although the lecture method and "crafts" approach are applicable in some situations, the instructor should view them as two among many techniques to teach the topic. Housing and furnishings issues can be addressed in a variety of ways and be stimulating.

As in all teaching situations we need to start with a plan and to determine the purpose of the program, the teacher objectives, student objectives and evaluation techniques. Housing and furnishings subject matter is a natural for using behavioral objectives. We need to let the students know the purpose of the lesson and what we expect them to be able to accomplish after instruction.

One key to teaching housing and furnishings is to make the topic relevant. Whether one is teaching space planning, design and furnishings, or values, an ideal method is to teach with "real world" situations. Of course, the most realistic situation is using a case study method or "real life designer situations" with actual volunteer "clients" and actual space. In such a model situation the students would interview the participating clients and, where applicable, measure and draw scale plans of the actual space. Such an approach can benefit both the student designers and the clients by providing the students with valuable experience and the participants with design plans.

Realistically such a model situation is often impossible or impractical, but it may be workable especially in advanced classes with students who have gained basic knowledge, understanding, and skills needed to implement the ideas.

Educators teaching lower division students can use situation vignettes and scaled plans to have the students experience designing for a client. If the instructor takes care in developing the vignette, many "real world" concepts can be addressed, including values, budgeting, materials acquisition, materials and color selection and the basics of dealing with a client. Students can also develop design justification and presentation skills. Skill development can be especially good if "boards" are required in addition to space plans. Such a "client" approach, when tied with a "justification" of the plan and requirement of explaining what design principles and elements were used, can help the student to practice and assimilate concepts as well as further develop writing and presentation skills.

One approach, especially good for conceptualization of space and its utilization, is the use of 3-dimensional life sized models. After developing scale dimensioned plans, students execute cardboard full-sized 3-dimensional plans. Such plans help the student to develop space in scale and then to develop the space in 3-dimensional form. If actual space for 3-dimensional space plans are not available, scale plans and scale models can be used to help the student to gain a better conceptualization of space and its utilization. However, students need some concept of actual space needs in full scale, such as getting up from a chair and walking easily between large objects. This "space experience" can be practiced in almost any classroom.

Another approach to stimulating interest is to have the students work on "personal" spaces of their own choice. To avoid unrealistic and impractical designs, the students should be required to submit a justification and budget of their proposed work. If time and finances are a severe problem, students should be guided as to how to plan and complete design work in stages and the use of "early attic" and "garage sale" sources.

The instructor should not feel that s/he must be the only instructor in the classroom. Students can be assigned

to become the "experts" in selected areas and become the resource person for all others in the classroom. The computer can also be a valuable teaching partner. Many instructional units, games, and Computer Aided Design (CAD) programs are now available at reasonable cost.

Hands-on experience or practicums are especially good for college programs. Students can work, either paid or unpaid, for a specified number of hours. Good practicum cooperators include builders, architects, designers, retail establishments with design options, kitchen/bath outlets, furniture stores and outlets, and carpeting and drapery establishments, to name a few.

Additional sources for the teacher of housing and furnishings include: National, State, and County Extension services, realtors, builders, specialty planners, plumbers, electricians, architects, designers and space planners, and specialty planners such as for bath and kitchen.

Supplements to the text can be obtained from many sources including catalogues, slides, and films. One especially good source of information is the Small Homes Council-Building Research Council (SHC-BRC) at the University of Illinois in Urbana-Champaign. This research group has both technical and consumer publications. Another good source is the Home Builders Association.



Why do you like to teach?

I teach because teaching is built on change...I change, students change, content changes; I teach because the school calendar affords me the ability to rejuvenate; because I am my own boss in my own classroom domain where students and I can work together reveling in our own successes and recognizing our own mistakes; I teach because I like the variety and challenge that each new day brings. I teach because I like to learn...from reading, from experience, from sharing with students. It keeps me alive professionally and as a person.

But most of all, I teach because of students like Rhonda, Robin, Kurt, Chris, Debbie, Julie, Scott, and Jim. Students who occasionally write, or stop to visit, or who re-enter my life to let me know that our time together has not been forgotten; that something in the chemistry between us has been remembered and relished...that's at the core of my teaching. To know that you have the power to nudge, to spark, to introduce, to suggest, to encourage, to challenge, to love and to sense that the time between teacher and student will in some way make a difference.

-Lana L. Borders/Ohio

THE ABC'S OF HELPING YOUR CHILD

by Carole L. Riggs

- A Accept your child, unconditionally.
- B Believe in your child. Trust in his or her ability.
- C Communicate with your child. Share ideas.
- D Discuss things with your child.
- E Enjoy your child. When parents enjoy their children, children enjoy their parents.
- F Find things of interest to do together
- G Give your child responsibility which can be handled. This can lead to a feeling of accomplishment.
- H Help your child with words of encouragement.
- I Impress upon your child the vision of what is all around. Talk about the things you see, hear, taste, feel, and smell.
- J Join your child in fun activities.
- K Keep from over-identifying with your child. Don't try to live your life again through your child.
- L Listen to your child. He or she needs someone to share thoughts and ideas.
- M Model behavior you want to see in your child.
- N Name things for your child. Labels are important.
- O Observe the way your child goes about tasks. Provide help when needed.
- P Pace your child. Help your child do one thing at a time and do it well.
- Q Question your child using question words such as who, what, where and when. Ask about stories or everyday things that happen.
- R Read to your child everyday.
- S Spend time with your child.
- T Take your child to the library on a regular basis.
- U Understand that learning isn't always easy. Sometimes we all fail. We can learn from our mistakes.
- V Value your child's school and teachers. Your attitude will often be mirrored in your child.
- W Write with your child. Encourage the youngster to write; even scribbles are important.
- X X is often an unknown quantity. What else would you like to add to this list?
- Y You are your child's most important teacher.
- Z Zip it all up with love. Love gives zest to life.

-Carole L. Riggs is chairperson of the International Reading Association, Parents and Reading Committee.

-Partners in Learning, Winter 1988

Minnesota Curriculum Services Center
3554 White Bear Avenue
White Bear Lake, MN 55110

Fear . . . The Enemy of Love and Learning

Janet Finke
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Understanding the complexity of human nature seems far beyond my reach. As I have reflected on my past experiences and explored the ideas of scholars, I have endeavored to delineate a notion of an ideal classroom environment in which children might experience learning in the absence of fear.

Throughout my life many, perhaps most, decisions that I have been confronted with have been decided upon out of fear...the fear of failure...the fear of punishment...the fear of rejection. To experience life to the fullest I must somehow gain an inner peace and security so that choices I make will not be based on fear, but on love.

In contemplating this notion of fear versus love as a motivator for decision making, and for life itself, my thought meandered toward the learning environment of the school child. More often than not, whether intention or not, this environment has the tendency to produce an individual who makes decisions out of fear. Certainly, I am a product of this environment.

Kolesnik¹ notes that a "substantial portion of human behavior is aversely motivated by fear" and that fear can "stifle desirable behavior." Another important consideration is Maslow's suggestion that the frustration of the love need is the most common cause of maladjustment and severe psychopathology.² Certainly the debate has gone on for many years in the educational realm as to whether or not we, as educators, should be concerned with such aspects of human existence. School does make a difference. Phillips³ states "school explicitly or implicitly is credited with a highly significant impact on the socio-emotional life of children," and that "the school setting is a natural laboratory in which many individuals are exposed to failure." We cannot ignore this issue. We cannot separate the child's emotional world from

his rational world. Too often concern for "competency and discipline replace caring."⁴ This lack of caring can only produce fear.

The results of fear in the classroom...

Maslow suggests that "a person who is experiencing fear or anxiety is likely to direct most of his physical and mental energies toward the satisfaction of his safety needs."⁵ Children who are directing energies toward the satisfaction of these needs cannot be learning to their fullest potential.

Fear in the classroom can lead to children who are unable to think, act, or speak independently. Fear can control them. They may be unable to make logical decisions or come to creative, logical conclusions. Fear prevents the formation of an intimate environment where children can grow together without feeling threatened. There is no sense of community or togetherness. Fear creates, in children, a sense of worthlessness in which they strive to find worth by producing to satisfy others. Stress is evident, as they believe the teacher's approval of them as persons is dependent on the achievement of good grades.⁶ Some children view any attempts of gaining their self-worth as futile and simply give up. Fear inhibits children from taking risks. They avoid trying new things because of the fear of failure or of the unknown. Fear can rob children of the joy of learning.

Establishing a classroom without fear...

Perhaps the most important aspect to be considered here is the atmosphere that the teacher creates within the classroom. This atmosphere, or mood, needs to go beyond the physical elements of the classroom. Atmosphere is affected by the way the teacher is present to the children in the class. This in turn will determine how the children are present to each other.⁷ In this light, the teacher needs to be one-caring, going beyond being the imparter

¹Kolesnik, Walter B. Motivation, Understanding, and Influencing Human Behavior. Boston, Mass.: Allyn and Bacon, Inc., 1984.

²Ibid.

³Phillips, Beeman. School, Stress, and Anxiety. New York: Human Science Press, 1978.

⁴Huebner, C. The search for religious metaphors in the language of education. Phenomenology and Pedagogy, 2(2), 112-123, 1984.

⁵Kolesnik, Walter B. Motivation, Understanding, and Influencing Human Behavior. Boston, Mass.: Allyn and Bacon, Inc., 1978.

⁶Docking, J. W. Control and Discipline in Schools, Perspectives and Approaches. London: Harper and Row Publishers, 1980.

⁷Van Manen, Max. The Tone of Teaching. Portsmouth, New Hampshire: Heinemann Educational Books, 1968.

of knowledge.⁸ The bodily gestures and tone of voice go far to express the model love and acceptance in the classroom. The teacher needs to find a way of communicating to each child his value and worth, as well as the value and worth of his ideas and feelings.

To establish this atmosphere of love and acceptance, competition has to be kept to a minimum. Adler believes that unnecessary pressures in the pursuit of success result from competition.⁹ Cooperation rather than competition is needed. When students participate in cooperative learning endeavors they are more likely to like one another, because there is an increase in positive and intimate contact among students.¹⁰

Establishing a sense of security is also important in eliminating fear. Pluckrose¹¹ notes that successful teachers based their work on the assumption that young children first need security which comes from a loving relationship. Security can be established by giving the child his own space, by clearly defining expectations and guidelines, and by having realistic goals.

A climate of love and acceptance is clearly not one of "anything goes." Moore suggests that a teaching style which explains, encourages, and understands individual differences, that combines firmness with respect for the child is highly desirable.¹² Studies have shown that children value, and find necessary security in a structured rather than a permissive environment.¹³

It is important that the teacher, in addition to establishing loving acceptance in the classroom, make it clear to the child that she is a partner with the child, and that the child will not be abandoned in the exploration of life. Caring teachers do not always seek the correct answers. They seek the involvement of the child in the adventure of discovery and learning.

The result of a classroom free of fear...

Creating a classroom that facilitates the alleviation of fear will allow children to grow, flourish, and learn. This environment will help children to be independent decision makers. They will experience a freedom to explore their world. They will be able to "unfold their uniqueness without feeling less unique."¹⁴ In feeling a deep sense of self-worth they will produce and experience quality. Children in a classroom without fear are likely to be

joyful. The potential to recapture the joy of living and learning will be made possible and celebration will be evident. This is not the celebration that we define simply as a party, but the deep sense that every moment, every experience is special...ecstasy!

There is a choice. Children can be educated in an environment where fear permeates decisions and actions, or where love motivates and they are able to reach beyond themselves and no longer fear what experience may hold. They are able to welcome that experience, in the light of the love and acceptance that flows in the classroom environment. The key lies with the teacher and the atmosphere she is willing to create.



- HOUSING PROGRAM IDEAS -

During the past ten years the housing industry has become enriched with new ideas, methods of construction, styles, designs, and materials to meet the needs of a changing society. With this in mind, the main thrust of my housing program is to offer students a more practical experience with "hands on" activities with the housing industry and its many applications to the career opportunities in the trades and professions related to housing. The basics of house construction, styles, and values of a well constructed house are investigated. With field trips to actual "on site" housing construction or additions to homes, the students can actually see the building being constructed, talk with architects and contractors, and hear them explain how and why certain methods are used. Also, they can actually observe the careers involved. Another main goal is to take the students out of the classroom, have them observe, participate, get involved with and appreciate their own home's construction in relation to community growth. Given these opportunities, the students are then able to evaluate, develop their own ideas and conclusions and have confidence in making their own decisions.

Teaching the Housing and Environment Core is very exciting. Every building is unique. A home is a creation from the original concept to the breaking of the ground to the final finished product. Homes have history. Homes reflect the types of people who live within. The interest between the students and teacher is relevant to all because everyone has a home. Teaching this unit is creative, imaginative, and alive! Exciting!

-Jane Duffy/New York

⁸Noddings, Nel. Caring, A Feminine Approach to Ethics and Moral Education. Los Angeles, Calif.: University of California Press, 1984.

⁹Kolesnik, Walter B. Motivation, Understanding, and Influencing Human Behavior. Boston, Mass.: Allyn and Bacon, Inc., 1978

¹⁰Slavin, Robert. Cooperative Learning: Student Teams. Washington, D.C.: National Education Association, 1982.

¹¹Pluckrose, Henry. Children in Their Primary Schools. London: Harper and Row, 1979.

¹²Docking, J. W. Control and Discipline in Schools, Perspectives and Approaches. London: Harper and Row Publishers, 1980.

¹³Ibid.

¹⁴Nouwen, Henri J. M. Lifesigns. Garden City, New York: Doubleday and Company, 1986.

Pedagogy: Looking at Home Economics Education

Marian White-Hood
Middle School Home Economics Teacher
Prince George's County, Maryland

And step by step, since time began,
I see the steady gain of man.

John Greenleaf Whittier

There is talk of progress, of success, of steady gains, and of great strides in areas of business, technology, and communication. There is talk of information processing and organized networking in an affluent America. But as I work with the pre- and early-adolescents enrolled in home economics, these notions of progress...of success, take on a different meaning.

What does progress mean to middle school students today? What strides do they make in their world? And where am I, as teacher and care-giver, in the stepping process? These questions surface to become the backdrop for my teaching. They call me to place myself in a pedagogical relationship with the adolescents I serve. What does this mean? And how is this different from other teacher-student relationships?

I envision the pedagogical relationship as one growing for home economics education. Today, more than ever before, the home economics teacher, curriculum, and classroom are invaluable, not only to teenagers but their families as well. There is a deep rooted need for our services, materials, and resources because of the tremendous pressures, personal and family issues, and unknowns that have dominated American living. The pedagogical relationship emerges for home economics education and reflects belief in man-kind, safety and dignity of individuals, and a strong commitment to enhancing lives. Home economics today means EMPOWERMENT and that empowerment lends itself to personal growth and family well-being. Focusing on the home economics teacher, curriculum, and classroom will illustrate the elements that produce a true sense of pedagogy.

THE HOME ECONOMICS TEACHER AS PEDAGOGUE:

Tracing the etymological meaning of pedagogue uncovers two notions; empowering and guiding. In both of

these, can be found leadership. The home economics teacher as pedagogue takes the lead as mentor and role model setting the tone for learning, questioning, thinking, and being. As a pedagogue, the leader unlocks the mind's doorway allowing the student to see the self, develop an identity, and realize dreams. The teacher must begin with beginnings--reflecting on:

past encounters

significant events in life

personal goals and wants

then, focus on feelings about adolescents, ideas about the teacher's role, and the mission for home economics education. Focusing on beginning gives the teacher an existential lens that will offer a lucid pathway to the students and even their families. With a keen eye the teacher sets the tone for respect, character-building, decision-making, and open-communication. The democratic leadership that is exhibited can be translated as group care-giving and with time transforms itself for the autonomous class.

As students realize their own potentials, they move toward self-pride. I recall the students in my seventh grade home economics class who traveled through the process. We began with ourselves; as we explored the self concept curriculum, I secretly dabbled through the logues of my own past. I revisited my teachers, the security of the neighborhood, and the extended family that nurtured and guided me. I thought of events that had influenced me and even recalled my "favorite play space." This return to my roots helped me touch the ideas that dominated my teaching and being in that seventh grade home economics class. I preferred a democratic system of acting and "being." Students were oriented to the system and internalized the group process framework selecting student leaders, brainstorming appropriate ways to act in the classroom setting, and exploring projects to create.

I believe in the power of themes and poetry. Our class researched ideas and themes, then decided to adopt, "Everyone Is Different, Expect It, Respect It." This would be our theme for the year -- one that fostered respect for individual differences. In addition, two very similar strategies were used -- paired-sharing and peer facilitating. Both of these offered students opportunities to help others and be helped. Each student

became a coach because each had discovered his/her own area of expertise.

The notion of the expert could be used throughout the class. As experts, all students would shine for me and for themselves. This shining quality would show itself throughout the day and at home -- whenever the need would arise. Being able to shine meant being able to think and solve problems. Shining meant probing and looking deeper into the well of possibility. I knew that what I wanted for my students surpassed the norm. My wanting kindled my expectations. And I expected them to use what they had found in the home economics experience to carry them forward in life. The thinking, being, deciding, and striving would not stop at the course's end. MY HOPES AND WISHES emerged for the students to see, hear, and feel. And the feelings could be found in Oliver Cromwell, "He who stops being better, stops being good."

Also unique to our pedagogical relationship was the notion of time. For both students and teacher, time represented progress, development, and movement. We realized the importance of each task as we analyzed minute parts. From this analysis we gained a sense of the whole that could be applied to all aspects of living. In time, we discovered personal strengths, abilities, and talents. We were able to identify areas of concern and work through a critical thinking approach to change. A poetic closure was found in Emerson, "This time, like all times, is a very good one if we but know what to do with it."

I would say that during the nine week class experience, students learned to like themselves, appreciate others, and find their teacher in the process. A statement worth remembering is, "Teachers are people too, They just like kids more than anybody else." The pedagogical relationship cannot be over-emphasized. It is the bond that carries tiny messages called information; it is the link that permits sharing of experiences; it is the key to empowerment.

THE HOME ECONOMICS CURRICULUM: FOCUSING ON THE LIFE-WORLD

The teacher who is sincerely concerned about all students, looks at curriculum as a backdrop for teaching and not the total stage. Because of this focus, the teacher feels a strong attunement -- bringing into harmony the mission of meeting the needs of students with the written course of study. The curriculum is not forced upon the students, but the student forces the curriculum to be...to be alive, to be well, to be right in all that is human. The teacher is able to attend to the students in a protective way -- making sure that learnings are structured but at the same time, being aware of the power of accidental learning. Hence, the teacher is the ultimate facilitator in the educational process. This

influence is not taken lightly...the pedagogue is aware of his/her strength, vigor, energy, and "being" in the world of the student.

What does the prototype home economics curriculum look like today? Generated by changes in family structure, economic trends, urbanization, technology, the need for life long learning, and demographic trends, the curriculum unfolds as a complex course of study. Unlike the cooking and sewing texts of the past, the course of study spotlights the individual, family, and society. These three areas are related to personal growth, social development, skills attainment, and content. The prototype home economics curriculum merges in my classroom with the Future Homemakers of America program to offer students activities, experiences, and leadership opportunities.

I have blossomed with FHA/HERO in meeting the needs of my students and offer them opportunities to get involved and take the lead. Last year, students were involved in an intergenerational project. Every nine weeks, they planned field trips to a local nursing home, special seminars, and at least one application project. There are three criteria for an application project: it must go beyond the cooking and sewing dimension; it must call upon a variety of thinking skills; it must be multi-level. One application project developed by students was a senior citizens Star Search. We held auditions and each student coached a senior. At the end of the show, we learned that we were all stars and again, could shine in the world in which we live. Another project involved health care services. The students planned a Seniors Health Fair and obtained permission from the nursing home to carry it out. The planning of the projects won us not only a Washington Post Grant, but friends for a life time.

Activities don't have to be hands-on...they can be mind-on stressing the thinking skills, and heart-on stressing the importance of feeling and caring about some thing, some body, and yourself. I found myself, dividing groups into smaller more personal units, using a variety of materials to intrigue, inform, and motivate students. I wanted each to know vital facts for living and be able to think beyond them -- applying knowledge and internalizing it. Someone once said, "It is good to rub and polish our brain against that of others" -- therefore, I ask questions throughout the class, such as:

What are the consequences?

What comes next?

Where did you get the idea?

How does it affect your life?

What would happen if?

Why do you think it happened?

What do you need to do?

Often, when the thinking mellowed, I would move to something else, changing the pace of the lesson. Sometimes it is necessary to paraphrase the student's statements or say, "please give me an example so that I can understand." The type of questioning called upon the students to compare and contrast, make predictions, and interpret facts. Occasionally, I used a problem-focused approach to sharpen the thinking skills. The students enjoyed this method of instruction because it put them in the driver's seat making them responsible and giving them rights. Othertimes, we enjoyed the concepts and generalizations approach. This approach offered students a visionary course to travel...and they did see because they were challenged to do so.

Sometimes, I sensed the need to offer awards, recognition, and reinforcement over and over again...the students absorbed it like sponges. And as they absorbed, they grew and were full of hope, energy, and the will to make it. 'VICTORY' became our theme as slogans, skits, stories, and poems emerged...achieving self-designed goals, accomplishing self-proposed tasks, and feeling triumphant. I recall a particular event...the students were planning illustrative talks for a Maryland FHA/HERO Competitive Event. Students researched topics, worked with peers and family members, and polished presentations that focused on their concerns. This was a non-graded activity. Students were motivated and challenged by what they did not know... to become informed and to be able to share with others the new information. 'VICTORY' over unknowingness... and being recognized for coming to know...what greater feeling can there be?

Focusing on the life-world, the home economics curriculum and strategies that surface, help students to know. They know that they are unique in the world... special...capable...and valued. Each learns something special and the learning becomes knowing. What happens after knowing? What becomes of the knowing as time turns and students move along? For each, the knowing becomes a way of being.

THE HOME ECONOMICS CLASSROOM: A PLACE TO BE

Students are able to see themselves in the home economics classroom...be themselves, reflecting what they know and need to know. In the pedagogical classroom this reflection is lucid. The learning and knowing that becomes a part of the the student shows itself in behavior. Students, for example, take an interest in developing learning centers to help guarantee the most up-to-date information, create bulletin boards, puzzles, and games to exchange ideas, and run the class based on an agreed upon human dignity code.

In addition, they brainstorm projects and focus on priority concerns, now. There is no need for rules, warnings, or disciplinary actions because problems seldom exist. The home economics classroom is a place to be...to reflect self-worth, share ideas that stem from research and fact, to exemplify respect for life...for the family and for the community. What ones sees inside the home economics classroom is all that is pedagogically present...a miniature world made up of individuals who are invited to live and succeed. One sees not only a variety of personalities, thinkers, doers, but how each of them functions to make the classroom live. One sees the "knowing" in the being.

As I look at each new class, I see at the future... students who will travel the road with me...students who will see 'VICTORY' with a smile. Each class will bring something different and I will in turn be something different -- the sum total of all the bits and pieces of classes gone by. The relationship that will flower will reflect the best of all possible seeds...seeds of the pedagogical teacher, a strong yet responsive curriculum, and a place where one can be. This is home economics education in progress. (u)

Isn't it strange
that princess and Kings
and clowns that caper in sawdust rings
and common people like you and me
are builders for eternity.

Each is given a bag of tools
a shapeless mass
a book of rules
and each must build
err life is flown
a stumbling block
or a stepping stone.

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Teacher Attitudes Toward the Use of Microcomputers



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Home economists are being bombarded with information about computers. Computers are used in the home, workplace, school, in government and in medicine. As computer use increases, people with computer skills have an advantage over individuals without computer skills.

Home Economics has traditionally been an area of study focused on providing students with the skills, attitudes, and knowledge that would enable them to function maximally within their homes. Grady¹ predicts that by 1990 half of American homes will be equipped with computers. Clearly, it becomes the responsibility of Home Economics teachers to provide students with skills in computer use and applications of computer use in the home. However, Nansen² has indicated that teachers tend to be conservative and hesitant to make use of computers in their classes.

Oskamp³ and Fishbein⁴ have investigated the attitude-behavior relationship. Attitudes are predictive of behavior. In this case, attitudes toward the computer are predictive of the subject's intention to use or not use the computer. Thus, a teacher's attitude, perception and experience will color his/her intention to use the computer for instruction.

The major purpose of my study of South Dakota Home Economics teachers was to assess attitudes toward the use of computers in the classroom. An additional objective was to determine the relationship between teacher attitudes toward computer use and selected background variables. Lastly, subjects were questioned regarding where and how they preferred to learn to use microcomputers.

We sent each teacher in the stratified random sample of 108 a two-part instrument including a survey on back-

ground information and a computer awareness questionnaire (CAQ) which consisted of 20 items dealing with applications and implications of computer technology. The following are a sampling of items from the computer awareness portion of the instrument.

- Computers isolate people by preventing normal social interaction among users.
- Computers are beyond the understanding of the typical person.
- Computers create as many jobs as they eliminate.
- If I had a computer in my classroom, it would help me be a better teacher.
- A computer can help a family manage its finances.

The final CAQ contained 30 items, scored on a seven point, strongly agree to strongly disagree, continuum.

The demographic portion of the survey contained questions related to size of schools, educational background, years of teaching experience, size of classes taught, subject areas emphasized in a curriculum, perceived accessibility of computer equipment, interest in using the computer and teacher commitment toward implementing CAI. If computers were available, an additional item was used to obtain further information on accessibility.

Measurement of teacher commitment toward using CAI was by four "yes" or "no" questions relating to willingness to make requests to administrators and to use their own time and department budget to acquire software.

The typical respondent to the survey was female, held a bachelor's degree and had earned 17 hours of college credit beyond the baccalaureate degree. Twenty-nine percent of the teachers were in their first to fifth year of teaching, 20% had taught 6-10 years and 42% had taught 11 or more years. The national median for all female teachers is 8 years.⁵

Only 9 of the 89 respondents indicated that their districts did not own any microcomputers at that time. For over 20% of the teachers, it was the first semester that microcomputers had been available in their building; another 18% were in their second semester of having micros in their school system, and 32% of the schools were using the computer for the second or third year.

Of the 86% of the teachers who indicated interest in using computers to teach Home Economics, 12% already were

Continued on page 220

¹Grady, D. "Computers - The Key Word is Learn." Learning Magazine, 10 (January, 1982), 24-38.

²Nansen, C. "Teaching Computer Use - Not Programming." Electronic Learning, 2 (November/December 1982), 24-31.

³Oskamp, Stuart and Cameron, C. Attitudes and Opinions. Englewood Cliffs: Prentice Hall, 1977.

⁴Fishbein, M. Attitude Theory and Measurement. New York: John Wiley and Son, 1967.

⁵Grant, W. and V. Eiden. Digest of Educational Statistics. National Center for Educational Statistics, Washington, D.C., NS Govt. Printing Office, 1981. P. 59.

Contribution of Home Economics to Aging Education



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Home economics, with its applied emphasis on the well-being of the individual and the family, is particularly well suited to the task of educating students concerning the needs and realities of later life. The content areas within home economics, including nutrition, consumer economics, design, textiles and clothing, and family relations focus on the issues most crucial to the aging population. Recently, through a cooperative effort of the faculty of the College of Home Economics at North Dakota State University, a seminar in home economics and aging was implemented at the college level. The topics may be applied at various levels.

Focus of the Seminar

In planning the seminar, we drew upon the expertise of persons from all areas of home economics. Students became aware of their own potential contribution to the elderly and to the field of aging. The seminar was designed to outline the needs of the elderly and how they can be met by home economists. As an overview, some of the major issues and ideas included are briefly presented.

Nutrition. Nutrition education can make a considerable contribution to the health of the older person. Good health is one of the most important factors for life satisfaction in later years.¹ Nutritional needs, such as the body's ability to absorb certain vitamins, change with age. Social and physical factors can contribute to poor nutrition in the elderly who may eat alone and have poor fitting dentures. These are areas in which home economists can contribute to the well-being of older persons through education and direct service.

Housing. Housing is another very important concern for the older person. The elderly spend more time in and around the home and that environment can be either limiting

or enriching.² The health of older persons can limit their ability in the upkeep and utilization of their home and even limit their ability to gain access to the environment outside their home. For example, three steps can seem an insurmountable obstacle for a person who has difficulty walking. Both the areas of home management and design have contributed to well-being of the elderly with these concerns. Professionals in these areas consider not only enhancing the environment for use by elderly of different physical abilities, but also focus on meeting the psychological and social needs that can be enhanced or inhibited by the environment.

Consumer issues. Consumer studies and family economics are central to the needs of the older population. Preparation for retirement, dealing with reduced income upon retirement, purchase of health care programs, awareness of consumer fraud, and financial concerns of families who might provide economic support to an older member are examples of concerns which are appropriate for discussion in home economics classes.

Textiles and clothing. Clothing needs change for the older person, yet most remain fashion conscious and concerned with how they present themselves to themselves and to others. Clothing specialists are beginning to focus more on the fashion needs of the older person and have also been concerned about special clothing needs of the elderly. For example, temperature control is a great concern in later life. Also, special clothing for disabled persons has been an area explored by specialists.

Family relations. Along with the growth of the older population has come a tremendous increase in the proportion of families with older members. It is clear that family interaction continues at a high rate for most older persons and that the family may become more important in later life as other roles, such as work, are discontinued. Most older persons continue to contribute to their families in a variety of ways, rather than becoming burdens on them. On the other hand, the needs of family members who provide a high level of care to a disabled older person must be studied. Family scientists can help relieve stress of family caregivers and improve

*Special recognition goes to those who contributed to the seminar: Sheila Mammen, Child Development & Family Science; Steven Smith, Design; Barbara North, Food & Nutrition; Shirley Friend, Textiles & Clothing, North Dakota State University; and James E. Montgomery, Director (Ret.), University of Georgia Gerontology Center.

¹R. Larson (1978). Thirty years of research of the subjective well-being of older Americans. *Journal of Gerontology*, 33, 109-125.

²M. P. Lawton (1975). *Planning and managing housing for the elderly*. New York: Wiley.

marriage and family interaction in the later years through education and counseling.

Student Views

The preceding was an overview of the seminar issues discussed by resource persons from the different areas in Home Economics. Emphasis was also placed on how issues are usually influenced by more than one area and on the various ways in which home economists from different areas can combine their expertise to better understand and serve those in later life. Because high school home economics teachers deal with all of these areas they are in a particularly good position to discuss how each area combines with others to effectively meet the needs of the elderly. Teachers may not always be able to provide students with in-depth information on aging, but may help students become aware of the important issues.

The students in the seminar were asked to identify ways that home economists could contribute to understanding and meeting the needs of the aging population. Some of their suggestions follow:

1. It would be helpful to include education for families in all home economics areas. The family could meet with the home economist to discuss housing, nutrition, clothing, consumer fraud, and to talk about the different support groups in the community available for helping the family.
2. Home economics teachers could offer special discussions on the ways each area of home economics meets the various needs of the elderly.
3. Workshops by home economists for those working with the elderly could give them a change to get together and discuss the needs of the elderly. Home economists could also set up a referral system for answering questions for the elderly and their families.
4. Consumer economics professionals could chart levels of income of local elderly. Those in textiles and clothing could work to design clothes that would suit the elderly persons' needs and desires at a cost affordable to those at different income levels.
5. Assistance could be provided by forming a gerontological coalition within home economics that is able to address issues and problems of the elderly in the community.
6. By planting seeds of awareness through courses, discussions, and seminars in different areas of home economics to various groups, a growth in interest may spread through the community.

7. Establish a place where the elderly can come to seek advice on any of the issues discussed. (This would be an excellent opportunity for student involvement.)
8. Promote hiring home economists in service positions which work directly with the elderly in their homes. The home economist can provide companionship as well as help the elderly with shopping, menu planning, meal preparation, household chores, managing finances, and adapting current housing to create a barrier-free environment.
9. Involve more students in interacting with the elderly by offering field experiences, internships, and practicums. Such activities increase understanding or serve as preparation for careers in working with the elderly.

In sum, the seminar was successful in educating students about a number of issues related to aging and the importance of home economics for meeting the needs of the elderly. The seminar also made faculty aware of others in home economics who have an interest in aging issues. Hopefully, this experience will encourage a greater emphasis on this concern and increase cooperation among home economists from different areas.

Many who are providing services to the elderly have only completed a high school education. This implies that the responsibility for their background falls on high school teachers and particularly home economics teachers. The ideas and outcomes of the seminar may be applied at both the high school and college levels. Opportunities for practical experience are also recommended. Home economists have the background for leadership in the aging field as their preparation is most directly applicable to the needs of the older population.



* Frozen tofu products contain no cholesterol, no lactose (milk sugar), and little or no calcium. While they often contain as many calories and as much fat as ice cream, the fat is largely unsaturated.

-University of California, Berkeley
Wellness Letter



Values in the Curriculum: A Teacher Tested Approach

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Educating is a moral endeavor. Yet a bill recently introduced in Congress, the "Commission on Values Education Act of 1987"¹ suggests that institutions of education have abdicated responsibility for the teaching of values. We know schools cannot avoid teaching values. The question for educators is not whether schools will teach values, but which ones and how.

Values in Home Economics Curriculum

Home economics educators are redirecting curricular efforts and giving greater recognition to the explication of values. It is in families that basic values are formed, including those cited in the bill--honest, integrity, tolerance, self-discipline, self-respect, importance of family, and responsibility. Families, to a great extent, determine who we are and what we become. Bronfenbrenner asserts that the family is the "most humane, the most powerful, and by far the most economical system known for making and keeping human beings human."²

The function of families in shaping values provides the basis for the teaching of values in home economics education. This is a departure from curriculum of recent years. In the behaviorist paradigm, home economics as many other curriculum areas, was reduced to teaching for simplistic behavioral objectives or observable competencies. Some curricula were based on the tasks of a homemaker. These curricula avoided complex value-based issues.

In the sixties' "values clarification era" the justification and decision testing processes were missing. The criteria for the decision then was "What's best for me?" It was a period of ethical relativism. The value neutral curriculum approach was limiting in content and substance. The prevailing assumption was that "how to do" knowledge could produce the good life. More recent curriculum in home economics is based on value issues, the "What should we do?" questions. Value questions differ

from technical questions in that technical questions are well structured with known solutions--if I do X, then Y. Value questions are not clearly formulated and lack criteria for evaluating solutions. They are uncertain questions.

Students face these questions daily--What should I eat today? What should I wear? What courses should I take? As they mature, the problems have greater consequences. Should I marry? Should I have children? Should I buy a house? Obviously these are not questions which can be answered through technical formulas. Values have cognitive content and must be examined in order to reach reasoned judgments. It is this examination of values that is critical in the teaching of values. This may allay the fear of those who would criticize educators for indoctrinating students or teaching specific opinions on controversial issues.

Practical Reasoning Process

Practical reasoning is the process used to reach conclusions about what to do and believe from the knowledge available. Both content and process skills are reflected in developing competence in practical reasoning. Practical reasoning includes such concepts as factual vs. value claims, value analysis, moral reasoning, and value testing. For sound decisions to be made, the information must be reliable and reasonably adequate. The action selected must be workable and morally acceptable--that is it must provide the greatest benefit to all concerned.³

The distinction between technical means-ends decision making and practical reasoning is evident in the process of developing criteria or value standards for judgments. This requires a complex higher level thinking process of creating alternatives, critically determining value standards, judging value standards, and dialogue. Practical reasoning brings together facts or information and value standards for examination and deliberation in order to determine the best action to take--in a given situation.

Decisions are tested in terms of effects on self, family, and others. Decision tests such as the universal

House Resolution 2667: "Commission on Values Education Act of 1987," 100th Congress, 1st Session.

Bronfenbrenner, U. Testimony presented at a hearing of the Senate Committee on Rules and Administration, Washington, D.C. July 23, 1986.

³Laster, J. "Instructional Strategies for Teaching Practical Reasoning in Consumer Homemaking Classrooms: in Higher Order Thinking: Definition, Meaning, and Instructional Approaches (Ruth Thomas, Editor). Washington, D.C.: Home Economics Education Association, 1987.

consequences test--What if everyone did it? or the role reversal test--Would I make the same decision if it involved me or a family member?--help students evaluate potential consequences of actions.

Teacher Response

Over six hundred vocational home economics teachers responded to a survey indicated how this curriculum approach has affected the teaching/learning process.⁴ They noted increased use of questioning or open inquiry to stimulate thinking rather than to elicit a specific response. They believe that students are demonstrating more responsibility for their actions. According to the teachers, students are more involved in the learning process, show greater depth in their thinking, and are able to justify their decisions. Students are concerned with how their decisions affect others. One interesting finding was parental interest and support for this curricular approach. The response from teachers was overwhelming in expressing a belief that there is a major positive change in the teaching and learning process in their classrooms using the problem orientation, which includes the conscious examination of values.

Student Evaluation

Evaluating students' ability to reason and solve problems, particularly value questions, is a complex task. While a variety of evaluative strategies can be used, a useful instrument developed by Ross is a "Scorecard for Evaluating the Decision Making Frameworks for Solving Practical Reasoning."⁵ The scorecard outlines criteria for evaluating the decision making involved in solving practical problems including justification of a decision, consideration of more than one alternative, comparison of advantages and disadvantages of alternatives, evaluation of information about alternatives in terms of criteria, weighting criteria, and finally development of a classification scheme for new alternatives and/or categories of comparison.

Summary

One of the purposes of the Commission on Values Education Act of 1987 is to recommend how the federal government can "promote the teaching of values in American schools, including, but not limited to encouraging the offering of independent courses on values; and the integration of values in existing courses." Another purpose is to "identify those values supported by a

⁴Kister, J. "Survey of Practical Action Curriculum Implementation." Unpublished Manuscript. Ohio Department of Education, 1987.

⁵Ross, J. "Scoring Students' Problem Solving Frameworks in Terms of the Rules the Students are Following." Unpublished Manuscript, Ontario Institute for Study of Education, Undated.

consensus of Americans as essential to a complete education and preparation for becoming productive members of society, and which may be appropriately endorsed and promoted by the federal government." The curricular orientation in which values are questioned, examined, and deliberated with guidelines for judging consequences to others and determination of best interests for all offers a promising approach to resolution of the issue of values education. (it)

Line a sieve with one of those inexpensive, fluted, paper coffee filters to filter oil used in deep fat frying. Use a flattened filler as a dish cover in the microwave to absorb splatters.

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using the computers. The machines were deemed unavailable for use by 14.1% of the teachers. The same teachers who perceived the machines as unavailable also indicated no interest in using computers. Thus, availability may be viewed as a prerequisite to interest and positive attitude development.

Overall mean scores on the attitude scale were decidedly positive. There was no significant difference in attitude in relation to the size of the school, the size of the classes, subject areas emphasized, interest in using the computer or commitment toward using CAI.

Respondents indicated they would prefer to learn to use the computer in a workshop for Home Economics teachers. They further specified they would like to have hands-on experience in using the microcomputers. Other alternatives ranked by frequency were: 1) programmed learning at the computer, 2) one-to-one instruction by another faculty member, 3) cross-disciplinary workshops, 4) semester length courses and 5) being self-taught.

Although there are rapid changes occurring in the availability of microcomputers in secondary education and there is software specific to Home Economics available to use on those machines now, there is still hesitancy on the part of teachers to adapt the technology to their classrooms. From the data collected in this study, the Home Economics teachers who were most interested in using microcomputers were not the most recent college graduates, nor the teachers with advanced degrees nor those teachers in larger, hence more affluent, school districts. However, it appears there is still reluctance on the part of some teachers to adapt this new technology, thereby depriving Home Economics students of the advantages of computer skills in this information age. (it)

Linking the University to the Public Schools: College Alumni Support for Classroom Activities



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Do home economics teachers view the university where they received their degree as a resource? Are teachers interested in seeking funding assistance from sources outside their local school or community? Does the offer of funding for research activities appeal to teachers? These and other questions prompted the initiation of a pilot project in the College of Home Economics at Louisiana Tech University.

The Home Economics Foundation provided funds for home economics alumni to conduct research activities in the public school classroom. The school or home economics department receiving funds was required to match one-third of the funding, which could be in-kind monies.

In letters describing the project, teachers were asked to submit proposals for funding, describing the research activity(ies) they would conduct and indicating students' involvement in the research process:

- in defining a problem or issue;
- in collecting information about the selected problem/issue;
- in analyzing the information collected;
- in drawing conclusions based on the information collected.

Students were to plan and conduct a research activity and take action based on their research conclusions. A timeline (and proposed budget) for conducting the project were requirements for proposal submission. As a positive public relations strategy, teachers were asked to submit a letter of support from the principal for their project. This would inform the principal that students in home economics were involved in research and that our College was offering support to the school.

Proposals with names of teachers and schools removed were reviewed by a committee composed of a home economics

teacher, a graduate student in home economics education, a faculty member in the College of Home Economics, and a member of the Home Economics Foundation Board.

Participating teachers reported many benefits. Most apparent was the money available for additional activities not feasible with limited classroom budgets. The recognition the program and the university received through this cooperative venture was another benefit. Administrators seemed both pleased and impressed! Students and teachers stated that conducting research was fun! Active involvement promoted student ownership of the plan; they wanted their project to be a success! Students were thinking creatively and critically, and enjoying it!

The questions that prompted this project have been partially answered. The public school teachers who participated in the project do view the College as a resource. Since completion of the project, they have requested information about majors for their students, and assistance with curriculum planning for their classes.

Discussion with participating teachers has enabled student teachers to experience use of the research method in a "real life" situation. The contacts with the university resulting from project participation have helped educate students and staff in the public school system about home economics in general, and specifically about the various home economics programs offered at Louisiana Tech.

Through the project, alumni have gained a new picture of home economics in the public schools. Alumni funds supported a meaningful high school research project, which publicized both the professional and research orientation of home economics. (11)

"A good rule of ear: If you can hear your teen's music when standing three feet away from her when she's wearing earphones, she has the volume up too high. Have her lower it to no more than half the capacity."

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ILLINOIS TEACHER OF HOME ECONOMICS

Home Economics: Know Your Profession

A Home Economics Response to the Evolving Family Structure

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Foreword

Through history the home economics profession has responded to family changes. Today as more couples have dual careers and the number of single working parents rise, home economics programs focus upon attendant problems. This issue of Illinois Teacher includes articles that concentrate on changing roles, forms of child care, and specific examples of how home economists are responding in a variety of ways to an evolving family structure.

New patterns of living have developed. Women are now breadwinners, as a single parent and with a "traditional" family. When women are breadwinners, care of children becomes a critical emotional, economic, and management factor in their lives.

The predicted labor shortage will increasingly require businesses to respond to work and family issues. Workers are in high demand and employee problems become the problems of business. Home economists play a vital role in creating an awareness of the relationship between work and family life, as well as taking leadership in developing programs to assist families in coping with work/family demands. Muto's and Zdanowicz's articles illustrate beginning steps home economists are taking with businesses in Maine.

Another outcome of the predicted labor shortage will be an increased lack of available child care. Businesses are beginning to realize this need for child care, given the reality that women are the largest available pool of workers. A recent Governor's Conference on Child Care in Maine drew an unprecedented number of business leaders, politicians, educators, and child care advocates. Home economists have a responsibility not only to prepare child care workers but also to be an advocate for quality child care in all settings.

The largest number of new businesses is started by women, many of which are home based. Research shows that women still assume the major responsibility for child care. These factors are illustrated in the Beach and Squibb articles on home based work. Additionally, Doiron's article describes a program designed to develop an awareness of the possibilities of creative home based work.

An international overview of families and work shows advances in status. At the same time, much work remains to be done. Scandinavian countries and Iceland have enlightened policies in the area of child care, maternity/paternity work leave and political structure. The proposed Family and Medical Leave Act would guarantee Maine workers unpaid leave for the birth or adoption of a child, or the serious illness of a family member. Proposed federal legislation calls for similar consideration of family/work pressures. As professionals aware of work and family strains, home economists can be instrumental in the passage of this significant legislation.

Developing countries are concerned about food supply, infant mortality rates, and the potentially intrusive nature of the use of their labor by Western countries. Wilk's article outlines the important role women play in the production of food worldwide. As educators, home economists can influence curriculum development that will increase awareness of the interdependency of people throughout the world.

We would like to express our appreciation to all contributors to this Maine issue on work and family interrelationships. To all of the readers of this issue, we extend an invitation to come to Maine for a visit.

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Research, and Resources
and Carolyn Drugge, Coordinator Maine Home Economics
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The World of Work: A Family Affair



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Influences of Work on the Family

Quality of life and issues concerning interaction of the worlds of work and of family are topics which have been of long-standing concern to teachers of home economics. The media daily mentions employee concerns such as flextime, worker benefits, child care and career choices for dual career couples.¹ From the perspective of organizations, concerns such as corporate loyalty, worker attitudes, incentives and lack of employee availability are voiced.² Until recently most studies investigated only the effects of work upon the family. How work and family influence and overlap each other received scant consideration.³ Spouses and children were thought of as "dependents" who benefited from the work-place only indirectly. Both employer and family competed for the time and energy of the worker.⁴

In 1949, Talcott Parsons used Exchange Theory to explain the widely held belief that men played the instrumental role of wage earner, performed outside of the home, while women held the expressive role encompassing empathy, affection and companionship. Wives' employment disturbed the exchange within families when traditional roles were disrupted.⁵ Sconzoni later expanded upon Parson's assumption by suggesting that wives' employment outside of the home gave the couple more opportunities for exchange and therefore increased marital cohesion.⁶

Rosabeth Kanter wrote about the "myth of separate worlds" in which individuals were expected, while at work, to "act as though" they had no other considerations in their lives. Private relationships were left at the door by men each morning. Wives and children were seen at

company outings, heard about in newsletters and considered as an asset when one was being considered for promotion. Working women felt pressure from male managers to live up to the expectations that managers have for their own wives. It was assumed in one case, that a woman would not be attending a conference if her child was ill even though the child preferred staying at home with the husband. From a wife's perspective, company demands were a critical part of life, determining how her time was spent and influencing what was possible in her relationship with her husband.⁷

Recent studies show that dual career couples in the 80's bear a resemblance to the traditional male-female role models.⁸ Dual earner couples resolve scheduling problems fairly well; however, women bear the burden of reconciling the couple's schedule and report spending more time than men with children. They also experience their jobs as interferences if they have less time than they need.⁹

Voydanoff and Kelly report that the work related problems among parents working outside the home take two forms. Overload occurs when "the total prescribed activities of one or more roles are greater than an individual can handle adequately or comfortably." Interference exists when "responsibilities conflict and individuals are required to do two things at the same time." Individual, family and work characteristics determine how each family is affected. Those with preschool or school age children, those who marry early and single parent families feel the demands of employment very heavily and report overload and interference. Women report greater time shortage than do men.¹⁰ Both men and women, however, are learning to manage the difficulties inherent with participation in several roles. Positive experiences can far outweigh the strains for many families.

¹Brown, P. L. (September 8, 1987). The seasons of a woman's life, *Maine Sunday Telegram*, p. 1.

²Wall Street Journal, September 8, 1987, p. 1.

³Voydanoff, P. (1987). *Work and Family Life*, Newbury Park, CA, Sage Publications.

⁴Orthner, D. K., & Pittman, J. F. (August, 1986). Family contributions to work commitment, *Journal of Marriage and the Family*, 48, p. 573.

⁵Nieva, V. F. (1985). Work and family linkages, *Women and Work*, L. Larwood, A. H. Strombery, B. A. Gutek, Eds. Vol. 1, 1985, Beverly Hills, CA.

⁶Voydanoff, op. cit., p. 15.

⁷Kanter, R. M., & Stein, B. (1979). *Life in Organizations*, New York, Basic Books, p. 104.

⁸Ladewig, B. H., & McGee, C. W. (November, 1986). Occupational commitment, a supportive family environment and marital adjustment: Development of a model, *Journal of Marriage and Family*, 48, 821-829.

⁹Kingston, P. W., & Nock, S. L. (1985). Consequences of the family work day, *Journal of Marriage and the Family*, 47, no. 3, 619-29.

¹⁰Voydanoff, P., & Kelly, R. F. (1984). Determinants of work related family problems among employed parents, *Journal of Marriage and the Family*, 46, no. 4, p. 881.

Work and family are no longer considered separate worlds with the husband occupying the world of work and the wife responsible for the family. There is an increase in the number of dual career families for whom the pursuit of careers is important to both partners. Maternal employment is no longer considered deviant. In fact, marriage and children have not been harmed by maternal employment. Husbands of wives who have chosen to work report happier marriages than those whose wives are not employed outside the home.¹¹

Child rearing and employment together are common. More than one half of adults hold both responsibilities.¹² At the same time, the divorce rate has risen 400% since 1960.¹³ The number of families headed by women has increased dramatically over the last twenty years from 4.5 million in 1960 to 8.5 million in 1979. The women maintaining these families are likely to be young, divorced or never married. Over 20% of all families with children are headed by women. Close to one half of children born today will spend some time in a single parent family and will likely spend a portion of time in a reconstituted family.¹⁴ Single parent families are often poor. The parents work in low paying jobs and quite often lack back-up resources for child care.¹⁵ If the parent is a woman, she may earn only 60% as much as a man doing the same work. The 1980 census showed there were 11.4 million displaced homemakers. These women had lost their primary source of income due to divorce, widowhood, prolonged unemployment of spouse, disability or loss of eligibility for public assistance. If these women are older and employed, reports show them employed in service, factory, clerical or sales jobs, not in professional occupations.¹⁶ Most, but not all single parents are women. In any case, they have a huge responsibility juggling roles single-handedly. Single heads of households often lack financial security and have little support in their roles as parents.

Influences of the family upon work

Except for young unmarried men and women without children, most workers report that family life has an effect upon their work life.¹⁷ The issue has been par-

¹¹Nivea, op. cit., p. 163.

¹²Kahn, A. J., & Kamerman, S. B. (1982). Helping America's Families, Philadelphia, Temple University Press.

¹³Protrkowski, C. S., Rapaport, R. N., & Rapaport, R. (1987). Families and work. In M. B. Sussman, & S. K. Steinmetz (Eds.) Handbook of Marriage and the Family. New York, London, Plenum Press, p. 254.

¹⁴Kahn, Kamerman, op. cit., p. 13.

¹⁵Protrkowski, op. cit., p. 255.

¹⁶National Commission on Working Women of Wider Opportunity for Women, 1325 G. St., N.W., Washington, D.C. 20005.

¹⁷Crouter, A. C. (1984). Spillover from family to work: The neglected side of work-family interface, Human Relations, 37(6), p. 430.

ticularly significant for three groups of people: dual career couples, military families and women with families. Traditionally, when a couple became parents, a man was pushed further into work activity and the woman made adjustments in her work to accommodate the family. Decisions concerning whether or not to work, what kind of employment to seek and numerous other related determinations were made in consideration of the family.¹⁸

The impact, or "spillover" of family life upon the work place can be positive, supporting, facilitating and enhancing or conversely, make work life "difficult, problematic, or unsatisfactory."¹⁹ Skills and attitudes learned in families are cited as useful in the job setting, while problems with relationships or times of crisis cause difficulties. These feelings often spread to co-workers in a ripple effect.²⁰

Influences of the family upon work are greatest when family responsibilities are most demanding. In our society, child care is still considered to be primarily the mother's responsibility. Even though there is some positive spillover, negative spillover is greatest when children are young and lessens as the children become older.

Job seeking and transfers become more complicated in dual career families. Couples may have trouble in developing both careers, even though professional careers are interdependent. Husbands in dual career families generally have higher degrees, higher salaries, and publish more if in academic settings. Wives tend to make greater accommodations to their husbands' careers.²¹ On the other hand, couples with dual careers do have more security, allowing both men and women the freedom to make changes for greater opportunities.

The military has realized that family influence is an important factor in an individual's decision to remain in the service. Recent media attention indicates that changing roles have affected even the traditional military families. Air Force wives have complained that they have been pressured to leave careers to return to supporting roles for their officer husbands.²²

Corporations and the military favor or are attempting to implement policies which will meet the needs of workers and families.²³ Fast food restaurants advertise mothers' hours and higher than minimum pay. Child care, flexible benefit plans, and job sharing are being con-

¹⁸Nivea, op. cit., p. 171.

¹⁹Crouter, op. cit., p. 430.

²⁰Crouter, op. cit., p. 437.

²¹Nivea, op. cit., p. 172.

²²Nivea, op. cit., p. 174.

²³Air force investigates career pressure on wives. (September 16, 1987). Portland Press Herald, p. 17.

sidered in attempts to recruit and retain productive workers.

Teaching about work and the family in the middle school

Society looks favorably upon an individual's ability to care for him/herself in late teens or early twenties. At the same time, we place a high value on childhood and believe that children should be protected and sheltered.²⁴

As a result of their development and maturation, middle school age children experience more changes than any other age group. These pre- and early adolescents of the eighties are also faced with problems not of their own making. In many cases, our society no longer provides the nurturing environment which adolescents need to grow and develop into fully functioning adults. Young people often find that society has little time or inclination to help them through the traumatic years. Success as future family members and workers can sometimes be determined by what happens in middle school years.

Students at this age often begin to pull away from adults and gravitate toward peers. They do, however, care a great deal about their families. Family concerns, regard for each other, and getting along together, all rank at the top of eleven values held important to emerging adolescents.²⁵

It has been shown that responsibility can be fostered if students are exposed and allowed to participate in meaningful tasks.²⁶ Attitudes toward money and patterns of spending affect adolescents' family relationships and financial management. These patterns may continue into adult life. Many teens who hold jobs and have discretionary funds, often bear no responsibility for fixed family or personal expenses. Students may spend free time at jobs and have little chance to help out with chores at home.²⁷ What happens when these children leave home and are required to pay their own rent, food and clothing expenses? What difficulties will they have in sharing and accepting family responsibilities later in life?

Studies stress the role of family life educators in presenting programs which will increase family cohesion and teach skills enabling individuals to balance work-family interrelations.²⁸ Most students take home

economics in middle or junior high schools for the only time as either a required or an elective subject. Even though schools cannot provide for all the needs of this age group we must take advantage of our chance to reach the early adolescent with skills for the development of effective family living.

The challenge to teachers of home economics has increased with the fast moving life style of the 80's. We play a vital role in helping students to appreciate their uniqueness and to understand that each is a member of a special family, even though it may be very different from families of their peers. We can show how contributions of both adults and children can enhance the functioning of their families. Young people need to know that they have choices concerning lifestyles, family relationships, careers and consumer habits. Hopefully, students will reflect upon experiences gained in roles as family members when making determinations concerning their future families.

Schools must help students to develop skills enabling them to make intelligent decisions which will maximize their potential and chances for happiness. Too often, we incorrectly assume that students have certain awareness and understanding. The recent drug education message, for example, implores young people to just say NO! Most young people do not know how to say no to their friends for fear of becoming unpopular. We take it for granted that all young people have social awareness enabling them to make introductions, converse with older people, entertain small children, set the table correctly and when they choose, to use manners graciously at the table. These skills can and should be taught to our youth. Mastery not only increases self confidence, but contributes to the well being of families and enhances the atmosphere in the school and later in the workplace.

In addition to interpersonal skills, our programs must include concepts which teach careful management of resources. Many teachers and students have lived in times of relative affluence. Indicators such as lack of affordable housing for many families, an economy which is on tenuous footing and decreasing quality of natural resources signal that life may be uncertain in the future for individuals in the family and workplace.

In Maine, we have used the theme "Year of the Constitution" to introduce the topics of work and the family in our seventh and eighth grade classes. Student and teacher contributions compared life in the early days of our country with that of today. Each student contributed an illustration along with a statement about family life. Students were encouraged to investigate ads in magazines and newspapers, television series, commercials and lyrics to popular songs. An interview

²⁴Cole, C., & Rodman, H. (1987). When school-age children care for themselves: Issues for family life educators and parents, *Family Relations*, 36, p. 92.

²⁵Wiles, J., & Bondi, J. (1981). *The Essential Middle School*, Columbus, OH, Charles E. Merrill.

²⁶Cole, Rodman, op. cit.

²⁷Williams, F. L., & Prohovsky, S. S. (1986). Teenagers perception of agreement over family expenditures, employment, and family life, *Journal of Youth and Adolescence*, 15(3), p. 234.

²⁸Imig, D., & Imig, G. (1985). Influences of family management and spousal perceptions and stresser pile-up, *Family Relations*, 34, p. 127.

with a parent or grandparent enlarged students' perspective. Since many classes participated in the project, class discussion provided opportunity to share the many contributions.

Changing family roles and work roles have been shown to be strong social forces in the United States today. Both knowing and acknowledging the significance of these changes have become important goals in the field of home economics. Further adapting home economics curriculum becomes a logical outcome and goal as well. This paper illustrates the potential impact that new knowledge of society can have on the middle school curriculum.

Suggestions for additional activities

1. Interview a parent, possibly a teacher at school, who has young children. Ask how work and family life have changed since s/he became a parent.
2. Survey the students in class to determine how many have fathers and mothers who work outside of the home, and how many students are responsible for chores at home on a daily or weekly basis. Use information to adjust curriculum to changing family/work circumstances.
3. Teach or have a student perform home maintenance tasks at home. Give extra credit with acknowledgement of student's completion of job at home.
4. Arrange with a teacher in a lower grade to plan peer teaching. Help students to plan skits, use role playing, and design posters etc. that can be used to teach information about families and work to younger students. Enthusiasm for future participation in home economics classes may result as well! (11)

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The great use of life
is to spend it for something
that will outlast it.

-William James, philosopher

Families at Work

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Today only 14 percent of American families are the traditional ones with the husband employed and the wife at home caring for the children.¹

Today school age and preschool children are more likely to have a working mother and are also likely to be living with one parent than in the past. Many of the families maintained by women are living in poverty. Yet much of our teaching in public schools and many of our workforce benefits are geared to the traditional model.

Married Couple Families

Seventy-nine percent of all husbands and 54 percent of all wives were in the labor force in 1985.² Half of all married-couple families depend on both husband and wife for earnings (Table 1). In 1985, 27 million wives

Table 1. Married-Couple Families, by Joint Labor Force Status of the Husband and Wife, 1985. (numbers in thousands)

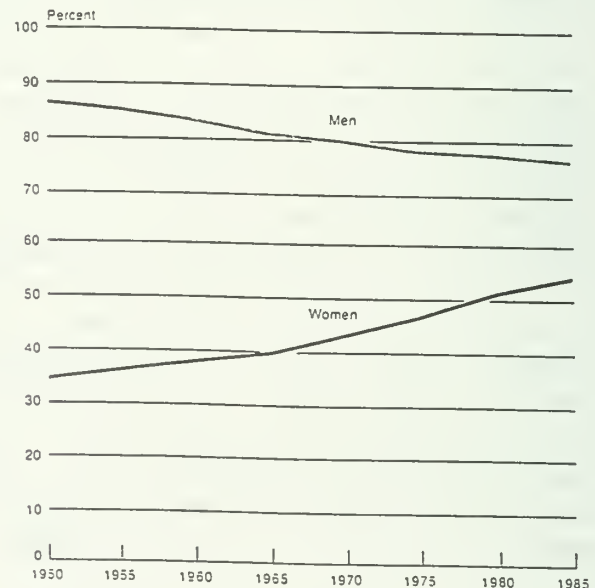
Family	Number	Percent
All Married-Couple Families	50,350	100.0
In Labor Force		
Husband and Wife	20,014	49.7
Husband only	14,737	29.3
Wife only	2,343	4.7
Note in Labor Force		
Husband and Wife	8,256	16.4

Source: U.S. Bureau of the Census, Current Population Reports, Series P-20, No. 411, Household and Family Characteristics: March 1985, U.S. Government Printing Office, Washington, D.C., 1986, Table 17, page 87.

were in the labor force.³ Bianchi and Spain in American Women: Three Decades of Change point out that

no other change has had "more far reaching implications for society and the economy than the dramatic increase in labor force participation of women."⁴ The number of married women in the labor force increased by nearly 6.4 million in the last decade, the largest increase in any decade in U.S. history.⁵

Figure 1. Labor Force Participation Rates, by Sex



Source: U.S. Department of Labor, Bureau of Labor Statistics, Employment and Earnings, Vol. 33, No. 1, January 1986, U.S. Government Printing Office, Washington, D.C., Table 2, p. 153.

Table 2 shows that there has been a dramatic increase in the proportion of mothers who work. The percentage increased from 28 percent in 1960 to 61 percent in 1985. This is the result of a number of factors such as changes in the attitudes of society toward working mothers, the desires of the women themselves, the wage rates received by women, inflation, recession, and unemployment of husbands.⁶ Until 1980, married women without children had higher labor force participation rates than those with

¹ U.S. Bureau of the Census. (1986). Household and family characteristics: March 1985 (Current Population Reports, Series P-20, No. 411). U.S. Government Printing Office: Washington, D.C., Table 17, p. 87.

² Ibid.
³ Ibid.

⁴ Bianchi, S. M. and Spain, D. (1983). American women: Three decades of change (U.S. Bureau of the Census, Special Demographic Analyses, CDS-80-8). U.S. Government Printing Office: Washington, D.C., p. 15.

⁵ Taeuber, C. M. and Valdisera, V. (1986). Women in the American economy (U.S. Bureau of the Census, Current Population Reports, Series P-23, No. 146). U.S. Government Printing Office: Washington, D.C., p. 6.

⁶ Ibid, p. 7.

children (Table 2). Now the pattern is reversed - more married women with children (61 percent) than married women without children (48 percent) are in the labor force. Of children under 18 years, over half have a mother in the labor force.⁷

Table 2. Labor Force Participation Rates of Married Women, by Presence and Age of Children (Women 16 years and over)

Married Women	1960	1970	1980	1985
Percent Distribution				
Total	30.5	40.8	50.2	54.2
No children under 18	34.7	42.2	46.1	48.2
With children under 18	27.6	39.7	54.2	60.8
Youngest, 6 to 17	39.0	49.2	61.8	67.8
Youngest, under 6	18.6	30.3	45.0	53.4

Source: U.S. Bureau of the Census, Current Population Reports, Series P-23, No. 146, Women in the American Economy, by Cynthia M. Taeuber and Victor Valdisera, U.S. Government Printing Office, Washington, D.C., 1986, Table 5, page 7.

The increase in labor force activity of married mothers with preschool children (under 6 years of age) is striking. The participation rate of these mothers increased from 19 percent in 1960 to 53 percent in 1985 (Table 2). This was an even greater increase than for mothers with school age children.

Studies have shown that married women in addition to their work in the labor force are responsible for most of the household work of the family. The total work load for married women in the labor force far exceeds that of married men. Married women employed full time outside the home spend an average of 25 hours per week working in the home while married men spend only 12-13 hours per week on household work.⁸

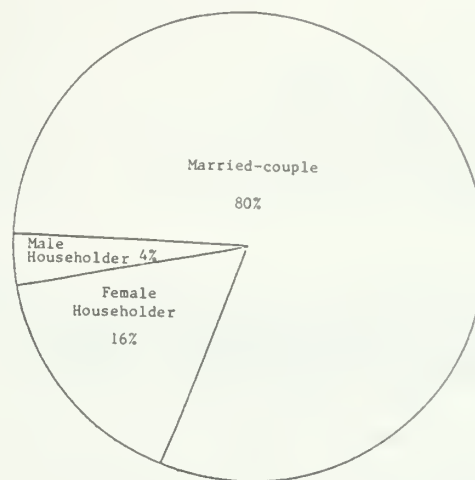
Families Headed by a Woman or Man with No Spouse Present

Sixteen percent of all families are headed by a woman, with no husband present (Figure 2). Over 10 million families in 1985 were headed by women.⁹ The women who maintain their own families generally have serious economic problems such as "higher unemployment, lower average educational attainment, and more children to rear than other women workers."¹⁰

In 1985, 6.3 million women with 11.2 million children under 18 years maintained their own families. (Since

1970, this figure has doubled from 3 million women.) Now, about 1 out of 5 families with children are maintained by a woman. Sixty-eight percent of these mothers are in the labor force.¹¹ Of women who maintain their own families, the divorced women with children are the most likely to be in the labor force.¹²

Figure 2. Family, by Type, 1985



Source: U.S. Bureau of the Census, Current Population Reports, Series P-20, No. 411, Household and Family Characteristics: March 1985, U.S. Government Printing Office, Washington, D.C., 1986, Table D, p. 5.

Only 3.6 percent of all families are headed by a man, with no wife present (Figure 2). Of these 2.2 million families, less than a million have children under 18 years.¹³ Over four times as many women as men are maintaining families with no spouse present.

Money Income and Poverty of Families

The median income for families in 1985 was \$27,735.¹⁴ Table 3 shows the economic contribution that women are making to the family. The married-couple families in which the wife is in the paid labor force have the highest income of any family type (\$36,431).

However, the income of families with the wife in the paid labor force, is only 48 percent higher than the income of families with the wife not in the paid labor force (Table 3). One explanation often given is that not all working wives are year-round, full-time workers. But when we look at year-round, full-time workers, we see that the median income of women (\$16,252) is only 65 percent of

¹¹ Ibid.
¹² Ibid.
¹³ Ibid, p. 10.
¹⁴ U.S. Bureau of the Census, op. cit., Series P-20, No. 411.
 U.S. Bureau of the Census. (1987). Money income of households, families, and persons in the United States: 1985 (Current Population Reports, Series P-60, No. 156). U.S. Government Printing Office: Washington, D.C., Table 9, page 26.

⁷ Ibid.
⁸ Ibid.
⁹ U.S. Bureau of the Census, op. cit., Series P-20, No. 411, Table D, p. 5.
¹⁰ Taeuber, C. M. and Valdisera, V. op. cit., p. 9.

the median income of men (\$24,999).¹⁵ This wage gap between men and women is then attributed to the fact that so many women are concentrated in relatively low-paying occupations as compared with men.¹⁶

Table 3. Median Income of Families, 1985

Type of Family	Median Income
All Families	\$27,735
Married-couple families	31,100
Wife in paid labor force	36,431
Wife not in paid labor force	24,556
Female householder, no husband present	13,660
Male householder, no wife present	22,622

Source: U.S. Bureau of the Census, Current Population, Series P-60, No. 156, Money Income of Households, Families, and Persons in the United States: 1985, U.S. Government Printing Office, Washington, D.C., 1987, Table 9, page 26.

The median income for families maintained by a woman, is less than half that of married-couple families, figure 3. On the other hand, the median income for families maintained by a man is about 66 percent greater than the income of families maintained by a woman (Table 3).

The number of families below the poverty level was 7.2 million in 1985 (Table 4). Of these families, 3.5 million had a female householder with no husband present.

The poverty rate for families maintained by a woman with no husband present was 34 percent compared to only 7 percent for married-couple families (Figure 3). The poverty rate for families maintained by a man with no wife present was 13 percent (Table 4). Over 20 percent of all children under 18 years of age live in poverty.¹⁷

Mothers who must support their families not only face the problems of low earnings but they frequently receive little or no support from the absent father. Only 61 percent of these mothers are awarded child support payments.¹⁸ In 1985, of the mothers then due child support, only 48 percent reported receiving the full amount. Twenty-six percent received a partial amount, and another 26 percent reported that they received no pay

¹⁵U.S. Bureau of the Census. (1986). Money income and poverty status of families and persons in the United States: 1985 (Current Population Reports, Series P-60, No. 154, Advance Data from the March 1986 Current Population Survey). U.S. Government Printing Office: Washington, D.C., Table 7, pp. 13-14.

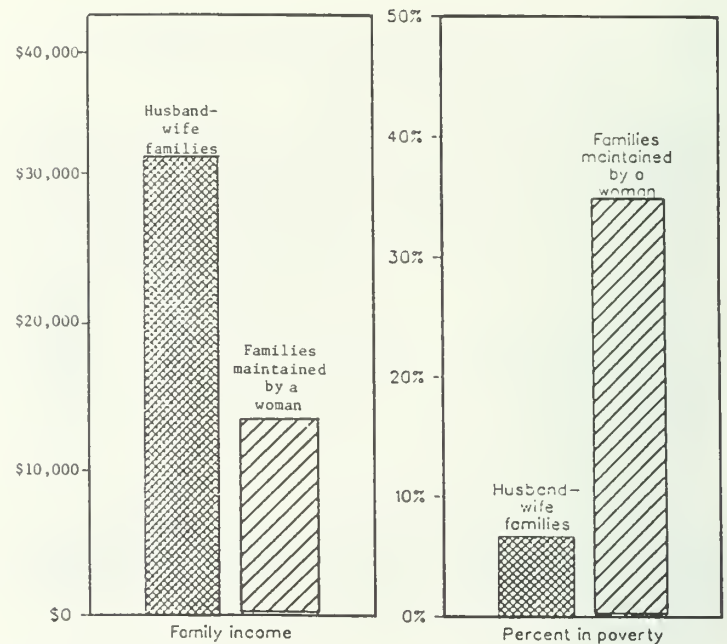
¹⁶U.S. Bureau of the Census, op. cit., Series P-23, No. 146, p. 29.

¹⁷U.S. Bureau of the Census, op. cit., Series P-60, No. 154, Table B, p. 3.

¹⁸U.S. Bureau of the Census. (1987). Child support and alimony: 1985 (Current Population Reports, Series P-23, No. 152, Advance Data from March-April 1986 Current Population Surveys). U.S. Government Printing Office: Washington, D.C., Table A, p. 1.

ments.¹⁹ The mean amount of child support for all women who received some payment in 1985 was \$2,215.²⁰

Figure 3. Income and Poverty Status of Families by Type, 1985.



Sources:

U.S. Bureau of the Census, Current Population Reports, Series P-60, No. 156, Money Income of Households, Families, and Persons in the United States: 1985, U.S. Government Printing Office, Washington, D.C., 1987, Table 9, page 26.

U.S. Bureau of the Census, Current Population Reports, Series P-60, No. 154, Money Income and Poverty Status of Families and Persons in the United States: 1985 (Advance Data from the March 1986 Current Population Survey), U.S. Government Printing Office, Washington, D.C., 1986, Table B, page 3.

Table 4. Families Below the Poverty Level, 1985. (Numbers in thousands)

Type of Family	Number Below Poverty Level	Poverty Rate
All Families	7,223	11.4
Married-couple families	3,438	6.7
Female householder, no husband present	3,474	34.0
Male householder, no wife present	311	12.9

Source: U.S. Bureau of the Census, Current Population Reports, Series P-60, No. 154, Money Income and Poverty Status of Families and Persons in the United States: 1985 (Advance Data from the March 1986 Current Population Survey), U.S. Government Printing Office, Washington, D.C., 1986, Table B, page 3.

¹⁹ibid.

²⁰ibid., Table D, p. 4

The Househusband



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When parenthood enters into the dual career family a crucial decision is traditionally made by the female: family and/or work. Today's egalitarian family has another option: the father can figure into the family/work equation. Men can and do take care of their children. They no longer "babysit" while Mom has a meeting.

The emergence of the father as caregiver has been reported in articles and research papers. Letty Cotten Pogrebin observed in 1982, "Things seem to be changing. 'Fatherhood' is becoming a new kind of verb...Men are affirmatively taking off time to be with their children. They are talking to one another about fathering, learning the parenting trade...the way mothers have for centuries."¹

The incidence of the househusbands is increasing. This represents a reversal of traditional family structure that was common in the "Leave It To Beaver" days, and still is today. In 1974 the Bureau of Labor Statistics documented that 211,000 men were not in the paid labor force but engaged in full time housekeeping. By October of 1975 the figure was up to 219,000.² Unfortunately, there is no recent analysis of the U.S. Census which would provide updated figures.

William R. Beer, in his study of 56 New York city househusbands, claims that the term househusband originated from the Swedish word "hemman." ³ After James Levine used the term in his book, Who Will Raise the Children?, the term became more prevalent.⁴ For this article, the term househusband is a man who is at home performing housekeeping and childcare tasks while the woman is in the paid labor force.

What accounts for the increase in househusbands? What does the research tell us about them? And what implications does this phenomenon have for the home economics profession that was mandated in 1968 "to contribute to the employability of youths and adults in the dual role of homemakers and wage earners?"⁵

The Roots

What are the roots of this social move toward more male participation in parenting and housework? Certainly the social upheaval of the 1960's and 1970's saw a reexamination of sex roles within families. Feminists in the reappearance of the woman's movement, called for women to take their place in the workforce. The LaMaze technique brought fathers into the intimate arena of childbirth. The federal government revamped personnel policies to make them more equitable and allow men to take parenting leaves. And the media was everpresent publicizing the emergence of the New Father.

The rhetoric and ideology of the woman's movement questioned the norms of family structure. Betty Friedan, in her fertile work, The Feminine Mystique, characterized as myth the picture of the American woman as the fulfilled and happy housewife.⁶ Debra Behrman cites studies that indicated that as the '60's and '70's progressed, dual roles for women became commonplace, and the idea of a woman having both a career and a family had not only become more acceptable but even more desirable.⁷ Conversely, James Levine points out that "the same working opportunities that are creating the dual career family are also making possible another type of family structure where the wife is the breadwinner and the husband is the homemaker and primary childrearer."⁸

In the 1970's federal legislation revamped the personnel policies of agencies and institutions receiving federal funds. A rewording of "maternity leave" to

¹Pogrebin, L. (1982, Feb.). Are men discovering the joys of fatherhood? Ms., p. 43.

²Lutwin, D. R. and Siperstein, C. (1985). Househusband fathers. In S. M. H. Hansen and F. Bozett (Eds.), Dimensions of fatherhood (p. 270). Beverly Hills: Sage.

³Beer, W. R. (1983). Househusbands: Men and housework in American families. New York: Praeger, p. xi.

⁴Levine, J. (1976). Who will raise the children? New options for fathers and mothers. Philadelphia: Lippincott.

⁵Vocational Amendments of 1968 (Oct. 16, 1968). Public Law 90-576, H.R. 18366.

⁶Friedan, B. (1963). The feminine mystique. New York: W. W. Norton.

⁷Behrman, D. (1982). Family and/or career plans of first time mothers. Ann Arbor, Michigan: UMI Press, p. 15.

⁸Levine, p. 126.

"parenting leave" opened the door for some men to take largely unpaid leaves to be at home with their children. Private industry, however, has lagged in providing equitable parenting leave or flexible time for its employees.

In contrast, Sweden has one of the longest standing and most comprehensive programs to encourage equitable parenting. Introduced in 1974, the national law gave both parents the right to reduce their daily working hours from eight to six hours. The parental insurance system allowed one parent to stay home for the first seven months and take care of a newborn while being paid 90% of his or her salary.⁹ Michael Lamb reported in 1982 that despite an intensive campaign to encourage fathers to participate, the proportion of eligible fathers had stabilized at 5% taking at least one month and 2% taking two months or more.¹⁰

At the same time, the media in America highlighted the phenomenon of househusbanding. The movie spoof, "Mr. Mom" portrayed the househusband as concerned but inept. Mike McGrady, a journalist-turned-househusband, wrote The Kitchen Sink Papers. There have been numerous anecdotal articles in magazines and newspapers about the highly participant father. With increased information and attention it is probable that other families saw this as a solution to the work/family dilemma.

The Research

What do we know about men who are at home? What have been their motivations? Is there a profile of a man more likely to become a househusband? What are the costs and benefits of this household structure? Is it beneficial for the children?

Although there has been an increase in research on fathers in the late '70's and early '80's, there is a paucity of research on the househusband. Emphasizing this point is the fact that the American Psychological Association does not have househusband as an identifying indicator in its abstracts. Some of the research that has occurred in the last decade in the United States (Beer, 1972; Pruett, 1987), Sweden (Lamb, et. al., 1982) and Australia (Russell, 1983) will be among those reported in this article.

Motivations

In Russell's study of Australian househusbands, the factors that influenced the adoption of that lifestyle were:

- * the family financial situation
- * the employment potential of the parents
- * flexibility in the hours of employment
- * family characteristics
- * exposure and experience with childcare
- * sex role concepts of the parents¹¹

In the New York City study Beer found varying motivations:

- * necessity because of disability
- * necessity out of practicality
- * a sense of fairness
- * an affinity for the tasks¹²

Profile

In Sweden, as in the U.S., it was the professional man who was more likely to take parenting leave.¹³ Lutwin characterized his demographics in a New York city study as a "middle class phenomenon."¹⁴ Russell, in the Australian study, did not find that the househusbands were from a certain working class, but rather, they were influenced by whether their wife could earn more money.

Russell investigated the possibility that a father's sex role identification is related to the amount of time spent in caregiving or play. He found that "androgynous" fathers (those scoring high on masculine traits such as independence, assertiveness, and self confidence and on traditionally feminine characteristics such as sensitivity, warmth, and sympathy) were more involved in both caregiving and play than "masculine" fathers.¹⁵ However, studies of fathers in Sweden have failed to confirm the relationship between caregiving levels and androgyny.¹⁶

In a recent article Lutwin identifies the househusband who is more likely to adjust to this new role. He is the father who:

- * has entered this role on a voluntary basis
- * is committed to an alternative lifestyle
- * has definite plans
- * receives support from extended family and friends
- * does not experience stress from boredom and alienation¹⁷

¹¹Russell, G. (1983). The changing role of fathers. Queensland, Australia: University of Queensland Press, p. 95.

¹²Beer, W. R., p. 42, 43.

¹³Lamb, M. E., p. 74.

¹⁴Lutwin, D. R. and Siperstein, G., p. 281.

¹⁵Russell, G., p. 90-91.

¹⁶Parke, R. D. and Tinsley, B. R. (1981). The father's role in infancy: Determinants of involvement in caregiving and play. In M. E. Lamb (Ed.), The Role of the father in child development. New York: John Wiley, p. 443.

¹⁷Lutwin, D. R. and Siperstein, G., p. 284.

⁹Pogrebin, L. C. (1982, April). A feminist in Sweden; I have seen the future and it almost works. Ms.

¹⁰Lamb, M. (1982, Oct.). Why Swedish fathers aren't liberated. Psychology Today, p. 74.

Costs and Benefits

James Levine writes poignantly of the choice to be a househusband: "No matter how actively a father has participated in the homemaking and childrearing, the quantitative shift to fulltime responsibility is the shift to another dimension, one riddled with contradictions and bringing with it new perspectives on self, spouse, child and society."¹⁸ The contradictions that he mentions are:

- * Having all the free time at one's disposal vs. getting to know the schedules of the members of the family in ways never perceived before.
- * Feeling dependence on a wife's income vs. feeling the persistence and intimacy of a child's dependence on a parent.
- * Freedom to be one's own boss vs. responsibility to make decision after decision that confronts one hourly.

Russell reported the costs and benefits of this family structure. In his study both parents agreed that for the father the major advantage was the improvement in his relationship with his children. Next was the financial gains of the arrangement. The fathers felt that there had been difficulty adjusting to the demands of the caregiving role, as well as negative reactions of their peers. Mothers reported positively of their increased feelings of independence and satisfaction at returning to work. Mothers reported that the decreased contact with their children was a cost of working. The shared caregiving lifestyle couples of the Australian study, when tested with traditional couples on marital relationships scored significantly lower than traditional couples. Russell did not feel that they were at risk for marital breakdown.¹⁹

The Children

It is still early to make conclusions about the effects of househusbands on their children. We know that the father does influence his child's development. In a major report in 1985 by Lamb, Pleck, and Levine, they pointed out that there is little empirical evidence on the highly participant father's effect on his children.²⁰ A reportable finding by Lamb was that the masculinity of sons and the femininity of daughters was greatest when the fathers were nurturant and participated extensively in childrearing.

¹⁸Levine, J., p. 137-138.

¹⁹Russell, G., p. 140-143.

²⁰Pleck, J., Lamb, M. E. and Levine, J. (1986). Effects of increased paternal involvement on children in two parent families. In Robert A. Lewis and Robert E. Salt (Eds.), Men in families. Beverly Hills: Sage.

Kyle Pruett, a psychiatrist at the Yale Child Study Center, in a small-scale study of househusbands said that all infants did well, were achieving above average on social skills, and were especially interested and comfortable with the outside stimulation their fathers provided them.²¹ As with the marital relationship findings of Russell, a key factor in the adjustment of the children may be whether the father is in the role by choice or by circumstance.

The Need for Home Economics Education

Patricia Knaub calls for "the educational... experiences that address the benefits, problems and coping strategies inherent in the dual career family."²² Joseph Pleck, Michael E. Lamb, and James Levine, prominent figures in the fatherhood literature, in a report on facilitating change in men's family roles state: "Some men report that they would become more involved in the family but that they literally do not know what to do or how to act, especially with children... Having specific parenting and household skills makes family participation a more...satisfying experience for the husband and gives him more self-confidence in this role."²³

There are mixed interpretations among the researchers of home economics' role in promoting increased father participation. Russell of Australia views "home science" classes as barriers to increased participation because of the disproportionate number of girls to boys. He calls for the inclusion of child care in general education courses which are not as strongly sex-typed.²⁴ On the other hand, Lutwin and Siperstein advocate for boys enrolling in home economics courses in junior and senior high schools.²⁵ Pruett goes a step further, calling for compulsory infant care instruction early in the middle school years for boys, as well as girls.²⁶ He does not mention home economics as the place for this to occur.

What can the home economics teacher do to prepare students for the realities of the working family? The teacher can:

- * Increase efforts to enroll boys in home economics classes, especially child care classes.

²¹Pruett, K. (1987). The nurturing father: Journey toward the complete man. New York: Warner.

²²Knaub, P. (1986). Growing up in a dual career family: The children perceptions. Family relations, p. 431.

²³Pleck, J., Lamb, M. E. and Levine, J. (1986). Facilitating future change in men's family roles. In Men's Changing Roles in the Family. New York: Haworth Press.

²⁴Russell, G., p. 211.

²⁵Lutwin, D. R. and Siperstein, G., p. 282.

²⁶Pruett, K., p. 292.

- * Encourage students to think as Aldous says, "of family roles based on competency, interest, and available time rather than gender roles."²⁷
- * Review and adopt materials that encourage non-sexist views such as Choices: A Teen Woman's Journal for Self Awareness and Personal Planning and Challenges, (the companion book for boys) by Mindy Bingham, et. al.²⁸
- * Choose texts and audiovisuals carefully to include fathers in nurturing and caregiving roles as well as traditional roles.

Conclusion

By preparing young men for the important role of caregiver/wage earner, home economists will give their students more options in the work/family balancing act. Home economics trained caregivers will look at the issues of work and family and be prepared for choices that accommodate their values and lifestyles rather than trying to fit into a preset mold. (1)

²⁷ Aldous, J. (1974, July). The making of family roles and family change. The family coordinator, 23, p. 231-235.
²⁸ Bingham, M., Edmonson, J., and Stryker, S. (1984). Choices: A young woman's journal for self-awareness and personal planning and Challenges: A young man's journal for self-awareness and personal planning. Santa Barbara: Advocacy Press.

NEWS RELEASE

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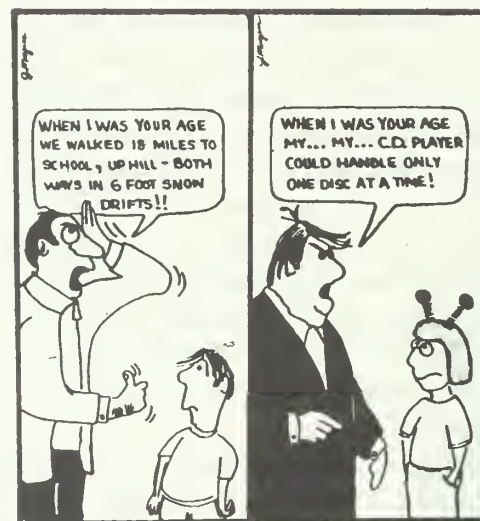
AHEA ANNOUNCES NEW AIDS EDUCATION RESOURCE

Washington, D.C., April 25, 1988--A selected list of 45 resources for teaching adolescents about AIDS--curricula and posters, films and videos, brochures and books, bibliographies and hotlines--is being made available to the public by the American Home Economics Association (AHEA).

The publication, "Educating Adolescents About AIDS," was produced in response to concern that, given the long incubation period for Acquired Immune Deficiency Syndrome (AIDS), many young adults with the illness today were probably infected as teenagers. Approximately one-fifth of AIDS cases are being diagnosed in the 20-29 year-old range.

Drug abuse and sexual activity are among high-risk behaviors that increase adolescents' vulnerability to contracting the virus. The materials in the AHEA

Slightly Unhinged



What our folks say. What we'll say as parents.

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Publication

resource list provide factual information on AIDS prevention as well as other dimensions of this public health problem. Each resource is classified as to suitability for parents, educators, or teenagers. Each material is clearly described and its target audience identified; each has proven successful in schools or community outreach campaigns. The list is accompanied by a clearly written overview of the AIDS phenomenon, answers to 11 frequently asked questions about AIDS, and 12 tips for teaching about AIDS.

For a copy of "Educating Adolescents About AIDS," send \$3.50 to: The American Home Economics Association, Accounting Office/Publications Sales, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036-1028. The price includes postage and handling.

Founded in 1909, the American Home Economics Association is a scientific and educational association of home economics professionals. Its mission is to improve the quality of individual and family life through education, research, cooperative programs, and public information. The AIDS resource originally ran as a special insert in the Winter 1987 issue of the Journal of Home Economics, which features articles on contemporary issues affecting families, and is read by more than 30,000 AHEA members and subscribers.

The Financial Plight of Single Mothers

Mary Jane Kaniuka
Consultant
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Today a woman in the United States is more likely than ever to be the sole support of herself and her children. She may be widowed, divorced, separated from her husband, or never married. One-fifth of all U.S. families are headed by a single parent--most often a woman. Furthermore, single parent families are predicted to increase five times faster than two-parent families.¹

Two reasons are usually cited for the increase in single parent families: the higher divorce rate and births to unmarried mothers. For example, between 1965 and 1975, the divorce rate nearly doubled. Since then, it has leveled off. At the current rate (49.2 percent) nearly half of all new marriages will end in divorce.²

In 1985 births to unmarried women reached an all-time high. These mothers were much more likely to keep their babies and less likely to marry than previously. Contrary to popular belief, not all were teenagers--30 percent of the births were to women over 25.³ At the same time the birthrate among older, married women dropped. As a result, births to unmarried teens account for a larger proportion of all U.S. births. Since only half of the mothers under 18 graduate from high school, they face even greater problems than older, single mothers.⁴

Most women who maintain families must work outside the home. For many it is a constant struggle to make ends meet. Earnings are low, especially for a one-paycheck family. In 1983 the median weekly income of an employed mother working full-time was \$256 compared to \$629 for a two-earner family. In families where only the male head worked, the income was \$400, still considerably more than in households headed by women.⁵

¹Howell, B. (1987). Women and poverty in America. The Churchwoman, 53, no. 1:4.

²Keppel, K. (October, 1987). One-parent households up 13.2% since 1980. The Washington Woman, 4, no. 9:8.

³Trescott, J. (1987). The war over motherhood. Washington Post, August 8, C 1.

⁴Children's Defense Fund. (1987). Adolescent pregnancy is everybody's problem. The Churchwoman, 53, no. 1, 10.

⁵Johnson, B. L., & Waldman, E. (1984). Most women who maintain families receive poor labor market returns. In U.S. Department of Labor, Families at Work: The Jobs and the Pay, (Special Labor Force Report, Bulletin 2209). Washington, D.C., U.S. Government Printing Office.

PAY GAP

Among job market problems single mothers share with all working women is the pay gap between men's and women's earnings. In 1985 for every dollar earned by a man, a woman earned 68 cents. Indeed, the average female college graduate earned an income comparable to a male high school dropout.⁶

Most women (70 percent) work in the low-paying, so called "pink collar ghetto," where the majority of workers (75 percent) are women. Indeed, 80 percent of all women are employed in 20 of the 420 occupations listed by the Bureau of Labor Statistics. Men are not similarly concentrated in a few job categories.⁷

Even in female dominated fields such as retail sales, women are clustered at the low end of the income scale. Typically, a woman sells clothes and earns an average of \$171 a week while a man may sell cars and earn \$400 a week.⁸ Furthermore, should a woman enter a predominately male field like medicine, she is more likely to become a pediatrician, a relatively low-paying specialty, while her male counterpart may become a surgeon.

With the passage of the Civil Rights Bill more women entered traditionally male occupations such as the skilled crafts. They also became butchers, bus drivers, and mail carriers. In these often unionized jobs, wages are higher and women may be treated more equitably. However, it takes a certain kind of woman to "tough it out" in the male workplace. Not all women want to try.

Moreover, most newly created jobs are in the service sector, traditionally a female bailiwick. Service sector jobs are low-paying and often parttime with high turnover and little chance of advancement because such businesses are highly competitive, labor intensive, and operate on a slim profit margin. For instance, supermarkets traditionally operate on a one percent profit margin. As a result, in 1980 a retail worker earned 52 cents for every dollar paid a manufacturing worker.⁹

⁶Barrett, N. (1987). Women and the economy. In Sara E. Rix (Ed.), The American Woman 1987-88. New York: W. W. Norton & Company.

⁷Howell, *ibid.*

⁸*Ibid.*

⁹Smith, J. (1986). The paradox of women's poverty. In Barbara C. Gelpi (Ed.), Women and Poverty. Chicago: The University of Chicago Press.

Roughly one-third of all women are employed parttime although among women who maintain families the rate is slightly lower. Parttime workers are paid about 25 percent less than full-time workers in the same jobs.¹⁰ Many parttime workers would prefer to work full-time and be eligible for fringe benefits such as health insurance. Most get only social security and unemployment compensation.

Although the unemployment rate is similar for married men and women, it is nearly twice as high (17.2 percent) for women who maintain families. For women with children under the age of six, it jumps to 23.3 percent.¹¹ Single mothers are also much more likely to be "discouraged workers." These are people, not counted among the unemployed, who have stopped looking for work because they think no jobs are available.

CHILD SUPPORT

While two paychecks are the norm for most American families, few single mothers receive child support from their children's fathers even when awarded by courts. More than half of the fathers under court order pay nothing. Less than one-fifth of those who comply and pay continue to do so three years later. To provide equity, Congress passed the 1984 Child Support Amendment to the Social Security Act. It empowers states to employ such techniques as mandatory wage withholding to enforce child support decrees. Presently each dollar spent for enforcement nets \$3.42 in child support.¹² As Senator Daniel Patrick Moynihan of New York said, "The absent father is rarely absent, especially the teenage father, but merely unwilling or not required to acknowledge his children's presence."¹³

In her recent book, The Divorce Revolution (1985), Lenore Weitzman estimated that after divorce, women experience a 73 percent drop in their standard of living while the former husbands' increases 42 percent. In no-fault divorce, husband and wife are treated as equals¹⁴ In reality, the earning potential of most wives is far less than that of their husbands. Some older women are "displaced homemakers" who have not worked for decades. Other women, though younger and better educated, worked parttime or stopped working when their children were young. The failure of divorced fathers to support their children and women's low earnings are two major reasons why many single women slip into poverty, the so-called "feminization of poverty." Others, often minority women, have been poor all their lives.

In 1985 the poverty rate among women who maintained families was 34 percent. Among Black and Spanish origin women the rates were even higher: 50.5 percent and 53.1 percent, respectively.¹⁵

Mothers who have never married are two and a half times as likely to be poor as other single mothers. They also have the lowest labor force participation rate, 51.8 percent, compared to 67.0 percent for all women who maintain families.¹⁶

A recent study found that teenaged girls with poor basic skills (reading, writing and arithmetic) are three times as likely to become mothers as those with average or better basic skills. Moreover, teenaged mothers with no job skills or work experience attain only half the lifetime earnings of a woman who waits until she is twenty before becoming a mother. Each additional child increased the likelihood that an unmarried mother will be poor.¹⁷

Cash welfare payments are generally not available to the working poor, although they are eligible for food stamps and other non-cash benefits. However, 90 percent of the families who receive Aid to Families with Dependent Children (AFDC) are maintained by women. AFDC benefits vary from state to state. In 1985 the median was \$7,000, including both cash and non-cash benefits, primarily food stamps and health insurance.¹⁸

AFDC recipients are often caught in the "welfare trap." On the one hand, the single mother knows her AFDC benefits are inadequate, but they are reliable. On the other hand, she realizes that lacking education and work experience, any job she could get would be low paying and unstable at best. Establishing AFDC eligibility is onerous and time consuming. To give it up for a low paying job with few fringe benefits seems irresponsible both for herself and her children.

COMBINING WORK AND FAMILY

How best to combine work and family life ranks as a major issue of the 1980's. It is an especially pressing problem for those single mothers who are the sole support of their families.

Many Americans view the single-parent family as an aberration. They idealize the nuclear family of the 1950's in the mistaken belief "that's the way it always used to be." In fact, the 1950's were an aberration. It was the only decade of the past 150 years with a substantial rise in the birth rate. At the same time, women have been entering the labor force in ever-increasing numbers. There is little the government can do to reverse these two long standing trends. (continued on page 22)

¹⁰Barrett, Ibid.

¹¹Johnson & Waldman, Ibid.

¹²Keppel, Ibid.

¹³Yardley, J. (July 19, 1987). Daniel Patrick Moynihan: Family matters. The Washington Post, A 5.

¹⁴Weitzman, L. J. (1987). The Divorce Revolution. New York, The Free Press.

¹⁵Rix, S. E. (1987). (Ed.). The American Woman 1987-88. New York: W. W. Norton & Company, p. 318.

¹⁶Johnson and Waldman, Ibid.

¹⁷Children's Defense Fund, Ibid.

¹⁸Barrett, Ibid.

Family Day Care: Integrating Work and Family in the Home Setting

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Introduction

Increasingly public attention has focussed on the phenomenon of working women, particularly those who are mothers with young children. Much discussion continues on the demand for child care and the advantages and disadvantages of child rearing by nonrelatives. In a recent *Time* magazine article (June 22, 1987) Edward Zigler,¹ considered an authority on child care, is quoted in Wallis, "It is scaring everybody that a whole generation of children is being raised in a way that has never happened before" (p. 56). Child care experts tend to underline the novelty of the child care phenomenon and see it as a departure from traditional child rearing. In many ways, however, much home-based child care incorporates traditional women's activities with the modern realities of work. In particular, family day care, which is care of a small group of children in the home of a nonrelative, represents a blend of women's work, family life and child care.

Family day care involves a family and occurs in a family setting--the caregiver's home. Those who provide daycare are overwhelmingly female and most often mothers or grandmothers of children in the care setting. Since they care for unrelated children as well as their own, family day care involves a blending of families at one site. It is largely informal, a private family-to-family arrangement. On the other hand, family day care is a source of income for the caregiver. Child care is a small business for a woman in her home, and allows her to combine parenting of her children with contributing to family income.

The unique blend of family and work in a home setting distinguishes family day care from center-based child care. At the center, care is by nonrelatives, in large groups of children within a narrow age range. The physical environment is similar to a school, with many child-sized furnishings, toys and equipment. Further, the parent-caregiver relationship is more formal than that

of the home-based arrangement (Hughes, 1985).² This paper will look at family day care as a distinct form of child care that forms the intersection of traditional and modern women's work of child care in a family setting.

Prevalence of Family Day Care

Although many parents arrange child care in their home through other family members, baby sitters, or by juggling work schedules, a growing number of families use child care located outside of the home usually with a nonrelative as caregiver. Nearly half of this out-of-the-home care is family day care. Put in other words, in 1982 family day care constituted 40% of child care arrangements outside of the child's home (U.S. Bureau of the Census, 1982).³ This figure was split evenly between care provided in the home by a relative and by a nonrelative (Phillips and Howes, 1987).⁴ While child care in centers is the most rapidly growing form of child care, it is noteworthy that family day care appears to be preferred for children under 1 year (Klein, 1984)⁵ and for many families with children less than three years old (Ryder, 1987).⁶

Researchers have paid little attention to whether or not families choose family day care because of its "familiness," because few studies have focussed on why this type of care is preferred. Some scanty evidence implies that families perceive of child care particularly for the young child as a private, family issue. As mentioned above, many families look first to their own family for child care. A high incidence of relatives providing care (over 50% of caregivers in the national Day Care Home Study)⁷ points to the importance of child care

²Hughes, R. (1985). The informal helpgiving of home and center child care providers. *Family Relations*, 34(3), p. 359-366.

³U.S. Bureau of the Census. *Child care arrangements of working mothers: June 1982*. Special Studies Series, P. 23, No. 129. Washington, DC: U.S. Department of Commerce.

⁴Phillips, D. A., & Howes, C. (1987). Indicators of quality in child care: Review of research. In D. A. Phillips (Ed.), *Quality in Child Care: What Does the Research Tell Us*. Washington, DC: National Association for the Education of Young Children. 1-20.

⁵Klein, R. P. (1985). Caregiving "Arrangements by employed women with children under 1 year of age," *Developmental Psychology*, 3, 403-406.

⁶Ryder, A. Parents requests for family day care: A national child care resource and referral responds. Presentation at the Family Day Care Technical Assistance Conference, Atlanta, Georgia, April 22-25, 1987.

⁷Fosburg, S. (1981). *Final report of the National Day Care Home Study: Summary of findings*. Department of Health and Human Services Publication No. 80-302 82. Washington, DC: U.S. Government Printing Office.

¹Wallis, C. The Child-Care Dilemma. (1987, June). *Time*, p. 56.

within the family. Characteristically, home-based child care is family-like in orientation. Much family day care is unregulated (licensed or registered) despite established standards, and operates less as a public service and more as a private exchange. Public policy analysts are concerned about the disinclination of many home-based caregivers to become regulated. The issue of the private versus public orientation of family day care is complex and has historical roots in the separation of home and work for women.

Historical Background

Historically, child rearing and women's work most often occurred in the same place, the family home. Parents jointly participated in the family household economy, although mothers had primary responsibility for child care. While women and men assumed sex-appropriate activities, the common goal of providing for the household created an interdependency of men's work and women's work. Further, it is possible that some tasks were shared (Beach, 1985).⁸ Women also helped with the family "cash" economy. Women's household production of, for example, textiles, butter, or eggs, met family monetary needs as well as providing goods and services for others outside the family.

The Industrial Revolution brought major changes in the structure of work. The place of work changed as paid work became available outside the home for some family members, usually men and single women. The separation of home and work place has profound effects on married women. First, it eliminated any potential sharing of traditional sex role duties because workspace was no longer shared by families. Second, it increased the separation and subsequent privacy of families from observers. This separation contributed to the ethos of family privacy. Third, the separation led to the isolation of married women engaging in child care duties. Women's traditional child care and household duties became relegated to a private "women's sphere." The glorification of this "sphere" increased public-private distinctions of men's and women's work. As noted by researchers, some women continued to engage in paid work at home, and at home, women's work roles continued to be largely shaped by family demands (Beach, 1985; Tilly and Scott, 1975).⁹

The last quarter of the twentieth century has brought further dramatic changes in the structure of work. In many cases, both mothers and fathers in nuclear families are seeking paid work outside of the home leaving no

family member available for child care. Additionally, increased numbers of single parents require child care, and because of a lack of family members at home, care is needed outside of the child's own home.

Predictions for the 1990's are for a continued separation of child care and the family home. Mothers with very young children are expected to continue to enter the labor force in large numbers (Hofferth, 1979).¹⁰ Further, Hofferth has predicted a parallel move of child care workers. Family day care workers, who are predominantly female, are expected to abandon child care work in their homes and seek work in center-based operations. The separation of women's paid work and child rearing from the home may become complete in an unprecedented number of families.

There are, however, troublesome aspects to predicting a complete separation of the family home from women's paid work and from child care, particularly in regards to family day care. For one, with any major social trend, variation in families will undoubtedly occur. It appears simplistic to assume that all families will adopt a public orientation to child rearing and all women will disengage from their paid work in the home setting. A wide variety of family ideologies concerning women's roles and child rearing could continue and, instead of coalescing on a totally public orientation to child care, families may divide into different groups. Some may opt for total separation of child care, women's work and the home. These will flock to center-based child care. Many families may continue to prefer child rearing in a home setting. One solution for these is home-based care by unrelated persons or family day care.

Further, the issue of women's traditional family tasks and paid work is unpredictable. Despite dramatic changes in the structure of women's work, mothers continue to have major responsibility for child rearing and household tasks. The "feminization of the workplace" reflects women's interest in integrating family life with work. One clear integration of these responsibilities is combining work and family in one site, making family day care an appealing option for women in the early years of child rearing. In summary, separating child care and paid work requires a totally new perspective of women's work. Women's entry to the workplace has challenged the division of work and family responsibilities. Without subsequent changes in the out-of-home worksite that incorporates family issues, women may choose to construct their own work settings.

⁸Beach, B. (1985). Working at home: Family life/work life. Doctoral dissertation, University of Connecticut. (University Microfilms No. 8520649).

⁹Beach, *Ibid.*; Tilly, L., & Scott, J. (1978). Women, work and family. New York: Holt, Rinehart and Winston.

¹⁰Hofferth, S. Day care in the next decade: 1980-1990. (1979). Journal of Marriage and Family, 41, 3, 649-656.

Motivation for Family Day Care Work

Investigations of the motivation for becoming caregivers provide insights into the role of family day care in current trends and future predictions. Recent studies indicate that women work in family day care due to a desire to combine earning cash income with child rearing (Beach & Squibb, 1982; Fosburg, 1981; Nelson, 1985).¹¹ Those who provide family day care vary widely in age, educational background, and child rearing attitudes and practices, but they share a common desire to provide child care primarily for children related to them in their home setting.

Further, two types of caregivers have emerged. One group consists of caregivers who are publicly oriented, who obtain a license or register with a public agency, and who participate in professional activities. Another group remains unregulated and sees themselves as mothers and as nurturers of young children. Both groups see family day care as an opportunity to integrate their own family ideology with work. It appears further, that the benefits of staying home to care for children, particularly related children, are family-oriented and may outweigh traditional work benefits of wages and hours. Studies of workers indicate that wages, hours and health insurance or other benefits are important. Family day care providers cannot brag about these. Most providers earn less than minimum wage and work extremely long hours (10-12 per day) (Fosburg, 1981).¹² Family day care, as with other forms of child care, offers low status, hard work and minimal pay. Although providers are aware of the drawbacks, they indicate that traditional benefits are not of primary importance to them.

What then, besides the opportunity for staying home with related children, are the non-traditional benefits of family day care? First, family day care offers caregivers a chance to operate without supervision and run a small business, an ideal work situation for many Americans. Second, as mentioned previously, family day care offers the possibility of combining family work and paid work to supplement the family income. In the day care home opportunity exists for family duties to supercede work roles. It is possible to do laundry or start the evening meal while caring for children at home. Those who provide family day care cite other benefits such as not having to find and pay for child care for their own children, savings on transportation to work, meals, and work clothes, and not having to get their own children up and

¹¹Beach, B., & Squibb, F. (1985). Family day care providers and their own children. Paper presented at the Maine Family Day Care Association Annual Meeting, Portland, Maine; Fosburg, Ibid.; Nelson, K. Between public and private: The provision of family day care as an occupation for women. paper presented at the National Women's Studies Association Annual Meeting, Seattle, Washington, June 19-23, 1985.

¹²Fosburg, Ibid.

out everyday. While these seem to be non-traditional advantages for a work situation, they are recognizable family issues important to rearing children, and running a household.

The family orientation of the tasks and work site has profound affects on public perceptions of the caregiver. The close resemblance of family day care to parenting in a home site may result in its low status and minimal benefits in the traditional work sense. A preponderance of women contributes to the low status of the work. Because of this, many other professionals see family day care as a "semi-profession." For the publicly-oriented caregiver for whom family day care is a vocation, the low status and minimal benefits are troubling. The private "family-like" type of caregiver is not as concerned about the professionalism but is worried by criticisms of her choosing to stay home with children and not "go out to work," as other women do. In many ways, her choice has the liabilities of the stay-at-home mother who must justify her decision to rear her children.

Whether for reasons of improving family day care's professional image or for validating the tradition of child rearing in the home, family day care deserves recognition as a valid form of child care. It appears however that the primary appeal of family day care for caregivers is traditional in the family sense--it offers opportunity to combine child rearing and paid work in the home setting. Compared to other out-of-home professions, using out-of-home criteria, family day care appears to lack traditional benefits. When examined as a form of work relative to child care and household labor, family day care has distinct advantages.

A Modern Family Service

One incentive for engaging in family day care involves the economic viability of the service. Given the number of working mother and family preference for home-based settings, family day care is a logical response to a modern community need. There is no shortage of children needing care, particularly the very young child, and no question about its appeal to families. Family day care offers families utilizing care many options. First, it offers an informal family experience for children. Second, it offers an arrangement where families can blend informally. Parent-caregiver relationships in family day care are more "friend-like" than professional relationships at the center (Hughes, 1985).¹³ Although research which characterizes the parents who chose to use family day care is limited, it is possible that certain families intentionally select a home-based arrangement for reasons of family ideology. Given the wide range of caregivers, it

¹³Hughes, Ibid.

is possible that families can be matched according to attitudes and child rearing practices.

Family day care then is a modern community service for other families seeking child care. For these families home-based care is a distinct blend of traditional family experiences and innovative approaches to child rearing by nonrelatives. Families who purchase care are supporting a local small business, by engaging a community person in paid home work.

Summary and Implications for the Future

Family day care, then, integrates elements of traditional family life in a rapidly changing contemporary world. On the one hand family day care may be thought of as an anachronism of preindustrial times. It is the twentieth century's "women's sphere" that challenges the separation of paid work and child care. On the other hand widespread use of family day care may represent a middle point in the evolution of employment patterns of mothers and child care. In the future it is possible that center-based care will be a dominant child care form because home caregivers may not be motivated financially to stay with low status work.

At least one other interpretation of the family day care phenomenon is possible. Family day care may represent a distinct trend of the future. Its current, substantial appeal to both caregivers and the parents using it may stem from its "familiness." The "familiness" or "hominess" of child rearing is and may continue to have acceptance in modern families. The issue of family day care in regards to the ethos of family privacy, and family ideology about child rearing is complex. It may be too simplistic to assume that family day care will diminish due to financial and professional reasons, since these criteria are not important to all caregivers, and all families utilizing these arrangements. The caregivers who view themselves primarily as professionals and family day care as a vocation have a difficult position in a society that appears to value work outside of the home and family setting and views child care as menial. These caregivers may indeed leave the home to work in public child care facilities. Major attitudinal changes are necessary to assure family day care as a viable profession. It behooves the vocationally-oriented providers to ally themselves with other child care professionals. An alliance may enhance the potential for family day care to exist as a separate option for child care.


Caregivers who choose family day care for family reasons and perceive themselves primarily as nurturers are less inclined to be daunted by minimal work benefits since the income and status are not viewed as primary to the

work. These caregivers have a potential partnership with others choosing home work and those choosing to engage in child rearing in their own home. It is plausible that combining paid work in the home with child care of related and nonrelated families may be a logical ideological (if not solely economic) choice for many families in the next decades. Put in other words, some families needing child care and some caregivers choosing to integrate child rearing of their children with others will probably continue to form partnerships for a long time. This option will be driven minimally by families who value the experiences of a home setting and a family-like caregiver, and by caregivers who choose not to separate paid work and child rearing. Given considerable attitudinal changes family day care could be professionalized as well and recognized as a valuable option for child care.

APPENDIX A

Sample Discussion Questions

Is Family Day Care An Option For You?

1. Do you plan to work outside your home? Why or why not?
 2. Do you plan to have children? If yes, how do you plan to arrange your work and child care?
 3. What are the advantages and disadvantages of family day care compared with care at a child care center for the infant (2-15 months) toddler (15 - 30 months) preschooler (2 1/2 - 5 years) school age child (6 years)?
 4. What are the benefits and risks of being a family day care provider for you, your child(ren) and spouse or family?
 5. If you do not have children of your own, what are the benefits and risks of being a family day caregiver to you and to your spouse?
 6. Imagine yourself as one who provides. Describe a typical day.
 7. If you plan on doing family day care as paid work, what do you expect to earn? weekly? monthly? Estimate your weekly income from caring for five children and your expenses for food, supplies and equipment.
 8. What level of assistance or social support is available in the community for family day caregivers? 
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Partners in Quality Child Care: A Model Preschool for Students and Parents

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Many secondary Home Economics programs are designing child care practicum experiences as an integral component of child development and parenting classes. Hands-on child care training can be done with little or no budgetary increase.

Preschools in a secondary school setting can add a dynamic dimension to child development and parenting courses. They serve as laboratories for the high school students in child development and parenting education classes, a preschool program for children, and a vehicle for providing a service for parents and the community. A model preschool program will strengthen a child development curriculum. Clearly defined policies, goals and objectives, creative administration and organization, mobilizing students, working parents, and the community into a supportive partnership would be aspects of such a model program.

A PRESCHOOL PROGRAM

The goal of providing a quality preschool program as a laboratory in the secondary school may be accomplished by creative planning and coordination of the Home Economics students' participation, preschool schedule, facility, and parent and community involvement. The following objectives can serve as a basis for implementing a preschool program.

Home Economics students in a quality preschool program (with a parent education component will:

- * gain a working knowledge of parenting skills;
- * perceive the responsibilities of child care workers for the growth, development, and guidance of young children;
- * participate in a quality preschool program, working with children in an ideal setting with supervision and guidance;
- * communicate with parents;
- * have a meaningful experience with children by developing a rapport with young children, and learning to communicate positively;
- * evaluate personal feelings about children;
- * apply knowledge of developmental theories from the child development class through participation, interactions, and observations in the preschool;
- * plan, implement, and evaluate developmental activities appropriate to the level of preschool children.

Preschool children will:

- * have an opportunity to participate in a quality early childhood experience in a setting outside of the home which will facilitate future adjustment in the public school;
- * develop a more positive self image;
- * develop social skills appropriate to their developmental level;
- * express themselves creatively through art, music, and play activities;
- * experience a positive relationship with peers, high school students, teachers, and other school personnel.

Parents of children in the preschool program will:

- * have an opportunity to place their child in an optimum preschool setting with little or no tuition;
- * be involved in the preschool program in a manner that will serve the needs and interests of their particular family;
- * have the challenge of working and interacting with students enrolled in child development and parenting courses.

The community's citizens will serve as a resource for the preschool program and parenting classes by:

The authors are indebted to the twenty Maine Home Economics teachers who replied to the questionnaire which helped to formulate this paper.

- * providing an advisory board;
- * creating public relations and informational publicity through various media;
- * serving as volunteers;
- * contributing equipment, materials, and supplies.

INVOLVING PARENTS

Parents can be directly involved within the preschool program and secondary school class as volunteers in the preschool and as participants in the parenting classes. Parents may also participate in the activities noted below.

An orientation meeting will make parents aware of the activities of everyone involved. A handbook stating the philosophy, goals, objectives, and program schedule can be designed and prepared as a handout for the parents.

Educational activities can be planned for the parents of the preschoolers by the secondary school students. Appropriate techniques could include educational bulletin boards, newsletters, or presentations to the parents during the preschool parent meeting.

Booklets containing lists of activities, songs, games, and snack recipes could be presented to the parents as a "thank-you" for their participation.

Parents can be directly involved by attending a visitation day or a celebration at the conclusion of the program. Parents may enjoy observing and learning about their child. This can be accomplished without distracting the program by placing a camera and VCR unit strategically in the preschool room. The monitor could be set up in a different area for the parents to view during the program or later at parent conferences. A VCR unit is usually available through the school library or athletic department.

Parents will serve as an important resource by evaluating the preschool program, participating as members of a panel, serving on advisory committees, enlisting help for fund raising activities, and providing school board support for the program.

HOME ECONOMICS STUDENTS' PARTICIPATION

Organizing and implementing a meaningful preschool program within the parameters of the secondary schedule without disturbing other classes is a complex problem. Teachers often find it necessary to use their own planning period or lunch time to extend the preschool schedule beyond the regular 40-50 minute class period to make it worthwhile for the parents to bring their children, and to provide a quality experience for the students. Consider the following management ideas for creatively implementing a preschool program.

1. Students in different classes could have different responsibilities. For example, the third period Foods class could prepare and serve snacks, plan a food preparation activity, or nutrition puppet show for the preschool class; the fourth period Child Development class could plan group activities; the fifth period ninth grade class could supervise the interest centers.

2. Other periods within a school day, such as an activity period or a block of time similar to a science laboratory, could be utilized.

3. The days designated for the preschool could be arranged to fit within the daily school schedule. Some classes could be held Tuesday/Thursday; others on Tuesday/Wednesday/Thursday. This would reserve Monday and Friday for planning, setting up and evaluation.

A model child care program which includes organization of responsibilities and a well planned physical environment is essential for the development, training, and provision of care giving skills for both students and parents. High school students can recruit pre-school children through the PTA, community groups, superintendent's newsletter, faculty, former students, local newspapers, and by contacting parents of children they have cared for in the past.

To foster decision-making and parenting skills, high school students should be encouraged to select and develop activities appropriate to the children's development. Guidelines for behavior, language, and responsibilities in the preschool will be more meaningful if they are student-initiated, and teacher-directed.

The division of student responsibilities will include developing and making learning materials, working with individual children in assigned areas of the room, and completing specific duties related to routines. Posted duty sheets will facilitate organization, assignment of responsibilities, and participation in activities. Assigned student jobs may include:

- * setting up the classroom;
- * greeting and pinning name tags on children, directing them to an activity;
- * planning, preparing, serving, and cleaning up snacks;
- * planning interest centers, and group activities;
- * supervising bathroom procedure;
- * cleaning equipment and putting supplies away, and preparing for the next day.

Students can be organized into committees with responsibilities for various components of the lab:

- * head teachers-plan, and implement the activities for the day;
- * assist teachers-help to implement plans as assigned by the teachers;
- * student greeters;
- * nutrition planners;
- * facility coordinators-set up, supervise the planned interest centers, and clean up.

If the secondary school classes are too large to have all students involved in the preschool, half of the class can work on special projects, such as:

- * writing reports;
- * viewing filmstrips;
- * developing projects/activities for the children;
- * preparing/cleaning up snacks;
- * observing a child/activity from a previously video-taped session;
- * writing newsletters, designing programs for parents.

Preschool Schedules and Routines

Schedules for young children in a preschool program must include routines to provide a feeling of security, yet be flexible enough to accommodate interests and special events. Schedules should be made up of blocks of time and built around the children's routines, such as toileting, snacks, and handwashing. A balance of different types of activities should be achieved, including:

- * quiet/active
- * gross/fine motor skills
- * indoor/outdoor (time and weather permitting)
- * familiar/new
- * group/individual
- * adult directed/child initiated

Preschool schedules can be expanded or decreased by changing the blocks of time allocated for each activity. Suggested aspects of a preschool schedule follow:

Greeting: meet at door, help with clothing, 10-15 minute circle time for greeting song, introduce day's activities, calendar, weather.

Interest centers: table activities-puzzles, playdough, bead stringing, other manipulative games; blocks, housekeeping, woodworking, book corner, art, sand/water table/ science table.

Snacks: pick-up, toileting, serving of snacks.

Group activities: games, music, art, stories, dramatic play, or other group-oriented activity providing active participation for 15-20 minutes.

Preparation for home: review of day's activities, plans for next session, gathering of belongings, activity until parents arrive.

Evaluation of Secondary Students' Participation in the Preschool

Evaluating secondary school students and assigning a grade for their preschool experience is difficult. By organizing assignments and breaking down tasks into measureable components, evaluations will be more objective and valid. Considerations to be weighed in the evaluation process will include:

- * attendance;
- * participation in planning;
- * participation in implementation and completion of assignments;
- * quality of participation and interaction in the program;
- * student's self-evaluation based on perception of events and how plans could be changed to improve the experience;
- * observation and evaluation using the VCR tape of the preschool sessions.

The evaluation process should also include the students' participation in organizing the preschool, and observations of a child. Teacher evaluations of student plans and implementation of the program, as well as group evaluations should be included. A point system can be devised to incorporate attendance, participation, and extra assignments for those days when the students are not directly involved with the preschool.

PLANNING THE FACILITY

When planning a preschool program and physical facility, consider the following:

1. Is the location near:
 - * toilet facilities?
 - * sink or water supply?
 - * kitchen for snack preparation and service?
 - * outdoors for play or fire drills?
 - * adequate lighting and ventilation?
2. When arranging furniture and equipment:
 - * separate noisy/quiet activities;
 - * provide easy access to the various work/play areas of the room;
 - * protect creative activities such as art, and blockbuilding;
 - * assure easy supervision of all activities;
 - * accommodate easy cleanup.

In most instances, the preschool program is located in a classroom within the Home Economics department where furniture must be changed, moved, or removed. Multi-purpose furniture will facilitate this procedure, for example, folding cabinets for storage/display, and tables with adjustable legs to convert from adult to child height.

Community resources can also provide furniture and equipment at little or no cost to the department by collecting:

- * elementary school tables/chairs repaired and painted by the students;
- * bureaus, shelves, toys from garage sales and flea market;
- * donations from the community;
- * furniture, equipment, toys made by supportive Industrial Arts programs. Wherever possible, construct with screws to take apart for easy storage;
- * toys and equipment made and donated by students, parents.

SUMMARY

Promoting quality childcare and parenting skills by the inclusion of a model preschool in the Home Economics program will impact on the future of working families by providing child care training for students who may be future day care workers and promoting positive parenting skills for families now and in the future. The model described by the authors provides a structure which can be replicated or adapted for use in child care occupations or in the homes of present and future parents. In addition to the advantages of hands-on training for secondary students, the model program will also benefit parents by providing ideas and activities which can be utilized with their children at home.

By participating in a model Home Economics child development preschool program, the secondary students will gain an understanding of the function of the laboratory experience and the importance of their role in working with children. Through involvement with the program, parents will learn that the experience will contribute to the growth of their young children and to the growth and training of future parents and child care workers. Through public relations and community involvement, citizens will appreciate the value and contributions of the Home Economics curriculum. (11)

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In the context of today's realities, it is important to lay to rest some myths about women's worklife: That women are "secondary earners" who work only for pin money. That women are not financially responsible for their families. That women are less committed to their jobs than men. That women's work is less important than men's.

The central facts are that most women are already working and at some point in their lives many will have to bear financial responsibility for themselves and their children. Considering the high divorce rate and prevalence of no-fault divorce, to choose a career as a full-time homemaker is risky at best.

Women need to be prepared for whatever the future holds. From the very beginning little girls, like little boys, need to be encouraged to see themselves in a variety of roles. They need role models and mentors who will expand their horizons. They need to be encouraged to stay in school and train for rewarding, well-paying jobs. Too often, both at home and at schools, women are socialized to be dependent. The family comes first and the job or career is an afterthought. Today, as we have seen, most women combine the two roles--for many, under daunting circumstances.

Home economics teachers at every level are in unique positions to help women who maintain families. They can teach such vital subjects as nutrition, child development, and money management. They can emphasize women's dual role at home and at work and explore ways these can successfully--and less stressfully--be combined. Home economists know the importance of setting goals and making realistic goals to achieve those goals. They know that the achievement of small goals leads to bigger goals and greater self-esteem and self-respect. They can offer career guidance and teach how to conduct a job search. Home economics teachers have established in-school day care and prenatal clinics. They can help students make contact with other agencies that help single mothers improve their lives. Most of all they can offer hope and encouragement and serve as role models.

Families maintained by women are a demographic group with special needs, just like the elderly. Until recently they received little help from traditional social institutions which favored the nuclear family. Finally, government, politicians, businesses, schools, churches, and other groups are beginning to recognize their needs. Most programs that help single mothers and their children help all Americans. What beleaguered families need most is a helping hand. (11)

Families in the Home Workplace

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The words "working at home" generate a pastiche of images depending on the viewer's perspective. An historian might focus on the exploited immigrant home worker of the early twentieth century, laboring in sweatshop conditions. Family economists might dwell upon the cash-producing but often unacknowledged labor of the farm wife or the array of small income-generating sidelines attached to farm life. Entrepreneurs might point out the phenomenal growth in self-employed women over the past decade, many of whom base their businesses in their homes. Futurists might illustrate home work by alluding to the actual and predicted growth in telecommuting, computer-based work which allows people to work in flexiplace settings rather than a centralized workplace. Observers of rural life would certainly highlight the small cottage industries present in kitchens, living rooms, shops and barns attached to country homesteads. Given the welter of circumstances and images dependent simply upon the siting of income-generating work in the home rather than a centralized workplace, scholars have correspondingly developed a variety of terms defining the particular aspect of home work most familiar to them. These specialized terms range from industrial home work and outwork, which usually convey a negative flavor, to home-based employment, cottage industry, at home income generation, and telecommuting, each of which convey distinctive nuances.

Such a disparate collection of views and definitions makes generalizing about home work extremely difficult. Nonetheless, the evolution of home work and the growth of home-working families carry important consequences for both work and family life in late twentieth-century America. Perhaps one of the central themes of this era has been women's (and many men's) struggle to reconcile the conflicts between work and family life, to attain some reasonable balance between working and loving. Accordingly, efforts to achieve such balance figure prominently in both popular and research literature; for example, workplace reform endeavors such as flextime, parental leave, child care resource and referral, and cafeteria style benefits programs demonstrate the range of efforts

aimed at making the workplace more responsive to family needs. Nonetheless, most American workers still lack positive employer support for family-related issues and find the inherent tension between work and family a continuing frustration. The continued search for solutions to this dilemma preoccupies many American workers, men and women.

Against this background, an estimated 8 to 10 million workers work at home in non-farm jobs rather than in centralized workplaces.¹ Not all of these individuals choose home work as an effort to solve work-family conflict, but many of them apparently do. Sixty percent more women than men work a full time week at home, about 600,000 of them married mothers with children under age 6 (in 1985).² Sensitive to their dual (and usually triple) role demands, women often seek solutions to conflict through working at home where, according to one home-working advocate, "the central issues of work and love can be met in a setting conducive to both."³ Supporters of home work frequently cite the opportunity to work for income and care for children as a prime attraction of home work, and anecdotal reports in the popular press reinforce this appeal with portrayals of mothers tapping on their computers as their children play by their side. Further, one estimate suggests that perhaps ten percent of children of all working mothers are indeed cared for in such a manner.⁴

Does working at home provide a reasonable solution to work-family conflict? Despite generally favorable reviews in the popular press, home work receives a heavy dose of disapproval from skeptics. Feminists in particular assail its continued reliance on women's unpaid household labor, its assumption that women are the ones doing the integrating and bearing the burden of so doing. Further, they decry the potential for labor exploitation in such a scheme, focusing especially on industrial home work which

¹Horvath, F. (November, 1986). Work at home: New findings from the current population survey, *Monthly Labor Review*, p. 31.

²Horvath, *Ibid.*, pp. 32-34.

³Lasker, B. (1983). The emerging woman--Integrating work and love, in M. Behr and W. Lazar, Eds., *Women Working Home* (Edison, NJ: WWH Press), p. 20.

⁴Spanier, G. (1986). The changing american family: Demographic trends and prospects, in P. Dail and R. Jewson, Eds., *In Praise of Fifty Years: The Groves Conference on the Conservation of Marriage and the Family*, (Lake Hills, IA: Graphic Publishing), p. 93.

may underpay and overwork women workers. Other skeptics point to the Reagan administration's enthusiastic advocacy of home work as a right to work issue, questioning whether any labor pattern supported by such a conservative political regime can be healthy for women. Labor unions generally oppose home work because of its potential for exploitation; many times, home workers working for a larger organization are labelled "independent contractors" rather than "employees," a fine distinction which removes them from the realm of fringe benefits and employee rights. These are all valid issues to air in debating home work's suitability for men and women seeking it as a work alternative. This article, however, leaves the broader policy debate to others. Instead, it addresses some of the potential consequences for family life of such a work arrangement, suggesting areas of exploration for family researchers and family life educators. Based on my own preliminary studies of home-working families, as well as others' early stage research, it outlines some of the potential richness and stresses for family life of this unique work-family interaction.

Despite the vigor of pro- and anti-home work arguments, very little empirical data exist on how work and family interface in such a setting. Although women particularly appear to choose work-at-home arrangements for family reasons, we know very little about the consequences for family life of siting work in the home. Alvin Toffler in The Third Wave⁵ predicts a resurgence of family life, a strengthening of intimacy and a more equitable sharing of family roles as outcomes of "electronic cottages." Is this rose-colored optimism? Feminists warn against the exhausted mother, exploited herself and possibly driven to exploiting children in a home work setting. Either outcome is possible; given the lack of penetrating research into the lives of contemporary home workers, definitive judgments are premature. Although researchers have studied historical precedents, economic arrangements, and management strategies of home-working families, we have relatively little understanding of family functioning in such settings. We are only beginning to explore fundamental questions such as: How do families organize their daily lives? How do children interact with parental work? What happens to family roles when work and family space and time are shared? Given predictions of vastly increased home work opportunities in the coming years, answers to these questions are vital.

My own preliminary experiences suggest several directions for researchers and educators concerned with home-working families. Families involved in these studies

were rural, white and non-farm, occupationally varied ranging from shoe workers and knitters working at home on an outwork basis to self-employed small businesspeople. All were in intact families (though some were remarriages) and all had children, two common characteristics of home workers. Although I would hesitate to generalize, snowball sampling turned up no cases of young, single, childless home workers, perhaps suggesting a link with life stage and/or the arrival of children. Certainly the popular press has emphasized the linkage of women, young children, and home work, usually glorifying the opportunity to combine work and family but occasionally warning against the potential for continued exploitation. Women (and some men) with whom I talked indeed pointed to children as the rationale for undertaking home work; in fact, all women had previously held conventional outside employment which they gave up when confronted with the difficulty of balancing work and family. ("I worked in the shoeshop eight years in all and five months...And I knew I couldn't leave my kids. I cried every morning.") Examples of conflict empirically demonstrated the choices they made between family needs and work demands as they sought out home work as a compromise effort to acknowledge family needs over work responsibilities. Further, many women felt that their rural culture supported these choices. Although not overtly anti-day care, many of them also believed that young children should be with their own mothers, that no substitute could provide a "mother's touch." Thus, many women felt no pressure to continue working out of the home (obviously the lack of lucrative, upwardly mobile careers in a rural area may make this an easier choice) and were further sustained by an ideology valuing motherhood.

"Family," then, and particularly young children, were prime motivating forces for women choosing to work at home. This linkage created and underlay the usual relationship between work and family which resulted. Unlike conventional workers for whom "family" and "work" must still remain essentially separate, family here imbued the initial choice and the then subsequent context of work. Nor did family's relatively powerful role in determining work style end here, with a simple ideological declaration. A very pragmatic work environment resulted from these initial ideological choices. Women home workers created work spaces and times which flexibly responded to family needs, needs they saw as paramount to the demands of the workplace. Even male home workers, though less family motivated (men were more likely to cite "being my own boss" as a reason for working at home) ultimately adopted many of these more family-oriented characteristics which defined work space and time.

Given this unusual example of family needs affecting work role demands, exactly how did home-working families

⁵Toffler, A. (1980). The Third Wave, (New York: Bantam Books), pp. 194-225.

organize their daily lives? As might be expected, family and work space were integrated, often sharing the same kitchen, or dining room table. Women set up knitting machines in living rooms, cut and sewed in kitchens, typed at dining room tables, hand sewed shoes on living room sofas. Such space arrangements enabled women to be at the heart of the domestic household, permitting children to play nearby, visitors to sit and have a cup of coffee and a chat, or the woman herself to easily throw a load of laundry into the machine and stoke the woodstove. More importantly, workspace was always accessible to children and spouses, resulting in frequent interaction; no one established rigid boundaries between work and family space.

The use of time in these families echoed the ready integration of work and family space. Time was just as accessible as space was, and all home workers reported working very flexible days, with frequent interruptions for responding to family needs. Women especially put aside work to read to a child, delayed work in order to take a mother shopping, interrupted work to greet children returning home from school, or simultaneously worked while helping a child with school work. Their work hours were varied, punctuated by interruptions for everything from breadmaking to going to a school pageant, and displayed almost no standardization. Men's work days also showed this pattern, though to a lesser degree than women's, with both genders bending work demands to meet family needs. Crucial to understanding home-working families' experience of work time, then, is to establish a different definition; most studies of work and family time rely on the either-or allocation of minutes to one or the other domain. What characterizes these families is not the allocation of time to either work or family but instead the flexibility of time as a responsive medium. Home workers creatively deferred work in order to go on a family trip, clumped work in the late evening after children had gone to bed, worked simultaneously with performing other tasks (chatting with a child or visitor) and in general reconstructed work time to fit other needs. At the very least, we'll need to rethink the suitability of our current research tools and concepts before applying them automatically to such alternative family work styles.

The opportunity to blend work and family space and time is one apparent consequence of working at home. Another form of blending appears to occur in family roles where spouses and children participate in the home work activity. No worker reported working completely alone and unassisted by family members in any way. Instead, depending on their outside responsibilities, spouses assisted directly with processes of the home work job, or supported it through providing bookkeeping or supply/order services in their spare time. One knitter's husband sewed

buttons on all the cardigan sweaters while a shoe stitcher's husband helped her with lacing during rush times. Other spouses typed, organized, packed, answered telephones and generally assisted where needed; no one was uninvolved. More significantly, women especially reported that their husbands participated to a far greater extent in household labor and child care than when the women had worked out of the home. Apparently, having your wife's materials and work process right under your eyes made it more difficult for men to ignore women's household contributions. Nonetheless, few households described themselves as deliberately egalitarian, and it appears that home work has a more subtle effect on family roles, encouraging greater sharing for very pragmatic rather than ideological reasons.

Children, too, played their role. All children were very familiar with their parent's work and all verbal children accurately labelled and described processes and tools used by the home working parent. These are not children to whom parental work is a foreign world but rather children to whom the workspace is accessible, comfortable territory. Children younger than school age were present while their parents worked (the youngest was a hairdresser's infant present in her shop as she worked) and, as they casually observed their parent's work they gradually participated in it in developmentally appropriate ways: watching, playing with materials and tools, assisting with simple tasks, performing small chores. Children's involvement was not solicited or, during my observations, coerced in any way; instead, children participated in the same way they might sporadically assist a full-time homemaking mother or a farm parent. Curiosity and proximity to parents motivated their interest, not parental request.

Children also helped to complete the circle of family rationale for home work. Remember that women especially had chosen home work in order to fulfill family needs, usually to respond to the presence of young children. Interviews and observations indeed reinforced that preschool children were present and being attended to by their home-working parents. Very interestingly, however, school-aged children were verbally reinforcing and appreciating their parents' work choices, repeatedly saying that they liked having their parents available to them. As one twelve year old girl said, "Well, we're probably a lot luckier because we can see our parents. A lot of kids, like their parents come home, they feed 'em dinner, and they're off again. They don't get to spend much time with them." A nine year old said that most working parents don't have time for their children, that they're always in a "rush" but that her home-working mom takes time with them and always puts aside her work when they come home from school to talk about the day.

A final observation about home-working families suggests one further family system benefit: adaptation to changing circumstances. As a simple example, the child home sick from school usually creates a major disruption for parents working conventionally out of the home. By contrast, one of my observations occurred while a child was home sick from school and I saw how her home-working mother easily incorporated sick child nursing duties into her usual, flexible daily routine. Another family experienced major, unanticipated surgery for their preschool daughter and by bunching up and re-arranging her work schedule, the mother was able to join the father for the entire week's stay in the hospital with the child. Other, simpler examples of such work-family adaptability occurred around family excursions on the first beautiful day of spring, taking a college course, and other homely examples of families meeting their needs responsively rather than running into a stone wall.

From my own research, then, these are a few key variables to consider when examining home work. For these families working at home, space and time use are quite unique, compared to most American workers. We need to analyze these concepts more closely with other families to determine how widespread this usage may be. Further, home work seems to draw in spouses and children in ways perhaps unanticipated by the home worker whose original decision was more simply motivated. Home work implies consequences for family involvement quite distinct from most families' work experiences. We obviously need to understand more about this very personal and intimate interplay.

Family researchers beginning to explore this area are investigating other potential variables. How do experiences of home work vary by race? Class? Gender? Nature of job? One might expect that the lives of these rural, primarily working class white families with two parents will differ considerably from the Puerto Rican immigrant performing illegal garment industry home work in New York City, or from the single-parent female MBA running a consulting business from her home. The parameters of these differences need to be explored, but we also need to consider similarities, especially around the theme of family and children. Historians have pointed out that women have always worked, and that much of their work strategy has been aimed at accommodating the needs of work and family. Home work represents one potential such strategy for late twentieth-century women seeking balance between conflicting demands, and educators and researchers concerned with the lives of families need to scrutinize this strategy carefully before advocating or condemning. (11)

"REVERDURE"

part of an excerpt from Clearing
by Wendell Berry

1.
You never knew
what you are going to learn.

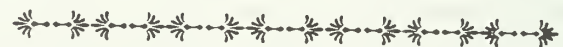
2.
The wintering mind turns
inward, like the earth
wintering. Beneath frost
it keeps future and past
alive. In spring it rises
from its deeps, folds out
again to light. Mind
and leaf unflex in shine.

3.
How to get in
and out of your mind?
The way in prepares
the way out.

Clearing

A Harvest/HBJ Book

Harcourt Brace Jovanovich Publishers
New York



We act as though comfort and luxury
were the chief requirements of life,
when all that we need
to make us really happy
is something to be enthusiastic about.

-Charles Kingsley, novelist

Research on Work and Family Issues

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Background

The structure and needs of the workforce are rapidly changing. Close to two-thirds of all women with children under six are in the workforce.¹ The typical married family is now composed of two wage earners and the number of single parent families continues to rise.² At the same time, the number of workers responsible for the care of both children and elderly relatives is expected to increase significantly into the next century.³

While these trends in workforce demographics affect the family, family needs have an affect on worker productivity.⁴ Research conducted by the Bank Street College of Education in New York City reveals that "between two and three male and female employees out of every five are struggling to manage their job and family responsibilities."⁵

A number of employers have begun to examine and adopt new employment practices to help workers reduce the strain between job and family roles. Some initiatives include flextime, child care assistance, wellness programs and work & family seminars.

The Maine Work and Family Issues Project

The Maine Work and Family Issues Project was funded by a Consumer and Homemaking Education Grant in the Fall of 1986 to study work and family issues in Maine. The purpose of the project was to encourage the Maine business community to examine and respond to the need for work and family management seminars that may be offered at the workplace and to recognize home economists as resource

¹Galinsky, E., Hughes, D., & Love, M. (Fall, 1987). Work and family: Research findings and models for change, ILR Report, XXV, (1), p. 13.

²U.S. Department of Labor Women's Bureau. (August 1986). Alternative work patterns, Facts on U.S. Working Women, (86-3), p. 1.

³U.S. Department of Labor Women's Bureau. (October, 1986). Caring for elderly family members, Facts on U.S. Working Women, (86-4), p. 2.

⁴Couch, A., Glosson, L., & Felstehausen, G. (June, 1986). A Study to Determine the Relationship Between the Workplace and the Home, Texas Education Agency, p. 78.

⁵Galinsky, E., Hughes, D., & Love, M., op. cit.

people for these seminars. The ultimate goal of the project was to improve family well-being and the quality of life.

The project consisted of three major components:

1. A business survey
2. Educational seminars at the workplace
3. Professional development for home economists

Component 1: The Business Survey

A questionnaire was mailed to five hundred Maine businesses, including two-hundred fifty-six manufacturing and two-hundred forty-four non-manufacturing businesses in November 1986.

The manufacturing firms in the sample were those Maine companies that employed one hundred or more people and were registered with Towers Publishing Company in Portland, Maine. The non-manufacturing firms in the sample were randomly selected from a computer generated list of Maine businesses in finance, health services, insurance and retail trade provided by Towers Publishing Company. The non-manufacturing companies in the sample ranged in size from one to over one thousand employees.

The questionnaire included questions on three topic areas.

1. Job Performance

Possible job performance indicators of problems were listed. Respondents were asked to check those they had seen in their company that might be a result of work and family conflicts.

2. Family Issues

Family issues that may affect employees were listed. Respondents were asked to check those they felt their employees were currently experiencing as problems.

3. Educational Seminars

Seminar topics that address the management of work and family were listed. Respondents were asked to check those topic areas that they felt their company would offer and those that are currently being offered.

The response yielded eighty-six replies and a variety of viewpoints. Of the total respondents, 45 percent were in upper management, 45 percent were in staff development

or human resources, and 10 percent did not list their title. Companies ranged in size from one to over one thousand employees.

<u>Number of Employees</u>	<u>% of Respondents</u>
1 - 100	41%
101 - 500	34%
501 - over 1000	25%

Completed questionnaires were received from each classification of company in the sample.

<u>Classification</u>	<u>% of Respondents</u>
Manufacturing	36%
Insurance	24%
Health Services	16%
Finance	13%
Retail Trade	7%
Other	3%

Summary of Study Findings

1. Job Performance

The job performance behaviors most frequently checked as possibly resulting from work and family conflicts were fatigue, tardiness, overtime refusal, low productivity, absenteeism and poor health.

2. Family Issues

High stress, financial problems, and not enough time were the most frequently checked family issues that respondents felt employees in their company were currently experiencing as problems.

3. Educational Seminars

Eighty percent of the respondents said they would consider offering worksite seminars on work and family issues. Of those companies who indicated an interest in offering seminars, 30 percent employed 1-100, 41 percent employed 101-500, and 29 percent employed 501-over 1000.

The topic areas most popular with respondents who would consider offering worksite seminars were stress management, time and energy management, and decision-making. Less than one fourth of those who would consider offering seminars indicated that some of these topics were currently being offered.

Percentage of Those Who Would Consider Offering Seminars

	Would Offer	Currently Have
Stress Management	78%	18%
Time & Energy Management	74%	12%

Decision-Making	73%	20%
Balancing Work & Family	71%	5%
Communication Skills	70%	17%
Nutrition	70%	23%
Building Self-Confidence	62%	9%
Improving Self-Esteem	59%	6%

There is clearly an interest on the part of a number of Maine companies for educational programs at the workplace to provide employees with information, skills and practical solutions to work and family conflicts. While 80 percent of the Maine businesses that responded to the survey indicated an interest in offering work and family seminars, only a small number of companies currently have such programs.

Component 2: Educational Seminars

Six Maine companies were targeted as pilot sites for work and family seminars. An employee needs assessment questionnaire was sent to each of the companies participating in the pilot project. The assessment results for one company with a total of eight-three employee responses are indicated on the following chart.

<u>Topic</u>	<u>Number of Respondents Who Indicated An Interest</u>
Managing Stress & Change	60
Time & Energy Management	43
Building Self-Confidence	41
Balancing Work & Family	36
Nutrition	32
Healthy Families	16
Selecting Child Care	4

A total of ten Home Economics Work and Family Seminars were conducted at seven sites with approximately three hundred Maine employees in attendance. Practical information was often taken home by employees for use with families and friends - thus greatly increasing the number of people reached by a seminar.

The curriculum was developed for specific audiences and the seminars were customized to accommodate onsite facilities. The programs ranged in length from one to two and one-half hours and were designed to provide personal growth. Seminars were conducted on the following topics:

- Time & Energy Management
- Managing Stress & Change
- Managing Job and Personal Responsibilities
- The Changing Family
- Nutrition & Wellness
- Success Skills for Women

Focus on Families: One Business Zeros In

Ann Zdanowicz
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". . . our social life has undergone a thorough and radical change. If our education is to have any meaning for life, it must pass through an equally complete transformation," so said John Dewey in The School and Society.¹

Employees come to work with all kinds of mental stresses. In order to enable the employees to focus on work, some of their concerns must be dealt with in the workplace. Progressive corporations like Central Maine Power Company will address these problems. Central Maine Power's search for solutions to these problems is the focus of this paper.

Expectant mothers must tackle the overriding question of who will care for their babies when they return to work. The choices are disappointingly few. In an ideal world, one would be able to choose a day care center which is not too expensive and which has teachers with values similar to the parents'. Unfortunately, parents too often have to settle for less than the ideal. With both Mom and Dad away at the office or store or factory, the child-care crunch has become the most wrenching personal problem facing millions of American families. Who's mind-ing the preschoolers and/or the latchkey kids?

At the same time, the first ripples of the approaching age wave are being felt by employees and employers. Who's home with Grandmother? Elder-care is being added to a woman's traditional role of wife, mother, and homemaker, as well as her new role of worker. Furthermore, the issue of elderly-parent care comes as many women are struggling to balance changes in their work status, trying to return to work after raising children, or finding themselves as sole breadwinners in single-parent families.

Combining a demanding career with marriage is a piece of cake compared with combining a demanding career with

being single. If you're single? Yes! First, your boss probably expects you to work longer hours - because, after all, you have no responsibilities at home (except doing the laundry, taking the car for repairs, and running errands). And when the long workday is done, when all the career woman wants to do is go home and have dinner (which has to be made,....if she has gone grocery shopping) then collapse, then it's time to ... go out on the town? Tend friendships? Look for Mr. Right? Sure, if she has any energy left.

These situations are just a few examples of the baggage that today's employees bring with them to the workplace. Are companies helping employees deal with these family concerns? Can an education system be utilized to help meet these concerns?

Many forward-looking corporations have gone further in meeting the needs of families than have schools. It is time that more educators, home economics educators in particular, become more deeply involved in providing the programs and the expertise necessary for all parents and students to interface more effectively with the changing society.

Some of the more important changes in society that directly affect both schools and businesses seem to fall within the sphere of home economics. If we take literally the definition of home economics as a field of learning that emphasizes the application of scientific principles to every day problems, then obviously home economics educators have their work cut out for them.

The demographic trends say that less than 10 percent of U. S. Households are comprised of the "traditional" nuclear family. If that is a given, as home economists we need to help families live with this new model. Joyce Wilson-Sanford, Director of Organizational Development for Central Maine Power Company sees home economists as being critical in helping families form a healthy link between home and the workplace by teaching people to manage time and energy.

How do we maintain a quality life in this changing society? Sanford says, "home economics educators can be instrumental in teaching students how to live with this new model by teaching a unit on Work & Family Issues." As part of this unit students can learn to communicate their concerns about:

¹Dewey, J. (1900). The School and Society. Chicago: University of Chicago Press.

- Work and family choices
- Prioritizing work, family and recreational activities
- Parents' work schedule
- Sharing feelings about work and school

Talking about these concerns can help to soften the boundaries between families, work and school, meet the demand for quality work, and make work more meaningful. This communication will create an atmosphere that will produce innovation solutions to pervasive problems.

Central Maine Power Company recognizes the relationship between social problems, the schools, and the workplace. In an attempt to begin to address some of these problems, a Work and Home Task Force was established to study the needs of employees in regard to work and home issues, and to provide management with a picture of these needs from which a plan of action could be made.

The purpose of the Task Force is to paint a picture of reality. It must ascertain the needs to be addressed rather than provide solutions. The theory being tested follows: if one feels good about home, that feeling carries over into the workplace and vice versa. It is known that many of the skills learned in either the home or the workplace are transferable to the other; it is a myth that home and work can be separated.

For example, the executive who takes a listening course at work often practices the skills s/he has learned at home. After a training session Central Maine Power Company conducted for supervisors, people reported that they were more effective at home in maintaining their self-esteem when facing conflict. Sessions like these motivate people to improve their problem-solving skills and stimulate new ideas. Communication skills are the heart of management training. These same skills are vital to family life. They are transferable.

The goals of the Task Force were identified as follows:

1. to determine the need of employees and their impact on the Company regarding work and home issues,
2. to determine what, which and how issues should be addressed by the Company,
3. to heighten awareness of work and home issues,
4. to develop methods to bring the three Divisions and sixteen District offices of Central Maine Power Company into this process, and
5. to suggest possible alternatives to dealing with specific home and work issues.

Originally, the Task Force was heavily weighted to the issue of day care. To determine what the burning issues were, several focus groups were convened in a variety of work locations. Each member was asked to talk

to five people, explain the purpose of the Task Force, and find out what were their three most important issues surrounding work and home. Some of their findings were:

1. More time flexibility was needed.
2. Lack of awareness by children of what Mom and Dad do all day long.
3. Inadequate care for the elderly.
4. A lack of balance between work and other parts of their lives.

The Task Force developed an Action Plan as follows:

1. Make an assessment of employee needs by sending out a questionnaire. This questionnaire would identify topics about which workshops should be offered.
2. In order to heighten awareness, supervisors, directors, and managers would be briefed on what the picture of reality is regarding work and family among Central Maine Power Company employees.
3. Present an Action Plan to upper management based on the results of the questionnaire.

This Task Force is still in its infancy, and final conclusions have not yet been drawn. As a home economics educator, I believe that Central Maine Power Company and other companies should look closely at the following suggestions for balancing home and work. Home economists could take leadership in encouraging and establishing nursery schools, all-day kindergarten, latch-key programs, summer programs and courses on gerontology. Some of these can and should be done in cooperation with the schools. Perhaps the adopt-a-school movement can expand its efforts in these directions, since these problems are commonly faced in schools and business and industry.

The direction provided by this Task Force to Central Maine Power's management is currently undefined, but it appears that home economists will be in the forefront among the problem solvers. Forward looking companies like Central Maine Power Company can become models by focusing on how families are balancing the needs of the home and the workplace. (1)

Scott-Jones, D. (1968). Chapter 2, The Family The Contributions of the Social Sciences to Educational Policy and Practice: 1965 - 1985. J. Hannaway and M. E. Lockheed (Eds.). Berkeley, California: McCutcheon Publishing Corporation, 1968.

"If we are to survive as a nation, our schools must help us find our moral common ground and help us learn to live together on it."

-Moral Education in the Life of the School
ASCD Update, June 1988

Kathleen Herring
Home Economics Teacher
Dexter Regional High School
Dexter, Maine



What does the stress of an account in the red, the running out of inventory, and the pleasure of good publicity have to do with home economics? Plenty at Dexter (Maine) Regional High School since EC-CO-IT+ Corporation started in the spring of 1986!

Imagine the following scene: a student is seated in a chair opposite a retired executive from a national employment service. The executive is interviewing the student for a vice-president's position. No, this is not another role play, this is the beginning of a real life business venture.

A student leaves study hall. The student walks into the Industrial Technology shop and consults, not with the teacher, but with the foreman. A safety check is made and an area of production is closed down because a potentially dangerous situation exists. Another "World of Work" student is doing his/her job for EC-CO-IT+ Corporation.

These are examples of real activities, all part of running the small business that is a cooperative venture of the home economics, industrial technology and cooperative education classes at Dexter Regional High School. This year will be the third year of EC-CO-IT+, the brain child of Ron Clukey, Cooperative Education; Al Lee, Industrial Arts; and Kathy Herring, Home Economics. Students in the classes set-up, finance, and run a business which produces a product, advertises and sells it.

What makes EC-CO-IT+ work? Teamwork, interdisciplinary involvement, cooperation from the administration, school board, and the community, and excited students combine to make this project a success. It has been refreshing to see students become excited about the company. Several have decided to continue their education beyond high school due to their involvement in the project. As Principal Raymond Poulin, Jr. said, "I have never heard one single complaint." Everyone thinks it is a very valuable tool to help students understand the free enterprise system. He went on to say, "The students find out that starting a business is not all 'peaches and cream' and that people who have been successful in business have earned it."

The project has earned accolades from the Maine Council on Economic Education and Maine's Governor, John McKernan, and the Commissioner of Education, Eve Bither. The Governor and Commissioner visited the school and heard a firsthand report from students involved in the process.

The project begins each year with classes meeting in a local business setting for a seminar. During the seminar students are initiated as official employees of the EC-CO-IT+ Corporation. Highlights of the day include company formation activities lead by the teachers and guest speakers from business and industry throughout the state. The speakers relate their experience with small business endeavors.

After the initial meeting, individual classes function under the direction of their teachers using a curriculum designed in the Summer Workshop on Economic Education sponsored by the University of Maine and the Maine Council on Economics Education. The overall goal of the curriculum is to develop skills in running a small business.

Objectives include:

The students will:

1. experience the benefits and disadvantages of financing, owning, and operating a business;
2. gain an understanding of economic concepts through the utilization and coordination of design research, production, and marketing a consumer product;
3. learn about the resources available to a small business;
4. evaluate the production skills of others;
5. learn positive interpersonal relation skills;
6. become aware of the individual's impact on the company, the economy and the business world;
7. gain an understanding of their responsibilities to themselves, the company, the government, environment, and society as a whole;
8. make decisions based on socio/economic theories.

The home economics curriculum in the "World of Work" class has these additional goals:

The student will:


1. become aware of benefits available to employees;
2. understand laws concerning worker's rights;

3. acquire knowledge of fringe benefits;
4. learn decision making skills;
5. gain knowledge of labor unions, contracts, negotiations and strikes;
6. practice job application and job interviewing skills;
7. learn management skills needed in a small business;
8. acquire knowledge about financial planning;
9. review the impact of a job on family life;
10. evaluate the skills and interpersonal relationships needed to be a good worker, family member and community member.

The "World of Work" class puts into practice the skills cited in the objectives by writing job descriptions, developing interviewing skills, writing resumes, and learning about personal relations on the job. A computer is used to generate the students' written and edited newsletter, one of the methods of communication among the classes involved in the project. Communication is also carried out by videotaping, memos, inter-class meetings, and weekly Board of Directors' meetings. "World of Work" class members act as the management team for the company, an excellent way to use the skills learned in other home economics classes that deal with decision making and leadership skills. Stock is sold by the class to generate income to run the production in the Industrial Technology class and the advertising campaign in the Cooperative Education class.

The overall financial outcome of the project has been a "break-even" balance sheet. Business last year showed a profit after producing and selling 300 bird shelters. This year's project "ate up the profits" due to production problems in making video cassette holders. After doing market research for the next year's project, the students will be producing and selling a student designed Maine clock.

The closing seminar is held after the following tasks are completed: the production is done, guest speakers have talked to classes about various components of the business and the books are balanced. Students, teachers, and guests combine their efforts to pay debts, pay stockholders, and then divide the profits and losses. The corporation goes through the procedure of dissolution and leaves records in order for the start-up next year.

Next year will be another year of curriculum revision, new product research, along with the headaches and positive happenings. Who knows? Maybe someday one of these students will become a major force in our country's economic history. Then we can say, "We knew them when they were part of EC-CO-IT+...The Dexter Regional High School Business Venture People." 

_____, you are going to be absent from school for a few days. I send along my wishes for a great time! Because of this very special opportunity you will be experiencing with family/friends instead of attending regular classes--which are almost impossible for you to makeup-I am giving you a choice of creative related assignments to complete as a substitute for the classwork.

REQUIREMENTS:

1. Select one suggested activity for each 2-3 days you will be absent from school.
2. On your trip, keep notes about your experiences, observations, and thoughts related to the chosen topic to aid you in completing the assignment.
3. Your work will be evaluated (graded) according to the following criteria:
 - a) quality of content--descriptions, accuracy, reactions with reasons.
 - b) readability--neatness, the mechanics of punctuation, grammar, & spelling.
 - c) the complete written report turned in within three days of your return to school.

PROJECT SELECTIONS: A brief summary of your trip AND:

1. A report of how you made a new friend while you were away. Describe the attraction to the person, place and situation, conversations, verbal and emotional reactions, and future commitment to the friendship.
2. A report about (select one) an amusing, happy, fun, difficult, strange, or uncomfortable family situation that happened on the trip. Include the circumstances, place, situation, conversations, verbal and emotional reactions and what everyone would do differently if they had the chance to relive the moments again.
3. A report summarizing how you helped to plan, shop for, prepare, serve, and clean up the foods and beverages for one meal while you were away.
4. Make a collection of the regional and cultural food and beverage recipes with an explanation of how each influences the eating habits of the people who eat and drink them. Select a food product you really liked, prepare one sample recipe to share with the class.
5. A report of how your housing needs were met while you were away from home. Tell what you missed the most and the least. Explain how you would help others to choose their housing needs for comfort while away from home. (continued on page 35)

The Guest Artist Program

Elizabeth Doiron
Home Economics Teacher
Rumford Junior/Senior High School
Rumford, Maine



Home Economists are very much aware of the wealth of knowledge and human experience people in our communities provide. Many of us in the teaching profession regularly utilize resource persons or places to enrich our curriculum. Rumford, Maine is especially fortunate to have excellent people ready and willing to visit the classroom to share their expertise. The welcome mat is always out at local businesses or community services whenever a field trip is desired. The school system is generous in providing transportation for these special events.

Out of the successful resource activities, Rumford Junior/Senior High School has developed a very special guest artist program. This program recognizes that within this geographical area there are very talented individuals who utilize creative skills to enhance their lives and to contribute to the family income. In fact, many portions of this state have small shops which display, with pride, the creations of the local citizens. Regional craft organizations have exhibits and sales periodically throughout the year and especially during the summer tourist season.

The resurgence of consumer interest in quality hand-made products combined with an abundance of creativity in this locale sparked the idea for the Home Economics Guest Artist Program. In 1983 the proposal, along with a request for one hundred dollars to fund the project, received enthusiastic approval from the administration. The program was implemented in the fall of 1984 and continues to this time.

Each year, with one exception due to a budget freeze, two guest artists have spent an entire day at the Rumford High School in the library/media center located off the main lobby. The first guest is usually scheduled during the Fall semester while the second is reserved for the month of March in order to coincide with Maine Home Economics Week. Six forty-five minute presentations are generally given. Home Economics students are required to attend. When space permits, other students, accompanied

by their teachers, are invited. Many faculty members and administrators drop in to observe as well.

The opening event was a demonstration of a home knitting machine. Mrs. Sandy Shaw, also an experienced math teacher, focused on the use of basic math skills and the importance of following directions when creating designs for knitted items. The machine itself was an interesting item to the mechanically inclined in the audience, and was indeed fascinating to see in operation. Students viewed a display of hats, sweaters, books, and patterns as they learned how to choose quality yarn and care for the finished product.

Our second guest, Mrs. Elaine Whiting, designer and artist, presented a variety of specialities. Stuffed toys of her own design, including large fanciful mice which had been photographed for a calendar, caught the attention of the students. She also displayed and discussed books which would be useful to someone starting a business or marketing a product. The importance of applying for a patent was another timely topic. During the day, Mrs. Whiting made an original bear which was later won by a student.

Quilt making captured the interest of many when Mrs. Catherine Calef displayed an antique quilt along with many of her own beautiful hand made designs. As an instructor in our local Adult Education Program, Mrs. Calef offered yet another option for creative talent. Teaching others, rather than marketing, was her specialty. Her historical information about each pattern was a bonus. Books, instructions, and many special design patterns complemented the presentation. Students were intrigued to learn that all her sewing was done by hand.

Students were fascinated with the teddy bears on display when Mrs. Diana Rowe visited. The entire collection of teddy bears won the hearts of the audience. They ranged from large to miniature, each with a distinct personality. She invited the students to cut, stitch, and stuff during each of her presentations. By the end of the day a bear had been constructed. Mrs. Rowe embroidered a face, added a few touch up repairs, brushed the fur and presented the bear to the Home Economics Department, where he proudly sits. Because so many students requested patterns, Mrs. Rowe made her

(continued from page 33)

designs available and even returned to school on another date to assist in the construction of the bears.

The local fire chief presented the special event for 1987. Chief Eugene Boivin is well known in this area, however many students were not aware of his exceptional talent in creating objects with stained glass. They were also surprised to learn that Mr. Boivin developed these talents through our own community adult education program. Extra chairs were added to accommodate the large number of students who came to his presentation. The audience included students from art and industrial arts classes. Mr. Boivin demonstrated correct glass cutting techniques while stressing safety and proper use of equipment. He selected certain pieces of glass for specific projects such as those which simulated bird feathers or changed color as the light passed through. His magnificent display included a hanging lamp, sun catchers, jewelry boxes, and his own kitchen cabinet doors, each with a different flower.

The Fall 1987 program was a graphic arts session with Ms. Sherri Fowler. This lady of many talents displayed a variety of dolls, paintings, prints, and even a hand carved decoy along with a great variety of screen printed originals. Ms. Fowler related how she started with very little, even making some of her own equipment, and now has a studio in her home. Students were very attentive as she explained how certain designs originated and how her trade marks of MR. PUSSUMS and Dr. PUSSUMS evolved. Her exhibit included a pattern of a cat design printed on fabric ready for the customer to complete. T-shirts were a favorite of this age group, especially since some designs had been created for a well known raceway in the area. The most exciting part of each presentation was when students were invited to screen print on paper or fabric provided by the Art and Home Economics Departments. They were standing in line during lunch and after school for an opportunity to screen print. Once again, the guest artist was enjoyed by students from several other departments.

As stated earlier, we are indeed fortunate to have such talented people in our area. Contacts for guest artists have been made through the school administrator, friends and colleagues. Local/regional craft organizations and area businesses are anticipated future sources.

I believe the Guest Artist Program contributes to the Home Economics goal of improving the quality of family life. It demonstrates how an individual's skill, creativity, and talent can enrich life either as a vocation or an avocation.

The tremendous personal satisfaction derived from these creative activities is a positive factor. This satisfaction builds self esteem, much needed by our young people. The entrepreneurs are also role models for the student who may be interested in starting his/her own business. These entrepreneurs also demonstrate that a "cottage industry" is indeed a realistic way to supplement one's income. **it**

6. Create a chart recording the family's total "trip budget". (Note: when the amounts are converted to percentage, this record becomes impartial and should be non-threatening.) Keep track (by percentages if desired) of all experiences. Briefly describe what purchases family members made that they were most placed with and tell why. Briefly describe what family members would do differently if given a second chance (regarding money spent for goods and or services).
7. Any other ideas acceptable to you, your family, and the teacher.

Student and parent/guardian, read, sign, tear off & return this portion to Mrs. Biese before leaving for the trip or vacation.

I, _____, have read the above information (parent/guardian) _____, agree to the terms stated herein, & will supervise

the completion of my student's "planned" selected

project(s) for this absence. Student name _____

Project(s) by # _____.

SKILL: Conceptualization

COMPONENT SKILLS: -Concept formation

-Interpreting data

-Comparing

-Inferring

-Explaining

PROBLEM: How should members of a group (or family) function as a team--cooperatively--for the benefit of the whole group?

Mrs. Rita Biese

Home Economics Department Head

Appleton Area School District, WI

Women and Work: An International Perspective

Janet Wilk
Teacher, Home Economics
Mt. Ararat School
Topsham, Maine

Inequalities in the world of work have existed for women since the dawn of time but have broadened with the industrialization of our societies. As industrialization turns to computerization the inequalities have not disappeared.

Some of the major factors contributing to these inequalities and inequities are identified in the following section. By focusing more clearly upon them, perhaps we can move more rapidly towards greater equality and fair treatment.

1. Women's work has not been perceived as productive.

Women's roles have long been that of food preparer, fuel and water provider, child care giver, health care giver, and subsistence food farmer. This type of labor provides no cash and thus carries diminished status for women. However, being a wife and mother, which consumes at least half of a woman's time and much of her energy is essential to society. If unpaid household labor were given a monetary value, it would equal approximately \$4,000,000,000,000 to the annual economic product of the world.¹ It is important for this value to be recognized.

2. Women in agriculture have been underestimated, underpaid, and untrained in modern agricultural development.

Half of the world's female population lives in rural areas of developing countries where a woman working the land and tied to food production may devote more than 15 hours a day gathering fuel, providing clean drinking water, preserving and preparing food, planting and tending the crops, preparing and storing the crops for later use, and taking care of the animals, the household, and children.²

In Africa, three quarters of the work related to agriculture is done by women.³ Although this percentage

is probably the highest in the world, it is estimated that women are accomplishing substantial agricultural work in most other regions of the world. In Asian countries women comprise approximately half of the work force in agriculture. In Egypt, reports vary, but in some areas, women in farming reach 50-70%.⁴ Agricultural achievements, such as improved fertilizers and improved equipment and marketing have increased crop production in many parts of the world. But, women have not generally benefited from these achievements. In some respects, women have fewer opportunities because of these changes.

For centuries men and women labored side by side to farm their land-equal partners in food production. With the advent of mechanized agriculture the situation was altered drastically. While farming machinery and advanced labor-saving technology have been directed mostly toward men, women in many parts of the globe have not been rewarded with comparable technological advances. The Food and Agriculture Organization reports that women, although heavily involved in the production of agricultural products, have little access to training or education and are seldom part of the decision making process, as far as farming needs are concerned.⁵

Latin American women are being edged out of agriculture altogether because of increased mechanization and land reform, which has been promoted by nationalized or multinational agricultural businesses. Most women are hired only for the harvest if extra labor is needed. Asian agriculture is greatly affected by a general scarcity of productive land. Women's roles there tend to vary from one sub-culture to another.⁶

In Africa, agricultural development has also been pronounced. Most African food-producing countries have converted much of their subsistence or food crops to cash crops for export. Growing yams has been replaced by growing such products as cotton or coffee. Thus female work production has been converted to a male work form of agriculture. Grave nutritional problems arise from this type of transition. For example, women in citrus producing countries are often forced to choose a cheaper,

¹American Home Economics Association. (June, 1986). Global Connections Workshop Materials.

²United Nation's Development Programme. Women and the New International Order. Development Issues Paper, p. 2.

³World Conference to Review and Appraise the Achievements of the U.N. Decade for Women. (July 15-26). The State of the World's Women, 1985. Nairobi, Kenya, p. 6.

⁴El Saadawi, N. (1982). The hidden face of Eve. Boston: Beacon Press. 185-6.

⁵World Conference to Review and Appraise the Achievements of the U.N. Decade for Women, op cit., p. 7.

⁶World Bank Annual Report 1984. (1984). World Survey on the Role of Women in Development. Washington D.C.: Reprint from the World Bank Annual Report 1984.

artificial fruit drink because the fruit is being processed for export. The family as a whole may suffer from an inadequate or costly food supply.⁷

Men often eat first leaving less desirable or inadequate amounts for the women and children. A woman's nutritional needs often go unmet since manual labor plus childbearing and breastfeeding place unique demands on their bodies. Life expectancy for females in most developing countries (primarily subsistence farmers) is 50-55 years of age -- 10-15 years below the world's average.⁸

Male migration in countries such as Botswana to higher paying mining jobs has decreased the agricultural work force and increased the demands on women to take up the tasks left by the departing men. Here as elsewhere in rural areas, the women typically carry far more of the work load than the men.⁹ In general, wherever one looks, women tend to be under rewarded for their productivity. The rewards are not commensurate with the contributions made.

3. Since money (and land ownership) are directly linked to status, women are indeed the subordinate sex.

Women receive ten percent of the world's income and own less than one percent of the world's property.¹⁰ In rural areas of the developing world where women do most of the farming, an estimated half a billion million people have no land. In many parts of the world laws of marriage and inheritance prevent a woman from owning or administering land without the consent of her husband. In Egypt, as in most Islamic countries, women have the right to control their own possessions and money but their husbands have the right to prevent them from taking a job or even leaving the house.¹¹

4. Worldwide, women still play a minimal role in industry as part of the job pool, in its planning and in its development.

Things are changing. In 1980, three out of ten women in the world were employed in industry - a 104% increase. A significant amount of this increase has come in developing countries, especially in Asia.¹² North America has seen the largest increase of women in the paid work force over the past 30 years. Ninety eight percent of women with jobs were employed in services or industry.¹³

In other areas of the globe, more and more uneducated women leave agricultural drudgery behind in hopes of finding employment in the growing urban areas. Here they find themselves restricted to employment as domestic servants or in food processing plants. Many find themselves without a job after they marry or have a child.¹⁴

There has been an increasing dependency of countries, especially developing countries, on multinational corporations. Textiles, food-related industries, electronics and other labor-intensive industries are increasingly shifting from developed countries to developing areas. Although other factors influence the relocation of such industries, a ready supply of cheap labor, mainly women, is a major consideration. The majority of these industries produce their goods for export.

These new job markets for women usually lead to other unskilled, low-paying jobs under poor working conditions. Owners of multinational corporate offices are thousands of miles from the factory and rarely employ nationals (men or women) in management or decision-making positions.

In the last decade the numbers of women in the job-pool has increased. Women's employment opportunities have improved primarily in clerical positions, cleaning, nursing, food and textile assembly-line work.¹⁵ Women's efforts to move into management will be minimal as long as preferential treatment toward men for economic opportunities and training continues to exist.

Although developed countries such as the U.S. have seen a larger number of women in the workforce, American working women have not drastically improved their relative earnings position. In 1982 women were still taking home three fifths of what men were earning.¹⁶ Lower wages may reflect the high number of women in poor-paying jobs, inadequate training for women, and recruitment procedures which are male directed. Muslim and Latin American countries lag behind in women's participation in an active labor market, partially because of cultural stigma.¹⁷

5. In Some developing countries women are becoming more actively involved in what is now call "cottage industries."

With urbanization and the arrival of new shops and industries, many urban "business people" of the streets are finding it difficult to earn even a precarious living. Many of these street sellers, who are mostly women, sell hand-dyed textiles, woven rugs or leather goods. Uneducated and untrained, these women are relying

⁷World Conference to Review and Appraise the Achievements of the U.N. Decade for Women, op. cit., p. 7.

⁸Sivard, R. L., op. cit., p. 6.

⁹World Conference to Review and Appraise the Achievements of the U.N. Decade for Women, op. cit., p. 5.

¹⁰United Nation's Development Programme. Women and the New International Order. Development Issue Paper for the 1980's, No.12., p. 4.

¹¹El Saadawi, N., op. cit., p. 186.

¹²"World Survey on the Role of Women in Development", op. cit. p. 5.

¹³World Conference to Review and Appraise the Achievements of the U.N. Decade for Women, op. cit., p. 9.

¹⁴INSTRAW News. (June, 1985). Women and International Economic Relations. Vol. 11, No. 1-2, Santo Domingo, Dominican Republic, p. 26.

¹⁵World Conference to Review and Appraise the Achievements of the U.N. Decade for Women, op. cit., p. 9.

¹⁶U.S. Department of Labor. (April 1983). Women at Work: A Chartbook. Bulletin 2168, p. 28.

¹⁷Sivard, R. L., op. cit., p. 12.

on their informal abilities to compete in the economy.¹⁸ Textiles and needlework lend themselves particularly to this type of female employment. Yet, training to do their own bookkeeping and complete business transactions is necessary.

6. Few provisions are made in the work world to accommodate both work and family.

Choice and economic necessity place women in the world of work. Yet most governments and many businesses are not willing to provide services to aid their families. The woman is still expected to provide these services in addition in spending long hours working in the fields or in the factory.

An increasing number of households world wide are headed by women. Today, women head one fourth to one third of the world's households and this number continues to rise. Migration, pre-mature death of the husband, divorce or separation often split families and leave household and wage-earning responsibilities to the woman.¹⁹

Few child care options are available for women, even though many cultures encourage women to have several children. In Swaziland, most young children are expected to live with their maternal grandmother for a few years. Their mother may be employed or may be preparing for the birth of another child. While living under the grandmother's roof, frequently with their cousins, children learn the accepted behavior of the social group and are the recipients of traditional stories, songs and dances of their culture.

In the United States, Maine's largest employer, a shipbuilding industry, is undertaking an industry-owned and operated child care center to attract women as they expand their job pool.

Fortunately, change, or at least an attitude supporting change seems to be afoot. The United Nations Decade for Women from 1976-85 and the United Nations; World Women's Conference in Nairobi in 1985 highlighted an emerging confidence and exploration of international partnership among the women of the world.²⁰

The United Nations and its agencies have been instrumental in a multitude of studies and projects. For example, in Bahrain and Saudi Arabia, rural women are learning health, nutrition and child care skills through programs at community centers sponsored by the United Nations Department of Technical Co-operation for Development (DTCD). The DTCD also provides assistance to hundreds of women in Oman through a project which teaches

women sewing and weaving and then trains them in marketing their goods.²¹

The United Nations Conference on Human Settlements (Habitat) developed a comprehensive program to train and assist women in planning, building and managing low-income housing projects. One such pilot project in Zimbabwe where women designed, supervised and managed the construction of their own homes was extremely successful. Not only did the women provide their families with new housing, but they also upgraded and learned new skills while completing their project.²²

Governments have sponsored or revitalized groups such as the Peace Corps. which have helped ease women's burdens. By doing such things as aiding in locating and digging new wells. The women then had to walk shorter distances for safe drinking water. In some countries, Peace Corps volunteers help communities design and build more efficient cook stoves where fuel is scarce.

For decades, churches have been active in developmental education and in community based projects. Efforts have also been made to increase the use of birth control, improve health conditions and services and increase educational opportunities for women. These efforts should assist women, not only in personal improvement, but also indirectly, in their economic development.

Another step taken to hasten the participation of women in development has been to fund studies to gather and analyze crucial data on women around the world. This has proven particularly difficult in developing countries where population statistics are inadequate.

In summary, although women make immense contributions to the economy, their work is largely unacknowledged. Today, international agencies are working toward redressing the inequities that exist between the work that women do and remuneration that they receive as well as the control they hold.

The Decade for Women created momentum which generated substantial progress in insuring women a role in the development of their national and international economy. In paraphrasing the United Nations Decade for Women logo, significant development in any country can take place only when equality and peace exist. (11)

²¹United Nations Department of Public Information. (1985). Promoting Women in Development: Success Through United Nations Technical Cooperation, p. 3-5.

²²United Nations Conference on Human Settlements Report. (1984). Women, Development and Human Settlements, p. 3.

¹⁸World Conference to Review and Appraise the Achievements of the U.N. Decade for Women, op. cit., p. 11.

¹⁹World Bank Annual Report 1984, op. cit., p. 1.

²⁰World Conference to Review and Appraise the Achievements of the U.N. Decade for Women, op. cit., p. 3.

Objective:

To help students develop greater understanding of societies and lifestyles that differ from their own. To make a critical analysis of one's own culture and attempt to view it as an outsider would.

Content:

What seems normal to people living in a culture can seem very strange to outsiders. For example, some cultures eat raw fish. Many of us would think that is strange, but it is normal to the people who live in those cultures. In fact, they would find some of the foods that we eat like pizza and chili dogs very strange.

It is important to keep an "open mind" when you view other cultures and avoid making judgments based on your own standards and customs.

Learning Experience

One good way to be is experience what it is like to be judged by inappropriate standards is to see how outsiders might view our culture. By standing "outside" your own culture and looking at it with an open mind, you will find it easier to look at other cultures more fairly.

I. Imagine a person from a different culture visiting America for the first time. Then, answer these questions.

1. What food or foods might the person find hard to get used to?
2. How might the person describe a freeway at rush hour?
3. What might the person find confusing in America?
4. What might the person find very unusual?
5. What might the person fear in our culture?
6. What might the person be very surprised about?
7. What might the person list as good points about our culture?
8. What might the person list as bad points about our culture?

II. Ask a foreign visitor, or a person who just recently arrived in the U.S. to respond to the above question and compare their responses to your own. What are the similarities and differences? In fact, were you accurate about how you thought they view America?

III. Summarize what you learned from this activity.

The following instruments may be used to assess student beliefs and understanding of our global world and stimulate discussions about global concerns. You are encouraged to use them in your teaching.

Part I: Factual Knowledge

1. _____ percent of the world's population lives in developing countries:
 - a. Less than 10%
 - b. about 25%
 - c. about 50%
 - d. about 75%
 - e. about 90%
2. How much of the world's population lives in the United States?
 - a. 3%
 - b. 6%
 - c. 9%
 - d. 12%
 - e. 15%
3. The United States has _____% of the world's resources.
 - a. about 15%
 - b. about 25%
 - c. about 30%
 - d. about 50%
 - e. about 65%
4. Which three continents contain the majority of developing countries?
 - a. Asia
 - b. North America
 - c. Africa
 - d. Latin America
 - e. Australia
 - f. Europe
5. Which four of the following countries have the highest rate of population growth?
 - a. India
 - b. Australia
 - c. Saudi Arabia
 - d. Japan
 - e. Nigeria
 - f. U.S.
 - g. Puerto Rico
 - h. China (mainland)
 - i. Portugal
6. Which four of the above countries have the lowest rate of population growth?
7. Which item do you think receives the biggest "portion" of the U.S. budget?
 - a. foreign aid
 - b. military
 - c. welfare programs
 - d. education programs
 - e. government operations
 - f. health programs
8. What percent of the U.S. GNP do you think goes to foreign assistance?
 - a. about 25%
 - b. about 5%
 - c. about 15%
 - d. under 1%
 - e. about 10%
9. Do you think that U.S. aid to developing countries as a percent of GNP is:
 - a. more than that of any other developed country
 - b. more than most developed countries
 - c. about the same as other developed countries
 - d. less than many other developed countries
10. In 1958, a Central African earned enough money, from selling 200 pounds of cotton, to buy four blankets. How many blankets could s/he buy today for the money earned from selling the same amount of cotton?
 - a. 1
 - b. 4
 - c. 8
 - d. 12
11. The average protein intake of each person in the U.S. is about 96 grams per day, in India it is:
 - a. about the same
 - b. 1/2 as much
 - c. 3/4 as much
 - d. 1/3 as much
12. The population of the world is approximately 4 billion (4,000 million). How many people suffer from insufficient protein/energy supply?
 - a. 50 million
 - b. 100 million
 - c. 200 million
 - d. 460 million
 - e. 900 million

13. The world's largest importer of beef is:
 a. Taiwan b. France c. U.S.S.R.
 d. Kenya e. U.S.A.
14. Which three of these countries do you think was designated most in need of food aid by the U.N. in 1974?
 a. Bangladesh e. Egypt
 b. Spain f. Mexico
 c. Honduras g. Kenya
 d. Cambodia h. Chile
15. Which three of the above countries do you think were given the largest amount of U.S. food aid in 1975.

Part II: Attitudes

What do you think? Rate the amount of agreement or disagreement you have with each of the following statements. Use the scale below and indicate your choice on the blank provided.

- | | | | | | | |
|----------------|---|---|---|---|---|-------------------|
| Strongly Agree | | | | | | Strongly Disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | |
-
- ___ 1. The United States is the wealthiest country in the world.
- ___ 2. The U.S. has the highest standard of living in the world.
- ___ 3. The U.S. is a developing country.
- ___ 4. The U.S. is the most generous country in the world when it comes to giving development assistance.
- ___ 5. U.S. citizens spend seven times as much money on alcoholic beverages as the U.S. government spends on official development assistance.
- ___ 6. There is a lot we can learn from Third World countries.
- ___ 7. The food I eat is not really related to hunger in the developing countries of the world.
- ___ 8. People are hungry because there just isn't enough food to go around.
- ___ 9. Most Americans have an accurate idea of how Africans live.
- ___ 10. If poor nations would adopt the U.S. economic and political systems of capitalism and democracy, they would develop more rapidly.
- ___ 11. The U.S. government should give more food aid to needy countries.
- ___ 12. If poor nations would adopt a socialist economic and political system as in China, they would develop more rapidly.
- ___ 13. People don't have enough to eat because they are unwilling to work.

Part III:

Please answer the following questions.

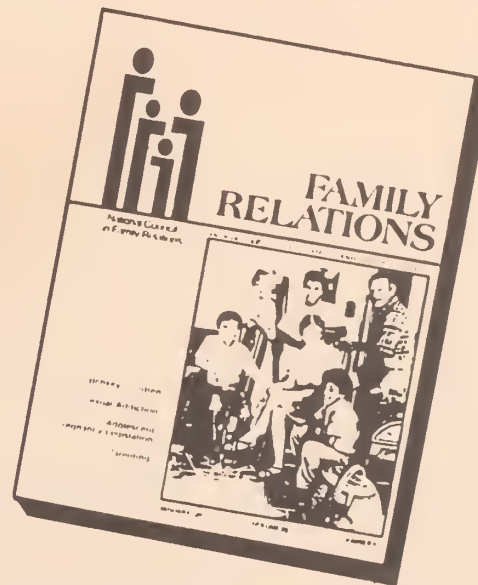
1. Write the first five words that come to your mind when you hear the word "hunger."

2. The major problems in the world for the rest of this century will be: (choose 3)
 shortage of food inflation energy crisis
 pollution disease war
 weapons race overpopula- widening rich-
 future shock tion poor gap
 unemployment urban slums other
3. Check the two statements closest to your thinking:
- a. The problem of world hunger is so enormous and complex I don't see how my life or my efforts will really make much difference.
- b. The problem of world hunger is my problem, since the future of my life is tied to the lives of all other people on earth.
- c. The problem of world hunger can be solved, and my responsibility is to do everything possible to get people and governments to practice the solutions.
- d. The problem of world hunger is so urgent that I can't wait to know all I need to know before I take action to combat hunger.
- e. The problem of world hunger is mostly a problem of foreign countries, and it will have little effect on my life as a citizen of the U.S.
- f. The problem of world hunger is my problem since the way that I live, and others around me live and eat, can help to cause to remedy hunger.
4. In an effort to overcome world hunger and poverty, what do you believe is a worthwhile and attainable goal for the year 2000?
 a. Equal distribution of wealth and resources among the world's people.
 b. Achieving minimum standards of nutrition and livelihood necessary to assure a tolerable existence for all the world's people.
 c. Continue to stave off massive starvation through emergency food aid programs, but don't expect to "solve" the problem of world hunger.
 d. Do as much as we reasonably can, but expect that many millions of people will die of starvation in the foreseeable future.
 e. Other: _____

Answers to the test questions are as follows.

1. d--about 75%
2. b--6%
3. c--about 30%
4. Asia, Africa, Latin America
5. Saudia Arabia, India, Nigeria, Australia
6. Portugal, U.S., Puerto Rico, Japan
7. b--military
8. d--under 1%
9. d--less than many other developed countries
10. a--1
11. b--one half as much
12. d--460 million
- 13--U.S.A.
14. Bangladesh, Honduras, Kenya
15. Cambodia, Egypt, Chile

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Foreword

Our theme this year is **Home Economics: Know Your Profession**. In this issue of *Illinois Teacher* we begin with three articles that look at home economics from different viewpoints. The discussion centers around the current concern of identity and image of the profession. Though recently retired, Hazel Spitze continues to bring enthusiasm and new experiences to the conversation.

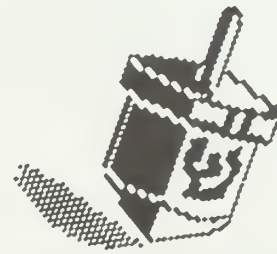
We are pleased to have Hazel share a glimpse of her retirement with us. Her love for and dedication to the profession of Home Economics is stronger than ever. We are indeed fortunate for Hazel's willingness to continue to contribute through her writing.

The remaining articles speak to our theme in many ways. Suggestions emerge toward more exciting teaching practice and programs.

We continue to extend our invitation for your participation in this exchange of ideas. We have included on the inside back cover a reminder about this opportunity to share. We draw your attention to our having changed to the 3rd. Edition APA style for references. We are grateful to our technical director, June Chambliss, for the new look of *Illinois Teacher*.

Annabelle Slocum
Managing Editor

Merry Christmas, Happy Hanukah



Students Define Home Economics

Colleen C. Caputo
Associate Professor and Department Chair

Janet J. Benzley
Adjunct Instructor
Family and Consumer Studies Department
University of Utah

One of the problems consistently confronting home economics is the stereotypic conceptualization of the profession held by those outside of it. One can scarcely pick up a professional publication without the image of home economics being addressed in some form; whether approached as an issue of declining enrollment in the face of the "back-to-basics" movement, legislative action at both the federal and state levels which reduces funding because home economics is seen as passe or irrelevant, or when students are "counseled" into more "practical and meaningful" classes (usually meaning academics). Home economics has even been observed receiving "negative press" in forms of entertainment such as television shows (NBC Network, 1986; CBS Morning Program, 1987).

Students are part of the audience that defines home economics. Information and attitudes learned in class are relayed to their homes and communities where third parties form impressions via second-hand information. Students will become the administrators, parents, counselors, legislators and tax-paying patrons that directly support or challenge home economics programs in the near future. Each student participating in the program has a definition of what home economics is, what it teaches and its value, gathered from many experiences in class. When one realizes the potential impact of our students on present and future programs, it becomes prudent to examine the formation and evolution of their definition.

Home Economics Described

Difficulties with agreeing on a definition have been described by those working with pre-professionals. Wadsworth and Keast (1976) related the difficulties of students in a home economics professional preparation class to relate to "Home Economics" and to

see themselves as "Home Economists." Instead, students preferred to identify themselves as nutritionists, child development specialists, interior designers, businesswomen, and teachers. Horn (1981) discussed a similar experience with a group of senior students where one student reported, "Well, it seems to me you just have to find something nebulous enough that everything fits under it and you can go any way you want."

Identification of concepts currently taught in schools would be an important link in identifying how students' formation and evolution of a definition is influenced. In Utah, Trenbeath (1981) replicated the National Census Study of Vocational Consumer and Homemaking Programs (Hughes, Rougvie, & Woods, 1980). One goal of both the national and Utah studies was to determine what concepts/topics were taught in secondary vocational consumer and homemaking programs. Both studies came to comparable conclusions: food and nutrition courses were most frequently offered, followed by clothing and textiles courses. Remaining areas in descending frequency were family relations and child development, housing and home furnishings, comprehensive homemaking, consumer education, and home management.

While studies did not determine the amount of time devoted to the topics, Trenbeath (1981) found that the concepts of the food guide, functions and sources of nutrients, and safety and sanitation were listed equally with food preparation by the teachers at the responding schools. The concepts of planning and selection of clothing, color, line and design, fabric finishes, label information, pattern alteration and fitting, and pride in workmanship also were listed equally with clothing construction by the responding teachers. The patterns shown in both the national and Utah surveys offer important implications about the formation of a definition of home economics. These studies tend to support Rollin (1981), who maintained that part of the image or definition problem of home economics is a result of the high visibility of specific components of the departments, i.e., the clothing and foods lab classrooms with their sewing machines and food preparation equipment. These studies support the assumption that the image/definition of home economics is influenced by powerful factors: the frequency of class offerings, the terms used in

identifying the classes, and the high physical visibility of the laboratory classrooms. One also cannot help but wonder if the "action" connotation of "cooking" and "sewing" is a possible reason why students use the terms, and if it is the activity orientation of the classes that attracts students in the first place.

These studies and examples point out the importance of identifying what influences students in their formation of a definition. When does a definition begin to form? Does it change? Equally important is the question of definition evolution as students mature and progress through the educational system. The exploratory study presented in this article was undertaken because very little research exists in determining where the definition of home economics begins, and if maturity and experience produce a more accurate definition.

The Study

To address the issue of definition formation/evolution, two questions were developed: Without time to study and formulate an answer, 1) How would students define home economics? and 2) How do these definitions vary as a function of education level, major, gender and experience with home economics classes?

A questionnaire was administered to high school and university students enrolled in spring semester home economics classes. The same instrument was used with sixth graders in an elementary school and a middle school, and ninth graders in a junior high to determine if there were differences in students' ability to define home economics, and where those differences might be identified.

The elementary students were all sixth graders in a suburban school with no home economics classes. The middle school students were also sixth graders in schools where home economics were offered, and approximately one-third of the respondents were three weeks into their home economics experience. The remaining two-thirds had had no previous home economics experience. Responses of these two groups were separated for analysis. The remaining group of ninth graders were currently taking home economics in a suburban junior high school.

Analysis

Categories listed for analysis of the definition included food and nutrition (with cooking separated), clothing (with sewing separated), child and family, consumer/budgeting, home management, and interior design. Cooking and sewing were separated to assist the researchers in identifying other aspects of the food and nutrition and clothing fields. A preliminary

examination of the younger students' responses included, "working in home," "it is a chance to do your share of work in the house," "housework," "taking out the trash," in addition to subject-specific areas usually associated with home economics.

The Definition: Grades 6-9: No Previous Home Economics Experience

As might be expected 75 percent of the elementary students (6th grade) responded with "I don't know" or left the questionnaire blank. Two boys and a girl arrived at "economics at home" while two other boys and a girl used "computer" in their answer: "Studies of what goes on homeworkwise [sic] or school at home with a computer," and "People who have computers in their homes?"

Other male answers included "Cleaning the house, take the trash out," and "The house jobs like cooking and management." Girls defined home economics as "The money that gets spent at home," "A class where you do and learn skills around the house like sewing, cooking, crafts, etc." and "Things that you learn about the home, make things that you might need in the house." The girls' answers were longer and more articulate which may be attributed to differences in socialization and verbal ability at this age.

The middle school non-home economics student sample (also 6th grade) was almost exactly the same size as the elementary sample, yet "don't know" responses dropped to 33 percent for boys and 23 percent for girls. "Cooking/sewing" responses increased to slightly over half for both. The visibility of the home economics labs and exposure from the hallways or other classes which may be held in the Home Economics department may play an important role in students' perception of home economics prior to actual class experience. Students' perceptions were very similar to the elementary school responses.

Middle and Junior High School Students with Home Economics Experience

Analysis of middle school students taking a home economics class revealed that "don't know" was still a factor in slightly more than one-third of the group and "cook/sew" terms were prominent. Only two girls perceived a broader definition: "How to take care of your home, kids and how to get a job;" and "It is learning to do certain activities in the home that you will need to know how to do in the future." Male responses included "Home economics is stuff you should know about home." and "Home economics is teaching you about facts of life."

At the junior high school (9th grade), cooking and sewing continued to be central to the answers of both groups. Typical male responses included "Something

learned in school that is used in the home," "To be able to cook in school," and "It can help people in the long run." Female answers of students reporting experience in one to two courses were shorter and more general, such as "Learning how to do crafts like cooking and sewing," "You learn about cooking and all appliances [sic]," and "Things that deal with the home." Those students reporting more than one semester of experience gave broader answers and included more about families: "Home economics is cooking, cleaning, sewing, childcare, nutrition, and social relations. Learning how to be independent in the world," "Anything that helps with making a home or involving a family's life."

High School

Responses were received from 70 students (grades 10-12). Experience (taking home economics classes) increased with class standing for girls (up to 4 years for seniors) but remained at the one semester level for boys. Longer, more complex answers were given by older students. However, longer answers included the use of the terms "cooking" and "sewing" more frequently in the definition. The notion that home economics consists primarily, if not exclusively, of cooking and sewing was widespread. The high school students surveyed had more cooking and sewing responses than university students in this study. It is interesting to note that although high school courses in the schools surveyed were titled "Foods" or "Clothing," the students chose the terms "cooking" and "sewing."

The male students' responses did not identify specific areas in home economics nor did they use the terms "cooking" and "sewing" as frequently in their definitions. It is important to point out that none of the male participants had more than one year of high school home economics experience. Their responses included, "Home economics is being able to survive at home when your mom goes on vacation," "Home ec [sic] is a class designed to meet your future household care needs," "A course to help you around the house," and "Where you learn to do things from scratch."

The female students who had taken more home economics classes (one year or more) provided longer definitions, but the cooking-sewing image continued to be a central theme. For example:

"Home economics classes teach a person how to beautify the home or make it more pleasant to be in. It can be learning to cook or sew from someone in the home, or learning to make the home's appearance good."

"Classes you take to help you better understand the world around you. Also to help

you be more creative through sewing and cooking, etc."

The University

Freshman was the largest class represented, with each succeeding class decreasing in total number. Females reported more high school and university home economics experience. Generally, more experience increased the length of responses.

The definitions given by the university students were more detailed than the high school students' and included more emphasis on family and human development and family finances. Unlike the high school students, the males and females in this group responded very similarly in their definitions. Examples of their responses include the following:

"Home economics is the study of nutritional, physical, and economic factors affecting the individual and his home life."

"Home economics is planning the best way to manage a home and raise a family in today's society."

"Anything dealing with the home environment from food preparation and clothing to balancing a checkbook and raising children to be productive parts of society...anything that involves the home environment."

As anticipated, the university students with declared majors in home economics education (17.5 percent of the university respondents) provided the most comprehensive definitions of home economics. The terms used by these students were also more accurate and sophisticated, i.e., food and nutrition, clothing and textiles. In addition, the home economics majors were careful to point out the broad scope by specifying the various areas rather than writing a general, non-specific definition. Unlike any of the previous groups, these students pointed out the occupational aspect of the discipline. The implication in this study is that majors understood the comprehensive nature of the profession while non-majors did not. Majors generally gave longer responses and reported greater high school and university experience:

"A study that encompasses the development of the individual and his relationship to other skills needed to effectively exist in a family structure; the knowledge of food and nutrition, clothing, housing, management and finance, consumer shopping, and human growth and development."

"Home economics is home and family life. Its main objective is to educate and inform people in the areas of nutrition and foods, housing and household equipment, family and human development, clothing and textiles, home management, and family economics. To improve the family and home environment. [sic]"

Conclusion

From this study and the supporting literature presented, there appears to be a relationship between what is taught most frequently and students' development of a definition of home economics. The number of courses offered in "cooking/sewing" as well as the visibility of food and clothing laboratories also seems to be an important clue in determining how definitions of home economics are formed by students.

A concern resulting from the study is the number of students who reported "no experience" even though all but the elementary students were currently enrolled in home economics classes. Over 90 percent of the university students checked the "None" category for college home economics experience rather than check the category "1-2 Courses" even though they were in the final week of a course entitled "Family and Child." This may provide greater insight into what students really consider home economics subject matter to be rather than the written definitions they provided. The confusion may be impacted by "specialist" faculty who teach in home economics but are unwilling/unable to articulate and identify with home economics. This does not imply "specialists" should be driven from our departments, but that they may need to be socialized more effectively. One may also attribute this problem to confusion generated by departmental name change, such as ours to Family and Consumer Studies. In this study, however, that could only be an issue with the university sample; the public schools in this study still use "Home Economics."

Another significant finding is that longer, more complex answers were obtained from more experienced students, indicating a student's definition of home economics is more accurate with increased experience in the field. Decisions by others about home economics may be made from an inaccurate data base unless strategies are developed and tested to elicit a more comprehensive definition for those who take fewer classes. This is particularly important when one reflects that in this study, male students reported their experience was limited to one to two classes. There are too few students such as Hinkamp (1983) to carry the message of an integrated, important discipline. He

described his experience in gaining a Master's Degree in Home Economics Communication: "I found that what everyone has said about it being (only) a cooking and sewing school was history [no longer true]."

While the focus of the study was limited in numbers and geographical area, further efforts in understanding the development of the definition/concept of home economics would yield important insight in developing a viable course of action to improve the definition/image problem. As pointed out, students are the future parents, administrators, legislators and tax payers who also influence what home economics will be. Directing efforts at helping them to develop a more holistic definition of home economics would be important insurance for the future.

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Home Economics in Higher Education: An Insider/Outsider Perspective*

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The purpose of this paper is to examine four major issues confronting home economics in higher education: 1) search for identity, 2) specialists and generalists, 3) faculty standards, and 4) student standards. Examination of these issues is guided by my personal situation as both an insider (one who has worked within the home economics profession for several years), and an outsider (one who received academic training outside of home economics). In my own mind, and many others, home economics is a vital profession with a promising future and can be more so with a healthy infusion of responsibility and commitment in resolving the identified issues.

Search for Identity

The interdisciplinary nature of home economics has been crucial to our field's success, as professionals trained in many areas have been integrated to study "the laws, conditions, principles and ideals concerned with man's immediate physical environment and his nature as a social being, and specially the relation between these two factors" (American Home Economics Association (AHEA) (1902). Unfortunately, three trends cast confusion upon both the definition and goal of home economics.

The most serious trend consists of home economics units in higher education changing their name to human ecology, family life, or some other perceived "catchy" label. Even among accredited home economics units, fourteen do not contain "home economics" in their name. This practice must be actively resisted as the utilization of different labels confuses alumni, confounds upper administration, casts doubt on the identity of the profession, and weakens

the stance of our professional association. I believe that home economics professionals must take a strong and uncompromising stance regarding our name.

A second trend is the broadening of the goal of home economics to improve the quality of life of families and individuals. By including individuals outside the family setting, the uniqueness of home economics is weakened. Every applied science and profession (ranging from medicine to psychology to education) has as an ultimate goal the improvement of human life. In order to remain a distinct field of study, the home economics profession must maintain its focus on the family. Such a focus is of particular concern to fashion merchandising, interior design and hotel management, which have been the targets of takeovers by colleges of business and architecture. By maintaining an emphasis on the family, their location within home economics can be better justified.

Finally, the interdisciplinary nature of home economics has been undermined by the general failure of home economists with different specialties to work jointly on problems affecting family quality of life. A reading of articles in the *Home Economics Research Journal* is instructive in that a vast majority of articles report research on specialty topics within home economics written by specialists. Much more collaboration is needed to maintain the profession's interdisciplinary nature (Horn & Nickols, 1982.) The same is true regarding home economics courses offered in higher education, where team-taught courses on specific issues could better entail a holistic home economics perspective.

Specialists and Generalists

Increased specialization within home economics has been both a blessing and a curse. On the one hand, specialization is unavoidable due to scientific and technological advances. As an interdisciplinary field of study, home economics programs in higher education must continue to recruit faculty members from a variety of specialty areas such as psychology, sociology, and chemistry. This practice adds breadth and knowledge to the profession. On the other hand, specialists may break down a unified

* The useful comments provided by William Timpson and Carole Makela are greatly appreciated.

home economics program and fail to contribute to the entire home economics profession.

I believe that a balance between generalists and specialists must be achieved in college and university home economics programs. It is essential for such programs to contain faculty with a broad-based training in home economics and other faculty who are the best in their field of specialization regardless of root discipline. I also believe that it is crucial to fully incorporate specialists into the home economics profession in order to reduce friction between generalists and specialists. Of course the best situation would be for home economics units to contain faculty that have specialized knowledge and skills while at the same time being generalists in home economics as well.

Instead of faculty position announcements stating at least one home economics degree as a requirement for consideration, I would like to see AHEA membership and a willingness to learn about the home economics perspective as requirements after a specialist from outside of home economics is hired. A reading of past issues of *Illinois Teacher* would provide an enlightening experience for those not trained in home economics. In my own conversion to home economics, I fondly remember Gwen Newkirk (chair of the Department of Consumer Science and Education at the University of Nebraska, and a former AHEA president) insisting that I join AHEA and providing me with various publications presenting the home economics perspective. This simple prescription can minimize specialist/generalist conflicts, create more unified home economics programs in higher education, and contribute to the interdisciplinary nature of our profession.

Faculty Standards

Restoring a balance between teaching, research, and service demands faced by home economics faculty is a critical issue. Teaching, research, and service are all expectations of home economics faculty, and each produces experiences and knowledge that can feed into the other areas of responsibility. In theory these expectations are reasonable; however, in practice it is nearly impossible to obtain balance. Of special concern is the growing emphasis placed on research. Similar to other higher education programs, home economics units have demanded more research by faculty which leads to publications and grant money. My concern is that teaching is becoming neglected in this shift of emphasis.

When one gets down to the basics, teaching is the prime responsibility of home economics faculty. By deemphasizing teaching, faculty may be spend-

ing less time with students, exerting less energy in preparing classes, and cutting back on advising and recruiting. It may well be time that home economics programs in higher education recognize that teaching comes first, regardless of stances held by college and university administrators. Home economists might have to stand up against these administrators and clearly state that we are seeking a balance between teaching, research, and service, and that research is not going to be the dominant criteria in evaluating home economics faculty.

A second concern is the lack of unity found among home economics faculty in higher education. This disunity must be reversed by setting clear goals as professionals, maintaining high expectations, and pulling together as faculty for a purpose. Part of this process involves faculty of senior rank helping entering faculty members. We have done an inadequate job in nurturing, assisting, and carefully monitoring the progress of new faculty. Home economics programs must become committed to these newcomers by providing the assistance to ensure that they will develop as mature scholars who will obtain tenure and promotion. A strong mentor program combined with useful periodic evaluations (including constant assessment of teaching performance) would help to achieve the goal of nurturing faculty.

A heavy dose of humaneness would also greatly help home economics faculty, particularly at a time when student enrollment in specialty areas has dramatically shifted. While specialty areas such as interior design and fashion merchandising have skyrocketed in terms of student numbers, some traditional specialty areas (e.g., home economics education, family resources, consumer studies, and household equipment) have generally become less popular among students. A common response by home economics administrators when this situation occurs is to terminate faculty in the low student specialty areas. I propose that instead of terminating faculty in such a heartless fashion, home economics programs should provide retraining so that faculty with few students can continue to teach in their specialty area while at the same time contributing to teaching lower division courses in high demand areas. As stated by Griffin: "We must not become fragmented and so specialized that we do not recognize and promote all areas of home economics. What affects one of our areas affects the discipline as a whole" (Griffin, 1986).

Student Standards

Students must be accountable to high standards that benefit the students themselves as well as the home economics profession. Of utmost concern is the

increase in specialization among students, a trend that parallels the growth in faculty specialization. As students become interested solely in their specialty areas, it becomes more difficult for home economics programs to train home economists. In fact, students often dictate course offerings and program requirements. I maintain that students should clearly influence home economics programs, but that as a profession we must firmly tell students that we are in the business of training home economists and that there exists a common body of knowledge encompassing the scope of study and practice of home economics that students must learn (Bailey, 1986). Therefore, maintenance of a common home economics core is essential, although such a core might be reconsidered to focus on concepts and to provide for greater flexibility.

For the good of both the profession and students, it is crucial to rethink the emphasis currently placed on specialization. As a concern of the profession, how can home economics be interdisciplinary if students fail to go beyond their specialty to understand other areas of home economics? For students, many of the courses often contained in the home economics core are valuable not only for a home economics education but also for a sound general education. Overspecialization may also hamper students wanting to change careers later in life and prevent them from obtaining positions requiring a general home economics background (such as that often needed in developing countries).

A trend that is especially ominous to home economics in higher education is the orientation of a growing number of students towards status. Students increasingly decide to major in fields of study that will lead to high-paying jobs and ultimately to a comfortable lifestyle (Krukowski, 1985). Home economics must deal with this trend by recruiting more men to reduce an image of sexual segregation, actively promoting the importance of students learning both career-oriented skills and the skills necessary to lead a well-adjusted family life, and publicizing the myriad career opportunities available to home economists.

Conclusion

Hazel Taylor Spitze suggested that if home economics is to survive the next century, "we need to set our priorities clearly and work toward them steadily" (Spitze, 1988). This paper identified four issues that need to be considered as priorities for college and university home economics programs. By resolving these issues through a deeper commitment and responsibility to the home economics profession

and its members, a promising future can become a distinct probability for home economics.

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Thoughts From Our Former Editor...Hazel Taylor Spitze

When I was asked to prepare this piece for *Illinois Teacher*, with specified objectives provided, I wondered what questions the staff or the readers would ask me if we were seated in a room together and had time to discuss them. So I imagined these questions and tried in my answers to meet the objectives given me and to share my enthusiasm, to explain what it has meant to me personally to be a home economist, and to stimulate in readers the desire for action to strengthen our profession, i.e., the emotion to "do something." I would be pleased to hear from readers who would like to share *their* enthusiasm and stories of what they are doing as well as what they think needs to be done.



Q: Dr. Spitze, don't you miss being editor of *ILLINOIS TEACHER*?

A: Of course I do, but I believe that life proceeds in phases and stages, and I'm thoroughly convinced that the time was right for me to proceed to my ninth career, Retirement. There were many reasons for this timing in addition to the fact that 25 years is a long time in one career. One of those was my little granddaughter, Megan, 2 1/2, who was about to be scheduled for open heart surgery to correct a congenital valve problem. If ever my daughter needed me, I thought, surely it was then. The surgery was performed in January 1988, and I was there at Mayo's with my daughter and family. We were all optimistic, but little Megan survived the surgery only one day. Since then I have begun a little memorial flower garden for her, and her sweet, happy spirit lives on with all of us.

I am enjoying the change of pace that retirement allows and appreciating the abundance of discretionary time.

Q: Do you have any travel plans for this summer?

A: Yes, I do. Perhaps too many! I plan to attend AHEA and the International Federation of Home Economics (this year in the U.S. for the first time in 30 years), and I'll accompany my husband to his national and international professional meetings, the latter in Buenos Aires. We've never been to South America. We also plan a reunion of my family--a brother and two sisters with their families--in Arkansas. It will be a first. Since our parents died, we haven't been seeing each other as much as we'd like. There's just no getting around the importance of families, especially to a home economist!

Q: Most of your travel plans seem to be related to professional meetings. Is that surprising?

A: Perhaps to some people, but probably not to those who know how much my profession has always meant to me.

Q: Are you optimistic about the future of our profession?

A: We have to be optimistic. The content of our profession is too important to our society for us to allow it to become weakened by neglect, confusion, and squabbles.

Q: Whose responsibility is it?

A: It is every member's responsibility. I'm reminded of some wisdom from the comic strip when one of the kids asked Priscilla's Pop why he didn't change some of the things he was complaining about and he said, "I can't. I'm just one person." The kid replied with a question, "Isn't that all anybody is?"

We are all "just one person," and each of us can make a difference if we want to. Each of us represents home economics to all with

whom we come in contact, and for some we are the *only* home economist they ever know.

Q: What are some examples of positive actions we may take as individuals to add to the strength of our profession?

A: Of course we have to be *competent*. And we have to be *willing to work*. The focus of the home economics profession is the *family*, and that ought to be obvious to anyone who observes us in our work. Anyone who sees or hears about a "cooking class" ought to understand how cooking can relate to family health, self esteem, and the management of family resources. S/he ought to see that students are learning about nutrition as well as food preparation and that they are understanding the relation of nutrition and health. Even *family relationships* are involved in the preparation and consumption of food.

Teaching a class like this can be much more exciting to the teacher than one that dwells on skills like making smooth white sauce, or on rules like "cook green vegetables in the smallest possible amount of water." My late father's response when I quoted that rule from my HE I class was, "What difference does it make? I'm going to drink the pot liquor anyway."

We need to teach principles, not rules. And we need to emphasize those principles that are most important for our daily lives and are used most often.

In an article titled "What Information Does a Family Need?" (in the Jan. 1984 JC Penney Forum, adapted from a speech at the Minnesota Home Economics Association's Annual Family Life Conference), John P. Brantner, a University of Minnesota professor of psychiatry, distinguishes information, knowledge, and wisdom. He says information is data, knowledge is data integrated and interpreted, and wisdom is the distillation of knowledge based on experience. "Wisdom," he says, "cannot be gotten from a data base. And I think wisdom is what families desperately need in order to be effective."

What can home economists do to go beyond the "information level" in their work?

Q: Do you think most teachers do teach these principles, or relationships, and keep the focus on the family?

A: We have plenty who do and plenty who don't. I think I've seen the best and some of those who "need improvement" as I've visited high schools over the last 25 years. Nothing inspires me like good teaching. And nothing is more important to our society.

Q: What motivates the best teachers to do the things they do?

A: Who knows?! I can make some guesses or hypothesize some connections. I think the best teachers usually *model* what they believe. They don't preach child development in the classroom and neglect their own children, or talk about nutrition and carry around 20-40 pounds of overweight or suffer from anemia.

I think the outstanding teachers have good preparation for their work, and they continuously seek advanced professional development. They are energetic and enthusiastic. They like people and take pleasure in seeing them grow--in wisdom and stature as well as in emotional and physical health.

I also believe that the best teachers accept with enthusiasm the obligation society places on a member of any profession, and that is that s/he will serve society. Being a teacher or a home economist is not an 8 to 5 job. It is a *career*, and the need for service is more important than a time clock or even a paycheck. (I also believe, however, that teachers should be paid adequately and in line with other professions that require equal preparation.)

Q: Who, would you say, is acting to strengthen the home economics profession and what are they doing today?

A: I could mention some names of home economists who are doing great things to strengthen our profession as teachers, administrators, authors, speakers, extension home economists, college professors, officers and staff in professional associations, leaders in the Home Economists in Homemaking and others. But I won't. I'll just say that anyone

somewhat lacking in the so-called social graces. So I learned from my home economics teacher that the fork goes on the left side of the plate and how to behave at a tea. I learned enough of the customs about table manners that I could attend the junior-senior banquet without fear of embarrassment. I learned grooming techniques, including home manicures which served to build my self-esteem because my hands were one of my more attractive features at that time! I learned how to choose colors and clothes and developed skills in sewing which served me well since money was scarce. I learned some principles of nutrition and improved my diet.

I took home economics as a fifth subject and was able to take at the same time the math, science, foreign language, etc. that most folks seemed to think were necessary for the college bound. I had five years of foreign language in those four years of high school.

I was also active in FHA and gained additional knowledge and leadership skills in that organization.

Q: Did you realize at that time what home economics was meaning to you?

A: Yes, to some extent I did. New worlds were opening up to me and I decided then, at 14, that I wanted to be a home economist and a teacher. I never waivered from that decision.

Q: What do you remember about your college years?

A: As I studied the background disciplines on which home economics is based, other new worlds opened to me in chemistry, psychology, economics, microbiology, political science, physiology, art, and literature.

In my child development courses I gained knowledge and skills that gave me confidence as a future mother and enabled me to manage my dual career without guilt when the time came. I am proud of my son and daughter.

In my family relations classes I learned, among other things, some principles that aided me in choosing a husband, and I'm happy to say I've had the same one for 44 years!

I also gained knowledge and skills in the management area which I have used to advantage in my dual career. I think of words like dovetailing (I was always doing at least two things at a time), delegating (I involved my children in the work of the home and taught them how to do it), organization of the

household, planning, and the difference between efficiency and effectiveness. We didn't talk about "stress management" in those days, but I was learning things that helped me manage stress throughout my life.

I also gained inspiration, from people like Frances Zuill and Druzilla Kent, to be a professional person as a way of sharing my knowledge and helping others. I am still using my skills and sharing my knowledge even though I am retired.

Another important thing I acquired in college, and developed further since, was professional preparation for my own family roles. I like to tell my husband about that! Those family roles have included wife, mother, home manager, sister, aunt, adult child, and now grandmother. I have enjoyed them all. This is not to say that I didn't have my ups and downs. I have often said that those who have not been parents of teenagers in the late 60's and early 70's haven't lived! And grandchildren can be obnoxious at times. Even spouses can get so engrossed in their careers that they become workaholics and have no time for each other. But, nevertheless, I have enjoyed all my family roles.

Q: And since college?

A: Wow! That covers a lot of territory! I enjoyed teaching in high school and I still have occasional contact with some of my students of over 40 years ago. I was especially appreciative when one wrote to me on her 40th birthday and said, "You told me when I was 15 that I was capable of a college degree. Now I want you to know that I'm getting one. After raising my family, I want to be a teacher."

I enjoyed my graduate study at the Universities of Wisconsin and Tennessee and my teaching and administration in adult education. I enjoyed rearing my children and managing my own home. I learned from these experiences things that strengthened my professional development, at the same time that my professional preparation strengthened my performance at home.

I have enjoyed participating in professional associations in a variety of ways, and I have always (at least from age 8!) enjoyed writing. I learned much from that activity and I hope I taught a little, too. I have appreciated the opportunity to speak to professional groups all over the country and a few beyond.

I have especially found exciting the roles of a professor at the University of Illinois. I've placed the teaching and advising roles at the top of my priorities, but I have also done a little research, and in my service role I have served on or chaired committees at the department, college, campus, and university levels over many years as well as service to professional associations and community organizations--all the while trying to get more and more people to understand what the profession of home economics really is and how it helped to make me who I am. Professors have other roles, too, and for me one of those was the editor role. *ILLINOIS TEACHER* has been very important to me.

Q: And now from your ninth career, Retirement, what is your message to your professional colleagues?

A: *Enjoy* being a home economist and recognize what it has done to enhance the quality of your own life. Be proud of your profession, and do something every day to let someone know you believe in it. Use your knowledge, skills, and values to enhance the quality of other peoples' lives and to preserve the planet we live on so that unborn generations can also benefit.

Let's think of home economics as a great platter or tray with thousands and thousands of home economists under it, each carrying a portion of the load. If one of us falters, the portion of someone else becomes heavier and if it becomes too heavy, s/he may fall beneath it. It is not a burden but a gift we are bearing to the next generation, here and all over the world. Let's ask how we can prepare ourselves to do our share proudly.

And let's understand, too, that there are enough problems in our profession and in our society to keep everyone of us severely challenged.

Q: What do you feel is your principal legacy to the profession?

A: My students are my legacy. I need no other, but if in some of my writings someone somewhere finds inspiration to work harder for home economics, I shall be pleased. •••

Secret of Relaxation

Unfortunately, some people pursue relaxation with the same concern for time, productivity, and activity that they show in their everyday life patterns. Far too few people know how to turn off their body clocks and gain satisfaction out of just **being** instead of always striving. The secret in getting the best results from attempts at relaxation is simple: Find those activities which give you pleasure, and, when you pursue them, commit your energies to total mental and physical well-being. If your diversion results in an artistic product, musical skills, further education, a better physique, or whatever, that's great. But remember that **relaxation**, not achievement, is your main reason for participating in the activity.

Mental health specialists have come up with some suggestions for learning the art of relaxation:

Try Something New and Different

Keep in mind two important rules of thumb in deciding on relaxation activities: **Do not be afraid to try something new and different.** Choose activities you **really enjoy**, not activities you think other people want you to pursue. The following are some activities worth thinking about.

1. Check out various community activities available through recreation departments, adult education programs, volunteer work opportunities, college courses, etc.
2. Consider exercise such as walking around your neighborhood or in the woods, and bicycling, dancing, playing golf, swimming, gardening, bowling, etc.
3. For the more physically fit, more strenuous exercise can prove more relaxing. Jogging, playing tennis, basketball, handball, squash, etc., can give one a feeling of wonderful relaxation after an intense workout.
4. Try some mental exercises to create a sense of peace and tranquility in body and mind. One such exercise involves concentration on relaxing successive sets of muscles from the tips of your toes to the muscles in your forehead and neck. Other mental relaxation techniques include getting fully involved with a good book, drifting off into a quiet state with music, or focusing on a beautiful scene or drawing and losing oneself in it.
5. Creative activities such as painting, drawing, pottery, carpentry, knitting, and even cooking for fun, can also give you a sense of accomplishment, as well as the peaceful relaxation of concentration on something you wish to do.
6. Whether or not the above suggestions for relaxation work in your case, a sure fire method known down through the ages is the use of a warm bath to take away bodily stress and strain. You may choose to enhance this activity by reading a good book, listening to music, or even adding some bubbles if you like.

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Structure: Framework for Creativity

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and

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As basic needs are met, society moves toward the search for creative activity and self-actualization. As educators we can encourage the development of these creative abilities through structured design assignments. Structure is a label for activities that focus group process, control extraneous variables, and increase the probability that certain learning will occur and a desirable product will result.

What is creativity? From the Latin "creare", to make, and from the Greek "krainein", to fulfill, we get the term creativity. In the first concept, making, we get the part of creativity that involves a process (Young, 1985). In the idea of fulfilling, we get the second important concept of a product or an outcome of our efforts. Both of these aspects are essential to the idea of creativity.

Creativity involves newness--an extension of the present from "what is" to something that has not been before. Each of us is a unique human being capable of delving into our own reservoir of ideas, thoughts, and experiences for innovative responses to daily life. Creativity exists as potential ability awaiting release into outward expression (Edwards, 1986).

It is our duty as educators to design curriculum and provide an educational environment that fosters creativity. We must motivate our students and provide them with a suitable climate for innovation. Our responsibility is two-fold and involves stimulating thought processes as well as providing students with the necessary skills for expression.

Guiding students through the process to the product produces true creativity. Some students may not continue to use the process, but they will have developed an appreciation of the skills and thought sequences involved. An ancient Chinese proverb states:

I hear and I forget

I see and I remember
I do and I understand

So it is with the development of creativity.

Through the use of carefully structured activities, students can increase their creativity. Structured activities facilitate learning that would otherwise be diffuse and haphazard. Activities should be structured to include cognitive, affective, and skill-building aspects, and to focus these processes into a desirable product. Without the skills that make creation possible, student expression is limited. The authors believe that optimum learning occurs when theory and experience are integrated activities.

Due to the logistics of the ordinary classroom, it is necessary to carefully plan activities to make sure desired learning takes place. Students need structure, particularly for group activities. It is important to provide learning experiences that are compressed in time, while maintaining the essential characteristics of the problem. This can be done by structuring simple exercises which combine application and technique in a meaningful way. A product is a necessity to these activities, for only when there is a specific result can we evaluate or receive feedback. Creative ideas have to take form and must progress beyond nebulous thought.

The description of a recent application of the structured design process is provided to illustrate the sequence of activities followed. The six steps provide a framework which could be applied in formulating any structured design experience.

Structured Design Process

1. Set goals. To communicate verbal ideas in visual form. Students will produce a T-shirt design that would serve to identify new members in a social function for student Home Economics organizations.
2. Examine outside influences. Motif will be reproduced by silk screen process at university facilities which necessitates a two week production time. Since activity was conducted in an introductory course of students without proven design skills, the assignment was formulated as a group activity.
3. Establish criteria. The design must be suitable for the silk screen process, an appropriate size for adult T-shirts, and communicate the ideas of

Home Economics, theme of the event, and the university. The activity will be a group process in which all members contribute to the design and its class presentation. Interaction between groups will be discouraged. One design will be selected for use.

4. Make plan. Divide class into groups of three to five students. Brainstorm for ideas. Develop rough sketches. Refine using resources such as dry transfer letters, university logos, and symbols from the campus print shop. Produce the design accurately in actual size. Present design for judging.
5. Evaluate. The winning design along with five designs receiving the highest ratings will be displayed in a showcase in the main hall of the department. The structured design activity is a positive experience for beginning design students to see their creative process result in a tangible product.

These successive steps reflect the logical evolution of the creative process. When given proper motivation, a stimulating climate, idea prompts, and the opportunity to practice, each person can express creativity. Without idea-producing and problem-solving capabilities we would be simple organisms, capable only of instinctive reactions to the most elementary situations (Osborn, 1948).

The design process for creative activity is necessary for all aspects of life. The creative product extends the person who creates it. By teaching students to integrate the logical left brain with the intuitive right brain, we can teach them that creativity is more than spontaneous thought.

Latent creativity can be nurtured and developed through carefully structured design assignments. Self-confidence grows from a successfully completed design experience. This improved self-concept and the assurance that "I can do it" carries over into other aspects of student life. From the classroom to the boardroom, the creative approach to solving ordinary problems of life becomes the mark of the successful professional.

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Limits and Rules

Creativity doesn't mean doing whatever you want, it means finding new ways to work within a definite structure. I know a teacher who was supervising a fingerpainting session in her nursery school class. Everything was going along colorfully until she was called out of the room to take a phone call. When she returned she discovered, to her dismay, that the project had spread all across the bathroom walls, something that had never happened when she was there. Young children can't set limits or control themselves. They need to have an adult nearby. Setting limits and making rules encourages creativity. When we are creating, whether it's a fingerpaint picture or a gourmet dinner, we do so within certain limits. Try to cook well without having the right ingredients, or without knowing how those ingredients go together, or what will happen if they aren't baked or broiled just the right amount of time. For the children fingerpainting, the teacher helps them learn where it's appropriate to paint (on the paper) and where it's not (on the walls).

Creative energies are contagious. When we take pleasure and satisfaction in our own accomplishments, whether they be cakes or carburetors, our children may be likely to appreciate those kinds of efforts and try them themselves. However, children may often choose other than their parents' creative ways to express themselves. Perhaps they don't want to compete or they just have different talents. No matter how children choose to express themselves, they can know as we do the pleasure of creating something unique from inside ourselves. Each person has something no one else has or will ever have. Encouraging a person to discover their uniqueness and helping them develop its expression can be one of the greatest gifts we can ever give.

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Nutrition Education for Coaches and Athletes: Implications for Home Economics

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Practices that affect the health and interrupt the normal growth of the adolescent constitute major concerns for the home economist and nutritionist (Dairy Council Digest, 1981). The adolescent athlete is particularly vulnerable due to increased nutritional demands of the rapidly growing body (Wasserman & Newman, 1980). Such practices as indiscriminate use of nutritional supplements, use of steroid drugs to enhance muscle development, inappropriate weight loss measures (such as severe fasting, encouraging sweat loss, and restriction of water to decrease body weight) are all practices that not only decrease physical work capacity, but also interfere with the adolescent's normal growth.

A significant number of high school athletic coaches score below an acceptable standard on nutrition knowledge questionnaires yet dispense nutrition information regularly (Bedgood & Tuck, 1983; Parr et al., 1984). Misinformation and practices which lack sound scientific bases are continued by coaches and athletes. Hanley (1972) noted the appalling and injudicious use of vitamin and dietary supplements by athletes. He reported that supplements are widely used in huge quantities by athletes and stated that organic-multivitamins are becoming the order of the day.

Maintenance of fluid volume during athletic training and events is critical. Concern for needless deaths that occur from heat stroke prompted an article by Knockel (1975) who stressed that athletic coaches need to know about heat illness and practices that may lead to dehydration and preventable exertional heat stroke. Effective methods on "how to kill a football player" were listed as a collection of old wives' tales that still persist today, as evidenced by deaths that continue to occur. The athletic coach should have a thorough understanding of the role of

water and electrolytes and of body thermodynamics to prevent occurrence of heat stroke that is often fatal.

Many coaches and trainers advocate the use of dietary schemes and ergogenic aids in an effort to improve performance and endurance. Bedgood and Tuck (1983) found that nutritional regimens that have no scientific basis are practiced by a significant number of high school athletic coaches. Encouragement by the coach for athletes to purchase useless, often expensive dietary supplements imposes an unnecessary financial burden as well as the added implication for the loss of valuable nutrition educational opportunity. The athletic coach should make a positive contribution to the health and well-being of the adolescent by advising sound nutritional practices that are safe, intelligent and effective. Leadership potential of the coach should be utilized to educate youth to proper food habits that will continue throughout a lifetime. Abundant research concerning the role of nutrition in physical performance has been reviewed by authorities in nutrition, physiology, and sports medicine (Hanley, 1980; DCD, 1980; Williams, 1980; Kris-Etherton, 1987). Costill (1978) stressed dietary carbohydrate as a key factor in endurance performance. His advice to the training athlete includes a balanced diet with added carbohydrate to equal the calories expended during training.

According to Kris-Etherton (1987), an athlete's protein needs are only slightly higher than that of a sedentary person. However, dietary studies of athletes reveal adequate to excessive protein intakes and diet alone is enough to supply adequate protein.

Bergstrom and Hultman (1972) identified substrates preferentially used in different types of exercise. Lipids are reportedly shown to be the main source of energy during low-intensity work. The need for carbohydrate as an energy source is shown to increase with increasing workload. Implications from studies suggest carbohydrate as the main source of energy for endurance performance rather than protein.

A dietary manipulation known as "carbohydrate loading" has been devised to try to increase glycogen stores in liver and muscle to sustain athletes during the prolonged energy expenditures of endurance

competition. Caution is stressed for the use of such a regime due to reports of serious side effects, including a change in heart function (Kris-Etherton, 1987; DCD, 1980; JADA, 1987). The American Dietetic Association advises against carbohydrate loading and said it should be used selectively for young adults and rarely, if ever, for adolescent athletes (DCD, 1980).

Nutrition needs for the athlete are much the same as those of the nonathlete. However, any deficiencies in nutrients would have a greater effect on the athlete than on less active individuals. The best nutrition will have little effect on performance, if the athlete's muscle is untrained. Any manipulation on an already adequate diet has seldom been shown to enhance athletic performance.

Studies reveal that high school coaches feel adequately prepared to give nutritional advice to athletes (Bedgood & Tuck, 1983); they also express a need to know more about nutrition (Parr et al., 1984; Tuck, 1986). A high level of interest in nutrition is found among athletes (Kris-Etherton, 1987) suggesting a unique opportunity for those in home economics to plan nutrition education. Subject matter topics rated very high by faculty in health and physical education to be included in nutrition education for coaches were (Tuck, 1986):

- Food Selection for the Young Athlete
- Patterns of Eating During Training
- Nutrition Fact and Fallacy
- Schedule of Water Replacement
- The Influence of Water Losses on Performance
- Major Energy Sources for Muscular Work

Nutrition workshops, courses and programs need to be available to athletes and coaches using subject matter topics that teach nutrition principles directly related to athletic performance in order to capture the interest of coaches and athletes and motivate them toward nutrition practices that are sound, effective, and good for a lifetime.

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Leadership and learning are indispensable of each other.

JFK-1963

Cartoons and Comics in the Classroom

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The daily or weekly newspapers we read, the professional journals and popular magazines, are all ready resources of cartoons and comics for use in the classroom. In our own reading, we may notice that we are drawn first on any page to read the cartoon or comic. We are drawn to cartoons and comics seeking the new insight, the clever twist in interpretation or perspective that will give us a giggle, or laugh. Can we identify? Do we agree?

A cartoon or comic offers an image associated with an idea that helps us remember and retrieve a new insight or understanding (Carter & Janzen, 1985). Cartoons and comics have a natural appeal which can improve learning, motivation, and interest, and offer variety in our classrooms. We can view cartoons and comics as cultural representations or forms. That is, like stories, songs, and poetry they illustrate cultural beliefs, dilemmas, ideals and realities. Thus they are an ideal means for probing cultural and personal values and norms and for encouraging critical and interpretive understandings.

Like the other cultural forms we use in the classroom we can think of using them with students in activities which range from those in which the student is receptor or consumer of the message to those in which the student may be a critical creator of cartoons and comics.

Cartoons and comics, while similar in effect, differ in several ways. Cartoons are limited to one picture with a caption of one or two lines, or the dialogue may be contained within the drawing. The drawings are often rough caricatures of people, events, and

Note: I wish to acknowledge the contributions made at various stages to the writing of this article by student teachers Janice Bergen and Marion Lindenbach and graduate assistant Elizabeth Owolabi, all of the University of British Columbia.

situations either real or imagined. Cartoons often exaggerate the peculiarities or characteristics of a subject to such an extent as to make it look ridiculous (Cramer, 1973). Comics are a sequence of events depicted by a series of drawings which may be in a comic book or comic strip form. They are usually humorous but they may be serious and often have an ongoing story line.

Using cartoons and comics in the classroom offers some clear and specific advantages with a few possible disadvantages. In addition to the advantages mentioned above, using cartoons and comics can lighten and warm the atmosphere of the classroom. Humor can be linked effectively with learning in a way that sparks interest and engagement with the object of consideration. Certain realities such as those involved in human relationships which often can be contradictory or involve numerous perspectives can perhaps be best conveyed through the media of cartoons and comics. Cartoons and comics in the classroom can offer some disadvantages, therefore we need to be cautious and thoughtful in planning their use. Because they are intended to be entertaining, it may be difficult to encourage a responsible attitude toward learning when using them. Much like the use of games in teaching we need to prevent the means from overriding the message. That is, we must be sure to encourage learning of the concept and not the joke.

Occasions for Use

Cartoons and comics may be used for more than one purpose in teaching. Because of so many different possible occasions for use, it may take some thought to find the best match between cartoon and the purpose we have in mind. The following part of the paper outlines seven occasions for the use of cartoons and comics.

1. Introducing a lesson

Some cartoons and comics touch on broad themes in our daily lives and may be appropriate for introducing a lesson or a unit (Illustration #1). In this example the cartoon can capture student interest and attention. Further cartoons and comics can be used to illustrate variations on the larger theme through out the unit or lesson. For example, the cartoon in Illustration 1 can be used to introduce a unit on parent-child relationships.

The cartoon can help to connect this theme to the student's experience. The teacher may place the cartoon on the overhead at the beginning of the class and choose from questions such as: Is this like anything you have ever experienced? Why might the father be saying this to his daughter? What is really happening in this cartoon? Having anticipated some of the sub-themes for the unit or lesson further teacher questioning may lead to or develop those themes.

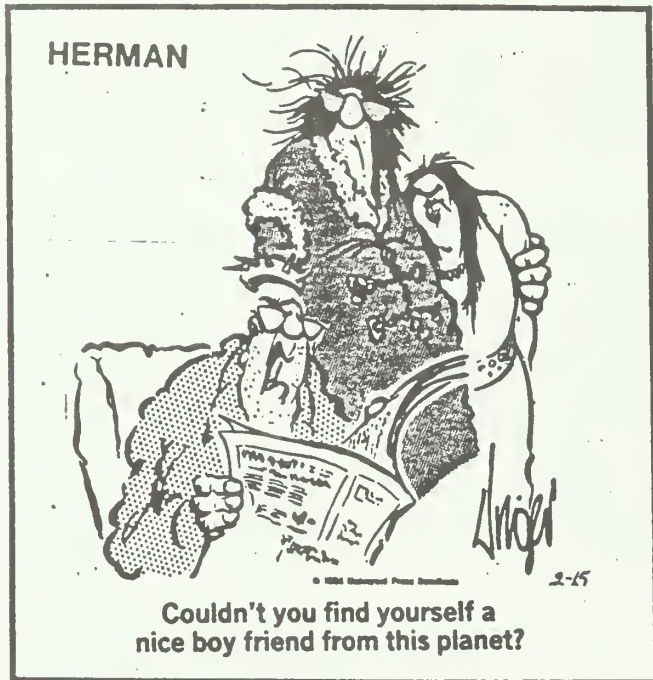


Illustration I*

2. Topic of discussion

Cartoons and comics can also be used to develop small and/or large group discussion on a topic or theme. They frequently present a personal dilemma or social issue by illustrating different points of view or perspectives. Students can take the different perspectives presented and consider the various reasons for their existence or argue the pros and cons of different perspectives. This can lead to further research and reading to substantiate the various viewpoints. Discussion can also highlight student beliefs about stereotypes, family issues, self-image, etc., and also arouse student social awareness. Cartoons and comics can be effective in eliciting student participation in discussion when this is a difficulty for individual students and groups.

An example for using cartoons for discussion can be drawn from Illustration #1 as well. Rather than focusing on the broad theme, the two different perspectives of the father and daughter could be considered in relation to the issue at hand -

parent disapproval of friends or boyfriends. Again, specific questions might be asked: What might lead the father to say this? How do you suppose the daughter feels? Why do you think each of them may feel the way they do? Questioning might continue to consider what should be done to resolve situations like this or the problem could be connected to a further variation on parent/child perspectives conveyed in a case study, film, story, etc.

Illustration 2 also lends itself to the consideration of two different perspectives on "starving" and can be effective in exploring the issue of world hunger and what should be done about it.

3. Promoting thinking and writing

In occasions 1 and 2 described above, it is implied that the teacher chooses the cartoons to analyze or substantiate the concept being considered. However, cartoons hold different meanings for different people and sometimes may challenge or be counter examples of some concepts.

Students can take a more active relationship to the topic of study if they have the opportunity to select a cartoon from a collection at school or to bring one from home. Their choice of cartoon or comic will indicate their interpretation of some feature of the topic of study.

Writing can be used to facilitate students' interpreting, analyzing and evaluating the cartoon or comic in relation to a topic of study (Monahan, 1983). Students should select a cartoon or comic strip which relates to some aspect of the topic under study. They should quietly study the cartoon and observe details. They should then generate at least ten highly specific questions about the cartoon, for example: Who is the person in the cartoon? What is s/he doing? Why is s/he doing that? Why is s/he shown doing it? etc. In small groups or pairs, students answer the questions together. Groups report their answers to the class and these are recorded and discussed. Students change the form of their observations and interpretations from question and answer form to statements. Finally students organize their statements into a logical order for presenting their thoughts in writing, using the declarative statements to serve as an outline for developing paragraphs.

Comic strips often deal with personal dilemmas and realities, and therefore touch on social biases and/or stereotypes, which offer opportunity for critical thinking. Think of cartoons like the Lockhorns or comics such as

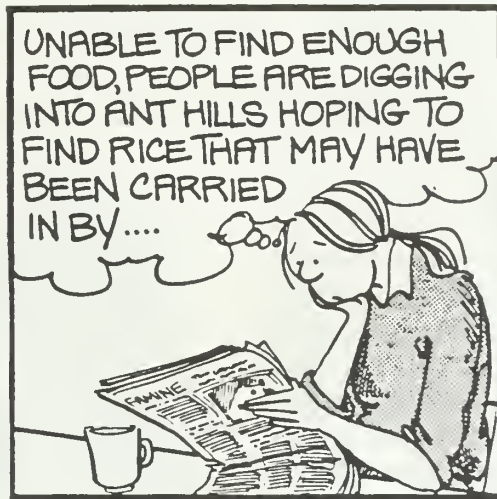


Illustration II**

Sally Forth or Adam as examples. Questions for leading students to more critically analyze such social issues might include: At what generalization in society is this cartoon or comic aimed? Is there any truth in the cartoon? Do you agree or disagree? Would this truth hold from the perspective of the other person in the situation? Why do you think it is so funny (or not so funny)?

4. Reinforcing a point

Cartoons and comics can be effectively used to reinforce, substantiate or embellish a point. They can be used in combination with lecture, film, discussion, etc. for a light moment or as an illustration of the point under consideration. Students may be more actively involved if cartoons or comics are available in which the captions or dialogue have been removed. Students can choose one and create their own caption or dialogue to illustrate what they have just learned. If students are particularly creative they can draw their own cartoon.

5. Bulletin boards

Cartoons and comics related to the topic of study can be collected and posted on a bulletin board. This might be one way to initiate a classroom collection which could continue to grow year after year.

6. Communicating rules or tasks

Cartoon characters can be used to illustrate classroom and laboratory rules in an interesting and eye catching way. They can be used for reminders such as turning off irons, washing hands

before handling food, putting away equipment, cleaning sinks, etc.

7. Evaluating learnings

Similar to the occasions described in 1 and 2, a cartoon or comic can be a part of a test. The teacher can ask a series of questions based on the dilemma or issue addressed. Questions can address students' knowledge, beliefs and values. Students can be asked to defend a particular position taken in relation to the issue. If students have had practice with using cartoons and comics to illustrate their learnings as described in occasion 4, a similar approach can be used on tests requiring students to provide captions or dialogue illustrating their understanding of a particular concept.

If papers or projects are a form of evaluation, students can be encouraged to illustrate a written paper with the use of cartoons and comics. Or, in place of a written paper, students may be given the option of producing a "comic book" related to topics, for example of self-identity, teen problems, parent-child relationships, etc. Such a book should demonstrate a certain level of understanding of an issue, express personal values and thinking on the topic, and illustrate certain problem-solving techniques.

Getting Started

In addition to cartoons and comics, teachers may find some comic books written with an educational intent are particularly useful with some students. Two recent examples come to mind, *Summerlove*¹ and *Food First*.² To get started using more cartoons and comics in your classroom, start today. Begin to clip

and collect daily from newspapers and magazines around you. Students can be helpful in sorting and thematizing them into manageable collections related to specific teaching topics. Photocopying machines which enlarge and reduce are most helpful especially for creating the appropriate size for use on an overhead projector or for inclusion in a test. Cartoons and comics appearing in newspapers are usually copyrighted. Therefore teachers need to familiarize themselves with the copyright regulations which govern the use of such materials for educational purposes in their area. If you plan to use a lot of cartoons and comics in your classes it could be helpful to invite a local cartoonist or comic strip writer to your classes so that you and your students can learn more about the techniques as well as the purposes of cartooning.

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¹Available for \$1.25 per copy from: Women Skills, 4340 Carson Street, Burnaby, B.C. V5J 2X9. This is a comic book style story dealing with issues of women and work.

²This comic deals with global food problems and is created by Educomics, P.O. Box 40246, San Francisco, CA 94140. •••

Smile Twice and Call Me in the Morning

You've heard the expression, "Laugh your cares away," but what about "Laugh your *sickness* away?" Research performed by Arthur A. Stone, Ph.D. at the State University of New York at Stony Brook, has suggested that daily mood shifts can affect the body's ability to produce antibodies, which it uses to fight off potential invaders. Stone and his researchers studied the moods and immune responses of 30 students and found that bad moods coincided with relatively low antibody production, while good moods coincided with high antibody production. Although previous research had established the ties between stress and subsequent sickness, the researchers note, that their study provides evidence that *happiness* may play a part in keeping people healthy.

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Reading: A Basic Skill for Home Economics

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A common misconception among secondary teachers is that reading is a subject which is taught by elementary teachers. In reality, reading is a process, not a subject and the skills necessary for critical reading should be integrated and practiced in every class. Each subject area has specific reading skills that need to be taught within the framework of that subject. Therefore, the teaching of content and skills of reading should be fused (Mahony, 1977).

Although there is a gradual development of reading skill from age 9 through 23, there is great variability in skill at all ages (Carroll, 1987). It also appears that reading skills are rather slow to develop, taking the average person 24 years to progress from a basic to an advanced level. For most persons who are average or above, the rate of development is constant, however, for those below average, much less progress is found during the secondary school age group, ages 13-17, than between 9-13. Increasing each student's reading skill should be of concern to *all* secondary teachers, including those teaching vocational subjects.

Being able to read and understand is not only a basic life skill, but a vocational skill. There are few jobs today that do not require understanding the written word as an inherent part of the job description. The reading of training manuals, instructions for work, and keeping up to date with the literature in the area of employment are just a few of the many tasks which make reading on the job a necessity. Reading is also a skill which is essential to the work of the family. Reading is important for understanding the operation of equipment used at home, learning new information related to becoming a better parent or understanding your relationship to your spouse and others, and becoming a better informed citizen.

Another important reason for the teaching of reading is to help students become independent, lifelong learners. In this age of rapid changes, the aver-

age person will change jobs many times in his/her lifetime. Each change will mean new information will need to be learned and the skills of critical reading will be essential to make this transition easier.

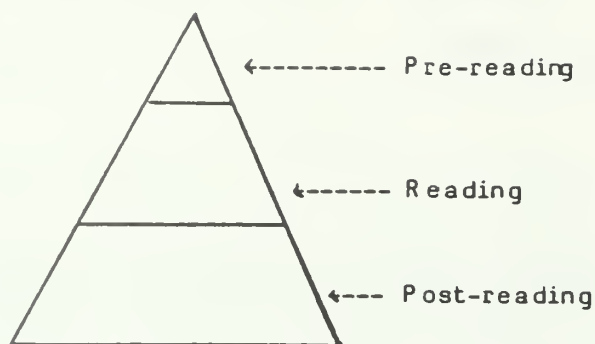
The teaching of reading is not always a component in the curriculum for preservice vocational home economics teachers. Although some states require a reading course for certification, it is not a common practice. Home economics teachers may want to better understand how to teach reading skills so they can easily use the process in their classes.

Steps in the Reading Process

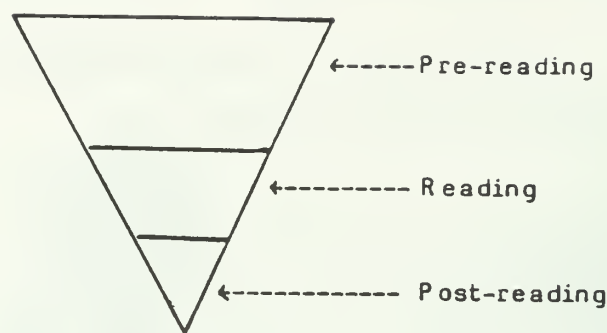
In order to maximize the comprehension of what students read and to increase their skills, reading activities should be focused at three different points: pre-reading activities, reading activities, and post-reading activities. The use of this framework requires more time than simply asking students to read at the beginning or end of a class period or assigning reading as homework, and then a factual discussion after the reading. Most teachers fall into the traditional reading model (see Figure 1). More time is spent *after* the reading assignment than preparing the students for the reading. The use of a directed reading model requires more time initially, but pays off in helping students become more independent learners.

Step 1: Pre-reading. Instead of a teacher simply saying, "You have 15 minutes before the bell rings, read pages 16-20 in your textbook," students need to prepare for their reading. They should in some way become stimulated to read the assigned work. Teachers can create interest and stimulate thinking about the reading by capitalizing on student curiosity, perhaps through humor, cartoons, or questions.

Next, teachers need to help students make a connection between what they have already learned and what they are about to read. This might be done with questions, such as, "Look at the title of the chapter you are going to read. What might be the relationship between what you learned this week and this new chapter?" Another question might be, "What are some questions *this* chapter might answer



THE TRADITIONAL MODEL



THE DIRECTED MODEL

Figure 1. Reading Models

that are related to the chapter we read *last week*?" Students can also make predictions about what they will be reading based on what they already know.

The teacher needs to identify the reasons and purpose for the reading. Are they to read for the main ideas, details, sequence, or cause and effect? For example, "As you read this, you will need to look for . . ."

Another important part of the pre-reading process is to teach important vocabulary. Teachers are so familiar with the terms used in their discipline that they often expect students to know them as well. "Stopper" words, those words which might be unfamiliar to students, will need to be explained to students before reading. Having students write out the definitions using the dictionary is helpful, but is often overused and becomes boring to the students. An alternative might be having the students classify words under various topics:

- | | |
|-----------------------------|--------------|
| parts of each grain kernel: | bran |
| | endosperm |
| | germ |
| types of flour: | patent flour |
| | clear flour |

Another activity might be to have students complete comparisons or analogies: "Employer is to employee as management is to (*labor*)."

Students might also write synonyms or antonyms for vocabulary words or they may fill in the blanks. "Machines doing the work of men or women is (*automation*)."

Students should be taught what to do when they don't understand a word. For example, they could be asked, "What should you do when you come to a word you don't know?" And then, a discussion would allow the student to see the alternatives: 1) Read to the end of the sentence to see if you can discover the meaning, 2) See if the word looks like any others you

know that might offer a clue, 3) Read further to see if that helps, 4) Check the glossary or dictionary, and 5) Ask for assistance.

Finally, the teacher should go through the reading selection with students and point out the general outline of the material. Students could develop questions or make predictions about what will be included in the reading below each heading. For instance, if the heading were "Steps in the decision making process," the questions might be, "What are the steps in the decision making process?" and "How do you use these steps in your job and at home?"

After going through the material, explain how they should read. Perhaps one section they should skim, another section they should take detailed notes, and a final section they should read slowly and compare with another reading they did in the past.

Explain what will happen when they finish this reading. "We will have a discussion of important points and then a panel of women and men in various roles will come to class to discuss this concept. You will need to ask related questions of the panel."

Using some of these techniques before the students read the material will help them understand what they are reading. It will also help them to be more responsible for their reading.

Step 2: Reading. In the past, teachers have often given students worksheets to complete while reading. Often these worksheets have involved questions only at the knowledge level. Students would quickly look for "the answers" and may not even read the material thoroughly, but only skim the reading until they find the place in the book with the answer. Students become dependent rather than independent learners when they use these worksheets because the teacher is telling them what to look for and not allowing them to synthesize the material on their own. During

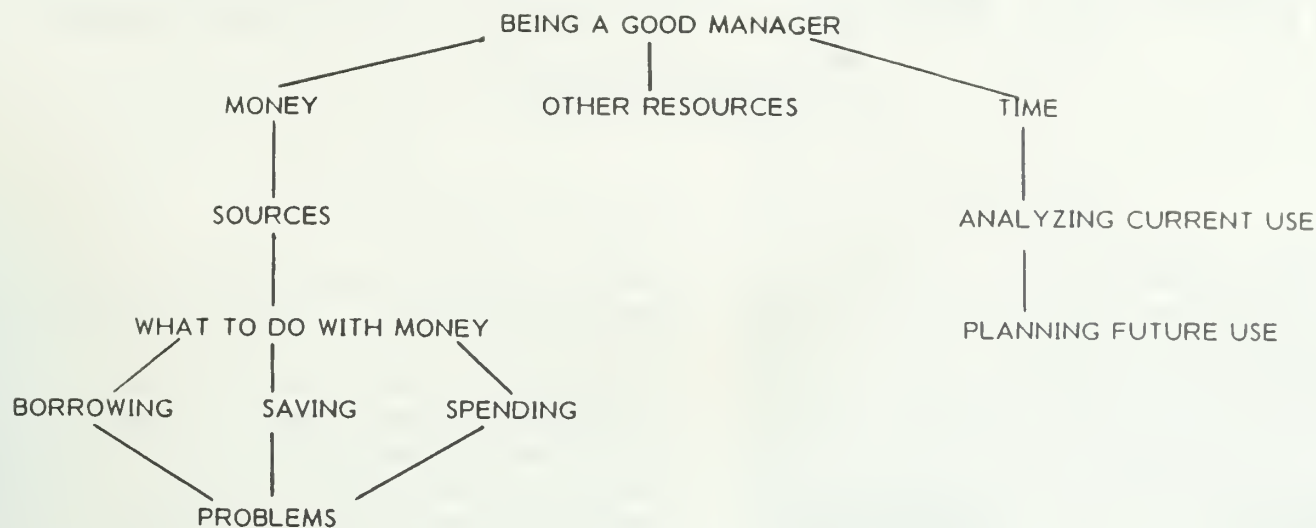


Figure 2. Student "Thought Map"

the reading step, students should become *actively* involved with the material. This involvement can be accomplished in several ways. One idea might be for students to answer the questions they developed during the pre-reading for each of the headings.

Another way students could interact with the material is to do mapping by translating their reading into thinking. This would help to organize their thoughts about the reading into logical patterns (see Figure 2). Each student's "thought map" might be slightly different and would in some way connect the ideas that they read about.

Students may also want to write down the words and meanings of any additional terms with which they are unfamiliar and perhaps underline those words that were in their pre-reading work.

Teachers could also prepare "thought questions" for students to answer covering various sections of the reading. These questions would not be answered directly in the reading material, but only with a thorough understanding of the material. Another way to have students interact with the reading is to have them develop questions for each section as they are reading, both "thought questions" and those at the knowledge level.

Step 3: Post-reading. At this point students should be able to explain the relationship between the reading and previous subject matter studied. They should have a better understanding of the meaning of the words that were discussed during the pre-reading step. The teacher should go over any other terms that were unfamiliar to the students as they were reading. They might discuss the answers to questions that they developed during the pre-reading or reading steps. They might also see if the

predictions they made during the pre-reading step were accurate. This could be done as a total class, in small groups, or in pairs.

Students should also be able to apply information they have learned through the reading to everyday life. For example, they may be able to solve problems given in case studies or role playing situations or they may be able to develop case studies that illustrate the reading they have done. Students may be able to apply the reading to their own lives or work situations, and if so, this should be discussed.

During the post-reading step, teachers might also want students to develop additional questions that perhaps go beyond the reading and identify possible resources that might provide answers to their questions.

The teaching of reading skills can easily be integrated into classroom activities, which will result in improved reading and increased learning of subject matter. Integrating the reading process in home economics classes may result in fewer concepts being covered, but learning this process will help students become more independent readers. Reading is essential to the preparation of students for the work of the family at home and on the job.

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(Continued on page 75.)

Teaching Ethics Through Vocational Programs

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Introduction

A Q-sort survey was conducted at the annual convention of the American Vocational Association held in New Orleans, Louisiana in November of 1984. The purpose of the survey was to determine how vocational educators, representing each of the five occupational teaching areas, would rank order fifty ethical characteristics thought to be important to a worker's continuous and productive employment.

An analysis of the data revealed that vocational educators across occupational teaching areas were in general agreement as to the most important ethical characteristics for worker success: reliability/trustworthiness, willingness to work, willingness to learn, responsibility for one's own actions and ability to work cooperatively with others (Miller, Rubin & Glassford, 1987). Given that there appears to be a consensus among vocational educators as to the ethical characteristics students need to develop prior to entering the workplace, the question that arises is how to develop these characteristics within the school context?

In the State of Illinois, orientation curriculum guides for each of the five occupational teaching areas are currently being developed and/or revised to include activities addressing the goals of vocational ethics instruction. The following is an overview of the

Illinois approach to teaching ethics through vocational programs.

Teaching Ethics within the School Context

Teaching vocational ethics is a complex process that involves teaching students both the thinking and behavioral skills needed to *successfully* resolve ethical problems in the work environment. Vocational ethics instruction is based upon a developmental view of human functioning and learning. What this means to the teacher is that the students they teach may be at the same chronological age but approach ethical problem solving from any of the following developmental perspectives:

Stage I: Students functioning at this stage are highly dependent upon external authority to establish what is right or wrong, appropriate or inappropriate in a given setting. Over time, students begin to learn what behaviors are likely to be punished or rewarded across settings and begin to establish work habits that reflect what has been reinforced in the past.

Stage II: Students become more internally directed and independent, acting according to habit without much external direction. Students gradually begin to test the standards which they have adopted, keeping those which lead to success within the environment and rejecting those which are nonadaptive.

Stage III: Students begin to recognize the underlying principles that govern human conduct. When faced with environmental change and challenges, they are capable of giving up the habits established during Stage II and developing new and more appropriate responses.

Each of these perspectives should be considered appropriate if consistent with the developmental stage of the student. However, it is the goal of vocational ethics instruction to move students toward Stage III. Individuals functioning at Stage III are capable of responding at this stage or at either of the two previous stages. This capability gives Stage III individuals the greatest number of response options and thus increases their chances of continuous and productive employment.

The task facing the teacher is to facilitate and encourage student progress toward succeeding stages of development. This is best accomplished by stimulat-

ing discussion about ethical issues and problems between and among students, encouraging students to justify their position on an ethical issue according to a set of objective criteria and simulating, through role play, the consequences of ethical choices.

The teacher's role in this process is that of facilitator-participant. As a facilitator, the teacher is responsible for establishing and maintaining the structure of the instructional process and moving the students through the process in a timely manner. As a participant, the teacher is encouraged to model the qualities desired in all participants. In short, teachers should view themselves as the most experienced learner in the group and demonstrate "how" rather than lecture on "what" to learn.

The format best suited to the goals of vocational ethics instruction is small group discussion. Groups should consist of no less than five and no more than fifteen students. The physical and psychological environment should be conducive to the sharing of ideas. Classroom periods of at least fifty minutes are adequate for discussion purposes.

The content of instruction includes the discussion of ethical problems. Problems can be real experiences or hypothetical cases relevant to a specific occupational teaching area. The teacher first encourages students to generate as many possible solutions to the problem as they can without evaluating the solutions suggested. It is important that the teacher make each student feel that their contribution is valued. These solutions are then evaluated by the students, with teacher guidance, according to the following value assessment criteria:

1. Reciprocity: Would you want this choice made if you were in the place of each of the others in this situation?
2. Consistency: Would this choice be appropriate for you to make in other similar situations?
3. Coherence: Will this choice contribute to the overall well-being of the group or organization?
4. Comprehensiveness: Would this choice be appropriate for everyone to make?
5. Adequacy: Will this choice solve the short term problem?
6. Duration: Will this choice solve the problem over time or make it worse?

The criteria should not be used like a score card. For example, a solution with four positive responses to these questions is not necessarily better than a solution with three positive responses. Rather, the criteria should be used to encourage students to think about the solutions objectively and to recognize the implications and consequences of making a specific ethical choice.

As a follow-up activity, role playing a variety of solutions will allow students to observe and/or experience the difficulties in implementing the choices they have made. By observing student role plays, the teacher can evaluate and plan for the remediation of assertiveness, empathic listening, risk taking and negotiation skills.

It is important to remember that instruction in vocational ethics is an ongoing process. More than one instructional session will be needed for both students and the teacher to master the use of the value assessment criteria. Best results will be obtained by first introducing vocational ethics as a separate unit of instruction. Once students understand the process of inquiry, vocational ethics can be introduced as an extension of an existing curriculum unit. Eventually, events in the ongoing classroom environment will prompt student discussion of an ethical problem. This will indicate that students have begun to take an active role in the ethical decision making process.

Conclusion

Many teachers have taught ethics by personal example and by establishing rules for appropriate conduct in the classroom. The problem with teaching via such indirect means is that students may learn what is "right" and what is "wrong" from observing and responding to authority (the teacher) within a given situation (the classroom) but not understand the *why* behind the teacher's actions and rules. When faced with an ethical problem in the home or work setting, students may be unable to generalize what they have learned to another setting.

Direct instruction in vocational ethics offers many advantages over the indirect approach as a means of teaching students to recognize and successfully deal with ethical conflict. These advantages include clear instructional goals, replicable teaching strategies and objective evaluation procedures. By taking a more direct approach to instruction, teachers can assist students to acquire necessary cognitive and behavioral skills in a planned manner and to practice what they have learned under guidance in the classroom before attempting to resolve a real-life ethical problems.

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Easel Media

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Ever look around your classroom and wish for a new arrangement, a bright idea, or a novel visual to use in teaching? The answer may be as close as your classroom storage area.

Sometimes easels are thought to be gangly, old things that "hold" posters or charts. Actually, they can transform a classroom -- and the more easels used the better.

One way to make easels more sturdy is to use a display board as a backing. Cut a 1/4-inch masonite sheet to a standard display size of 24x36 inches, sand the edges, and set the display board on the easel's ledge.

Posters and flip charts can then be attached with utility clips and the extra weight prevents an unstable easel from wobbling.

A display board can also be transformed into a flannel, foam, or hook and look board, an extra chalkboard, or a storyboard to help you plan. Here's how.

Charts

Clip or prop charts and posters against the masonite display board. Avoid oversized posters. They are difficult to handle and look sloppy.

Consider placing charts on easels in various areas of your classroom to create interest, and use them as safety, procedure, or cleanliness reminders.

Make a three-dimensional chart by lettering a poster board and overlaying it with a craft or garment in progress (Figure 1).

During a teaching sequence, use just a few charts -- perhaps one as a cover chart to create interest, one to show supplies and/or major steps, and one to summarize. A large number of charts is confusing to students particularly when lettering and illustrations are printed on both sides and the order of the

presentation is not well planned. After teaching, set up additional easels to hold the individual charts so the students can review all the information contained on them.

Remember, keep the lettering and illustrations on the charts simple and large. Letters should be 1 1/2 to 2 inches high for a 20-30 person class. Dark colors, except yellow, on white are very visible. (Yellow and other colors outlined in black improve their visibility.) Also, if you have detailed illustrations and need a pointer, consider using a 14-inch knitting needle.

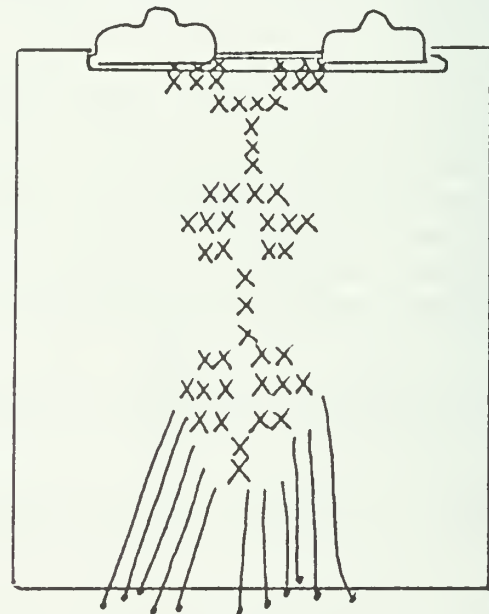


Figure 1

Overlays

Another type of chart is an overlay. Cut transparent sheets of plastic at least one inch shorter and one inch narrower than the chart itself. Attach the sheets of plastic on the top and the sides of the chart in a hinge-like fashion with clear adhesive tape (Figure 2). The overlays may be folded behind the chart until ready for use.

Overlays are effective to show continued progress toward a completed project or idea.

Flip Charts

Flip charts are often used as a part of a lesson when you don't want to worry about the order and putting up a number of posters.

Needs Assessment Study Helps Build for the Future

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To better understand the unique needs of low-income, single parents, a two-part needs assessment survey was conducted this year.

The first part focused on the opinions of 101 professionals working with low-income families and single parents. The second part was interviews with 645 single parents enrolled in the Consumer and Homemaking Education Program (CHEP) program in Cook, Madison and St. Clair counties.

Professionals Share Their Perspective

The Sample & Method

Of the total 101 professionals working with low-income families, 29 percent were from Cook Area I, 41 percent from Cook Area III, 15 percent from Madison and 15 percent from St. Clair county.

Respondents were selected by the CHEP Extension Adviser in each county. Twenty-three percent were social workers. Others included counselors, nutrition consultants, educational administrators, housing authority administrators, nurses and teachers. Those questioned worked for agencies and organizations including Salvation Army, Parents Plus, WIC, Child Welfare, Headstart, Parent Child Centers, Chicago Housing Authority, Vista, Parents Too Soon and School Districts.

A personal interview was conducted by the Extension Adviser or a CHEP paraprofessional during the winter of 1988.

Findings

When to Schedule Programs?

We asked the professionals for the best time to schedule programs for this audience. More than 50 percent said mornings, 41.6 percent said afternoons, 7.9 percent said weekends, 14.9 said evenings, and 10.9 percent said lunch time.

Topics of Most Interest

Professionals were asked what topics they felt are of most interest to low-income families. From a list of 19 topics, more than 77 percent checked "how to find a job" and 69 percent checked "how to cook nutritious meals" of interest. See Table 1.

Table 1 (abbreviated)
Topics of Most Interest to Low-Income Families
(N=101)

<u>Topic</u>	<u>Number of Respondents</u>	<u>Percent</u>
How to find a job	78	77.2
How to cook nutritious meals	70	69.3
How to go back to school	68	67.3
How to care for babies	65	64.6
Learning about pregnancy and prenatal development	65	64.4
How to buy food	64	63.4
How to make decisions	59	58.4
Solving tenant-landlord problems	57	56.4
How to spend time together as a family	57	56.4

In addition professionals were also to list other topics of importance to low-income families. Topics named included:

General Health
Family Planning/Responsible Sex
Money Management
AIDS Education
Self-esteem

The professionals were asked to review the list of 19 topics and identify the three topics they felt were most important. The two most frequently mentioned topics chosen were "how to find a job" (47.5 percent) and "how to go back to school" (32 percent).

Delivery Methods Explored

Professionals were asked which type of support groups they would be interested in for their clientele. The most frequently mentioned group was single parent groups with teen moms clubs and fitness clubs being the next most popular.

Other groups that were suggested included Asian women's group, a crafts club, a grandparents club, a home practicum club, and a parental stress group.

The professionals were also asked what delivery method they felt low-income adults would be most interested in using when learning. Sixty-seven percent felt field trips would be of interest to the clientele with 62 percent mentioning films and movies.

Anticipating the increased use of video cassette recordings (VCR), we asked the professionals from their experience to estimate the percentage of low-income families in their community who have a VCR. Fifty percent of the respondents said 35 percent or less had a VCR with 14 percent saying only 10 percent of the audience have a VCR.

CHEP Single Parent Homemakers Share Their Perspective

The Sample and Method

A random sample of 645 single parents enrolled in the CHEP program in October, 1987 was selected to be interviewed by their CHEP community worker or program assistant.

The sample included 316 (49 percent) homemakers from Cook I; 156 (24.2 percent) from Cook III; 76 (11.6 percent) homemakers from Madison County; and 98 (15.2 percent) respondents from St. Clair County.

When to Schedule Programs?

A total of 52.5 percent of the CHEP single parents reported afternoons were the best time. Almost 42 percent said mornings were the best time. There was little support for holding meetings on weekends, in the evening or during lunch time.

Topics of Most Interest to Single Parents

The single parents were also asked what topics were of most interest to them. They could select as many as they wished.

The topic most often selected was "how to find a job" (60 percent). The second largest was "how to make decisions (55.3 percent). The first five topics most frequently mentioned all focused on economic stability and consumer problems.

After making this selection, they were asked to identify the four most important topics to them. The four most important topics to the respondents were also the topics that were of most interest to them:

finding a job, making decisions, how to use credit, and landlord/tenant problems.

Delivery Methods Identified

The sample parents were also asked which type of support groups they would be interested in joining. Almost 56 percent responded they would be interested in joining a single parent club with 48.5 percent selecting a fitness club.

Single parents were also asked what delivery methods they would prefer. More than half the respondents (55 percent) preferred newsletters. Their next choice was television, and field trips. The least mentioned choices were comic books and puppet shows.

The respondents were asked if they currently own a VCR. Nearly 41 percent (257) own a VCR and 30.7 percent (101) said they plan to get a VCR. This would indicate that the use of videocassettes in teaching should be expanded and explored. With the number already having VCR players, there is reason to believe their use will be much greater in the next five years.

Demographics of Respondents

To learn more about our respondents we are asked several demographic questions. The racial make-up of the respondents was: 80 percent (511) Black; 9.7 percent (62) Hispanic; 6.6 percent (42) white; 1.7 percent (11) Southeast Asian; and .6 percent (4) American Indian.

Sixty percent of the respondents had been in CHEP for 1 1/2 years or less; 15 percent had been in the program for 1 1/2 to two years; and 13.5 percent had been in for two to 2 1/2 years. About nine percent had been in the program longer than 2 1/2 years.

Of those surveyed, 87 percent were over 20 years old and 13 percent were under 19 years of age.

Only 18.6 percent (119) of the respondents had been employed this year. Of those who had been employed 3.3 percent (21) had been employed full-time; 10.3 percent (66) had been employed part-time; and 3.9 percent (25) had done temporary work.

The respondents were also asked about the ages of their children. Fifty-four percent (342) had children of elementary school age, 22 percent (140) had teenage children, and 6.9 percent (44) had adult children.

Implications

The results of this needs assessment will be used in the establishment of the new Parent Readiness Program (PRP) as well as the on-going program development in CHEP. It will help us be better prepared to

(Continued on page 74.)

Assessing Teen-Age Consumer Actions

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Marketing Surveys such as the Rand Youth Poll (Walsh, 1985), Teenage Research Unlimited (Guber, 1987), and the Mood of American Youth (Walsh, 1985) often quoted in newspaper and popular magazines have made consumer educators aware of the tremendous impact that teen-age consumer actions have on the economy. These polls estimate the spending power of the 25.6 million teenagers in the United States ranges from \$30 billion to over \$60 billion per year (Guber, 1987). One poll estimated that teenagers spent \$45.7 billion in 1983, and put \$9.3 billion in savings. We learn from these surveys that personal expenses absorb most of teenagers' incomes, that almost half of teenagers work for pay at least five hours a week, and that teenagers are a very diverse group of consumers, no more alike than adult consumers (Guber, 1987; Lifestyle Merchandising, 1982; Walsh, 1985).

The information gathered by these national marketing surveys gives societal trends, statistical data, and information about teenagers collectively. Marketers are doing their homework--they know how, where, and what to advertise and promote to this affluent group of consumers who are developing lifetime buying habits.

Do teachers know about the spending and saving practices and other consumer actions of the students in their classrooms? How much of the information from the national polls is relevant to their students? Knowledge of teen-age buying practices and consumer actions of students would be helpful in planning a relevant and meaningful consumer education curriculum. However, unless teachers have objective information about the consumer actions of the students in their classes, it is difficult to plan objectives to meet their needs and thus motivate them to become good consumers.

Stampfl (1978) characterized teenagers as having their basic needs provided by parents with luxuries provided by part-time work. According to Stampfl, adolescents have some product experience, some dis-

cretionary income, and nearly unlimited time for shopping activities. They are susceptible to peer pressures to conform and their knowledge of the marketplace is limited. Typical products and services purchased by adolescent consumers vary with sex, age and resources available. Surveys differ in the ranking of what and how much teenagers spend. Clothing, health and beauty aids, and entertainment are at the top of most lists for adolescent girls, and entertainment, gas and auto, and clothing account for a large percentage of spending dollars for adolescent boys. Stampfl's description of the adolescent stage of the consumer life cycle gives a general picture of adolescent consumers. There is, however, a great deal of variation in the teen-age stage of the consumer life cycle. Community values and culture, demographic differences, economic conditions, experiences in the consumer role, and consumer education are but a few of the factors that influence the consumer actions of teenagers.

Development of the Consumer Action Survey

Consumer actions encompass a wide range of activities or behaviors related to the consumer role. Participants in a Teaching Consumer Education Workshop reviewed high school consumer education and home economics textbooks, consumer socialization and consumer education research, and other consumer education literature to generate a list of items representing consumer actions of teen-age consumers. The Consumer Action Survey was developed as a pre-post test and discussion tool for the consumer education classroom. It was also used to collect research data from 439 high school students and was subsequently revised for classroom use as an evaluation instrument and teaching tool. Factor analysis was done on the data collected from the high school students. Statistical analysis revealed a reliability of .82 for the revised 40 item survey instrument. The factor analysis identified 12 concepts within the instrument; however, for classroom use the instrument should be administered and analyzed in its entirety. A simple self-scoring interpretative scale was developed for this purpose. Used as a discussion tool, the survey instrument is an effective way to introduce a consumer education class or unit. Student scores from a pre-test compared with post-test administration of the CAS indicate change

in consumer actions of the class as a whole and of individual students.

Interpretation of the Survey

The planning actions identified within this survey consist of information sources (Items 13, 36), pre-purchase information (Items 5, 20, 26), label information (Items 9, 16, 29, 31, 38), and planning before purchase (Items 6, 21, 30). Positive implementing actions are cost awareness (Items 15, 18, 39), return of defective items (Items 3, 40), energy conservation (Items 22, 37), and good consumer practices including comparison shopping (Items 4, 11, 25, 32, 35). Implementing actions that reflect poor consumer actions are impulse buying (Items 9, 16, 29, 31, 38), convenience of marketplace (Items 10, 12), influence of TV (Item 7), and influence of peers (Item 2). These items are recoded before inclusion in the Consumer Action Score and are the Group B items on the Score Sheet. Four items reflecting positive consumer actions that were assumed to be related to good consumer actions were included in this survey and were compared to the Consumer Action Index Score and to factors within the survey. These actions were: reading a daily newspaper (Item 1), using seatbelts (Item 17), saving a portion of income or allowance (Item 24), and talking with family about finances (Item 27).

From the analysis of the consumer actions reported by the 439 high school students it was found that students who read a daily newspaper are more likely to also read consumer publications, use label information and plan before purchase. These students' consumer actions were less likely to be influenced by TV and peers. Classroom teachers should encourage newspaper and consumer periodical reading of consumer related articles.

Students who talked with their families about financial matters had significantly better scores on the consumer action index and on 10 of 12 factors within the survey. Students and parents should be encouraged to communicate about money within the family as an effective way to facilitate positive consumer actions among adolescents.

Establishing regular savings was an indicator of positive consumer actions as evidenced by the significant differences in the consumer index scores. The students who reported they regularly save use consumer information, plan, conserve energy, use good consumer practices and are not as likely to be impulse buyers as those who don't save.

An assumption was made that the frequent use of seat belts would be an indicator of safe use of consumer products and positive consumer actions. The percentage of the high school students who used seat belts was very small (8 percent of the sample), however,

these students were significantly better consumers as indications by significant difference of the consumer index score compared to students who did not use seat belts.

The Consumer Action Survey (see page 75) can help teachers learn more about the consumer actions of the students in their classes. Coupled with the information from the national marketing polls, teachers should have useful information to plan a behaviorally relevant consumer education curriculum for their students.

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Continued from page 72.)

help homemakers develop their own individualized course of study. Staff in-service, publication development, and delivery methods will be tailored to the results of this study as well.

We included professionals in the study so we would better understand their perceptions of our clientele as we do joint programming. We also were interested in increasing their awareness of the CHEP program.

We have learned there is a difference in the professionals' perceptions and the single parents'.

An important outcome is the difference between professionals' perceptions of the single parents audience and the actual responses of single parents. This is especially evident in the topics that single parents are interested in and those that are most important.

Also there is a difference in which delivery methods are most preferred by single parents.

As we plan for the future we will also look at the need to purchase or produce more video programs for use in home and small group teaching.

Abstracted by Sally Rousey and Catherine Burnham.

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CONSUMER ACTION SURVEY

DIRECTIONS: Below are some statements regarding consumer actions. Please read each statement and indicate, using the scale below, how often the item applies to you. NOTE: If a statement does not apply to you, please leave it blank.

1	2	3	4	5
Very Seldom	Seldom	Sometimes	Often	Very Often

- ___ 1. I read a daily newspaper.
- ___ 2. I buy items similar to those my friends have just to be popular.
- ___ 3. When I buy an item costing less than five dollars and find that it is defective, I return it.
- ___ 4. I ask for a raincheck when a store is out of an advertised item that I want to buy.
- ___ 5. I seek information before buying something that costs a lot of money.
- ___ 6. I plan how I will spend my money.
- ___ 7. I buy an item because I see it advertised on TV.
- ___ 8. When I shop, I buy the item that I like best at the time.
- ___ 9. I read product labels before buying something.
- ___ 10. I buy the first item I find that fits my needs.
- ___ 11. I shop in two or more stores before buying something that costs a lot of money.
- ___ 12. I shop at the nearest store that sells the item I need without thinking about price.
- ___ 13. I read magazines such as *Consumer Reports* for information about an item I plan to buy.
- ___ 14. I buy brand name items without questioning price.
- ___ 15. I buy the least expensive item that serves my needs when buying personal items such as shampoo or cosmetics.
- ___ 16. I look for safety features in products I buy.
- ___ 17. I use my seatbelt when I am driving/riding in a car.
- ___ 18. I buy generic and store brand products when they are available.
- ___ 19. When I have money, I buy what I want and then worry about my needs.
- ___ 20. I read a contract before I sign it.
- ___ 21. I decide on what I plan to buy before I go shopping.
- ___ 22. I turn off lights when I leave a room to save on the electric bill.
- ___ 23. I pay my bills on time.
- ___ 24. I save a portion of my income or allowance.
- ___ 25. At the grocery store, I buy whatever looks good to me.
- ___ 26. I look at product warranties before buying a product with a warranty.
- ___ 27. I talk with my family about my finances.
- ___ 28. I purchase well-known brand name items without questioning quality.
- ___ 29. I read food labels for nutrition information.
- ___ 30. I make a list of what I need before I go shopping.
- ___ 31. I read care labels on clothing before I buy.
- ___ 32. I compare the services of two or more banks before choosing one for my checking/savings account.
- ___ 33. I dispose of my fast food containers in proper receptacles.
- ___ 34. I check a store's refund policy before buying something I might need to return.
- ___ 35. When I take an item to be repaired, I don't ask for a receipt.
- ___ 36. I read consumer publications such as *Consumer Reports* for general consumer information.
- ___ 37. I try to conserve energy by turning down the thermostat.
- ___ 38. I use product labels for information after buying (such as how to wash jeans).
- ___ 39. I buy the least expensive item that serves my purpose when buying clothes.
- ___ 40. I return a broken item that doesn't work no matter what it cost. •••

(Continued from page 65.)

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Sensational Learning

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Are your students so conditioned by the entertainment media that you need some creative ideas for getting their attention?

Have you considered the demonstration as an educational method which can provide a sensational learning environment in your classroom?

The demonstration method appeals to many senses at the same time. Senses of hearing, touch, sight, smell, and even taste may be involved. The socializing force of modeling brings additional power to the demonstration because we tend to model the behavior of those in positions of leadership. Not only does the demonstration present a positive model for students, it also provides personalized contact with information and can even minimize the risk of accepting something new and different.

Whether the instructional goal involves equipment, food, textiles, merchandise presentations, or interpersonal relations, the demonstration can be tailored to meet student needs. Relating new facts and ideas to what is familiar to students can also be achieved through demonstration. When making plans to promote increased student interest and recall through method demonstrations, consider elements such as the demonstrator, the setting, and the script.

DEMONSTRATOR

The demonstrator is primarily responsible for the success or failure of the presentation. Since the demonstrator provides oral descriptions of background information, principles underlying the action, and a running commentary of the action, that person should be:

knowledgeable,
skilled in product manipulation,

helpful,
enthusiastic,
poised,
friendly,
appropriately dressed, and
an effective speaker.

The teacher may function as the demonstrator--the endorser--the recognized expert who communicates the essential components of the chosen activity. Students may be included in the presentation not only to develop interest but also to gain demonstrating experience--an employable skill.

SETTING

A well-lighted, central location for the demonstration area provides all of the students with a good view of the action. The work space should be neat and organized at all times. Extra supplies as well as materials no longer needed should be stored out of sight. Adequate seating, sound control, and comfortable room temperature also contribute to an attentive student attitude during the demonstration.

SCRIPT

Three divisions of every demonstration are the introduction, the body of the commentary, and the summary.

1. Introduction--A timely and interesting theme will catch student attention and provide the framework for organizing the demonstration.
2. Commentary--The commentary represents the main portion of the demonstration where "Show and Tell" takes over. It is important to carry the theme throughout the body of the presentation and into the conclusion. Thinking through the entire demonstration is an essential "first step." Figure 1 outlines the planning steps for any demonstration.
3. Summary--A suitable conclusion ties the entire presentation into one complete unit and signals the end of the demonstration.

Above all else, every demonstration should be accurate and factual. Clear terminology describing the action will reinforce visual observations and

Figure 1. Demonstration Planning

Demonstration Topic _____

Audience & Setting _____

Objectives: 1. _____

2. _____

3. _____

Concepts to be demonstrated:

1. _____

2. _____

3. _____

4. _____

Set-up time required _____

Supplies: _____ Equipment: _____
(small support items) (large support items)

the information recall of students. Do incorporate showmanship in the performance to make it a pleasurable and memorable learning experience.

Based upon thorough background knowledge, the demonstrator can prepare the commentary to present principles, techniques, and the "why" as fill-in chatter. Timing, order, logical sequence, and preparation contribute to a well-executed demonstration. A format suggested for writing a demonstration script is given in Figure 2.

Display of the finished product is the highest point of audience attention. A visually attractive display will reinforce positive audience response and provide a sense of completion. Printed materials, distributed at the conclusion, enhance student recall and can be taken home to share with other family members.

A successful demonstration is the result of detailed planning by a knowledgeable demonstrator who can perform all activities with speed and skill. Practice and rehearsal aid in refining techniques, in checking organization, and in verifying the time required for each aspect of the presentation. For student demonstrators, practice will also develop skill and promote self-confidence.

Figure 2. Demonstration Format

1. Introduction: (You must appeal to interest here.)
2. Commentary: (The main body of the demonstration; "Show and Tell" with correct techniques and operating principles.)

Do (Manipulation: what you will show)	Say (Explanation: steps or main points-- with outline form)	SUPPLIES, EQUIPMENT, VISUALS, & TIME NEEDED FOR ACTION
--	--	--

3. Summary: (Exit and conclusion to review main points of the demonstration, to restate theme/purpose. May follow with questions and answers.)
-

Hints for a good demonstration include the following:

1. Maintain eye contact with the audience and avoid turning your back to the audience.
2. Use positive verbal and non-verbal communication techniques.
3. Maintain good posture and balance body weight on both feet.
4. Avoid leaning on tables and work surfaces.
5. Hold elbows near the body.
6. Maintain a neat work area.
7. Avoid wearing dangling jewelry, loose sleeves, ties and scarves which might get in the way or distract the audience.
8. Direct all visual emphasis to the activity going on by dressing to be part of the background.

Although the demonstration has traditionally been applied to areas of foods, equipment, and clothing construction, other suitable areas include child development, home furnishings, housing, merchandising, and accessorizing. Demonstrations are appropriate for all ages and stages of learning. As we settle into a new age in which information has become the basic productive effort of society, let's rediscover demonstration as a way to involve multiple sensory appeals in the learning experiences of our students.

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The Effects of Impact Home Economics in the Classroom

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School and home are usually two separate worlds in the life of a child. S/he is under the authority of his parents at home and the authority of the teaching staff at school. While the worlds are reliant on one another they are basically separate. When students leave school, most teachers can be fairly sure their students' needs are met. Yet, as teachers, we all know that difficulty in the one sphere causes a problem in the other. In the inner-city or rural area where the home environment may include poverty, hunger, poor shelter, and little clothing, we become painfully aware that our students have a greater weight to deal with than homework, good grades, and extra-curricular activities. It is at that point that the state of Ohio has decided to take a constructive role in seeing that the school and home work together in combining resources to create school children who do succeed and who are not doomed to repeat parental history. We want our children not only to survive in their environment, but to thrive in it. The program is called Impact Home Economics. It was instituted during the 1968-69 school year and continues to grow. In fact there are over fifty-two units in eighteen schools in Cincinnati, Ohio alone. Impact Home Economics is for the disadvantaged and was created by the Vocational Education Department in the state of Ohio. In 1987 over 6,500 students were served. It is a complete life skills course. The curriculum covers topics such as decision making, goal setting, home management, nutrition, child care, textiles and clothing care, sex equity, and consumerism. The Impact instructor teaches no more than sixty students over four periods a day. The rest of her time, one period for planning and two periods to carry out the program, is spent counseling her students, visiting each student's family at least twice during the school year, and setting up programs that will en-

hance the student's life, such as researching community projects that can serve a specific need of a student. As an Impact teacher for three years for the Cincinnati School District, I was able to bring parent and school together creating a unified goal for my students' success.

Unfortunately the success of the Impact program cannot always be characterized by a certificate or a thank you note. My students and their families are rarely aware of such niceties and many of the agencies I deal with are far too busy. There is a yearly random accounting of students who have been served by the program but our students are very mobile and often hard to track. Yet, as I look down my grade book there are many lives I've been able to touch because the Impact Home Economics program has given me the time, resources, and official title to do so. I made it very clear from the first day of class that it was my job to help my students have the best school year possible and that I am there as a resource if the year should not go so well or if the student just needs direction.

The following examples of the Impact program at work are taken from my experiences at Lafayette Bloom Middle School located in downtown Cincinnati. Bloom is rich in history but now suffers from a neighborhood that is in sore need of rehabilitation. The student body consistently achieves the lowest scores on standardized tests in the city and most live in subsidized or lower income housing. The excerpts mentioned below are taken from the school year 1985-6, can be found in the year-end report, and can be documented by daily logs prepared and submitted to the Ohio Vocational Education Department. They in no way encompass the many case histories of that year but do illustrate the kind of effect Impact Home Economics can have on a student's life:

J.B., a fourteen year old boy with a poor self-image, was constantly suspended from school and not liked by his peers. I had tried to improve his school performance in many ways but with no success. After three home

visits I found J.B. had no respect for his mother whom he found weak. She had a boyfriend who abused J.B. J.B. was considered incorrigible and repeatedly threatened to kill the man he thought killed his father. I found there was a program in town sponsored by Children's Services. The program not only counseled the families, but also took the child out of the home from 3 p.m. to 7 p.m. everyday. J.B. definitely needed distance between himself and his family and his mother was in need of some counseling, too. I set up an appointment for both mother and son. J.B.'s mother claimed she couldn't find where the program was housed. After two cancellations I finally took her to the rescheduled appointment. She still didn't keep her following appointments. I thought this attempt at helping the family was futile. Then I saw J.B. on the street near our school the following year. He came up and hugged me. He informed me that both he and his mother are enrolled in the program I had found for them and go often. His mother had disassociated herself from her former boyfriend and didn't seem to be as scared about being alone. He is attending another school in the Cincinnati district, one for children who have difficulty in performing in the normal school setting. He still has difficulty with school but claimed his counselor has helped him deal with his frustrations and hostilities. Unfortunately his special school is closing but they are recommending him for a possible placement at Job Corp.

C.R., a little boy who rarely talked, would cry when asked any questions about himself or his family. His records showed that he was often truant and, because of large elementary school classes, he always managed to avoid anyone who tried to deal with his extremely introverted behavior. On my home visit I found C.R. lived in a condemned building with a vastly overweight grandmother who was trying to find better housing but was hampered by her size. The grandmother had taken in many of her homeless relatives and at least one had made C.R. even more withdrawn with a tirade of verbal abuse. I decided to contact both the Welfare Department about the housing situation and the newly created School/Home Department at our school comprised of a group of people who dealt with students having psychologi-

cal problems. I was warned that C.R. was furious with me. I had opened up his world allowing others to pry. For two months he would come into my room about once a week, sit down, refuse to even nod his head in either agreement or disagreement, and continually clench his fists. Each time I greeted him with "I am so glad you're here. If I can help you, let me know." Then, finally one week towards the end of the 1985-6 school year, C.R. came into my room and started to talk to me. I said he looked happy as he was smiling. He said he was. I told him that made my day and asked if everything was going well. He assured me it was and that he was indeed happy. I've talked with the School/Home coordinator and he said it was slow going but that there was progress. Surely it will take time to heal the years of neglect and abuse but at least the process is started. He is living with his mother who appears to be giving him some much needed attention. I last saw C.R. during the 1986-87 school year. He was in trouble for being consistently late to school. I bought him an alarm clock so that he would wake up in time to get to school. That was the last I saw of him or was able to track him. I only hope I gave C.R. a chance at normalcy. He had no opportunity before the Impact program.

J.B. is a sweet well-behaved girl who has a bi-racial brother and retarded sister. Her father has cerebral palsy. A few years ago all the children were removed from the family because of parental abuse. The brother has never been returned. J.B.'s father is a bright man trapped in a distorted body. I invited him to our school and our principal took the time to understand Mr. B's difficult speech. He felt that someone was finally listening to him. The principal followed his wishes and changed J.B.'s math class to a comprehensive program instead of an academic program. The child received better math grades, the father felt his opinions were valued, and the family seemed better able to cope as they felt the school was listening. J.B. has been the recipient of perfect attendance awards and most improved student awards. She is successfully completing her freshman year at a Cincinnati high school.

Everyday N.C. would continually poke fun at others. I had tried several times to visit his home but to no avail. I tried letters, phone calls, and notes. My next step was to have the Vice Principal intervene. Finally one day N.C.'s mother just appeared at the school. She told me in language filled with expletives that she was recovering from a nervous breakdown and a custody battle between herself and her mother was ensuing. After I met with her I had another conference with N.C. I expressed understanding and told him how difficult it was for me to teach when he was always "capping" (belittling others). However, I could tell his life wasn't easy, so if I could help he need only ask. That was N.C.'s last day of making fun of others. Our relationship was still far from perfect but it certainly surpassed the situation that had existed previously. I still see N.C. periodically. He has become a respectful young man who is very interested in athletics and looking forward to high school next year. He is on the waiting list for the Cincinnati Academy for Physical Education.

Of course I have not helped every child that has entered my room. Not all of them needed my help and some needed so much more that I could give. But for every thirteen year old who told me that she was pregnant because I hadn't taught sex education soon enough, there has to be a girl for whom that class came just in time. For every boy who still thinks of consumer education as "women's work" there are several others who see house work as everybody's job. The program does work and could be reproduced in any state where the educational hierarchy is willing to replicate and support Impact Home Economics. The framework does take effort and support through both funding and commitment. When Impact first began, parents did not readily accept the Impact teacher in the home. Now, twenty years later, the trust level is developed and parents often look forward to the two yearly visits by the teacher. Some parents are even willing to oversee the students' "Individualized Extended Experiences" which are personalized assignments aimed at reinforcing classroom assignments. Our students know that they can ask for a conference with the Impact teacher about any issue. If the student does not ask for a conference, the teacher will.

I've arranged meetings between parents and other teachers, straightened out report cards, arranged a rape prevention clinic, gathered progress reports from teachers for parents, discovered clinics for obese

children, gotten entire classes to swear they would never smoke many of whom tried to get their parents to do the same, had a walking field trip to a museum in the school neighborhood that most of the children never knew existed, and taught cancer prevention. My goal is to save lives and improve the quality of that life. Teaching gives me time to do that collectively. Teaching Impact Home Economics provides time for specifically helping the individual student. Last year in the state of Ohio over 1700 Impact students improved their grades. One-hundred thirty seven Impact teachers in 1986 conducted over 23,000 conferences and made over 6,000 home visits.

Two years ago I was asked to teach the first GRADS (Graduation, Reality, and Dual-Role Skills) program for pregnant and parenting teens in the middle school. I did not have to transfer schools as the program was created at Bloom Middle School. By being in the same school I got to see my former Impact students who were continuing in the second year of the program. After two years out of Impact I've decided to return to the program. It is a challenge and the thought of intervening in a child's life before drugs, dropping out of school, or pregnancy become major complications, is certainly a worthy goal.

Of course Impact Home Economics can only be a success if all school staff (administrative, teacher, secretarial, and custodial) are willing to help where needed, give input when necessary, and be understanding of the disruption that a program such as this occasionally causes. Thank goodness that Lafayette Bloom can boast of such a staff and the state of Ohio can provide the resources to establish such a program.

To learn more about the program and the possibility of incorporating into state curriculum, write for an Operational Policy Guide available for all vocational education programs by contacting Ohio Vocational Home Economics, 65 South Front Street, Room 912, Columbus, Ohio, 43215 or calling (614) 466-3046.

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- Ohio Vocational Home Economics Operational Policies: IMPACT PROGRAM. Columbus, Ohio: Division of Vocational Education, State Department of Education, working copy. •••

PUBLICATION GUIDELINES

1. Articles, lesson plans, teaching techniques are welcome.
2. Submit two double spaced, typewritten copies. For computer generated manuscripts, please send a diskette along with the required number of hard copies. Include the name of the word processing program and give the file name of the manuscript.
3. Include any visual aids or photographs which relate to the content of the manuscript.
4. Include a small black and white photo of the author, as well as current professional position, location, and title.
5. Document your references using APA style.
6. Submit articles anytime.
7. Editorial staff make the final decision about publication.
8. Please forward articles to:

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Foreword

Home Economics Education: The Challenge to Create History

This issue of the *Illinois Teacher* was developed out of a sense that changing conditions demand reform of home economics education. We are one of many educational, governmental, and community agencies that require fundamental changes to meet the needs of constituents and clients. The articles in this issue provide knowledge and provoke thought about the present and future social, political, economic, and technological conditions of home economics learners. Readers are encouraged to reflect on how they might alter their practice in view of these transitions and their implications for educational programs. Like the old duck in the following fable, we need to make some changes.

Once there was a lovely, dependable old duck who lived in the forest. Each day she went down the path to the bend in the river where she cast a special mixture of seeds, grain, and insects out on the water. Beautiful fish would swim to the top of the water and snap up the bits of food, then quickly dart deep into the river where they dwelt in safety. Some fish were plain on the outside, but beautiful on the inside. Others were gold with exotic fins and tails. Still others were beautiful iridescent blues, greens, and greys.

Of late, the old duck thought that fewer fish came to eat her mixture. She was right. The river had changed. The current was faster, wearing away some of the bank. Weeds didn't grow in the same spots as before. And the fish fed at different times of day.

On the other side of the river, otters began feeding the fish a new kind of grain, and the iridescent blue ones ate there. The exotic gold fish swam up-river seeking better food, but found none. Other white and black fish had migrated to the bend in the river, but couldn't find their kind of food and left. At last, many fish went hungry, and only a few remained where the old duck cast her mixture.

The duck thought carefully about all these changes. Her old ways didn't seem to work anymore. So, to encourage the fish to eat, she added new seeds she grew to the special mixture. She began to cast the food farther out into the river, standing on a little platform she built over some fallen trees on the riverbank. After a time, some of the old fish returned, and many new fish came to the bend in the river to eat. The fish thrived on the new mixture of food which was cast farther out over the river.

Our educational curriculum in home economics must provide a new mixture and cast it farther out, if we

truly accept the role of facilitating families in creating "quality of life" in this transitioning era. The rules are different, families face new decisions, and the bend in the river is uncertain. If home economics does not meet the challenge, then by default, our students and clientele will look elsewhere to meet their educational needs.

The lead article of this issue, "Creating History: By Design or Default," is presented as a stimulus piece. It defines some of the driving forces within the societal, economic, political and technological shifts. This article was provided to the guest authors, who were asked to compose a "response." Weddle, Craig, and Sullivan were asked to read the stimulus paper and respond in a narrow perspective of economic, technological and family transitions. Kellett, Wogensen, Lewis, and Rice were asked to respond from the perspective of practicing professionals. Together, the stimulus article and the responses are the foundation for the final editorial pieces, "Home Economics Education and Today's Transitions: A Critical Connection," and "Actualizing Vision."

As we edited this issue, we defined trends and possibilities for the future rather than exact predictions. The paradigm of tomorrow is in creation at this time and is not absolute. We hope that you will be challenged to ask the questions and contribute to the defining of home economics education in a new paradigm. Our history, our students, and our clientele deserve our creative energy at this bend in the river.

We extend a special note of appreciation to the guest authors in this issue. They dared to ask the questions and to present some answers. We express our appreciation to the Editors of *Illinois Teacher* for allowing us to explore within this issue.

Diana Hestwood, consultant and editor at the University of Minnesota, created a concise and organized quality to our sometimes wandering thoughts. She provided technical editing and thoughtful, reflective feedback on our concepts and expressions. This issue would not have evolved without her. Brenda Jursik provided the word processing skills to put us "in print." Thank you Diana and Brenda.

We challenge you to Create our History.

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Creating History: By Design or By Default

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An anonymous author wrote, "A mind stretched by a great idea will never revert to its original shape." In the current era of transition, the phrase might read, "A society stretched by change will never revert to its original shape." In a book subtitled, *Social Entrepreneurship in Turbulent Times*, Robert Theobald (1987) states, "We live in a rapids of change." No one really doubts the complexity and rapidity of the change experienced in society today. There is general agreement about the factors contributing to the change, although we may fail to comprehend its vastness and pervasiveness. The debate, then, concerns the *approach* that individuals, families, and institutions should take to address the change occurring now and projected for the future.

An extrapolative model which predicts the future from the past has served Western societies relatively well until now. Today, change no longer occurs in a linear fashion. This fact, coupled with the accelerating pace of change, means that our old rules and understandings about problem solving no longer work. These conditions also form the basis for the debate about the approach demanded for the future.

Willis Harmon (1987) identifies six factors, or driving forces, of change for the future:

- Health
- Family systems
- Global paradigms for problem solving
- Spirituality
- Ecological perspective
- Feminism

Others have identified similar forces and labeled them as:

- Renewed interest in the family
- Global interdependence
- Renewed interest in the preservation of natural resources
- Concern with the poverty of women
- Acknowledgement of the growing number of females in the world population distribution

Capra (1982) summarizes the situation by saying, "We find ourselves in a state of profound worldwide crisis. It is a complex multidimensional crisis whose facets touch every aspect of our lives, our health and livelihood, the quality of our environment, as well as our social relationships, our economy, technology and politics."

This article first presents social demographic forecasts for the future. Then, within a global context, it examines the social, economic, and political transitions in American society. It is difficult to discuss these interdependent areas in isolation. However, they are treated separately in order to bring clarity to the issues. While experts offer different perspectives regarding the direction of the transitions ahead in society, all perspectives are based on values. Ultimately, the transitions that our society makes will depend on the values on which individuals choose to act in the process of creating history.

The Situation: Social Demographic Forecasts

Certain demographic trends and assumptions, or core values, are basic to understanding the transitions within society. Theobald (1987) presented four assumptions that define the parameters for change. He proposed that we must:

- View conflict as a challenge to creative thinking
- Learn to live within environmental and ecological limitation rather than strive for maximum economic growth
- Recognize that modern technology is freeing us from toil and will require profoundly different life cycles and styles
- Provide the possibility of dignity to all human beings regardless of sex, age, race, or creed

The following "snapshots" show future implications of the driving forces within the context of the family. Although incomplete and isolated in nature, these predictions and projections "set the stage" for further examination of issues and possibilities.

Snapshot #1: A major demographic shift is the realization of zero population growth. In 2050, the number of deaths matches the number of births. The population of the United States peaks in 2050 at 309 million and then most likely begins to decrease. Twenty-two percent of the general population is over the age of 65 (McFeatters, 1982). About half of the world's population lives in urban centers in 2000. That number may leap to 90 percent by the end of the 21st century (World Future Society, 1984).

Snapshot #2: By the end of the next decade, there are only two workers for each retiree. Social security resources are extremely strained. There is an acute labor shortage as the number of young people entering the labor force declines dramatically. Entry level wages are driven up and women continue to fill the labor deficit. A fifty percent increase in the number of working parents necessitates a rapid adoption of new work arrangements such as flex-time, flex-place, and on-site child care facilities. By 1995, most adults are working a 32-hour week. During non-working time, many are preparing for their next career. While the adult work week may be getting shorter, the student school week becomes longer (World Future Society, 1984).

Snapshot #3: On the eve of the 21st century, almost one-fourth of the world's inhabitants are still illiterate. The industrialized countries, with only 20 percent of the population, account for 85 percent of the world expenditures on education and 95 percent of the expenditures on research. This disparity is accentuated by the fact that over one-third of the world population is under 15 years of age, and 90 percent of them live in the Third World. The educational systems of today are highly fragmented and specialized. Yet a society of knowledge is one in which the boundaries between disciplines gradually crumble and where substantive issues are sought as the interconnecting mode (Elmondjna, 1986). The present models of "school" are archaic. They do not serve our needs as we enter the era of information, where knowledge is the power base.

Snapshot #4: There is a shifting of focus back to the family. The movement away from the family in the industrial revolution occurred because of a diminished need for it to serve as a productive enterprise and so-

cial support system. This made the family less viable and "economically rational" in Western societies. The issues of the family became private concerns within the family social unit. Snyder (1982) states, "Given the considerable evidence that society adapts family forms and function in an economically rational manner, the basic nuclear family unit in mature industrial nations is likely to continue to diminish in size and utility so long as institutional social support systems continue to grow." Snyder believes that while the nuclear family model is on the decline, the domestic sector has the ability to make future investments in a variety of new family forms. The evidence he cites to support this movement includes:

- The first long term rise in self-employment since the turn of the century
- Commitment to more healthful life-styles
- Record levels of personal expenditure on adult education
- Increase of six years in average life expectancy
- Decrease in per capita wages
- Increase in the number of previously non-working spouses entering the work force

The economic and social trends, such as the ones listed, indicate the need for a "family social safety net" to support and sustain members, as opposed to a public sector social safety net. Society is beginning to see the need for the family, in multiple forms, as a support system. The issues of the family are becoming public and are considered valid as societal concerns. But, economic incentives are needed to accomplish the transition to a family social safety net. This will be difficult to accomplish if we are, as economists project, in the down-side of the traditional sixty-year economic cycle.

Snapshot #5: Computers and robotics will replace repetitive mental activity. The industrial revolution progressively removed the need for muscle power and replaced it with machines. Some now express fear that the new machines will replace people. But, by their very design, machines are excluded from the complex and emotional decision making required to meet the challenges of the future. Machines do *not* address the nurturing needs of the work place. They *do* require new ways of working.

Snapshot #6: Human activities are changing the global climate. Because we cannot predict the impact of large-scale ecological or climatological change, we must strive to limit the changes caused by human-made wastes. Immediate concerns are the quality of our water and the chemicals used in food production.

Snapshot #7: We develop the capacity to redesign plants, animals, and human beings. Biotechnology poses some of the most severe ethical challenges we must face. Our new techniques give us power over our own evolution. Managing this responsibility requires far more wisdom than we have shown in the past.

Snapshot #8: The "art of balance" is a trendy phrase. It reflects the desire for a sense of symmetry between technological advances and the quality of life. The core of spiritual traditions have re-emerged. This is seen as a return to conservatism in one sector of American society, and in the "New Age" blending of Eastern and Western philosophies in other sectors of our society. There is a desire to "create meaning" in this era of rapid and complex transition.

These brief snapshots are glimpses of some of the conditions that exist within society. The social, economic, and political forces are examined in more depth in the following pages. Technology, as a central driving force, has become integral to the transitions within society and is integrated throughout the following discussion.

Social and Cultural Value Shifts

Values are typically understood to be enduring systems of belief that determine a set of preferable behaviors. The social and cultural values of the United States have been centered within the familiar institutions of family, church, organizations, and government. These institutions have evolved to a highly specialized and fragmented design throughout the industrial era. Now the era of information requires a transformation to a systems view of the universe. Without such a view, the needs of individuals and institutions will not be met in the future.

Capra demonstrates that American society is in a decline phase and sees this as justification for change. He states, "In the regular pattern of rise, culmination, decline, and disintegration, which seems to be characteristic of cultural evolution, the decline occurs when a culture has become too rigid in its technologies, ideas, or social organization to meet the challenge of changing conditions. This loss of flexibility is accompanied by a general loss of harmony, leading to the outbreak of social discord and disruption" (Capra, 1982). If the transition to a systems view is to occur, our segmented institutions must also make the transition to a state of flexibility.

We continue to view the industrial era life cycle as the norm. We expect people to go to school from the age of six to at least 16 (preferably 18), with kindergarten before and, for many, college afterwards. We

continue to think of the average working life as being from age 16 or 18 to 65. We believe that most people over 65 will be retired and will get their income from social security or pensions.

Looking further back, we see how patterns in the industrial era changed dramatically from those in the agricultural era: the life span was much shorter, there was little differentiation between work and leisure, hours of work were not necessarily "clocked," and the emphasis was on production.

Similarly, the life-styles in the emerging era will vary greatly from what came before. Patterns have already dramatically shifted. More men are leaving the work force between the ages of 55 and 65. Others leave through "voluntary" early retirement. Prior to World War II, there was a steady decline in the weekly hours of work to deal with unemployment. Although the unemployment patterns have changed in the last 40 years, we have not significantly changed the hours of work per week.

To achieve the transition to a new era, key changes in our life-styles are required:

- Lifelong learning
- Changes in family forms
- More healthful life-styles
- Redefinition of work

The first key change is lifelong learning. Extremely busy people, working with increased complexity in all areas of life, cannot continue to be effective for unlimited periods of time. They inevitably suffer from burnout. Also, as technological advances occur, specialists perceive themselves as unable to keep up with their field. The intense and complex nature of work may require that people actively work for periods of five to seven years, followed by a significant period for rest and re-creation. Sabbatical leaves are rapidly moving from the educational arena into other organizations. They support individuals in their quest for renewal and promote learning as a lifelong process.

If the educational system is to prepare children to become lifelong learners, a radical restructuring must occur. The nine-month school year, developed to accommodate the agricultural era, is no longer appropriate. Current discussion of the twelve-month school year, and the issue of choice, both indicate a public desire for quality education. The current public perception is that people choose to be teachers because it provides an easy, convenient working schedule. Unfortunately, it is the use of computers and advanced technology to teach students that will do much to change society's view of the educational profession. We must create a supportive environment for teachers

and financially reward them as highly respected professionals.

The curricula within the schools must be revised if we are to be competitive in the world economy of the future. Hodgkinson identified "job skills for the 1990's." They include evaluation and analysis, critical thinking, problem solving, organization and reference, synthesis, application of data and knowledge to new areas, creativity, decision making with incomplete information, and communication skills in many modes (Hodgkinson, 1984). Do our current curricula address these minimum skills for a competitive world? Recent "report cards" on public education indicate not.

A second key change in our life-styles is new family forms to accommodate changing family functions. Families who chose to have children will require time and resources to raise them well. Increasingly, young people are failing to cope with a rapidly changing world primarily because both parents are overloaded by their jobs, or because there is a single, employed parent trying to raise the children alone. New child rearing systems may emerge, based upon extended families linked by blood or joint concerns. The "corporate family," a concept created by Sol Tax, is such a proposal (Snyder, 1976). As Tax conceived the idea, Congress would authorize a new type of legal entity under which family groups would be able to share resources such as health care insurance, life insurance, pensions or social security, and the energy of maintaining a living environment. This model might also be appropriate for the growing number of older adults who wish to remain independent, or for mixed-age groupings where older adults help young parents with child care. The corporate family model provides an opportunity for intergenerational benefits, and ultimately the redefinition of family within society.

Interest in the third key change, more healthful life-styles, results from two factors: an increased life span, in part designed by biotechnology, and an increase in the amount of leisure time. A proactive approach to enhancing health became a national issue in the early 1980's when the costs of medical care in America rose above 10 percent of the gross national product (Becker, 1981). There is now recognition throughout the world that the percentage of total available resources dedicated to medical costs cannot continue to rise. If we choose to keep people alive by extraordinary technological means, less care will be available for poorer people. The question then becomes, "How shall we ration health care?" We may eventually require those whose life-styles have contributed to their illness to pay more for medical care. For example, smokers with lung cancer would not be able to collect the same health benefits as non-smok-

ers with lung cancer. We must continue to struggle with the moral and ethical dilemmas which have emerged as medicine keeps us alive beyond the point of our perceived "natural" life.

The fourth key life-style transition, redefining work, comes from changes in our concept of leisure time and increased life span. The industrial era created the belief that our work could be divorced from our personal life. In the emerging era, we need to return to the idea that work is an integral part of one's life, though not the whole of it. We need both new ways to think about work and new ways in which to develop and share resources. Bartering as an exchange system is reappearing in the market place. Production limits will be set by the need to avoid excessive stress on the environment and people, not by the capacity to produce.

As new cultural values are established to reflect the four key life-style transitions, we are entering the era of relationships. Our renewed search for "community" denotes a compassionate era, sometimes referred to as the "New Age" era. It acknowledges the loss of traditional boundaries between cultures. As we re-establish community, we will need to use conflict as a spur to creativity rather than as a justification for violence. The clash between past and future experiences and perceptions should be seen not as a threat, but as an opportunity for new understandings.

Economic Transitions

Diminishing cultural barriers and growing third-world economies are creating shifts in the pattern of world production. Growth is increasingly dependent on capital and knowledge rather than raw materials and mass production. As third-world countries move into this new economic era, they will become more self-sufficient. As a result, they will import fewer goods from the United States. This will intensify our trade imbalance, a major contributor to our national debt, unless we change our philosophy from expansive mass production to self-contained internal growth. This means a fundamental change in life-style priorities. Living standards may be measured by quality-of-life criteria rather than material consumption. Non-material means of satisfaction would balance the inconvenience of reduced consumption. There would be a shift away from the idea that two paychecks are needed to maintain an "acceptable" standard of living.

Achieving self-sufficiency does not necessarily mean ending economic growth. It does mean redirecting resources. Technological innovations in recycling, renewable energy sources, and new materials are critical factors in gradually raising the level of self-suffi-

ciency in raw materials. Changing life-styles, which use quality-of-life indicators such as lifelong learning, will create new areas of employment and new recreation/leisure industries.

Another major economic transition is a growing distortion in the distribution of income. The surge toward inequality, with the middle class losing ground, has been occurring since the late 1970's. In 1985, according to the U.S. Bureau of the Census, 44 percent of total income went to the top 20 percent of all families, the highest level recorded since data were first collected in 1947. Conversely, the bottom 60 percent of the population received only 32 percent of total income, the lowest level ever recorded.

Society's economic treatment of women contributes to the surge in inequality. They are usually paid less and are much more likely to be part-time workers. Added to this phenomenon is an increasing proportion of households headed by females, up from 28 to 31 percent of all household in the years between 1979 and 1985. Together, these factors result in a low income population that is increasingly dependent on the earnings of women. Women and children account for 77 percent of those in poverty (Thurow, 1987).

Economists suggest that preventing or correcting this situation requires a return to the structural economic policies of the 19th century, in which each level of government raises funds for its own activities. The current "trickle down" tax and transfer policies, where money is transferred from federal to state to local levels, will not work. However, regardless of what one thinks about the roles of taxes and transfers, they are clearly not sufficient to counteract the current surge in inequality. The number of people in poverty is simply too large. Economists no longer insist that the heart of the solution is in a higher rate of productivity, or expansionism and enhanced international competitiveness. If history is any guide, the current surge in inequality will sooner or later be met with a political counter surge to contain it. The nature of that counter surge, however, has not clearly evolved. Will it focus on an increased state of self-sufficiency and a redefining of quality-of-life criteria? Or will we continue to wait for state and federal policy makers to solve the problem? Unfortunately, the issue is too complex to be "fixed" by government policy alone.

Political Transitions

The political arena has long been the community in which we have sought answers. Capra (1982) asserts that the nation/state is no longer workable as an effective unit of governance. He further states that the nation/state is presently too big for local problems and too narrow conceptually for global problems. At

the local level, county lines of governance are too narrow to economically address the problems, yet state lines of governance are too large. This leads to Capra's (1982) proposal for political decentralization and regional development in the future.

Peden and Glade (1986) present excellent evidence that the state is not supporting the good of the family. The state is unhelpful in its regulation of divorce, extramarital sex, rights of married women, contraception, and abortion. The locus of regulatory power for these matters needs to be within the family. Society's recognition of inequality has left a significant opening for state intrusion that is not always in the family's best interest. Policies created by the government, and the conflict generated by those policies, are a reflection of the multi-ethnic, multi-religious, pluralistic character of the United States population. People are spread over vast geographic areas with diverse climates, topographies, natural resources, variations in income, jobs, and life-styles. These variations render any general plan of intervention on a national scale both crude and unpredictable in its consequences. As we move to an international scale, how will governing bodies create equitable policy?

The ultimate decentralization in our current political structure is the local government, whose boundaries were set up in the agricultural era. Christoffel (1986) states, "The identity that local governments provide is as important to American democracy today as it was then, so it is unlikely that the public will voluntarily reorganize in the name of efficiency." At the same time, local government will face crises from the impact of a shift to a global economy, technological changes, and a shortage of public dollars.

Christoffel (1986) suggests regional councils as an alternative. The councils can be comprehensively multi-jurisdictional and multi-purpose in the scope of their services. By having representatives from several local governments, they can avoid some of the tunnel vision that plagues single purpose authorities. Regional councils have existed in metropolitan areas since the 1920's. These councils, functioning as early networks, put local governments into a situation where they had to share power in decision making. The continued evolution of regional councils is a tool for today and tomorrow.

The New Myths

Weisskopf (1983) writes, "An ethic for our technological age is a task for prophets and not intellectuals. What intellectuals can do is to remove the mental rubble that has been amassed during the last four centuries of Western history." Ongoing

technological advances are making it possible to control or liberate aspects of the work place, destroy or feed whole continents, bring us immediately closer or terrifyingly apart. Our capacity to undertake joint adventures, to forge new commitments, and to redefine our way of life, is a great challenge.

The transformations are frightening and difficult. As we experience them on a personal level, we often fail to relate change to social and economic transitions. There is a temptation to look to the past for solutions.

As we move toward an interdependent world with global communication, transportation, and trade, the next step is to develop an understanding which transcends tribalism. The entire world has become a single community. It is now reasonable to prophesy that we are approaching the dawn of the greatest cultural epoch since the beginning of human life on earth. This is an age of re-awakening, re-searching, re-thinking, and re-inventing. It is also an age of convergences and trade-offs. In this fragile period of transition, small incremental changes in individual thought and action can tilt the balance toward appropriate social policies. Those incremental changes allow us to create our future history by design rather than by default.

In *Tales of a New America*, Robert Reich (1987) states that the most important aspect of political discourse is not the appraisal of alternative solutions to our problems, but the definition of the problems themselves. Reich (1987) asserts that we have historically created myths or parables to explain our problems. The myths have been competitive and individualistic. A common myth of the agricultural and industrial era is that the "little guy" who works hard can attain fame and fortune. Such myths are increasingly at odds with the challenges we confront. They do not speak of mutual obligation for joint gains or losses. Reich (1987) asserts that we must rewrite the myths for the new era.

Let's attempt to rewrite Harmon's driving forces in a new myth. If health care is unaffordable to the masses, and the feminization of poverty creates numbers too large for a social welfare system designed for "the poor," can we create instead a system of common insurance for those experiencing economic dislocation? Welfare programs, unemployment insurance, and food bank programs, to name a few, could be collapsed into one major program. In a society that believes everyone should have access, the dollars might be used to develop training and retraining programs to support our need for lifelong learning and re-creating. Perhaps some of the dollars could be spent to facilitate changing family forms and functions which meet our need to adequately parent while we work.

If health insurance is available only to those who live a healthful life-style, perhaps some of the dollars could support open programs for those who wish to stop smoking. Weight loss or dietary analysis clinics might be available at the work place or within the community. The tax dollars in this myth would be used to support a societal value of equal access to health throughout one's life span.

The myth of the extended family might be re-framed into the "corporate family" with policies that allow individuals to "incorporate" into a family. The bartering and sharing of resources and talents within the family could contribute to the redefined quality-of-life criteria necessary in a self-contained economy. This benevolent society might write the parable of the universal community, perhaps a spiritual community, committed to the wholeness of the environment and its people.

The driving forces, identified by Harmon, Theobald and others, are at work in the social, economic, political, and technological transitions of today. We can look to the past and create our future history by default. Or, perhaps, we can reframe our visions, dream of new ways of thinking, and create our history by design. What is your vision?

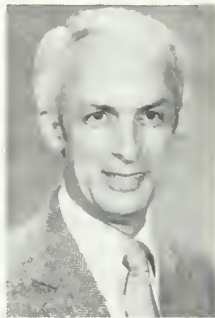
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Reconceptualizing the Family for the Information Era

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In her article earlier in this issue, Baugher described a world in which technology has outpaced theory. Even her "laundry list" presentation of future situations is significant. Usually we experience the phenomena that have dramatically changed our lives as isolated, discrete occurrences. We generally lack a comprehensive, integrated understanding of our contemporary world and its technology. This seems true of individuals as well as the corporate national body.

Technology and Morality

Certainly in the United States, there is great disparity between where we are as technologists and where we are as moral philosophers, and the gap is increasing rapidly. There is a pervasive sense that our technology has somehow become autonomous and beyond our ability to manage it. This notion of "technology out of control" is evident in our reluctance to face issues such as the effect of technology on our natural environment or our national priorities for technological developments.

Why, for example, do we direct more of our national resources toward space exploration or exotic military weapons than toward the creation of life-enhancing environments in our cities? We avoid such thorny issues by telling ourselves that technology has so far outdistanced morality that we no longer have the means by which to make such judgments. Thus, our culture has been characterized as cave dwellers wielding atomic clubs. We see ourselves as morally primitive, yet in possession of incredibly sophisticated means of destruction. We do not think our "moral gadgetry" has kept pace with our "technological gadgetry," so we fail to wrestle with the morality of our technology use. Although individuals do apply specific ideological precepts to particular technological entities, we have grown hesitant to examine our technology as moral philosophers.

Technology provides the means to satisfy our material needs and overcome our physical limitations. Morality is the process of using value systems focused on willful right behavior to evaluate both the goals of our technology and the means by which we pursue these goals. Of course, there is no assurance that we will exercise such conscious, moral judgments. In fact, we seem so intrigued with our technology, and so dependent on its results, that we rarely exercise moral judgments. In the resulting vacuum, values arising from technological processes become acceptable, and there is no evaluation of them against the external criteria of moral standards. Two examples are efficiency and expendability, which, because they are so central to our technology, have become elements in a kind of pseudomorality.

In a pluralistic society such as ours, there are competing value systems. As a result, people make very different assumptions about important concepts and relationships when they examine national priorities, goals, or means toward goals. Moral philosophy has fallen behind technology not so much from a lack of advancement in moral precepts as from a refusal to critically examine our use of technology. Because we may be uncomfortable with the conflict that results from confrontation of diverse value systems, we simply choose to avoid a moral examination. Thus, we accept a technological pseudomorality rather than judging our goals and means for technology against external moral criteria.

In the transition from an industrial era to an information era, Baugher challenged us to again become moral philosophers. She urged us to create a "voluntary history" by actively applying external moral criteria to re-examine our use of technology and reshape our social institutions.

Family Survival in the Future: Function, not Definition

We define social institutions as structures and patterns that arise in response to human needs and conditions. As needs and conditions change, so do institutions. Those institutions which are too rigid or limited to change simply disappear, replaced by alternatives.

The ability of a social institution to adapt is an indication that it continues to be relevant.

The family has survived in many different forms across a great variety of cultural environments. This is evidence of its ability to modify itself to meet changing needs and conditions. However, the family's past is not sufficient to assure its future. We *can* predict a future for the family in some form, however, based on the expectation that some very basic human needs and conditions will continue to be present. Baugher pressed us to forecast the needs and conditions of the information era and to create anticipatory social institutions to meet them. The roots from which families of the information era will flow are already with us. As Baugher suggested, this is not a time for shoring up the foundations of particular family forms. This is a time for transforming our notions of family, and for understanding more clearly the needs and conditions to which the family responds.

The idea of family as a noun, an entity defined purely by blood ties, is no longer effective for the new era. Although this definition has had some benefits, it has also contributed to some perennial and pervasive problems: for example, elitism, suspicion, fear, competition, and greed. Do these traits offer hope to our world today?

In the information era, we must focus on the functions of families that enhance the development of individuals and society. We want to concentrate on what families do, the idea of family as an action verb, not on how they are defined (the family as a noun). The same thing can be observed as our notion of neighborhood as *place* changes to the idea of neighboring as *activities* that transcend place.

A reconceptualization of the family focusing on functions (verb) rather than on blood ties (noun) requires changes in our basic attitudes toward the family as a social institution. One of these changes is moving away from a protective attitude that assumes one group knows what is best for other groups. Instead, we need an environment in which people can experiment with organizing relationships in flexible and enterprising ways. Another change is to move beyond the requirement that families conform to the common ideals and social life of the past. Instead, we need to create new forms of communal family life characterized by support and stimulation.

Reconceptualizing the Family

A reconceptualization of the family will not be easy. We tend to exaggerate things that are close to us and see things farther away as smaller and less important. Our physical and social proximity to fami-

lies distorts our perceptions of family relationships, intensifying these conceptions. The family is both a "building block" of society and the victim of social forces in the larger community. It exists in a reciprocal relationship with other social institutions, influencing the same forces by which it is influenced.

Thus, reconceptualizing the family depends on recognizing and responding to the interdependence of social institutions. We cannot rethink and reshape the family of the information era apart from rethinking and reshaping the social, political, and economic milieu within which families live and function.

A partial list of ways to facilitate evolution of a reconceptualized family is offered here:

- Expand research to discover and define human desires and needs to which families respond, such as: companionship; socialization; acquisition, distribution, and use of resources; and personal connection to a shared past, present, and future.
- Develop new images, symbols, and myths to reinforce creative notions of the family; draw them from empirical data, intuition, and, dare one even say, faith. For example, the myth that "blood is thicker than water" would be replaced with "a family is a family is a family."
- Redefine love, from something extraordinary into which the lucky fall, to something normal that people can create and build, having more to do with will than luck.
- Change our attitude toward strangers, from complicators of our lives, to kindred human beings with common needs and potential contributions to shared well-being.
- Replace our tendency to disperse into ever smaller and more exclusive groups with a willingness to risk forming spontaneous, experimental, and transitional associations as family groups.
- Give up any notion of a deliberate plan to invent the perfect family form of the future; allow people to create various associations and relationships which satisfy their desire to belong without losing their independence.

As we move out of the industrial era, reconceptualizing the family calls for the best efforts of many diverse groups: sociologists, psychologists, family scholars, politicians, economists, city planners, poets, philosophers, and all those who invest themselves in family life during the transition to the information era. •••

Implications of Societal Transitions for Families: Today and Tomorrow

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One of the most interesting and frustrating things about today's society is that change in one sector results in change in other sectors, and at unpredictable rates. Everything interacts with everything else. Prediction and management of this type of change is difficult.

For families who must live and function in a changing world, it is important to try to keep some recognizable continuity between the societal goals and expectations of the old era and those of the emerging era. Some of the goals held by many people in our society are: maintenance of strong family ties; low cost education for all; and opportunities for individuality, independence, and upward mobility. The continuity of goals from a previous era to a new era can provide stability for families. Although people may enjoy change, they also want some part of their lives to remain stable.

Historically, functions of families encompassed the areas of economic, physical, and psychosocial well-being. Economic well-being relies on the acquisition and allocation of resources; the selection, use and care of goods (including services); and interaction with the legal and market systems. Physical well-being is a function of optimal physical development, prevention of disease, and maintenance of health. Contributing factors are human nutrition, physical care of family members, housing, clothing, and environment. The psychosocial well-being of family members is a function of self-concept, the ability to interact with others (including family members), and the ability to cope with change and conflict.

Provision for these basic functions changes with the environment, economy, and society in which people live. What will be the greatest effect of the transitions described by Baugher earlier in this issue? This author suggests it is the roles that various

family members and public agencies will assume in the provision of these basic economic, physical, and psychosocial functions.

The rest of this article describes some of the changes, reflected in current trends, which are likely to continue due to societal transitions.

Social and Cultural Value Shifts

The shift between 1945 and 1970 from a self-denial to a self-fulfillment society has had tremendous impact on expectations for the "good life" and our relationships with family members and the larger society. Generally, there is less willingness to sacrifice or be responsible for others. There is greater emphasis on serving and being responsible only for self.

Responsibility to the Family

Today's commitment between family members is often conditional. A commitment is made if it is not too inconvenient, too costly, or does not require too much self-sacrifice. Money is the resource that is bargained, but emotions and time are equally significant resources within the family.

This new value structure results in a shift to paid help to take care of children and aging members of the family; a shift to agency care for problem children or adults; abandonment of families by women and men who feel constrained by their responsibilities; and a tendency to blame others for accidents, health problems and other misfortunes. There was a time when daughters sacrificed marriage to stay home and care for aging parents, or when parents consciously sacrificed personal needs to educate children. The opportunity to help other members of the family was deemed a privilege, not a nuisance.

The fact that many married couples are choosing to have fewer or no children may symbolize an attitude shift that says larger families are a liability, not an asset.

Responsibility to Society

There is growing unwillingness to provide volunteer support for private and public groups in the community. Responsibility for persons in trouble in-

creasingly rests with government programs. Where communities once assumed responsibility for their youth, today's response is often, "Call the police, the juvenile authorities, the school." People are also uneasy and unwilling to help persons in accidents or with other problems because of our litigious society.

At another level, many Americans have no concept of a world society. They perceive that the only important events are things happening in their home, community, or state. The reality of violence, hunger, war, and world trade are secondary to personal preferences. Many refuse to accept responsibility for the well-being of the world, yet it is requisite to the well-being of individual families. Families are continually affected by the arms race, violence as a bargaining tool, import/export imbalances, and other world events.

Role of Work in Family Well-being and Social Status

Personal expectations about work are changing as the work ethic erodes. People are demanding "intrinsic satisfactions and no longer see work as moral, religious, patriotic or necessarily enriching" (Macarov, 1983). Performing any type of work, for the sake of work, is no longer valued. People prefer to be unemployed rather than work at jobs that do not provide self-fulfillment. Or, if they do accept work that is not particularly rewarding, they want higher pay as compensation. Work has become another way to attain self-satisfaction.

In the old sense, work was inherently good and part of the natural burden people must bear. With the loss of this viewpoint, work has become a means to an end. It goes beyond the need for economic stability to become a means for actualizing people. Families will continue to seek work experiences that make a more satisfying individual and family life possible.

Attitudes are changing about work as a source of status in society. Fewer people make lifetime commitments to one company. There is an unwillingness to work forever in an undesirable position. There is a new pattern of people leaving employment for the "freer life." Quality of life is becoming more important than the money or status provided by a particular job.

Economic Transitions

One of the most disturbing factors for today's families is our unstable economy. Inflation, recession, and depression occur with increasing frequency. Clearly, families are at the mercy of larger national

and international economic factors. The result is unstable employment and income patterns, irregular savings patterns, and a perceived need for two wage earners in many families. We need to be more aware of the world-wide factors that affect our economic well-being.

Information Society

The economy is shifting from an industrial base to an information base, which changes the skills necessary for employment. For example, many of the automobile industry jobs that provided security for midwestern families are gone. Similar jobs will not be available again. Current jobs in the information era require a different set of skills than those possessed by displaced workers.

Clearly, families will have to plan for retraining, with a drop in income during that time period. However, American families traditionally have a lower rate of savings than families in other parts of the world. Many do not have enough to carry them through periods of unemployment.

Distribution of Income

In our society, the most accepted means of income distribution is based on earned money. Existing employment practices are creating an ever larger gap between the "haves" and "have nots." If it becomes too large, major conflict may occur as low income households feel they are receiving less and less equitable treatment.

Family income today is increasingly the product of more than one worker. Over half of all women who are wives and mothers are employed outside the home. This pattern may stabilize income but it can cause additional stress on the energy and emotional well-being of family members. Also, when both parents work, the mix of goods consumed by the family changes. In some cases, money spent may be far in excess of real income received.

Certainly the pressures on two-career families are complex, but a group with even more overwhelming problems are families headed by females. Contributing to the increased poverty for women and their families is the fact that women's income levels still average about 40% less than men's income in similar jobs.

World Economy

Economic well-being for families in today's world ultimately rests with the stability and growth of the world economy. Subsidies, international trade practices, and import/export policies make a difference in every household.

There is a change in the type of goods available to families. Individual consumers now acquire items produced all over the world. This may result in lower prices for some consumer goods. But, when U.S. goods become too expensive to compete, it also reduces the employment opportunities for families. This pattern has been experienced by all kinds of industries, from automobiles and clothing to electronics and food.

Likewise, consumers can influence America's position in the world economy in a positive way. Maintaining balance of trade is difficult when silk blouses are being traded for jet airplanes, but this is the challenge for today's world economy.

The Aging Society

Our "aging society" is still another factor affecting income levels and employment patterns of families. With so many more people living to age 75 and older, there is a serious need to rethink earning and saving patterns. For example, uncertainty over Social Security payments and continuation of Medicare coverage is keeping many people in the work force past age 65. To have flexibility in our older years, we must plan resource acquisition and allocation throughout the life cycle.

The presence of older family members may also limit the options of other members for gainful employment. Women who would like to work away from home may find it unrealistic in terms of demands on personal energy and net income earned. The need to provide physical support to older members could eliminate outside employment for male household members as well.

Alternatives for family housing might also change. The size and structure of homes would need to reflect the physical capacity of older as well as younger household members.

Political Transitions

The well-being of the nation results from decisions made individually and collectively to take action for our benefit. Fitzsimmons (1973) identifies four criteria for a nation's (or family's) well-being:

- Maintain order, so people can go about chosen activities
- Provide the goods that people want
- Make education available to the young and new members of society
- Identify and maintain common purposes

Political transitions focus on the role of individuals, families, communities, states, and other less

formal groups in providing for the well-being of the family and the nation.

Locus of Responsibility

The locus of responsibility for individual and family well-being is changing. Caring people must now mobilize to get laws passed to create agencies that will manage our interests for us. We have become so surrounded by bureaucracy that the agencies themselves are part of the problem (Doughton, 1980). This pattern is true in many areas of concern such as housing, children in trouble, legal aid, and domestic violence.

Increasingly, schools and publicly sponsored groups are assuming part of the parental educational role. More often than not, it occurs by default, not conscious choice. Parents spend less time with children because of different feelings of responsibility toward children and changing work patterns for men and women. Fewer children really learn from their parents; many are now a product of a series of public and private programs designed to help families. Children are learning about nutrition, health, sex education, interpersonal relationships, and money management outside the home. This shift in roles and responsibilities undermines the power of both individuals and the family.

According to Doughton (1980), the hallmark of a functioning community is its capacity to organize to solve problems, just as the hallmark of a non-functioning community is its inability to do so (or dependence on outsiders and outside money for doing so). The parallel is true for families. This author believes that we must reestablish the family as the primary influence in child development. New standards for public activities should emphasize supporting and facilitating family activities, not "doing" for family members.

Funding Issues

Tremendous costs have generated significant changes in the nature and delivery of programs. The dilemma of deciding what level of government should manage programs is not easily resolved. State and federal programs are often perceived as irrelevant to the local clientele who are their beneficiaries. But, at the local level, funding may be inadequate or nonexistent.

New communities or boundaries are needed; they may or may not relate to existing boundaries. As a result, the decision-making structure of government from earlier years is no longer valid. Changes will occur both in regionalization and decentralization (Rutter, 1981). Local services and programs may become more dominant. On the other hand, regional-

ization may be a better basis for provision of some government services.

As decision makers allocate scarce resources and manage new environments, cooperation and coordination must be the norm. Current decision makers are reluctant to relinquish power to women and minorities, who are emerging as the new majority. This emerging majority has different vested interests than the old power base. Women and minorities are often more effective in building coalitions; their power in the past has risen from the ability to garner support from diverse groups. Coalition building provides not only a personal or political advantage, but also a process for ensuring that ideas selected for action have merit and wide support (Kantor, 1986). Both current and emerging decision makers must work toward an effective use of public resources to provide relevant programs that meet peoples' needs.

The Sense of Community

A serious issue is the failure to know community, to bond to each other, and to commit to one another with something other than money. If communities, however defined, are to assume responsibility for solving problems, there must be enthusiasm and a commitment of energy. That commitment and enthusiasm must accommodate conservative and liberal alike.

Neither help nor compassion is an adequate response to our problems. The solutions include initiative and value-conscious actions. There must be more concern with people as recipients and as providers. Problem solving approaches that involve people and build responsibility are the core of true human capital development. Services must "bolster self-reliance and ... be rooted in the rich soil of people's own dignity and capacity" (Doughton, 1980). Such approaches strengthen both public programs and the roles that individuals and families play in our nation's economic and social development.

The synergism of strong families and strong public and private agencies is a dynamic force for improving the quality of life and providing optimal development and use of human resources. This synergism is possible if current groups and organizations are able to "restore the dignity and legitimacy of democratic politics...reduce the punishments of failure and increase the rewards of success...encourage work that is intrinsically interesting and valuable to a revitalized social ecology...and ultimately restore a social ecology that might allow us to mitigate the harm that has been done to disadvantaged groups without blaming the victims

or trying to turn them into carbon copies of middle-class high achievers" (Bellah, 1985).

Conclusion

As societal, economic, and political transitions continue, it will be very important for individuals and families to make conscious choices about their values. They must evaluate their relationships with family members and others; their roles and responsibilities for the economic, physical, and psychosocial well-being of the family; and their participation in designing and implementing a society which provides support for many diverse family forms.

Kahlil Gibran said, "We choose our joys and sorrows long before we experience them" (Murphy, 1978). If families want to assure a better world for themselves, they must take action and consciously participate in the social, economic, and political changes that are occurring. Those changes will occur with or without their permission.

If the home economics profession is to fulfill its responsibility for the well-being of individuals and families, we must practice our profession in a way that empowers and enables people to strengthen both their family units and the nation. One without the other is not satisfactory. We need strong families and a strong nation to assure the well-being of all people.

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Technology and the Family: Friend and Foe

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Technological transitions are affecting families in both positive and negative ways. This unavoidable "friend and foe paradox" creates a need for thoughtful use of technology in our homes. Families are bombarded with choices and decisions in all areas of their lives at an alarming pace. Learning how to become a wise consumer of technology, rather than being consumed by it, is an overwhelming challenge for families today and in the future. This article examines and evaluates technology in terms of its impact on creating or maintaining healthy and successful families.

Defining Successful Families

Recent research has studied healthy or successful families so that we might emulate them and increase the number of strong American families. Curran's (1983) research describes the family traits or qualities which may help to assure that strength. DeVault and Strong (1986) also share a prescription for a healthy family. These authors agree that communication is at the core of healthy families. Their list of "prescriptive ingredients" also includes affirmation, respect, trust, responsibility and morality, play and leisure time, traditions and family history, and getting help. Let's examine how technology is both "friend and foe" to these ingredients of a healthy family.

Communication, Affirmation, Trust, and Respect

It seems that family communication should be enhanced in our information age. After all, one can now have a "technologically friendly" house featuring "20 television monitors, 13 personal computers, a host of control, communications, and security systems, and its

own local area network" (Jurgen & Perry, 1985). Wakefield (1986) believes that the home computer will give a new "family empowerment" in the 1990s, making families more self-reliant and less dependent on outside resources. The home computer, when linked to the television, VCR, telephone, robots, and other communications technologies, can surely be a "friend" to families. It enhances their capabilities in entertainment, education, preventive health, telecommuting or work, creative arts, and home management. However, it is impossible to predict how many families in the future will have a complete system of sophisticated technological communication devices. The cost alone may prevent many families from using them.

On the other hand, reasonably low prices have made TVs, VCRs, and video cassette rentals commonplace items in American homes. TVs and VCRs become "foes" when they take the place of communication among family members. For example, they may be viewed during mealtimes, or used as convenient babysitters. Some families have purchased more than one TV to avoid conflicts in selecting programs. What happens to compromise, cooperation, shared time and the communication process that could be part of learning to choose programs together? These machines also become "foes" when they communicate values or information contrary to the healthy development of family members. For example, Holman reports that possibly half of the 14,000 available pre-recorded videocassettes are X-rated, and that child pornography is more available because of technology (Holman, 1985). The danger is intensified today because a large majority of parents, both married and single, are working outside the home, leaving many children without parental monitoring or supervision of their viewing choices.

According to Hollands, another ironic negative effect of the high-tech, high anxiety computer revolution is "silicone syndrome" (Hollands, 1985). She concludes that marriages and relationships have been lost because of the crippling inability of one partner, the "technical computer mate," to communicate with the non-technical partner, or vice versa. Hollands cites many symptoms of "silicone syndrome": alcoholism, depression, obesity and other obsessive be-

haviors; and acting out behaviors of children such as drug abuse and sexual promiscuity.

When marriage partners or family members are unable to communicate, it is simplistic to blame technology as the sole cause for treating each other like things or machines. In our addictive society, when a cooperative relationship that fosters trust, respect, and security is not present, family members turn to *things* that bring them comfort or relief. Even though computers and robots are now voice activated and can even answer back, this author believes that communication technologies will not replace the affirmation and support of a touch, hug, kiss, or reassuring look from a loving family member.

Responsibility and Morality

In assessing technology's impact on the ability of healthy families to foster responsibility and morality, one must consider the current surge in reproductive engineering and genetic screening. Many questions are raised by headline stories of babies born through artificial insemination, in vitro fertilization, or surrogate mothers. Families need new answers in the areas of sex, morality, and religious education. Certainly the friendly result of this reproductive technology is that many infertile couples are now able to have their own biological children.

Reproductive technology forces us to examine our explanations of how babies are made and our definitions of family. Are the results in the "friend" or "foe" category? Again, there are some of both. People without infertility problems may resent these technologies simply because of the time it takes to sort out the conflicting emotional values they raise. Our society is already "pressed for time to communicate." However, such technologies could be considered friendly if they prompted more discussion between parents and children about sex. Only 26% of today's adults say they first heard about sex from their mother or father (Harris, 1987). And just one-third of parents ever talk to their children about birth control or avoiding unwanted pregnancies (Harris, 1987).

Other possible results include:

- An increase in the number of single parents as it becomes feasible for people to have biological children without traditional mating. This may further dissolve the traditional two-parent family life-style.
- A male-skewed society due to gender selection (if boys are preferred) (Moranto, 1984).
- More decisions about abortion as genetic screening tests, which indicate fetal defects, become increasingly routine.

- A class of poor women who may sell their bodies for surrogacy or their babies for adoption.
- Negative emotional effects on the children born from these technologies when they learn about their origins.

Do these technologies have a direct affect on the majority of families who are not troubled by infertility? It is interesting to note some of the responses in a survey of 434 women (Keeton & Baskin, 1985).

- If unable to produce eggs, 42% would choose to transplant another woman's embryo, fertilized by their husband's sperm, into their own womb.
- If their male partners were infertile, 38% would choose artificial insemination by donor sperm.
- If fertile but unable to conceive naturally, 88% would consider in vitro fertilization.

The women surveyed were 25 to 44 years old with some college education and incomes of at least \$15,000. Even with these limitations, the survey indicates how some women are becoming much more receptive to high tech reproductive procedures.

The declining number of children shows the impact of family planning technologies, despite religious controversy. Some new procedures are emerging for women who want to "beat the biological clock" and for couples who wish to coordinate their child bearing with their economic condition and job stability: cryopreservation, or freezing of embryos in liquid nitrogen for later implants (Keeton & Baskin, 1985); an implantable replacement for birth control pills (Pill's Armed Competitor, 1985); and reversals of temporary sterilizations (Silber, 1985).

On the opposite end of our life span are ethical issues surrounding medical technology and death. The life span of our aging family members has increased. Families may now be faced with decisions about when to end a life. The recent New Jersey Supreme Court ruling, expanding a patient's "right to die" (Malcolm, 1987), adds another "friend or foe" paradox to our growing list.

Play and Leisure Time

It is easy to assume that technology is nothing but a "friend" of the family when it comes to play and leisure time. After all, removing the drudgery of household tasks creates more time for leisure. As usual, there are two sides to the story. Few of us would give up our microwave ovens, dishwashers, washing machines, and so on. Yet, ironically, the number of hours homemakers actually spent on housework increased between 1920-1960 (Keeton & Baskin, 1985).

What happened? Much of the time created by technology has been eaten up by higher, impossible-to-meet standards for spotless clothing, houses, and children. Many women in dual career families still struggle to meet the full-time homemaker role in which one's worth was tied to maintaining a beautiful house and preparing delicious meals. They are finding it too difficult to meet these expectations by themselves. Several recent studies point out a gross inconsistency between what women expect of their husbands around the home, and what husbands are actually doing. Household robots could be helpful in some cases, but are probably too expensive for most families in the near future.

Despite the increase in housecleaning firms, it may be more beneficial for families to emulate the shared family work ideas of the agricultural era. Children and husbands can do some of the laundry, cooking, cleaning, correspondence, and other household jobs that technology has made easier to accomplish. Sharing these duties can make family members more independent, self-reliant, and respectful of each other. It also frees valuable time for wives and mothers to participate in family leisure activities. In addition to equalizing household work, families must also look realistically at the standards they set. Time to enjoy one another can be more valuable than spotless homes.

We must not forget the impact of food technology on family leisure time. It is yet another technological paradox! Many families choose fast meals and snacks in order to have more leisure time. Recent figures tell us a great deal about the American family's eating habits in this technological age (Harris, 1987):

- 109 million adults (62%) are overweight.
- American's favorite food is still beef.
- Taste and ease of preparation are chosen over nutritional value.
- Over one-third of adults eat at least one meal a day away from home.
- Consumption of take-out junk food to eat at home is increasing.

Food technologists have begun to make fast, tasty foods that are also nutritious. But it looks as though American families, despite their supposedly "health conscious" outlook, are not adopting them very quickly.

Traditions and Family History

Technology helps families "hang on" to their identities by recording family rituals and traditions. This author was reluctant to have a camera and tape

recorder in the delivery room when her son was born nine years ago. But the child's delight in hearing his first cries, and his pleasure over subsequent tapes made during infant and toddler years, support the recording of memories that might otherwise be lost. It can be an excellent way to give a child some roots.

Portable video camcorders are now more economical to purchase, or available for rent in many places. An increasing number of families make their own home movies with this sophisticated, but easy-to-use equipment. It is convenient and appealing to see video recordings of special family trips, holidays, birthdays, events, and everyday life on a TV screen. Technology also helps us preserve family history through photo albums, slide trays, audio recordings, and photocopies of report cards and special awards. Any or all of these can be sent to relatives living far away, or be passed forward to the next generation.

Some may think that family history should be recorded only for intact families, because it may be too complicated or painful for blended or single-parent families. This author feels it is appropriate for all family forms. We tend to record the experiences that make us happy or proud. Such memories may help children whose families are experiencing divorce or death by providing them with some satisfaction and security from the past.

Getting Help

All families, including healthy ones, need help from time to time. Communication technologies, especially television and telephone, help establish Parker Rossman's "network family" concept (Rossman, 1985). He and many other authors contend that the decline in numbers of nuclear and extended families, and increase in single parent families, make it necessary to link up with people outside the family for help and support. A look at the telephone yellow pages, or calls to local hospitals and social service agencies, can produce a tremendous number of support groups for sharing problems and receiving help. These groups are examples of the "network family" concept.

We are able to stay in closer touch with far-flung family members through telephones, computer modems, and faster transportation. We may shudder over the telephone bill, but it is difficult to put a price tag on the emotional support that comes over the telephone line. Many of us are eager for the holographic telephone which allows one to see and hear friends and family in "3-D."

The kind of support families need in times of crisis is not always founded in technology. In fact, technology has raised some new issues related to families' needs:

- Provision of quality care for all elderly family members, not just those who can afford expensive health- or life-sustaining technologies.
- Job training for workers eliminated by technology.
- Help for poor women and children who are becoming a class of "have nots" in terms of access to advantageous technology.

Despite these problems, the American family appears to be regaining some strength in recent years. Harris (1987) claims that 90% of all marriages survive. In a 1983 survey, 78% of all adults said they got "a great deal" of satisfaction from their family lives (Cherlin & Furstenberg, 1983). The most recent divorce statistics indicate that the divorce rate has "begun to decline and is at its lowest point since 1975" (Kantrowitz et al., 1987).

Conclusion

The impact of technological transitions in the future may change the foods we eat, the houses we live in, the places where we live, and the jobs we choose. As Schlossberg (1987) states, transitions take time because they alter our roles, relationships, routines, and assumptions. She believes that by building on our strengths we can learn how to master transitions. America's strength is within its families, *our* families. By using technology to build on that strength, we can survive and thrive in this transitional time.

This author believes that technology and the family can enjoy a mutual "friendship." Families must make decisions about technological choices based on enhancing the "prescriptive ingredients" that strengthen families. Technologies which increase communication, affirmation, trust, and respect within the family build its strength. If technology makes it possible for family members to become more responsible and make better moral decisions, the "friendship" grows. Fostering more family leisure time, deepening a family's roots, or enabling a family to get help, are other reasons to embrace particular technological developments. We need to be sure that we are using our technology in ways that strengthen, not weaken, our families.

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Home Economics Education: Changes as We Approach the 21st Century

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In 1982, Horn and East (1982) asked, "If home economics did not exist today, would it be a profession that needed to be created?" Yes! Since the era of the Agricultural Revolution, there has never been a more important time for home economics education. One indication is the growing number of secondary schools and universities in which other disciplines are beginning to teach courses and programs previously identified as home economics. Using strategies suggested earlier in this issue by Baugher, this is the time to "re-invent" a curriculum relevant to the changing demography of the United States; a curriculum appropriate to a society in transition to the information era. It is a time to reconsider *who* we teach, as well as *how, when, and where* we teach. To survive, and hopefully thrive, we must "re-create" home economics education at the same pace that technological and educational changes are taking place around us.

The Crisis in Home Economics Education

Some people have questioned whether home economics education programs and courses will still exist in the year 2000. Examining directions of the American Vocational Association, Guilinger (1987) states, "I have found a general sense that vocational education faces difficult times today, particularly at the high school level." In many communities and states there is a growing emphasis on "the basics." The National Commission on Excellence in Education identified the basics as English, mathematics, science, social studies, and computer science. However, their report also recommends that the high school curriculum include courses designed to help students achieve personal ed-

ucation and occupational goals (National Commission on Excellence in Education, 1983). The National Commission on Secondary Vocational Education (1984) emphasizes the importance of preparation for family life and work outside the home. In spite of these recommendations, enrollments in home economics courses continue to decline in many schools while "academic subjects" are emphasized.

The specialized semester courses of the 1960's and 1970's, designed to provide students with a "relevant" curriculum, no longer meet the needs of the 1980's and beyond. Few home economics teachers have significantly adapted course offerings and content to reflect the societal and economic changes described by Baugher. They have not been leaders within the community as directions are set for reform of elementary, secondary and adult education programs. Some national models do exist. In these, home economics courses have been revised to meet academic credit requirements in science and mathematics, or "life management" courses have become part of state or local graduation requirements. However, few schools have sought innovations that meet current needs while also maintaining or increasing enrollment in home economics. Redesigned outreach programs for adults and out-of-school youth are also lacking.

Universities also face a crisis: significantly declining enrollments in home economics teacher education, increasing graduation requirements, and accountability for certification. In 1986, 60 percent of the universities offering home economics education programs awarded five or fewer baccalaureate degrees (Weis & Pomraning, 1986). As opportunities for women increase, many outstanding female students find themselves drawn to other fields such as business, engineering, law, and medicine. At the same time, men are less likely to pursue traditionally female careers. A group of vocational educators concluded, "Vocational teacher education faces declining financial support, lower student enrollment, program image problems, outdated curriculum, professional disincentives, and a decreasing teaching force. These problems are occurring at the same time that well-documented

economic, technological, social and demographic changes of crisis proportion are demanding redirection of the way in which we prepare vocational teachers (Adams et al., 1987).

What will happen to elementary, secondary and adult home economics education programs if universities are unable to provide enough graduates to fill teaching vacancies? What if individuals with degrees and certification are not willing to relocate for available positions? What if university administrators respond to budget constraints and state mandates for strategic planning by eliminating programs with low enrollments? The answers can be found by looking back to our history, assessing our present status, and projecting a future for home economics education. We *can* create a history of our own choosing.

Reconceptualizing Home Economics Education

As Baugher emphasized earlier in this issue, we live in turbulent times of complex and rapid change. Every human being is affected by population trends, economic fluctuations, technological advances, and a growing awareness of environmental and ecological limitations. There is a particularly strong impact on family roles and relationships. Home economics education offers unique opportunities to help young children, adolescents and adults face the challenge of change and make better personal and family decisions. However, a limited view of home economics education as "homemaking skills courses offered in junior high and high school" prevents revitalization of the profession at a time when it is more needed than ever before. Leaders in our field have an opportunity to guide reconceptualization and restructuring of home economics education at all levels.

How do we begin to change home economics education to meet the needs of the information era? A question posed by Bain at the 1943 American Home Economics Association seems appropriate. She asked, "Can we help to discover ideas that will conserve the best of the past and explore the possibilities of the future?" (Bain, 1944). This advice to preserve the best of the past is one way to set a future direction. Hawthorne notes, "Home economics developed out of the social, political, economic and technological conditions of the last half of the 19th Century" during a period characterized by "political uncertainties; the women's suffrage movement; civil rights concerns; increased industrialization; growing mechanization of agriculture; people moving from rural areas to developing cities; significant shifts from household employment to working in factories; a broader application...of science to health; and changes in education programs" (Hawthorne, 1984). Concerns about the

rapid changes of that period evolved into a goal of strengthening support for households and families, and the welfare of family members. Thompson reflects that these early home economists were optimistic, welcoming innovative products and technology into their households. Many of them supported Ellen Richard's goal of "maximizing the benefits of wise choices for the release of human potential" (Thompson, 1984). Can we be as effective now in setting a new direction as the early home economists were in meeting the needs of the Industrial Revolution?

Men and women of diverse professions joined together at the Lake Placid conferences in 1902 to address issues of common concern and integrate their efforts to strengthen families. Their definition of home economics education is still relevant 85 years later: "Home economics in its most comprehensive sense is the study of the laws, conditions, principles and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand with his nature as a social being" (Lake Placid Conference on Home Economics, 1901).

The Lake Placid conferences focused on the purpose, definition, scope and relationship of home economics to education at all levels. Perhaps it is time for home economics educators to come together again, in this same spirit, on a local, state and national basis. As we enter the information era, states and communities are so diverse that there may be a great variety of ways to design and implement home economics education programs and courses. However, the goals of the early home economists, and the definition, seem as relevant to this transition as they did during the Agricultural Revolution.

Jorgenson (1986) suggests actions for the future of home economics education, while acknowledging that change can be "very threatening or it can be very challenging." She states, "If vocational home economics educators are to meet the changes of today's society, they must define the new directions or trends of society, anticipate the barriers of implementing new changes, become change agents, evaluate and revise curriculum, and help students develop skills to meet society's needs" (Jorgenson, 1986).

One way to begin is for home economics teacher educators in colleges and universities to become the key leaders and change agents. The rest of this article outlines the author's suggestions for ways to "re-think" and "re-invent" both preservice and inservice teacher education programs. The goal is to prepare teachers to develop curriculum and teaching strategies for diverse audiences in a time of rapid transition to the information era. As Sizer proposes, "Teacher educators should take the initiative and ask, once again, how to best ply their trade. They should put aside

the instinct to protect their traditions...and address how best to help prepare and support the most talented people...to work in schools" (Sizer, 1987).

Preservice Teacher Education

To move preservice education forward, future directions should consider both the proposed reforms in teacher education and the reforms in schools. Smith (1987) reports that, "The 1980's are likely to be viewed as a time when educational reform was at the center of the country's agenda." He also recommends that school improvement begin with the upgrading of teacher quality (Smith, 1987). Lee (1987) challenges teacher educators to, "...develop new ways of thinking about the preparation of vocational teachers...by embracing changes." Guilinger (1987) believes that, "This difficult task may require removing some areas of the teacher education curriculum that are not essential and replacing them with new areas of instruction." Emphasizing that professional organizations are essential to rethinking the future, Guilinger (1987) continues, "The members of our profession who are teacher educators must update their curriculum, continue the search for qualified young people to become teachers, and stress the value of being professional in every sense of the word."

The 1986 reports from both the Holmes Group (1986) and the Carnegie Forum (1986) focus attention on necessary changes in teacher education. Major conclusions are:

- Redesign of teacher education cannot be accomplished without required study beyond the baccalaureate degree.
- Salaries and conditions under which teachers work should be enhanced to improve the quality of schools.
- Differences in levels of professional preparation should be recognized by a career ladder structure.

Much attention has been given to replacing undergraduate programs with graduate level professional programs, strengthening liberal arts and subject matter requirements, and establishing rigorous requirements and accountability for licensing (certification). Ashton and Crocker (1987) comment on the first suggestion, replacing baccalaureate education degrees with graduate level professional programs. "As a result of the strong support that this recommendation has received, it is likely to be the most widely implemented innovation resulting from the current climate of reform" (Ashton & Crocker, 1987). However, Hawley (1987) finds that the risks of

extended programs seem great, and the benefits uncertain. He recommends alternatives such as reform of undergraduate programs and the development of postbaccalaureate internships (Hawley, 1987). Ashton and Crocker (1987) suggest that a single approach to teacher education reform is unwarranted and that a variety of approaches should be investigated to assure success.

In home economics teacher education reform, it is important to also consider the societal, economic and technological changes that are taking place. Degree programs and individual courses should be "re-searched" and "re-invented" to provide:

- A strong foundation of knowledge in nutrition and food science; family and child development; family health; textiles and apparel; housing equipment and home furnishings; and family economics and management.
- The ability to integrate knowledge of home economics and societal changes with analyses of new trends.
- The skill to design and implement a curriculum which helps students of diverse ages and abilities gain knowledge and develop skills in a time of rapid changes.
- The ability to conceptualize teaching-learning strategies which help students make sound decisions based on the interrelationships of home economics skills, societal transitions, and personal values and beliefs.

We need to analyze the goals, content, and structure of the preservice curriculum. What courses help prospective home economics teachers to guide students facing significant questions and important life decisions? How can teacher educators facilitate the development of critical thinking skills? What is the most important content for home economics, general education, and supporting courses? How can we prepare prospective teachers who will help students adopt technological change when it is a "friend" and reject it when it is a "foe"?

Some other questions that might be "re-searched" in order to "re-invent" home economics teacher education are:

- Does the curriculum make home economics education students aware of current and future opportunities for which their preparation is relevant and prepare them for alternatives?
- Are students aware that the ability to integrate knowledge and skills is valuable in this era of rapid change and specialization?

- Does the curriculum prepare prospective teachers to be leaders, questioning the curriculum at all levels, revising existing programs and courses, and developing new ones to meet unique needs of their group, community, or state?

As the directions of preservice home economics education programs are revised, teacher educators can promote recruitment of outstanding students. Aggressive recruitment strategies are needed to assure an adequate supply of teachers. Suggestions include:

- Offer dynamic, relevant curricula and exciting instructional methods at the secondary and university levels. This is the foundation for successfully recruiting and training prospective teachers.
- Design a flexible curriculum to pursue electives for a second area of teaching certification, or an alternate career.
- Broaden the definition of home economics education to include preparation for community service and extension education positions.

Inservice Teacher Education

Inservice education holds the potential to be even more critical to the future of home economics education than preservice preparation. The teachers currently employed in elementary, secondary and adult programs are the ones most likely to create change in the near future. In addition, offering expanded inservice opportunities can increase university tuition revenue and help maintain faculty positions despite declining preservice enrollments.

Variable topics courses provide the flexibility to develop new offerings which will improve home economics education at all levels. The courses must be academically rigorous and directed toward "re-searching" and "re-inventing" home economics education. Possible topics are:

- Technology and the family
- Family financial management
- Family communication
- Family nutrition in the "fast-food" era
- Sexuality education
- Housing choices and the environment
- Teaching critical thinking and decision-making skills
- Developing an innovative curriculum to teach "life management" skills
- Teaching adults in high risk groups, such as poor single parents
- Balancing work and family roles.

There are many other possible topics; content should be based on current events and future challenges. Team teaching may foster development of integrative skills for participants. The team could be a faculty member in the subject specialization and a teacher educator.

For the greatest impact, and to increase enrollment, we need to look at when, where, and how the courses are offered. It is time to "re-think" eight- or ten-week summer school courses and weekly night classes on campus. Why not consider Saturday or weekend classes? When offered, they have been very well received. While balancing work and family roles, few teachers will devote an entire summer to graduate study. Why not offer one-week summer seminars, or two related courses in a two-week format? If enrollment in on-campus night classes is low, consider offering "sunset" classes that meet in a central location twice a week from 4:30 to 6:00 p.m. Teachers have the opportunity to learn and can still spend part of the evening with their families.

Another format is individual study courses combining interactive video and computer software. In rural areas, peer networks could be established in which teachers view the videos together and discuss course topics. Teacher educators could visit several times a semester, or could be present on a regular basis through conference calling or closed circuit television. After completing a course, the peer networks could continue to meet or talk by phone to share ideas, information, and support.

Another idea is to invite master teachers in home economics to make instructional presentations. They have a wealth of relevant information and creative ideas to share. Perhaps university faculty in related disciplines such as psychology, sociology, health, science, and nursing would also participate. In fact, the students in these other areas might even become an appropriate audience for the inservice courses. Collaborative interdisciplinary experiences enrich the content and methodology of any inservice program.

Home economics teacher educators should consider returning to elementary, secondary and adult education classrooms, for at least four to six weeks every three to five years. The time would be spent actually teaching, not observing. The result would be familiarity with current curriculum and classroom practices, and the ability to create more realistic lessons. Faculty exchanges may also increase the involvement of secondary teachers in developing preservice home economics education curriculum, and expand the teacher educator's role in the revision of secondary curriculum.

Universities that do not offer graduate degrees or courses may be left out of the efforts to "re-invent" in-

service courses. To prevent this, institutions that do offer graduate programs could organize state or regional councils to set directions, establish goals, and teach courses. These teacher education councils could work cooperatively to create innovative inservice offerings.

For example, in a large metropolitan area, teacher educators from more than one state might be involved. Each institution could offer the course for credit so that students do not have to pay out-of-state tuition. Faculty from various areas of vocational education may also wish to collaborate when studying state and federal regulations or legislation that affects their funding support. As Buzzell (1987) suggests, state departments of education and teacher education institutions can work together to "exert the influence of a unified profession." He continues by saying "...in the identification and the tapping of grass roots expertise lies our best hope of focusing helpful attention on matters that can advance or impede the development of the total vocational enterprise in this country (Buzzell, 1987).

Summary

To survive, and hopefully thrive, in an era of unprecedented societal change and school reform, home economics education must be "re-searched" and "re-thought" in order to be "re-invented." As Miel (1985) suggests, a future-focused curriculum in home economics education will "build awareness in the young of the future as a concept and...give students something to take with them into an unknown time."

We can look back to the early home economists and the inspiration of the Lake Placid conferences. We can look ahead to a future in which home economics education is redefined as a more essential, broader area of study which reaches new audiences in creative ways. Teacher educators will play a significant role in the future as they question the "why, what, who, when, where, and how" of home economics education and set new directions. They can foster change by "re-designing" preservice curriculum, and creating new opportunities for inservice education.

When someone asks, "If home economics did not exist today, would it be a profession that needed to be created?", home economics educators can respond with an enthusiastic and optimistic, "Yes, more than ever!" We can "re-search" and "re-invent" a curriculum that will help individuals and families cope with the rapid changes that are moving us toward the 21st century.

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(Continued on p. 106.)

Teaching Home Economics in an Age of Transition

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Earlier in this issue, Baugher described a global society in which accelerated change has an impact on all of us. Change touches every aspect of our lives, including the family. Globally, we become more interdependent. The decisions we make determine the quality of life for future generations. She suggested that the future of the family can be predicted from the basic needs and conditions within society to which families respond. We can create our own preferred history if we have the wisdom and insight to seize the opportunity to do so. Baugher believes that incremental changes in individual thought and action can tilt the balance toward appropriate social policies that preserve human life on earth. What are the implications of these future trends for educational programs in home economics? How can we be responsive to students' needs? In what ways is our present practice challenged?

During this time of transition from an industrial to an informational era, all students, including home economics students, need to be able to think critically, reflectively, creatively, and ethically. Such thinking is necessary to improve conditions for future generations. Students must be able to support beliefs with adequate evidence and delay decision making until sufficient data and a variety of alternatives are considered. They need to be committed to taking action, both as individuals and as families, to improve the human condition for themselves, their families, and society. Educating students to think critically is incomplete without considering an ethical orientation and moral purpose. Glaser (1986) suggests that critical thinking, combined with ethical considerations in a dialectic model, contributes to the individual and social competence of the individual. It helps the person to form intelligent judgments about "what to do" to contribute democratically to the solution of social problems (Glaser, 1986).

Chuska (1986) discusses the conditions necessary for thinking to occur:

- Something to think about: significant, recurring problems.
- Something to think for: an ethical orientation and moral purpose.
- Some ways in which to think: skill in practical reasoning.
- Something to think with: data, observation, and knowledge.

The rest of this article uses these conditions as a framework to discuss home economics education.

Something to Think About

In the past several decades, the home economics curriculum has frequently been organized around themes or topics, such as understanding yourself, managing your resources, or consumer decision making. The focus is often on finding the "right" answers, "covering" the content, or "knowing" how to do something. These practices are accepted as "thinking." However, a topical organization fragments learning. Students have difficulty applying what they learn to the practical problems of the family. In this model, the teacher becomes the expert, teaching for the correct solution. His or her beliefs and values are imposed on the students.

In this transitional time, it is more effective to organize curriculum around the problems of the family. The significant perennial problems, which recur with each generation and across cultures, are the important ones to address in the home economics classroom (Brown, 1980). These are the difficult questions which cause feelings of concern and a need for action. They require value judgments about what action ought to be taken. These problems grow out of discrepancies between what people believe should exist and the conditions that actually prevail in society. Students who are helped to identify problems and sub-problems can examine the reality of these issues. However, if a problem is defined too narrowly, people tend to examine only the symptoms rather than the underlying problem itself.

If students are to be socially responsible and effect change in institutions, they need to examine the fam-

ily from both an historical and a social perspective. This helps them view each problem within its total context, including factors such as the political and economic transitions described by Baugher earlier in this issue. Then students can critically examine alternative actions to resolve or minimize the problem.

Students need to think about the three family action systems: technical, communicative, and emancipatory. Technical action refers to knowledge, or the "how to" of some action. Communicative action refers to shared or inferred meanings, values, beliefs, and attitudes. Emancipatory action is the ability and willingness to have control over one's own life, freeing oneself from dogmatic beliefs and social forces that are dominating or exploitative. Family members control and manipulate these action systems to help the family survive and achieve basic human goals. The systems operate in an interactive manner; all three are needed to resolve problems. An understanding of these action systems which guide human thought and behavior can help students increase control over their own lives (Wilkosz, 1983).

If the problems examined in the home economics classroom are universal to all families, students begin to understand the common concerns of all human beings. They have an increased interest in seeing how families in other cultures have resolved the problems within their social context. Students can then view the practical problems of their own families from a global perspective. Instead of feeling isolated and alone, they are challenged to look for better solutions.

Two examples of significant, recurring problems appropriate to home economics are:

- What is the meaning and significance of the family as a social institution? Using an historical perspective, students can consider contemporary and future society.
- What can be done to develop the open, shared communication patterns needed for understanding? Shared understanding is the critical basis for consensual action.

Something to Think For

Once we have selected "something to think about," a significant family problem, we must consider "something to think for," our ethical orientation and moral purpose. Ethical considerations arise when deciding the "best" way to solve a problem. Choosing a course of action from among many possibilities involves moral judgment.

Teachers are sometimes hesitant to examine values in the classroom because of our pluralistic society

and past criticism of education for indoctrinating students with middle class values. One common approach gives students the idea that all values have equal worth; as long as their actions are based on their values, they need not consider the consequences for other individuals or society. However, it is important for students to develop an understanding of the valuing process that goes beyond clarification to value analysis.

Coombs and Meux (1971) in their chapter, *Teaching Strategies for Value Analysis*, suggest that there are at least three defensible objectives for value analysis in the classroom:

- Students are helped to make the most rational decision possible about value issues.
- Students develop the capabilities and dispositions required for making rational value decisions.
- Students learn how to resolve value conflicts between themselves and other members of the group.

Given a significant, practical, perennial problem related to the family, students should examine and justify desirable means to resolve it. They can also discuss criteria for evaluating problem solutions; this implies another value judgment.

Some Ways in Which to Think

The problems addressed in home economics education are practical, "what to do" problems. They involve reasoning that leads to action, rather than reasoning that leads to abstract truths. These problems raise value questions which call for value analysis. Philosophers refer to this kind of thinking as practical reasoning.

Coombs (1986) says that, "Enhancing practical reasoning is a very significant education concern. The welfare of persons within a society depends to a considerable extent on the quality of their practical reasoning." He points out that practical reasoning is not a linear process, as suggested by some of the technical problem-solving and decision-making models. Rather, it involves complex, critical reasoning and ethical decision making leading to action. Specifically, Coombs (1986) lists these components of practical reasoning:

- Making assumptions about what is the right thing to do.
- Reflective, critical evaluation of alternative ways to accomplish goals, considering both the personal and societal situational factors in which the decision takes place.

- Critical, reflective search for knowledge in order to arrive at a decision using information, reason, and conflicting points of view.
- Making judgments about what ought to be done.
- Willingness to take action concerning the problems.

Enhancing practical reasoning is a complex and demanding task. However, Coombs and other practitioners suggest that many of the skills can be explicitly taught. Students also need to develop a disposition to listen carefully to other points of view, and to comprehend how those viewpoints differ from their own in perception and underlying values or assumptions. Glaser (1986) states that, "Because of the human mind's spontaneous tendency to egocentric and sociocentric reasoning, it is essential that students reason dialectically or dialogically, that is, empathize with and reason with points of view they oppose as well as those they support."

Using practical reasoning processes to decide the best course of action helps students grow toward mature ego development. It encourages them not only to think critically, but to consider the consequences of their actions on other individuals and society. When we consider "some ways in which to think" for this transitional time, practical reasoning is of utmost importance.

Something to Think With

Through practical reasoning, students can ask the value questions which need to be answered to make a reasoned judgment about "what to do." Then they can develop a plan to systematically gather the needed data. They must be concerned with gathering not only technical and theoretical information, but also subjective, abstract, and philosophical ideas. The teacher's role is to think along with the students, asking critical questions that help them develop a plan and collect and examine their data.

The knowledge they gather becomes "something to think with." It may be drawn from a variety of sources across many disciplines: theoretical and philosophical books, journals, research reports, the media, and their own observations and interviews. The truth of each idea needs to be challenged. Underlying beliefs, values, and assumptions need to be examined. Contradictions, inconsistencies, and inaccuracies must be identified. Opposing viewpoints should be considered. Gathering information can be a cooperative classroom experience. Each student consults a different resource, summarizing it for the class and discussing the validity of the information. With

a variety of resources, inconsistencies and inaccuracies often become apparent.

In reality, many classrooms have only a limited number of resources available to students. Sometimes there is only one textbook. The available information is often accepted unquestioningly as truth. When students are asked why they believe something, they often respond, "Because the book says so," or, "Because the teacher says so." To be able to state good reasons for their beliefs, students should be encouraged to thoughtfully question both what they read and what teachers say.

Parents have recently criticized several home economics textbooks. Many educators dismiss these criticisms as based on irrational and undemocratic beliefs. However, Tyson-Bernstein (1987), a researcher on textbooks, suggests that much of the concern is valid. In her review of five home economics texts, she found these conditions:

- Values are presented as exclusively confined to contemporary sociology and psychology.
- The terms "values," "goals," and "standards" are used interchangeably.
- The books often discuss only the "how to," or give advice. (Tyson-Bernstein, 1987).

Her report helps document the need to teach students to be critical of what they read. Teachers must ensure that more than one viewpoint is presented. And, when evaluating resources for use in the classroom, textbooks must be examined carefully for biases.

We live in a pluralistic, global society. Specific values that legitimize behavior may vary from one group or culture to the next, causing a value conflict. Home economics educators need to be willing to dialogue with parents and students to resolve value conflicts. They must explore the meaning of a particular value to an individual and then assess the consequences of that value to the welfare of the individual and other people. Reflective, critical thought is needed to resolve the conflict. Meanings must be shared and scrutinized and differences negotiated (Brown, 1980).

Conclusion

The teacher is ultimately responsible for what happens in the classroom. The way teachers manage change, diversity, and choice is a major factor in determining whether critical, reflective, creative, ethical thought is encouraged. Will there be a sequence of planned and guided classroom experiences, or will problem solving simply be "muddled through"? We must model the behaviors that we want our students to

display. That includes using practical reasoning to make decisions about what to teach in home economics.

The classroom environment should be organized to reflect the values we want to teach: promoting cooperation with and appreciation for others, rather than competing and protecting one's turf; helping students find data and organize existing knowledge in new ways, rather than handing out pat solutions; viewing truth as subject to change and being open to new and emerging knowledge, rather than clinging to the one "right answer." The teacher's role becomes that of a facilitator of student thinking, open dialogue, and questioning behavior. Brown (1980) suggests that as an individual listens to others, asks questions, seeks agreement, and examines ideas for inconsistencies, reformation is facilitated.

Teaching for thinking is a complex, challenging task. The rewards are many. Individual family members develop new and complex ways to look at the world and to resolve the practical problems of the family. They are able to take a global view of human relationships, cooperatively resolve problems, and risk taking action to improve the human condition. It is these characteristics that will help us work together to create our own preferred history.

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Responsive Programming in the Midst of Change

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Change is inevitable. It comes into our lives in normal, planned, and sometimes totally unpredictable ways. It happens to individuals, families, communities, and nations. When we consider societal change, we think of forces and trends which affect many people in a variety of ways over time.

As home economics educators assess the impact of societal transitions, there is the realization that some of the familiar curricula, methods, structures, and resources are outdated or no longer relevant. Consequently, societal changes imply educational changes. We must ask, "Is home economics itself still relevant? Or is it only the delivery methods that need to change?"

This author feels that relevancy depends more upon our approach to the subject matter and its delivery rather than the subject matter itself. For example, suppose we teach about family relationships under the assumption that everyone is part of an intact, two-parent family. We are in danger of losing relevancy, because the reality is that many people are in single-parent or stepparent families. The study of family relationships itself is not irrelevant, but the context is. We must continually update our knowledge and understanding of the context in order to relate more meaningfully to those we teach.

Deacon (1987) views family structures, including nuclear, single-parent, and stepparent families as changing, but says, "Households and families have not changed fundamentally ... What has changed is the manner in which they provide for their needs." Families will always need food, purchasing power, shelter, clothing, and relationships. It is the means they use to satisfy their needs that change. For example, the convenience of dining out and microwave cooking have replaced many time-consuming food preparation tasks. Family size, energy concerns, and changing work and leisure patterns affect the kinds of

shelter we seek. Clothing has evolved from primarily functional to ornamental, and clothing construction has been replaced by accessibility to ready-made items.

As we consider societal changes and their future implications, it appears that home economics is more necessary than ever. It is one of the few professions that is truly integrative and interdisciplinary. As Baugher stated earlier in this issue, many of the transitions in our society are best addressed in the context of the family. Home economists possess the knowledge that can provide the means to accomplish that task. However, the way in which we conceptualize and deliver programs may need altering to ensure relevancy and effectiveness.

A Framework to Consider

In a 1987 study of Extension Home Economics professionals, Sandmann and Copa (1987) sought to answer the question, "What makes an exemplary professional?" Their findings show that outstanding home economists are:

- Acutely aware of the social, political, historical and cultural conditions of their work setting;
- Goal-centered and goal-driven, weighing alternatives against their final ends;
- Initiators of non-traditional and creative means (resources, technologies, etc.) to reach their goals;
- Able to execute decisions about which course of action to take after reflective thought.

Using this study as a guide, we must first ask if we are acutely aware of the various socio-political, historical, and cultural conditions in which we find ourselves. These forces influence all of us; understanding how they affect our students and clients is essential to developing responsive programs. Secondly, we should consider our educational goals with respect to our students. Without clear goals, it is difficult to measure impact or progress, and the success of our efforts is hard to identify. The delivery mode for educational programs is also a key factor in responding to changing needs. As the audience and its needs change, so must

the means for reaching that audience. To get and maintain students' attention, educators must develop and use a wide array of means, some of which are non-traditional, innovative, and futuristic.

Finally, we must ask ourselves if we exemplify "reflection in action" in developing educational programs. Sandmann and Copa (1987) describe this as conversing with one's setting and circumstances, making observations, developing ideas and testing plans, setting and evaluating goals, and making judgments with an eye to the future, all in a "dynamic, deliberate, interactive process executed with conscious, responsive, and reflective thought." If this is the "essence of excellence," as Sandmann and Copa say, it is a measuring stick for us to consider.

Educators who possess these characteristics of exemplary professionals can implement outstanding educational programs with increased relevancy and impact. Some suggestions for accomplishing this follow.

Examining Context

When considering context, we must recognize that many educators are aware of the world in which they live, but have not applied this knowledge to their work setting. Educators who ignore context in relation to their educational role have declining effectiveness because they fail to relate to the problems and concerns of the students' world. Home Economics educators must be especially sensitive to the changes in families which may pervade a student's outlook on life.

The process of examining context begins with observation. Earlier in this issue, Baugher helped us by forecasting transitions based on observation of current trends and assumptions. In her future "snapshots," it was evident that people will be "knowledge-hungry" in the information era. They will recognize knowledge as power, and as a means to solving problems. Lifelong learning will become the norm. For the home economics educator, this means opportunity!

Baugher made other contextual observations about the future which have implications for educators. She reported projections of a labor shortage, more working parents, and flexible workplace arrangements allowing time to prepare for new careers. Under such circumstances, educators will be busy teaching people who are preparing for new endeavors as well as those needing basic education.

Another future "snapshot" suggested a renewed focus on the family for support and problem solving during transition periods. Personal communication and technological literacy are becoming the basic societal skills. Home Economics educators might attend to

both cognitive and affective needs. They can help families view modern technology as "user friendly" and still retain the dignity of personal relationships.

Baugher presented major changes in thinking and in lifestyles which should be anticipated within our local educational context. These future transformations include conflict as a spur to creativity, rediscovery of the concept of material self-sufficiency, a systems view of the universe, the corporate family, regulatory power within the family for moral and ethical matters, and integration and flexibility.

Studying the context of our educational setting helps determine students' needs and aids in writing clear goals. An ongoing, written analysis of the situation is extremely helpful. The analysis can begin with a review of local, state, and national demographics from the most recent census and other reliable sources. Student needs can be identified from focused interviews with parents, youth, family agencies and professionals, and other selected individuals. Current research on social trends and lifestyles also aids awareness.

This information can be used to analyze subject matter relevancy. For example, if demographics indicate that over half of employed women are mothers, this affects students' lives. If living skills are taught to youth in a way that assumes their mothers are traditional homemakers, the students whose mothers work outside the home are immediately alienated. Regardless of what the educator thinks a mother's role should be, she must relate to the students' reality. It is essential to help students examine life in terms of their own values, consider various alternatives and consequences, and arrive at meaningful decisions.

As educators reflect on the situation analysis, they can also ask questions or develop scenarios to anticipate current and future needs of students. If, for example, the number of people with AIDS is increasing, we can ask what students need to know about preventing the disease and relating to those who have it. If census figures show that many second and third marriages fail, we can anticipate what students need to know about stepfamily relationships, conflict management within families, and self-esteem.

Thus, the situation analysis can prevent educators from operating on erroneous assumptions and irrelevant premises. It guides anticipatory thinking which helps students develop a proactive, rather than reactive, thought process. Awareness of the contextual setting is one factor that sets exemplary home economics educators apart from the rest.

Directing Goals

A second descriptor of exemplary educators is being goal-centered. We need to focus on what it is, in the end, that we want students to learn. Effective, relevant educational efforts depend on goal focus and how well "our basic conceptualizations translate into interpretations meaningful in the real world" (Deacon, 1987). The research on exemplary professionals suggests that when educators are centered on and driven by final goals, they can more clearly weigh other alternatives.

Some educators consider home economics a simple or easy subject, perhaps because we tend to focus on basic skills without putting them into the larger context of the learner. We attribute meaning to certain activities or tasks, but the student does not have our same experiential base for developing values or attributing meaning. We may forget to let learners explore values which have meaning for them, wrestle with the contexts they are in, and challenge the assumptions made as part of the learning process. Allowing our students to think critically, solve problems, and evaluate decisions, helps them develop meaning for themselves.

In arithmetic, we learn to add, subtract, multiply, and divide. But in the end we must use those tools to solve more difficult and realistic problems. In home economics, we also learn skills which are tools to problem solving, but possibly we do not go beyond skill transfer to the application of the skill to more difficult and realistic problems. The transfer of knowledge to the learner and its application to real life happens when the goal focus is "to further the understandings or choices that make a difference in daily lives of people" (Deacon, 1987).

For instance, an educator who wants to teach decision-making skills may realize that learning to make one's bed, boil water, and stitch a seam are narrow goals in and of themselves. Such skills are most meaningful when they lead to fulfilling a broader goal, such as resourcefulness, independence, or responsibility. Even in the midst of change, educators who are in touch with the needs and the context of their students can set goals which are useful and meaningful. If the goal is learning to balance work, family, and personal time, then the skills of budgeting, menu planning, and time management may be the conceptual building blocks leading to that final goal. In the process, less useful goals are eliminated because they do not fit into a broader goal that is meaningful in the real world.

If a current goal is to teach students about child care, the goal can be broadened and made more meaningful by asking how child care relates to the student's

life context and the future of society. The rewritten goal might focus not only on the child care skills, but also on the meaning that child care has for our changing society—the values, responsibilities, ethics, challenges, and so on. It might focus on child care roles as one grows from a baby into a babysitter, parent, and employed parent. Or it could focus on teaching respect and responsibility for others. With any of these broadened goals, objectives can then be written which bring the learner beyond knowledge into analysis and synthesis.

Educational goals must be reviewed and revised in relationship to the students' context and meaning, and systematically used to evaluate results. Home Economics educators who function in this focused, goal-centered framework can create a more holistic learning process in which both educator and learner discover new understandings and explore possible futures. Students then become involved in a dynamic world of making choices and safely learning from mistakes.

Even if our goals are full of meaning and purpose, focused on what we want our learners to achieve, we may not reach them unless we combine "means" with "meaning." Using creative and innovative ways to reach goals is characteristic of those who excel.

Means to Meaning

When dealing with change, there is often a great deal of uncharted territory, making the development of goals and delivery methods difficult. When we find ourselves working in unique contexts, the tension mounts between "what we are used to" and "what doesn't work anymore." According to Sandmann and Copa (1987), exemplary educators take initiative in situations such as these. They identify a variety of possible options for reaching students. They make observations about the new context, reflect on learner needs within that setting, and then make judgments about what resources or technologies are needed to communicate with students.

Creating future scenarios is one way of analyzing and addressing change factors to determine what might happen and how to deal with it. Scenarios aid reflective thought and critical thinking for educators, but can also be used as analysis tools by learners. They may discover their own solutions to problems caused by change or obtain a better understanding of the complexity of issues. The change scenario for educators suggests that our previous paradigms of learning must be radically altered to mesh with the life-style requirements of the information era.

Earlier in this issue, Baugher envisioned revised curricula and significant changes in present school systems to meet future demands. She reported the job

skills students will need in the future are evaluation and analysis, critical thinking, problem solving, organization and reference, synthesis, application of data and knowledge to new areas, creativity, decision making with incomplete information, and communication skills in many modes. If these are the curricula, what will be the mode of delivery?

Some suggestions have been made for delivery methods which help students face the dilemmas of a changing society. Walker (1987) proposes intergenerational discussions or forums where issues might be explored, opportunities to explore careers and reflect on experiences, and use of decision-making and goal-setting models with predetermined curricula. Patton (1987) urges development of new paradigms and new labels to help students define and envision the future. Deacon (1987) encourages a multidisciplinary approach to problem clarification and resolution, along with a global orientation. Ritchey and Wall (1987) conceptualize an integrated curricula where students consider problems and issues in an interdisciplinary context. In such a setting, students would learn to appreciate teamwork, diversity, complexity of decisions, and interdependence.

Other clues alert us to possible delivery modes. Statistics indicate increasing numbers of working parents, resulting in more daycare facilities and less discretionary time for parents. What means can we use to educate these families? Possibilities include education at the worksite, in-home visits by librarians to preschool daycare centers, after school classes for latchkey children, and home study by computer. School age children may be able to learn at home through distance programming or two-way interactive units. In all these situations, the context determines which methods are appropriate.

Reaching meaningful goals requires student involvement with real-life issues. Technological advances have created ethical and moral dilemmas. Students need to wrestle with these dilemmas in order to hang on to meaning during societal transition. How can this "wrestling" process be facilitated? What technological and interpersonal skills are required in the next generation? Educators must ask these questions to find delivery methods which help students think critically and make appropriate decisions within their life context. The learning environment must integrate technology and quality of life, inspire creative thought, go beyond lecture to interactive learning, and provide a meeting ground for conflict and diverse views. Reflective thought will help us create the appropriate means to meet student needs during rapid societal change.

There are no master plans nor easy answers to developing responsive programs during times of rapid change. However, balanced judgments result from:

- Observing and interpreting context when developing goals; and
- Considering context and goals when developing the means.

Change is continuous and evokes tension between different ways of thinking. If we recognize this, we can practice "reflection in action" and walk the educational tightrope called the "cutting edge" of responsiveness.

Conclusion

In her "Visions for the 21st Century," Deacon (1987) notes that, "The problem of building focus and perspective into our diverse programs is similar to what families face in developing and maintaining commonality in values and purpose." She suggests that critical thinking skills are necessary if Home Economics educators want students and clientele to make meaningful choices within their given contexts. Just as families (our students) must function in the midst of diversity, change, and uncertainty, so must educators. The dilemmas we face are a microcosm of theirs. Our challenge is to reflect, relate, integrate, and educate others while we are experiencing the effects of change ourselves.

As we seek to develop educational experiences which are responsive to our students' needs during rapid societal change, let us look forward rather than clinging to the comfortable framework of the past. Let us develop a vision of what could be, and explore how to get there. Let us consider change as challenge rather than threat. In this dynamic process, we, as well as our students, will learn and grow.

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Family Education: Responses to Changing Families

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Introduction

If the future were known, we could start today to plan programs with appropriate goals and objectives. However, the word "future" implies events that are yet to come. We cannot give precise predictions, but we can look at past and present trends and future possibilities. Earlier in this issue, Baugher reported on trends relating to the family: more working mothers, increased poverty for women and children, longer and more continuous education or re-education for adults, movement back to the family as the "social safety net," the need for complex decision making skills, and individuals continuing to seek "meaning" and "quality" for their lives. These trends have important implications for planning programs.

Using these trends as a base, this article looks at an expanded definition of family, identifies current philosophies and their future suitability, and offers recommendations for program formats and curricular emphases.

The Future Definition of Family

One of today's challenges in family education is responding to the needs of "new" families. The "new" refers to the definition of family, which needs wider parameters to include everyone who belongs. Parker Rossmann (1985), a futurist and independent researcher, cites one survey of an urban neighborhood that found "no fewer than eighty-six combinations of adults living together as families." Karl Weddle, in an article elsewhere in this issue, reconceptualized the family using its "functions" rather than its blood ties. Ferguson (1980) describes the "transformative family" as flexible and adaptive to the realities of a changing world; an open system, rich in friends and resources, giving and hospitable. It provides its members with both freedom and autonomy while remaining a unified group.

Rather than define "family" in an historical or restrictive manner, our view of family must be free to evolve. In that way, programs can be structured around whatever needs these "new" families have. For both the present and the future, it is important to be aware of an emerging definition of family which considers two things: *who* is included, and *what* they individually and collectively need.

Present and Future Program Philosophies

Current Minnesota law provides matching funds to school districts which choose to levy tax dollars for early childhood family education. These state-wide programs serve families with children from birth to kindergarten. An important element in the philosophy of early childhood family education is that parents are the first and most important teachers of their children. Providing information and support at this point in a family's life cycle can be both preventive (early detection of a wide range of issues) and enriching (teaching skills to be used for a lifetime).

This philosophy serves both the present and the future by promoting the family as the "social safety net." It assists family members to improve and appreciate the "quality" of their family life. Recent trends indicate that as the federal government decreases its direct support to state social programs and the "national safety net" fails, people rely more directly on their families. Families can prepare for this by understanding and developing their family strengths and skills, being knowledgeable about community resources, and being advocates for their children. These are common goals of families and of early childhood family education.

A 1986 Congressional report states, "Families are increasingly recognized as a principal source of mental health and adaptation" (Children's Mental Health, 1986). The report also says that prevention is needed even for parents whose children are not known to be at high risk for mental health problems. Perhaps the word "prevention" needs to be redefined to include learning new ways to adapt, rather than simply preventing some problem from occurring.

Another current philosophy of Minnesota's Early Childhood Family Education (ECFE) programs is

lifelong learning through a state-wide community education plan. This provides a continuous program of information and support for parents and their changing family needs. Earlier in this issue, Baugher encourages us to anticipate the changing needs of society and respond immediately with creative programs. Hopefully this system of community-based adult education is small enough to evolve with the families of the future, and timely in developing innovative programs to meet specific community needs. Constant re-evaluation must be an integral part of these programs.

Program Format Recommendations

Specific family populations mentioned in Baugher's future "snapshots" include teen parents, economically disadvantaged parents, single parents, and working parents. How can we better serve these families today and in the future? What current successes can we build upon, adapt, or replicate? What new components should be developed? Each focus population has different needs and requires a different format. The following examples are offered as building blocks, not detailed architectural plans.

Teen Parents

A successful program for teen parents in a large suburban Minnesota school district uses a continuous, consistent, team approach. A parent educator, early childhood educator, and school nurse act as advocates for both parents and children. They also model self-esteem, problem solving, decision making and communication skills. Referrals are made to the weekly two-hour class in a variety of ways. High school home economics teachers, public health nurses, an emergency information telephone hotline, and school guidance counselors and nurses tell teens about the class. If possible, they provide the teen's name to the parent educator, who calls to explain the class and personally invite the young parents and their children to attend.

Part of the class is spent in a parent-child interaction experience. The early childhood educator provides group and individual activities and interacts directly with each family. Young parents learn and participate in activities with their children. Meanwhile, the parent educator and school nurse use this time to model skills and to observe family interactions. These observations serve as the base for further curriculum development. Topics for parent discussion include basic child development, child guidance and discipline, time management, interpersonal communication skills, and self-esteem. Year-round programming and staff continuity have built trust with the young parents. Networks have developed not only between staff and teens, but also among teens in the class.

Previously in this community, services were available only for pregnant teens, so this class fills a specific need. Now young parents have a resource for strengthening their families. The program also highlights the importance of cooperation between family education and other family service agencies in meeting the goal of strengthening young families.

Future plans in this school district include offering the teen-parent classes at an alternative high school which serves a wide variety of non-traditional students. Other ideas include a "mentor" or "advocate" program using capable teen parents or volunteer young-adult parents. Advocacy is also needed in the areas of child care and on-the-job training. In fact, advocacy is a key component in linking family education to other agencies and services both today and in the future.

Working Parents

Families in which both parents work outside the home are increasing in number. As more women enter the labor force, more children are enrolled in daycare and latchkey programs. To respond to this trend, one metropolitan ECFE program cooperates with a daycare center in serving the working parent. Once a week, an evening meal is cooperatively prepared at the center by daycare staff, ECFE staff, and parents and their children. The meal becomes the educational format for parent-child interaction. After dinner, the staff and children clean up and relax while parents join a discussion group with the parent educator. This format responds well to the time demands of working parents. Eating and cooking together provides a relaxed transition for children and adults, meeting the needs of both groups more positively.

In another large city, ECFE parent-discussion groups are offered over the lunch hour at a variety of downtown worksites. These brown-bag seminars provide working parents with easy access to information and are structured to respond to their specific concerns. Seminars focus on specific topics and permit parents to collect large quantities of information at one time. Organizing classes around an age focus, such as infants, also allows working parents to develop networks with other people having similar interests.

A third example of programming for the working parent is a daycare center that provides a weekly parents' discussion group. The evening sessions are led by a trained parent educator. The center also works cooperatively with parents on teaching self-help skills such as toileting and dressing. As a result, both the parents and daycare providers communicate consistent values and skills to the children.

It is interesting to note a common approach in each of these successful programs. All three illustrate the

importance of cooperation and communication between program planners and the families they serve.

Single Parents

Programming for single parents must take into consideration their diverse needs, which are as varied as the definition of "single parent." Singles can be divorced, widowed, never-married, separated, with custody, without custody, economically advantaged, or disadvantaged.

One successful multi-faceted program grew gradually in response to serving the total family. Located in a large, urban, mixed-income apartment complex, a private non-profit agency began by providing daycare on a sliding fee basis to infants, toddlers, preschoolers, and school-age (latchkey) children. Next, the agency sought cooperation with the local ECFE community education program. The agency provides space and support staff for ECFE classes held in the complex. Thus, rather than duplicate services, the agency uses resources already available in the community. Additional programs include field trips, guest speakers, adult outings, individual counseling, and referrals. The agency has obtained grants which allow them to also provide these educational programs to low income families from outside the apartment complex.

An essential program ingredient is the "contact person," a part-time, paid single parent. This parent makes weekly phone calls to over 35 families. The calls provide a consistent, on-going link between the program and the families, particularly when their lives become chaotic due to illness, economic changes, or job and housing transitions.

The wide range of program options also provides flexibility in meeting some of the social needs of single parents. Child care is provided while adults attend movies or go rollerskating once a month. Family time is also emphasized through a unique single-parent family camp each spring. Classes and family camps permit single parents to establish a network of one-parent families. They also fill the children's need to see that their family structure is similar to others.

General Population

In addition to specific populations, we also need more flexible programming formats to meet the needs of a wide variety of families in the community. An essential component is the expanded definition of family discussed earlier.

The ECFE program in one large suburban school district illustrates ways to move out into the community with varied formats and locations to reach families:

- Holding classes in a local shopping mall, churches, a professional building, and the lobbies and hallways of large apartment complexes;
- Providing classes on a cooperative basis to the mothers and children living temporarily in a county shelter for battered women;
- Offering a class at the grade school to mainstream special education preschoolers and their parents with other program participants.

Moving out into the community helps build the "network families" as described by Rossmann (1985). "Network families" are friends and neighbors who live close by and provide physical and emotional support in times of need. They represent a trend toward replacing the extended family of relatives and kin. For example, members of the apartment complex ECFE class described earlier began making informal day care arrangements and planning social events. Neighbors can become "family" in our expanded definition.

A class titled "New Neighbors" is another example of supporting and encouraging "network families." Families new to the district are welcomed and introduced to community resources. They are given information, support, and skills on surviving the stress of moving. Past "new neighbors" have formed a babysitting coop and invite current class participants to join.

Diversified program planning lends itself to flexibility and change. However, success depends upon on-going evaluation of community needs.

Interagency Cooperation

Interagency cooperation is a vital trend in family education. School districts, social service agencies, and federal and state programs are working together to strengthen families. Some examples of diverse agencies working together to better serve families are:

- The hearing-impaired community is reached through cooperation with local hospitals.
- High schools support teen parenting programs.
- In some districts, ECFE provides activities for parents and children while they wait to pick up food stamps.
- Daycare agencies bring in speakers on family development.
- Refugee education programs are including ECFE information and activities for families.

This cooperation builds the family "social safety net" by meeting families' needs and helping individuals build skills which fortify families.

What curricular emphases are important to families in the future? Early Childhood Family Education legislation in Minnesota recognizes that families need both information and support. This author suggests that an emphasis on skill development is also needed.

Elsewhere in this issue, Weddle suggested that we redefine love as something people can create and build, and that good family relationships have little to do with luck. If this is true, then people can learn skills which facilitate the building of loving, healthy relationships.

In *Traits of a Healthy Family*, Curran (1983) lists communication as the most dominant trait in strong families. Other necessary skills include building self-esteem, decision making, and problem solving. These abilities can be learned and will apply to all aspects of life. They should be an ECFE area of curricular emphasis for both parents and children. Indeed, children first learn and practice these skills within the family context. Although ECFE programs currently incorporate these skills, their importance should be highlighted. Time and energy need to be focused on how each family member learns these skills.

Conclusion

Early Childhood Family Education programs strengthen families. They reinforce the parents as the child's first and most important teacher, and support families as the "social safety net." Additionally, ECFE programs are increasingly part of a lifelong learning process for both children and parents.

Future programs must consider the evolving definition of family. Infants and children will always need a loving environment in which to learn lifelong skills. This will continue to be a challenge to parents, whether they are single, teenage, working, or newly arrived in our communities. These focus populations will require innovative programming. But creativity in planning programs for *all* families is also needed. Interagency cooperation and advocacy are essential to meet future needs in family education.

Where will we get the wisdom to guide us into the future? Wisdom comes from people who are competent and caring, who have the skills to communicate, and whose needs for love and self-esteem are met. Where do these individuals come from? They emerge from families diverse in structure, but united in providing both love and skills to their members. The future is unknown, but the challenge remains the same: to maximize each family member's potential, thus creating families that care both for each other and for the wide, but interconnected world!

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(Continued from p. 116.)

If home economics educators become more critical of family economic conditions, what we teach, to whom we teach it, and how we teach it can be influenced. For example, we might conclude that "what we teach" should be enabling families to change external conditions that increase their earnings, rather than resource management skills. We might conclude that "who we teach" is immigrant parents, among others. And we may decide that "how we teach" should be based on an educational model of empowerment rather than dissemination of information.

If learners become more critical, they develop a disposition for examining societal influences from multiple views. They are more conscious of alternatives and the reasons behind people's choices. They can become empowered to change conditions that have a negative influence on them.

A Critical Connection

A critical perspective is an important connection between home economics education and the current transition period. In response to extraordinary changes in families, it is imperative to challenge the assumptions which have guided our practice in the past and present. Prescribing how families should conduct their affairs during this rapid transition is more inappropriate than ever before. We should be the catalyst for family members to critically examine their relationships with each other and society. Becoming more critical can empower them to change the way they view themselves, their perception of alternatives, the actions they take inside the family, and their actions regarding unfair social, economic, and political practices outside the family. Such changes can lead to more equitable conditions which enable individuals to live more satisfying lives. While a critical disposition is not the entire answer, it is a necessary first step in changing ourselves, our profession, our societal conditions, and our families. •••

An Editorial

Home Economics Education and Today's Transitions: A Critical Connection

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What should home economics education be like in the transition period Baugher described earlier in this issue? With our professional mission to improve quality of life for families, how should we respond to the myriad challenges families face? Technology is out of control, yet offers opportunities for increased life satisfaction. Dramatically changing social conditions seem to beg our definition of family. High risk populations need educational programs tailored to their contexts. The relevance of curricula and the effectiveness of delivery methods are called into question. We are faced with new moral issues regarding reproductive and life-sustaining technology. Families need new ways to deal with frequent job retraining, aging family members, an unstable economy, and new family forms.

Responding to these challenges requires that we:

- Become more critical of our own practice;
- Become more critical of the ways families function and the societal context in which they function;
- Enable families to be more critical of themselves and their societal context.

These changes are relatively simple to identify but difficult to actualize. My suggestions are appropriate in any era and are not original. However, fitting the pieces together in a slightly different way may encourage others to ponder, and take action, to alter our practice in response to families' needs.

The Meaning of Critical

The word "critical" has a negative connotation in the minds of many. It conjures up images of nagging,

fault finding, and disapproval. People don't like to be criticized, to be told what's wrong with their behavior, ideas, values, friends, or professional practice.

Another notion of "critical" is not so negative. Rather, it is suggestive of being more:

- Open and fair-minded;
- Questioning why things are as they are;
- Willing and able to examine one's thoughts and behavior regarding moral questions;
- Courageous in confronting discrepancies between what is and what ought to be;
- Committed to reasoning.

Being critical causes us to ask what happened in the past, what is occurring today, what possibilities exist for the future, and what steps should be taken to achieve the desired future. We examine what we have previously taken for granted. We ask whose interests are being served by particular sets of conditions. While this notion of "critical" is difficult to achieve, it has the potential to empower us, and in turn, to empower the individuals and families we serve. It can result in more satisfying family life.

More Critical of Our Own Practice

What does it mean to become more critical of our practice? It means we examine our own and others' thinking, beliefs, and actions about important facets of our work. We examine all the evidence. We take more defensible action.

Let me illustrate using one of many changes occurring in our profession—widespread declining enrollment in home economics programs in junior high schools, high schools, colleges, and adult education programs. In response to this fact, some educators cite the influence of the women's movement and the declining youth population, and then change the subject. Others change the names of courses and programs. Still others seek to illustrate how a home economics major at the college level can lead to alternative careers.

A critical response to enrollment trends involves answering questions such as these: What is the historical and current status of enrollment in home economics programs? What is the historical and contemporary context of the enrollment decline? What has caused this change? Are the asserted claims true? What is the reasoning behind other educators' views on the decline? What is the reasoning behind our personal view as home economists? What is our interest in this change? What are the consequences for learners who do and those who do not enroll in our programs? What are the consequences for the profession? What should be done about enrollment?

It is a bit unpleasant to entertain the idea that maintaining high enrollment serves our own interests and influences our thoughts and behavior about the trend. Our jobs are more secure. Our programs have more political clout within the institutions in which we work. Our self-esteem and professional stature are higher. It is also sobering to confront the possibility that enrollment declines may result from society placing less value on what we contribute. Unless we openly ask and answer these questions, we tend to negate the evidence which contradicts our point of view.

On the positive side, this kind of questioning increases our understanding of the issue. There is a greater likelihood that the action we take will be defensible. Our questioning may result in a smaller, but more effective field and in different, but more valued services to families. In the long run, individuals and families are better served.

Is any time a good time to be critical of our practice? Is aspirin a good treatment for all illnesses? Probably not. It is difficult to engage in candid, critical questioning with people who will not, or cannot, join in the process with integrity. For example, when decision makers evaluate a program to determine future funding, it is politically naive to openly examine all evidence. In such a situation, one presents the most compelling case possible to strengthen the position of the program. However, failing to engage in critical examination of inappropriate contexts is a missed opportunity to enhance our own intellectual and moral development, our profession, and our service to families.

More Critical of Families

Being more critical of how families function would help us understand families better and enhance our appreciation of their diversity, tenacity, joy, and suffering. Likewise, a more critical view of society would help us clarify how society both supports and undermines quality of life for families. We can ask and answer critical questions individually and engage

in dialogue with other educators. We can also enter into critical questioning as partners with the learners we teach.

Families who take a critical look at the way they function are more aware of opportunities for a satisfying family life and of ways to surmount barriers. Earlier in this issue, both Weddle and Wogensen referred to the need to address ethical and moral issues. We can pose questions for learners that enable them to look critically at their own families. In instances where learners might feel uncomfortable answering questions directly, we can use hypothetical examples or rhetorical questions.

To illustrate a critical approach to understanding families, consider Craig's discussion earlier in this issue of conditional commitment between family members. Some examples of critical questions are: What does commitment between family members mean? What does conditional commitment mean? What values underlie commitment among family members? What has been the history of commitment in families, and what was the societal context? In what ways do family members demonstrate, or fail to demonstrate, commitment to each other? What are the consequences for family members of enduring commitments versus conditional commitments? Whose interests are served by various types and strengths of commitment? What should the commitments of family members be like? How can families achieve those commitments?

There is no intention to develop a doctrine on family commitments. Rather, we engage in open questioning about the issue to achieve a more complete understanding of what commitment has been, is now, and could be. We relinquish unexamined assumptions about commitment and move to a more conscious understanding of its meaning.

More Critical of Families' Societal Context

To illustrate a critical approach to viewing societal context, consider the economic aspect of the family condition. Together and separately, home economics educators and family members can ask and answer these questions: What are the past and present economic conditions in other cultures and in the United States? How varied are the economic conditions of U.S. families today? What factors influence family economic conditions? What assumptions underlie various perspectives on the economic conditions of families? What are the consequences of economic conditions that favor one part of the community over others? What should the economic conditions of families be like, and how can they be achieved?

(Continued on p. 114.)

Actualizing Vision - An Editorial

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It is difficult to actualize vision, to decide exactly what steps we will take for the future. We are already skilled at analyzing demographic trends and stating issues for the future. We are becoming skilled at defining psychographic issues, that is, the attitudes and values of future populations. But how do we take the next step? We must begin to operationalize the visions we "see" for ourselves and the home economics profession.

Acting on visions is a major risk. After all, visions are ambiguous and uncertain. They could be wrong. With our rational and scientific mind set, how dare we plan curriculum and programs based on uncertain visions that may not occur? Each of us hesitates to state prophecy for the future and act accordingly. Yet failing to actualize our visions creates history by default.

We are challenged to create history by design, to accept responsibility for the life of our profession and its educational programs. That challenge requires a commitment to vision and the skills to create programs that take us into the future. It is also known as anticipatory planning.

Our curriculum has always been defined by the environment. In 1899, with her scientific background, Ellen Richards was concerned about the health issues of the environment. As a result, the Lake Placid Conferences conceived home economics within that context. When we moved into a humanistic era, the curriculum was modified and reshaped to address the needs of families with declining resources and issues relating to the home environment. In the current information era, we see curriculum focused on balancing work and family, using technology as a positive resource, and evaluating ethical dilemmas arising from technology. As we move beyond the information era, the environment will again shape our curriculum. The glitch is that this environment is changing so rapidly that we may be lost in the window of time if we do not anticipate it, rather than respond to it.

Three future scenarios are developed in the following sections.¹ As you read them, please keep in mind two assumptions about scenario writing:

- No single vision will occur in isolation. Multiple scenarios are presented because it is assumed that parts of each scenario will appear as history unravels itself.
- Our role as educators is to constantly scan the environment to see which parts of each scenario are occurring. We must develop educational strategies to address each scenario and be flexible in changing them as needed.

The challenge for each of us is to operationalize our educational programs within the scenarios. The days of writing curriculum for the next 10 years, or even the next five, are gone. It is no longer appropriate to use textbooks that are three years old by the time they are printed. Current technology allows us to be more current and more relevant.

Recovery Scenario

It is widely accepted by decision makers and the public that we can "recover" the economic and social values of the past three to four decades. In this scenario, technology focuses on consumer needs and peaceful purposes. Population growth is under control globally.

Cooperative, barrier-free trade exists in most of the world. There is adequate and affordable energy, and renewable resources are under development.

In the United States, there is an increased sense of affluence and profitability throughout the country, although nagging pockets of poverty still exist. The national debt is declining. Regional economic centers develop. Public education regains credibility; it focuses on basic skills, particularly science and foreign languages.

General optimism exists because we perceive crime and new diseases as aberrations. We are less abusive of natural resources and have a primary concern for health issues related to air and water quality. The

¹Parts of the scenarios were developed in 1987 by the Minnesota Extension Service, University of Minnesota, as part of a program planning process.

goal of home ownership is realistic. Families continue to live in separate households, functioning as individual units. Sophisticated home communication equipment is widely available. The life-style of choice is a healthful one, focusing attention on nutrition, environment, and the quality of relationships between individuals.

The home economics curriculum requires only minor changes to meet families' needs. The focus on specialization within each discipline continues as a way to provide in-depth programming for families and individuals. There is minimal communication between disciplines.

Polarization Scenario

In this scenario, technology is costly and available only to the wealthy. There is a loss of an economic base; land values are down. Very high inflation exists in most nations. World-wide trade restrictions are commonplace. The super powers have a "lack of control" mentality.

In the United States, inflation is usually around 5 percent, but sometimes climbs as high as 20 percent. The growth in productivity is only 1 percent. There is costly spending to support military and foreign policy. Small business development is down. Increasing unemployment and underemployment contribute to a heightened sense of poverty in both urban and rural areas.

Energy costs are high. Increased use of coal adds to air and water quality problems. There is a critical shortage of fossil fuels and minerals. Food is also in short supply and food distribution is expensive. The birth rate declines.

Decision making returns to the federal level of government. However, a lack of faith in the legislative process spurs the private sector to compete with the federal government in providing certain services. Small communities face a loss of leadership and see the collapse of their local institutions. A sense of pessimism, despair, and social disorder prevails. Most citizens function with a "survival" mentality. A resurgence of "traditional" religions creates a sense of comfort for many people.

The home economics curriculum reflects a loss of resources for specialists to conduct research and develop theory. Home economics units are small, providing education primarily in community settings. Programs focus on basic skills to address the survival mentality within society. Professionals assist in distributing the limited food supply. They teach basic food preparation to counter declining sources of nutrients from an inadequate food supply. The curriculum

also focuses on resource management. For example, multiple family occupancy is encouraged to conserve declining energy and housing resources. Enrollment in public school home economics programs has declined. Youth are working to support the economic base of the family.

Coalition Scenario

In this scenario, national boundaries recede in the face of pressing common concerns. Continental and even global policies address economic and environmental issues. Rising energy costs and shortages of fossil fuels result in increased conservation, recycling, and research on solar energy. Nuclear energy is costly and its safety is still debatable. Inflation is generally low, but high rates exist in countries without technological resources.

In the United States, all levels of government use effective communication to maintain wide public support. Inflation is holding at 5 percent. Diversified agriculture and new types of local food processing support a revitalized rural economic base. The result is an adequate and safe food supply.

Family ties are strengthened. Lifelong learning is valued. Individuals accept sacrifices in their lifestyles such as sharing homes and jobs. Public transportation is widely used and few automobiles exist. These sacrifices, and the growth of bartering to become the primary economic system, reflect a sense of "sharing the adversity." A national health care system is established. There is renewed emphasis on the values of interdependence, community, and natural resource stewardship.

Both formal and informal home economics education programs are conducted. Regional education centers throughout the country support lifelong learning through adult education programs. Home Economics is a critical and viable part of those centers. While specialization and research within the discipline is strong, greater emphasis is also placed on interdisciplinary and integrative functions, education, and research. Professional development education prepares a well educated "generalist" with a focus on an area of specialization.

Home Economics collaborates with health professionals in delivering programs on healthful life-styles and the needs of a growing older population. Environmental work focuses on homes with newly defined "corporate" or extended families. Issues and needs of space travel are also addressed. The curriculum studies intergenerational relationship functions and promotes a global perspective on family cultures. The role of religion and faith are acknowledged when

defining family cultures in various nations of the world.

The profession is respected for its basic and applied approach to the issues of both individuals and families. It is valued for its collaboration among professions and disciplines addressing similar issues.

Validation and Strategies

As you read the scenarios, what were your cognitive and emotional reactions? While they are fresh in

your mind, take a few minutes to validate each scenario with your own knowledge of current trends. Figure 1 may assist you. The chart lists the scenarios and the driving forces used to create them. In each block, list occurrences, events, and trends which support the scenario. Think about your own community, your state, the nation, and the world. An example is provided for "personal values/family systems" in each scenario.

Were you able to list validating factors within each scenario? Do you see some parts of each scenario occurring in your community?

Figure 1. Validating the Scenarios

Driving force	Information technology	Economy	Global interdependence	Personal values/family systems	Ecological perspective/energy
Scenario					
Recovery				<ul style="list-style-type: none"> -Attention to abuse among family members -Single family housing strong -50% of homes have VCRs -Strong interest in health clubs, exercise classes 	
Polarization				<ul style="list-style-type: none"> -Poor families lack home computers, camcorders, etc. -Insufficient low-cost housing -People save little or none of their income -Students' primary concern is earning power 	
Coalition				<ul style="list-style-type: none"> -Bartering networks are available -Federal legislation proposed for nat'l health care Rapid transit proposed for Twin Cities -Extensive community education classes available 	

Figure 2: Paradigms of Home Economics Curriculum in each Scenario

Curriculum indicators	Formal schooling vs. informal lifelong learning	Traditional; audience (female) vs. expanded audience	Specialization vs. integration	Global concepts	Public support for programs with strong research base
Scenario					
Recovery					
Polarization	-Informal delivery -Primary focus w/in communities -Low enrollment in public school HE programs	-Primarily traditional female audience	-Specialization and research disappear in public institutions -Basic skills of generalist nature delivered	-Do not exit in curriculum	-Loss of money for research and public education HE program
Coalition					

Now examine the paradigms of the Home Economics curriculum in each scenario, using the chart in Figure 2. List curriculum indicators in each block. An example is provided for the polarization scenario. Finally, and most importantly, pull out your existing curriculum. Which scenario does it support? How will you strategize to redesign the curriculum to approach the other scenarios? As you evaluate and redesign your curriculum, it is important to refer to your validation statements in Figure 1.

A Personal Commitment

We may debate the specifics of certain demographic and psychographic trends, future scenarios, or program evaluations. But there can be no argument about the need to define vision and actualize our programs within that vision. Whether we recognize it or not, we are now in the process of creating a new global paradigm. We must at least acknowledge the transitions that are happening now. It is interesting that our realization of a paradigm shift usually occurs after the shift is completed and we can examine it in a

concrete way. Only then is it given a name, such as "information era" for our current paradigm.

Individuals who work to shape the new home economics professional paradigm are willing to take extreme risks. They risk the loss of credibility, especially if their "hunches" are incorrect. They often work on the fringe of the profession and must "sell" their vision to those who make policy and influence decisions. Change is a risky business.

Picasso wrote that the act of creativity must be accompanied by an act of destruction. To create a new canvas, we must destroy our preconceived notions about painting and let our mind be free to re-create. Re-creation allows us to bring from the past only what is appropriate for the future, leaving behind that which is no longer useful. Re-creation is the act of evaluation and design. It requires that we destroy our historical stereotypes and design new ones both for our educational programs and for ourselves as professionals. It is our opportunity to create history. Will we do so by design or by default? •••

PUBLICATION GUIDELINES

1. Articles, lesson plans, teaching techniques are welcome.
2. Submit two double spaced, typewritten copies. For computer generated manuscripts, please send a diskette along with the required number of hard copies. Include the name of the word processing program and give the file name of the manuscript.
3. Include any visual aids or photographs which relate to the content of the manuscript.
4. Include a small black and white photo of the author, as well as current professional position, location, and title.
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Foreword

In this issue of *Illinois Teacher*, Sally Rousey has provided the opportunity for the voice of the teacher speaking from experience and conviction to be clearly heard. Inspiring and enthusiastic sharing of personal meaning and professional caring as teachers suggests what is at the heart of being a home economics Teacher of The Year. As I pondered over these unguarded words of life I was filled with a sense of renewal and hope in a spring semester where student teachers and classroom visits are a major part of my assignment and reality. I invite you to engage in conversation with our teachers, to be co-authors of their stories exploring the dimensions through which they may open the way for your story to unfold. Toward this intent we have included some guidelines on eligibility and criteria for selection along with nomination details. Eight Teachers of the Year state winners included a description of the program that brought them state and national recognition.

This issue also contains two articles suggesting curriculum alternatives for clothing and textile classes where clothing construction is being eliminated. Findings from a Survey of American Teens by AHEA may provide the bases for engaging in interpretive and reflective conversations with teens toward a deeper understanding of themselves in relation to themselves and the world. Sprinkled throughout this issue are teaching ideas and activities in the areas of interior design, child and family development and gender equity.

A Call For Papers

The central theme for *Illinois Teacher* in 1989-90 is *Critical and reflective questioning of our understanding of home economics toward action*. In addition to sharing new ideas about content and techniques for teaching we want to join with our readers in thinking reflectively about our pedagogy, about what it means to be a home economist and a home economics teacher. In a call for papers we encourage book reviews, articles, lesson plans and activities etc., that represent different ways of looking at familiar issues, situations, relationships and experiences. Can we awaken the mystery and miracles that underlie our everyday life and living toward making the familiar seem strange, to uncover the wonderful that lies hidden in what we take for granted as we make sense of our reality. As we contextualize a situation, an issue and explore the social and historical background might we see instead of a problem to be solved, that there is a different problem.

Readers, we invite your voices to be heard as we join with you on this shared journey as home economists, as teachers, and as human beings in the world. Author guidelines and further conversation are yours upon request—you are *Illinois Teacher!*

Annabelle Slocum
Managing Editor

The 1988 Home Economics Teachers of the Year

Illinois Teacher salutes the Home Economics TOYS—the state winners of the Teacher of the Year. Each year the American Home Economics Association, Chesebrough Pond's Inc. and Lever Brothers Company sponsors the TOY award program. The objective of the program is to stimulate the development of leading edge programs that are timely, newsworthy, and that expand the focus of home economics. The winners are recognized for their outstanding contributions: to the improvement of the quality of family life, to the development of outstanding education programs, teaching techniques and activities that might engage other educators; and toward building community awareness of home economics education. Congratulations to this year's winners! The 1988 National winner was Eva Mae Lloyd of Louisville, Kentucky. The national merit winners were Shirley B. Hall of Tucson, Arizona, Janet E. Phillips of Los Alamos, New Mexico, and Joyce Armstrong of Richardson, Texas. This year's national winner received \$1,000, and the national merit winners received \$500. In addition, all finalists received a TOY pin, briefcase, and certificate.

ALABAMA	Broxie C. Stuckey
	Program Title: Family Living Improving the Quality of Family Live
ALASKA	Victoria L. Pohl
	Program Title: Commercial Food Service
ARIZONA	Shirley B. Hall
	Program Title: H.E.R.O. Food Service
CALIFORNIA	Jane M. Stein
	Program Title: School-age Parenting and Decision Making
COLORADO	Carla Jo Erickson

	Program Title: Consumer Homemaking
CONNECTICUT	Grace Kacprowicz
	Program Title: The Cafe FARE
DISTRICT OF COLUMBIA	Linda Crichlow White
	Program Title: Food is More than Just Something to Eat
FLORIDA	Nancy Ann Heiskell
	Program Title: And Baby Makes Three
GEORGIA	Joan H. Gay
	Program Title: Personal, Family, and Social Life-Coping Skills
HAWAII	Lauren R. O'Leary
	Program Title: Child Care and Development: In Action
IDAHO	Trisha Verdal
	Program Title: Teen Living I & II (Consumer Homemaking)
ILLINOIS	Doris Ann Wilcoxon Larke
	Program Title: School Nutrition Awareness Program
IOWA	Janis Moore
	Program Title: TNT: A Dynamite Program
KANSAS	Nancy C. Bowden

	Program Title: Nutrition and the Athlete/Adolescent Issues	NEVADA	Janet E. Sayre
KENTUCKY	Eva Mae Lloyd		Program Title: Nutrition and Food Science
	Program Title: Prevention of Family Violence	NEW HAMPSHIRE	Karen A. Ogg
LOUISIANA	Kay C. Moore		Program Title: Computer Applications
	Program Title: One Step at a Time	NEW JERSEY	Letitia Morrisey
MAINE	Donna A. Crook		Program Title: Challenges and Choices
	Program Title: Computers in the Home	NEW MEXICO	Janet E. Phillips
MARYLAND	Mary Emily Pannella		Program Title: Teen Nutrition
	Program Title: Occupational Home Economics in Special Education	NEW YORK	Elizabeth Weber-Worden
MASSACHUSETTS	Janet M. Wierzbicki		Program Title: Home Economics/Parenting
	Program Title: COPE—(Comprehensive Parenting Education)	OHIO	Teresa A. Yontz
MICHIGAN	Marel Lee Staisil		Program Title: Students Aware of Teen Pregnancy
	Program Title: Home Economics and the Pregnant Teen	OKLAHOMA	Virginia Sasser
MINNESOTA	Marion Sederstrom		Program Title: Home Economics/Family Living
	Program Title: No title given.	PENNSYLVANIA	Lynn Anne Crawford
MISSISSIPPI	Faye Griffin Smith		Program Title: No title given.
	Program Title: The Kind of Teen I want to Be, Positive Peer Pressure	SOUTH CAROLINA	Virginia L. Chapman
MISSOURI	Jan McGoldrick		Program Title: Human Sexuality/Reproductive Health FHA/Home Economics and School/Community Prevention of Teen Problems
	Program Title: Consumer Homemaking	SOUTH DAKOTA	Marlys Hauck-Fenner
NEBRASKA	Susan Evanich		Program Title: Nuts About Nutrition
	Program Title: Budget Simulation Project	TENNESSEE	Val C. Manley
			Program Title: Family Life Education

TEXAS	Joyce Armstrong
	Program Title: Leadership Development Program
UTAH	Renee Hyer
	Program Title: Occupational Child Care
VERMONT	Carolyn B. Magwire
	Program Title: Life Skills/Sociology
VIRGINIA	Carol W. Stevenson
	Program Title: Lifelong Nutrition
WASHINGTON	Linda L. Sumner
	Program Title: Upstairs School, Voc Home & Family Life
WEST VIRGINIA	Karen Sue Hawkins
	Program Title: Sewing Together the Past and the Present
WISCONSIN	Bonnie J. Duchac
	Program Title: Occupational Food Service Program

There were 42 state winners this year, and 33 of them responded to our letter and questionnaire. We would like to share some of the teachers' worthwhile ideas, opinions, and experiences.

WHY DO YOU LIKE TO BE A TEACHER?

Broxie Stuckey of Gordo, Alabama, replied, "Teaching for me is a challenge. It is exciting, rewarding, and motivates me to discover innovative ways to address new developments that affect students and their families. It affords opportunity to share knowledge and skills with others. It is exciting to see students grow and develop."

Jane Stein of San Diego, California, remarked, "To hear an ex-student say...thanks for caring and being concerned enough to continue teaching and sharing with me ways of caring about myself and others, and coping with the basics in my life!"



Broxie Stuckey



Jane Stein

"Each day's activities and challenges is constantly changing. Interacting with teens every day, both in and out of the classroom is a rich, exciting, and fulfilling experience" for 'Lauren O'Leary of Kealakekua, Hawaii.

"I like the challenge of 'inviting' students to become involved and helping them to reach their potential. I also like the freedom to develop my own classes and programs," says Janis Moore of Glenwood, Iowa.

Trisha Verdal of Moscow, Idaho, explained that there is "never a dull moment, something new is constantly happening. I enjoy the energy and enthusiasm of junior high students."



Nancy Bowden

According to Nancy Bowden of Salina, Kansas, "The relationship with my students is the governing factor of my profession as a teacher. To teach my students, see them develop and accomplish skills, and to see their self-esteem grow from their accomplishments is very rewarding for me and keeps me in the profession."

The Louisiana Teacher of the Year, Kay Moore said, "Without a doubt, I like being a teacher because of my love for young people. They keep me young, they help keep my priorities in life straight, and they show me that our future in their hands can be bright."

Mary Pannella of Baltimore, Maryland, replied, "I like teaching because I feel like I make a positive difference in the lives of my handicapped students in helping them to live and work independently."

"I love working with students, particularly high school age. I know I touch the child's life and gain the opportunity to help him/her enhance his/her self esteem. I can't imagine not being a teaching department head. I see each child as a diamond in the rough. This diamond can be shaped and polished by the teacher so that each child can begin to shine in some way by the completion of his/her high school education," said Janet Wierzbicki of Burlington, Massachusetts.



Janet Wierzbicki



Susan Evanich

Susan Evanich of Omaha, Nebraska receives "a tremendous feeling of success through seeing the success of others."

Karen Ogg of Harrisville, New Hampshire, comments, "I enjoy working with the students. It is extremely rewarding when you see that you are the person responsible for positive changes that occur in their lives. I also enjoy the professional relationships established with other teachers, especially other home economics teachers throughout the state and nation."

Janet Phillips of Los Alamos, New Mexico, believes that "conveying knowledge of basic principles which can later be applied to a personal situation is a very powerful position. As a teacher in the middle grades, I feel the children are still in a formative state."

Lynn Crawford, the Pennsylvania TOY "enjoys the creative aspects of teaching. It is rewarding to transfer skills and knowledge to others so they can become self confident and experience success and a sense of accomplishment."

Virginia Chapman of Eutawville, South Carolina, agrees that "it is rewarding, challenging, and ever changing, and I enjoy working with young people, observing their personal growth."



Virginia Chapman

"I enjoy seeing students learn new skills and feel better about themselves," remarked Val Manley of Kingsport, Tennessee.

Joyce Armstrong of Richardson, Texas "likes being a teacher because it gives me an opportunity to invest in the lives of young people."



Linda Crichlow White

Linda Crichlow White of Washington, D.C. "likes sharing what I've learned with others."

Karen Sue Hawkins of Fairmont, West Virginia, believes it is a "challenge to motivate and reach young people in constantly changing situations."

"I enjoy watching the students grasp concepts and piece them together into a meaningful part of their lives. I take pride as the students develop leadership skills and accept responsibility in reaching a goal. I enjoy learning and problem solving with them," said Bonnie Duchac of Wisconsin Rapids, Wisconsin.

IF YOU WERE CHOOSING YOUR CAREER AGAIN WOULD YOU BE A HOME ECONOMICS TEACHER? WHY?

"I love my job. It is a very gratifying experience to see the expression on a student's face when s/he can see the results of her/his labor and feel a sense of accomplishment," said TOY of Hawaii Lauren O'Leary.

Mary Pannella of Maryland replied, "I chose and I encourage others to choose home economics because of the importance of this area of education in developing the total student. Home economics-related knowledge and skills enable students to achieve healthy and productive lives for themselves, their families, and society in general."



Mary Pannella



Jan McGoldrick

Jan McGoldrick of West Plains, Missouri, would choose home economics again "because of the important subject matter. We are the only discipline that teaches life skills."

"Home economics is an exciting subject to teach and study because it is at the roots of our existence and the foundation for our future society," replied Susan Evanich, TOY of Nebraska.

Karen Ogg of Harrisville, New Hampshire "would choose this profession again. It is one of the few areas of teaching that allows you to get to know the students as individuals and to work with them in areas that are important to their physical, mental, and social well being."

Elizabeth Weber-Worden of Rochester, New York feels that "home economics encompasses many careers; there is something of interest for everyone. Home economists are people who make things happen, and I'm proud to be one of them."

Janet Phillips, TOY of New Mexico, feels that "a home economics educator can instill confidence in students which will influence their contributions to a more positive personal and future family life."

Teresa Yontz, TOY of Springfield, Ohio, believes "it is rewarding to work in a field in which everyone can benefit. Home economics is a profession which lends itself to many areas of interest."



Janet Phillips



Teresa Yontz

"The home economics teaching profession is so varied and comprehensive. It touches human behavior, parenting and child development, consumer issues, food and nutrition, finance and home management, and clothing and textiles. The life skills that we provide are vital to the successful management of work and families. Today's individuals and family members face these issues. It is a goal to provide experiences which will serve as a foundation for our students as they face the challenges of the future," explained Lynn Crawford of Pennsylvania.

South Dakota TOY, Marlys Hauck-Fenner from Menno thinks "Home Economics is a 'people' profession. We teach others to get along more successfully with others in their home and on the job."

Joyce Armstrong of Richardson, Texas would choose home economics again because she believes "in the home economics curriculum—that is, to strengthen and improve family life. As an educator I have that opportunity to try to accomplish this."



Joyce Armstrong

**WHAT DID IT MEAN TO YOU TO BE
A TEACHER-OF-THE-YEAR?**

"It has given visibility to me and our program and provides opportunities to explain our program to the public through marketing home economics. Be well prepared and organized; involve students and teachers in activities; use resource people from the community to enhance your program," said TOY of Alabama, Broxie Stuckey.



Trisha Verdal

Trisha Verdal of Idaho, said, "It's a great honor! Wonderful recognition, and also a little embarrassing to be the center of attention. More pressure to be even better, and some empowerment."

Eva Mae Lloyd, National and Kentucky TOY, explained, "It has focussed lots of attention to Home Economics. Every interviewer has been unaware that Home Economics has changed in the past few years. I'm glad Home Economics is being associated with the teaching of prevention of domestic violence. With so many states adding this to their high school requirements, my award and association with home economics may mean that educators will be in a position to assign this curriculum to home economics. We definitely have the background for this unit!"

Karen Ogg of New Hampshire stated that "having been chosen as Teacher of the Year reinforced in my mind that Home Economics is the most important teaching profession and that there are many excellent teachers, businesses, and interested people throughout the country working to promote our profession."

Jan McGoldrick, TOY of Missouri, feels that "it is wonderful to be recognized for something I believe in so deeply. It has been terrific PR for my school. It is extremely fulfilling after 23 years in the classroom to know that others believe in the worth of our program."

WHAT DO YOU FEEL IS YOUR MOST IMPORTANT CONTRIBUTION TO SOCIETY AS A TEACHER?

TOY of California, Jane Stein's, most important contribution is "to be a positive liaison to the community on behalf of our students and the many fine programs we offer and to prepare students to live in today's world. Life is not just a biological happening as taught in science or a historical event as covered in social studies, nor is it an abstract happening as described in mathematics. Real life is living and coping NOW as taught in Home Economics."

Grace Kacprowicz of Ridgefield, Connecticut enjoys finding "each student's strengths and building upon

them. So many students fall between the cracks, it is wonderful to be able to reach these young people and be able to help them grow emotionally."

"The home economics curriculum is vital to each individual and can have a definite impact on the quality of life at each stage of development. The learning experiences both in classwork and in lab help to relate theory to practical applications in every day life," said Lauren O'Leary of Hawaii.



Doris Larke

Doris Larke of Peoria, Illinois feels her most important contribution is "the knowledge left with young people. If I've helped one person live a more fulfilling life, it was, and is worth the effort."

Nancy Bowden, TOY of Kansas, stated, "I feel I have two very important attributes to share with my students. One is that I can teach them by being a very good role model just in how to treat people—with respect and dignity no matter who they are. The second is my deep caring and love that I have for them not only as students, but as individuals."

"My most important contribution to society as a teacher is my steadfast belief in the strength of my handicapped students and obtaining the knowledge to assist them in reaching their potential—believing that my students can learn productive skills; believing that my students can succeed in the world of work if given the opportunity," remarked Mary Pannella, TOY of Maryland.

Marel Staisil of Flint, Michigan commented that "every year my school aged parents graduate from high school. Without this program, many pregnant teens wouldn't have stayed in school."



Marel Staisil

"Helping students to assume leadership roles in real life, helping them to see the relationship of education for life skills, helping students to become involved in

their community and beyond," asserts Marion Sederstrom of Litchfield, Minnesota.

According to Faye Smith of Quitman, Mississippi "the development of self esteem of youth as they acquire skills, develop values, grow in creativity, and acquire knowledge" is her most important contribution. "I see youth with good self esteem begin to use hidden talents with joy and usefulness for others. When students are given responsibilities and are allowed to develop initiative they become enthusiastic. Enthusiasm is contagious."



Faye Smith

"Teaching young people to care about themselves and others—offering life skills, taught nowhere else in the curriculum—having a part in the development of tomorrow's leaders," is TOY of Missouri, Jan McGoldrick's most important contribution.

Janet Sayre of Reno, Nevada believes that "providing students with experiences that help them become more successful as individuals, family members, and workers" is her most important contribution to society.



Virginia Sasser

"I have helped transmit important family values from one generation to another" claims Virginia Sasser of Perkins, Oklahoma.

Lynn Crawford, TOY of Pennsylvania, said, "I have throughout my teaching career attempted to continuously promote the importance of home economics education. The skills, knowledge, experiences, that are provided within the varied curriculum offered will serve individuals in the present, and in the future to improve the individual and family life."

"The future of our society is dependent upon the skills our young people develop. As a teacher, I accept the responsibility of helping students to become productive members of our community," remarked Teresa Yontz, TOY of Ohio.

Virginia Chapman, TOY of South Carolina, believes that "If I have made an impression on, or assisted our youth in getting through the difficult teen years, then I have made an important contribution to society by investing in the youth of my area."

Marlys Hauck-Fenner, TOY of South Dakota, feels her most important contributions are "to prepare students to be successful family members with the skills to balance their work and family life, and to help students see the need to make contributions to their society."

Carol Stevenson of Ashland, Virginia values "helping students to take pride in themselves and helping them learn skills they will need for a successful life."



Carol Stevenson

Karen Sue Hawkins, TOY of West Virginia, recognizes "the opportunity to make the future of young people better or more productive and/or satisfying."

"I feel I am preparing students to meet the challenges of today's life styles in both their families and work place, said Bonnie Duchac, TOY of Wisconsin.

HOW DO YOU KEEP FROM GETTING OUT-OF-DATE, BORED, UNENTHUSIASTIC, TIRED OF IT ALL?

Grace Kacprowicz, TOY of Connecticut, accomplishes this by "continually trying new things out in class. My students are encouraged to take charge of their actions—to plan their classes."



Bonnie Duchac



Grace Kacprowicz

"I network with my fellow home economists at conferences, by sharing ideas, and through friendships. These experiences help to rejuvenate me and give me renewed enthusiasm for my job. I also try to approach each class every day with a positive attitude and give them the best that I can," said Janis Moore, TOY of Iowa.



Janis Moore

Eva May Lloyd, TOY of Kentucky, believes "the secret is to BE INVOLVED!"

Susan Evanich, TOY of Nebraska, stated, "I am committed to what I do and thrive off the fruits of my labor. I also look for big changes in my professional life every three to four years. This may be transferring to a different school, assuming different responsibilities or departing from the same."

Teresa Yontz, TOY of Ohio, attends "conferences and workshops whenever possible. I talk to colleagues and stay active in community and professional organizations. But most of all, I talk to my students and I listen to their input. My students often give me ideas for course topics and teaching strategies. In fact that is how the Students Aware of Teen Pregnancy campaign came to be."

Virginia Sasser, TOY of Oklahoma, "stays involved in professional organizations and activities, continues learning, stays very busy, believes in herself and her home economics program, and shares with others."

IF YOU COULD GIVE NEW TEACHERS ONE SENTENCE OF ADVICE, WHAT WOULD IT BE?

"Base your high expectations of self and others on love and understanding then push for those limits but always be ready to pick up any falling pieces," advises Susan Evanich, TOY of Nebraska.

"New teachers (and all other teachers) need to feel that they can COPE and have Confidence, Optimism, and Persistent Enthusiasm as they face the daily challenges of teaching and the long term problems of defending our program," remarked Janis Moore, TOY of Iowa.

Carla Erickson of Awanda, Colorado advises "find an experienced teacher who affects kids in a positive way, is creative and involved, and develop a mentor relationship."



Carla Erickson

"Get to know your students so you can find each one's strength—then build on it," remarked Grace Kacprowicz, TOY of Connecticut.



Lauren O'Leary

Lauren O'Leary, TOY of Hawaii, advises new teachers "with joy and laughter, provide each student with the resources, encouragement, and belief in her/his ability to succeed and s/he will."

"Plan ahead. Be consistent in your classroom expectations. Do not promise anything you cannot or do not plan to follow through to the end," said Doris Wilcoxon Larke, TOY of Illinois.

Kay Moore, TOY of Louisiana, advises new teachers to "open your heart, listen, and be patient!"

Janet Wierzbicki, TOY of Massachusetts, comments "You may not know how deeply you touch each student at the time you have them in class. However, treat them with dignity, loving concern, and discipline and you will do much to shape their lives."

"Be creative—have fun doing your job. Don't get into a rut. Attend motivational events, seminars, do exciting things in your personal life to supplement," adds Marion Sederstrom, TOY of Minnesota.

Lynn Anne Crawford, TOY of Pennsylvania, believes that "key words in successful teaching are enthusiasm, organization, knowledge of the subject matter, and dedication. New teachers should seek out the advice of enthusiastic, experienced colleagues, and observe their classes and integrate successful teaching techniques into their classes as they build their own personal teaching style."

"Always find something good in students, especially the difficult ones," advises Janet Sayre, TOY of Nevada.



Janet Sayre

"Be assertive, promote your profession as the most important, be active in local, state, and national programs related to the profession, and communicate with other professional home economists," said Karen Ogg, TOY of New Hampshire.



Karen Ogg

"Be yourself, enjoy what you are doing, and be available to 'listen' to those who need someone to talk to," said Elizabeth Weber-Worden, TOY of New York.



Elizabeth Weber-Worden

"Learn to set priorities and do your best; remember that you cannot do all things for all people," adds Virginia Sasser, TOY of Oklahoma.

Teresa Yontz, TOY of Ohio, advises, "Do at least one thing each day that will make you feel good about yourself—always changing and always challenging."



Marlys Hauck-Fenner

"If you expect your students to get involved in your classes and activities, you've got to set the example. Get involved in your profession beyond your classroom," advises Marlys Hauck-Fenner, TOY of South Dakota.

Janet Phillips, TOY of New Mexico, advises, "Always be looking towards what you 'can do' by seeking out supportive colleagues within your professional organization to help you keep up with new developments and enjoy what you are doing."

"Be firm and consistent with students, but willing to admit your mistakes. Hang in there; the rewards are sometimes long in coming," remarks Val Manley, TOY of Tennessee.



Val Manley

Carol Stevenson, TOY of Virginia, comments, "Be flexible, keep a sense of humor, and take pride in your profession."

"As a new teacher in the profession, be creative. Develop an active vocational student organization that is totally integrated into your curriculum. The students will become enthusiastic, take on leadership in their learning, and find learning fun, and so will you. It will put relevant meaning into your curriculum and boost enrollments," advised TOY of Wisconsin, Bonnie Duchac.

1989 TEACHER OF THE YEAR AWARD PROGRAM

Who is eligible for the TOY Award Program?

Eligibility

Any individual is eligible who is a home economics teacher, grades K through 12 only, and a current member of the American Home Economics Association at the time of nomination to national competition. The award may also be given a second time to an individual for outstanding contributions different than that for which the first award was given.

Nominations

Nominations may be submitted by any individual or organization using the 1989 nomination procedures and forms available from the state Home Economics Association's Teacher of the Year Chair or through the AHEA Foundation office. Each state may submit

(Continued on page 133.)

Human Development Supplement: Prevention of Family Violence Series

Eva Mae Lloyd
Kentucky Teacher of the Year

The Human Development Supplement: Prevention of Family Violence Series contains eight student assignments sheets on the topics of dating violence, spouse abuse, rape risk reduction, and exploited children, effects of media on family violence, and abuse of the elderly.

The concepts listed below are included in the format for each topic assignment sheet.

- The Nature and Extent of the Problem
- Profile of the Victim
- Profile of the Abuser
- Where to Go for Help
- Legal Aspects
- Prevention Strategies

The assignment sheets in the Human Development Supplement: Prevention of Family Violence Series are unique. They can be used to constitute a unit of instruction within an annual or special interest home economics course; or used independently and integrated as a single concept within existing course curriculum. The majority of the home economics teachers in Kentucky infuse the materials within existing courses.

I teach the Prevention of Family Violence Series as a four week unit of instruction within all courses during the first six weeks of school. Having written the legal issues sections for each topic in the curriculum, I maintain that the best way for students to understand the significance of domestic violence as a "silent epidemic" is for them to realize that the effects of domestic violence goes beyond the abused or the abuser. Everyone is affected because we are all friends, neighbors, taxpayers, employers, workers, and citizens.

Realizing that the topics in the Prevention of Family Violence Series are potentially controversial, I send the parents or guardians of each student enrolled in my program a copy of the course syllabus. I require written parental consent for a student to participate in the unit of instruction. Parents are pro-

vided with the opportunity to preview all materials prior to starting the unit. I strive to maintain open lines of communication with parents throughout the school year. I have been successful in securing full parental support for the program.

Limited availability of commercially developed materials such as textbooks and audiovisuals did not keep me from approaching the implementation of the Prevention of Family Violence Series with vigor and enthusiasm. With a flair for the dramatic, I captured the attention and interest of the students at the beginning of the unit by teaching to them, *The Epidemic of Inferiority*, a chapter from Dr. James Dobson's book, *Hide and Seek*. This chapter tells the story of a mother who neglected her child. The child grew up not even knowing the meaning of the word "love." He became a misfit in society and was given an undesirable discharge from the Marines. His life of dissatisfaction and feelings of worthlessness affect all of us today. The man was Lee Harvey Oswald. This strategy is effective in getting the students to begin thinking about the importance of love and family life and how one person's parenting skills can affect so many people.

I endeavor to bring the silent epidemic of domestic violence out from behind closed doors by inviting knowledgeable community resource consultants into my classroom. Students gain insight on how the world looks to the victims and the perpetrators of family violence and how citizens can work together to build a non-violent world. Guest speakers for the Prevention of Family Violence Series have included a county prosecutor, a Missing and Exploited coordinator, a Cabinet of Human Resources social worker, and a Rape Relief Center volunteer.

When speakers came to the classroom, I videotaped their presentations for future student viewing or make up work. Colleagues at other school frequently borrow the videos for use in their classes.

Newspaper and magazine articles are a constant source of information concerning family violence issues. I developed a vertical file on relevant materials for the unit. The vertical file and the daily newspaper lead to current event discussions. Students are able to follow occurrences of family violence from the first reporting of the incident through trials and sentenc-

ing. Frequently, the students follow an incident over a two-year period of time.

One of the significant outcomes of raising the students' awareness to the nature and extent of various types of family violence has been an increased interest in the governmental process and the making of laws. Several students have written to their state and federal representatives and senators and have lobbied for support of legislative action affecting education. This year, the students are following House Bill 345, sponsored by State Representative Thomas Burch and Walter Blevins. House Bill 345 would require districts to submit plans for Family Life Education which shall include information in the areas of developing positive self esteem, decision making, communication skills, conflict resolution, substance abuse prevention, and prevention of family violence for students K-12.

I incorporate reading, writing, and research skills throughout the unit. Each student is required to write a position paper or give an oral report on a topic of their choice. The length of the paper or report and the number of required references varied according to the students ability. Problem solving and critical thinking skills are utilized to access case studies, review specific video presentations, analyze music videos, movies, and TV shows, and develop position papers.

Many of the students knew someone who had been abused: however, they did not understand the consequences of family violence nor the scope of the problem. They were overwhelmed by the social and economic cost of family violence.

After the first year of implementing the program, I made changes to improve the curriculum by adding a component on the effects of alcohol and drug abuse on family violence. Realizing that students saw family violence and substance abuses as two separate social problems and didn't see how one affects the other, I invited Cyril Wantland, coordinator alcohol and drug program, to be a guest speaker. He provided materials to explain the substance abuse cycle and the positive correlations to family violence.

Expanded components included communication skills, coping and conflict resolution skills, self-esteem, respect of any responsibilities to others.

Endeavoring to address the silent epidemic, I have participated in numerous private and public sector activities promoting the prevention of family violence. The curriculum has had an extensive impact on the local, state, national and international levels.

At Ballard High, I have worked with other subject matter teachers who wanted to incorporate portions of the curriculum in their content area. Teachers visited my classes to hear the guest speakers. I presented a three-hour in-service for the faculty on child

abuse. I informed them of their responsibilities as an educator to report suspected cases of abuse.

In Kentucky, the curriculum has been used for staff training in the following areas:

- Child and adult protection services
- Child abuse and spouse abuse centers
- Rape relief centers
- Corrections and mental health services

As an educational tool it is used by:

- Programs in corrections
- Juvenile treatment centers
- University teacher educators
- Church groups

The Kentucky State Library has made the student materials of the Prevention of Family Violence Series available in braille and on audio cassettes through their Talking Books Library.

The other four writers of the curriculum and I have made presentations at national professional organization annual meetings and at four state vocational home economics teacher conferences. Ohio, Illinois, and Arkansas have adopted the use of the curriculum with changes to reflect their state laws in the legal issues section.

In the fall of 1986, a national public service announcement (PSA) video was made to promote the achievement of two governors for their forward movement in the area of domestic violence—Governor Collins of Kentucky for the Prevention of Family Violence Series and Governor Jim Thompson of Illinois for his law enforcement efforts in domestic violence cases. Part of the video for the PSA featured me and my students in the Prevention of Family Violence class at Ballard High School.

The September, October, and November, 1986, issues of Scholastic CHOICES, covered the problem of domestic violence and how to cope with conflict. The Kentucky Human Development Supplement: Prevention of Family Violence Series was the foundation for these three articles and is quoted frequently. Several of the support materials were used in the articles.

Internationally, portions of the curriculum are used as requirements of the Boy Scout and Girl Scout merit badges. The country of Ireland has adopted this curriculum for use in their schools.

The achievement of the program goals to objectives are illustrated in Chart 1 and Chart 2.

Chart 1 Achievement of Goal
Prevention of Family Violence Series
Average Awareness Level
Pre-Test/Post Test Results
1985-1988

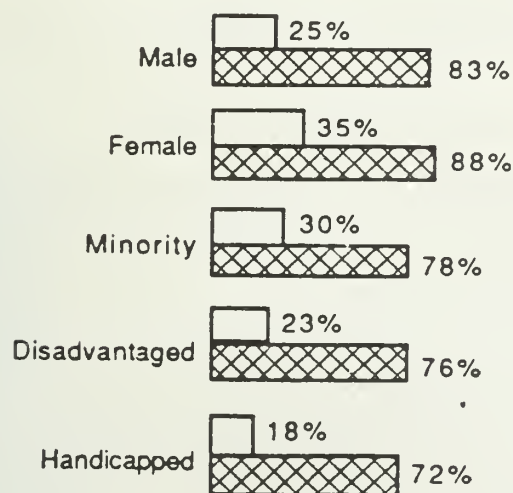
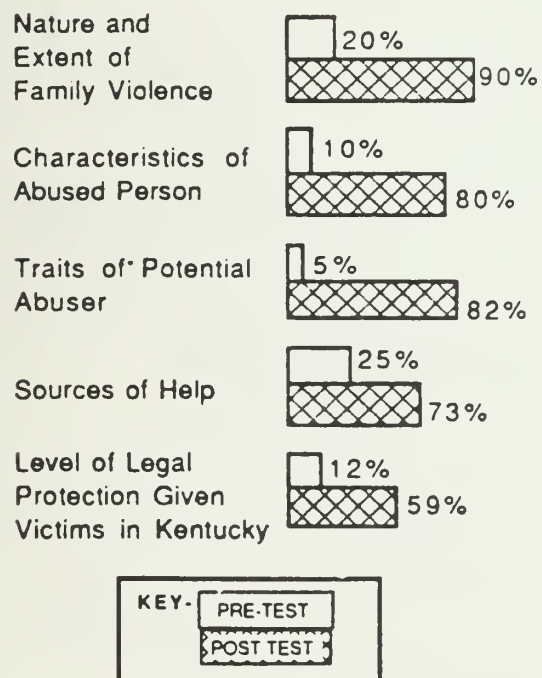
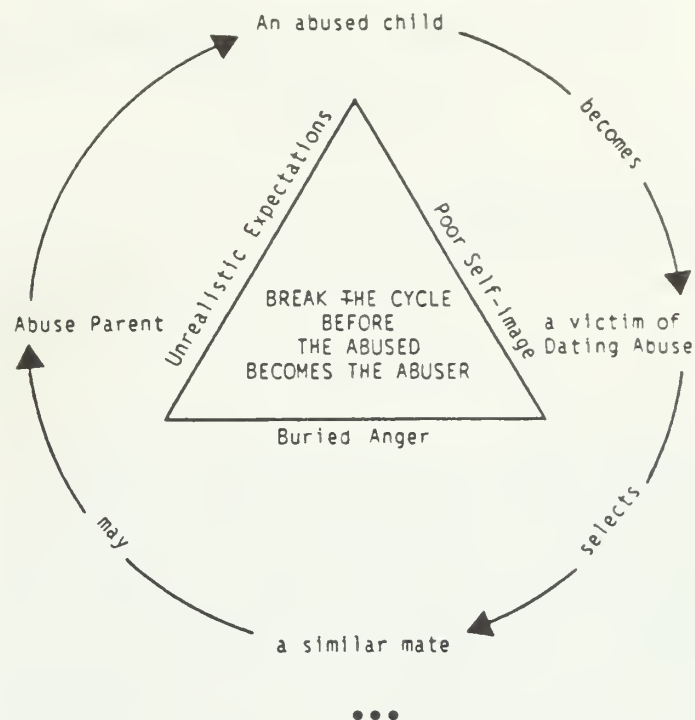


Chart 2 Achievement of Objectives
Prevention of Family Violence Series
1987-88 Test Results



The results indicate that the students have achieved the program goal and objectives. Students leave my program knowing that education can only raise the level of awareness of family violence. However, with the cooperation of protective services, counseling, and legal protection, the cycle of abuse can be broken.



(Continued from page 130.)

one nomination for the national competition. All entries must be postmarked by March 15, 1989.

Basis for Selection

Some of the selection criteria are:

- Pertinence and timeliness of program for community/population it serves;
- Innovation/creativity;
- Impact on students' lives beyond the classroom;
- Integration of other related subject matter with home economics subject matter;
- Heightened visibility of the home economics profession in the community;
- Development and implementation of home economics concepts; and
- Professional commitment.

The program focus areas may be selected from any of the following:

- Career Awareness/Job Skill Training
- Consumer Education/Family Finance
- Creative Dimensions/Alternative Program Designs
- Family Life/Personal and Social Development
- Nutrition Education/Diet and Health

The Cafe FARE

Grace E. Kacprowicz
Connecticut Teacher of the Year

My Program

The program I have developed, The Cafe FARE (Foods and Restaurant Education) is a student-operated restaurant, breakfast bar, in-school catering service, bake shop, ice cream shop, and coffee cart business. These projects service school and community and provide an opportunity for students to learn the basis of food service management as well as food preparation. I have also made FHA/HERO an integral part of my Consumer Home Economics classroom. This helps my students assume meaningful roles in society, develop leadership skills, become involved in community affairs, and work on independent or group projects.

In the last five years, we have actively worked with the senior citizens by hosting a holiday party each December, a Senior Citizen Day each May, and providing special baked goods on holidays for Meals-on-Wheels recipients and the Dorothy Day Soup Kitchen. The unique thing about the Senior Citizen projects is that we are able to involve other students in the high school, especially students in art, music, Distributive Education Clubs of America, Vocational Industrial Clubs of America, industrial arts, interior design, and drama classes. In May of 1987 this project won a A Celebration of Excellence Award. Each year the Cafe FARE classes sponsor a peer education nutrition project, The Student Body. In 1987, this project won an FHA/HERO level of excellence award in Connecticut and a gold medal in national competition.

The success of the Cafe FARE program is reflected in the awards we have received and the recognition we have been given. In 1984, the Cafe FARE program received a V.I.P. (Vocational Improvement Practice) Award and in 1985 a S.C.O.V.E. (State of Connecticut Occupational/Vocational Education) Award from the state of Connecticut.

In 1985, I was nominated Teacher of the Year for Ridgefield, the first time a vocational teacher has received this award in our school district. This program started with 15 students and has grown to involve over 50 students. In October, 1987, I was named Teacher of the Year by the Connecticut Home Economics Association. This past May, I received a Dis-

tinguished Alumni Award from Indiana University of Pennsylvania for my work with my students.

My Philosophy of Teaching

Being a teacher is an exciting and enjoyable occupation. Every day brings a variety of new challenges. I especially love teaching high school students. I truly believe that society tends to underrate them. If given an opportunity to design their own educational experiences they have greater successes. I find it effective in my Food Service classroom to allow my students to make basic decisions in their curriculum provided they are educationally sound. Many times I do not always agree with their approach but if they are able to convince me that their way will work, I allow them to pursue their project.

At the end of each project, we evaluate their results. At times the student involved says the project was a failure; I never allow them to feel this way. We sit and discuss what went wrong, how it could be improved upon, and I encourage the student to try again. In the past four years there have been times when the student's idea worked better than mine and we proceeded with his or her plan.

In this comprehensive high school most of my students are usually of average intelligence; I also work with special education students, both retarded and emotionally handicapped. In my classroom, I feel the most important thing I can do for all of my students is to give them a feeling of importance, a feeling of self-respect, and a feeling of being a necessary part of our high school. In involving all my students in community projects, such as our work with the Senior citizens of Ridgefield, I have been able to help the students develop a sensitivity for others less fortunate, lonely, sick and depressed. My students also have become protective of the special education students; they work with them, protect them from ridicule, and genuinely care for them.

I believe that it is my goal as an educator to help my students to be proud of their work. I have had the good fortune to see students turned-off in school come into my classroom and blossom into caring, hardworking young adults. My approach is to expect them to be able to accomplish any assignment given to them, offer my assistance when they need it, and walk away. I feel this conveys to the student my confidence in their ability and gives them encouragement to attempt what they thought was too difficult. I am al-

ways available to assist when they need me. The students tell me that their reaction is "If Mrs. Kacprowicz thinks I can do this I guess I can."

A teacher can set an example of caring and sensitivity by not embarrassing, demeaning, or ridiculing their students. A pat on the shoulder or positive criticism is much more effective in helping a student grow and develop good values. A good teacher should also keep the lines of communication open between parents and community. Teachers are not an entity in themselves; isolating themselves from the community only causes ill-feeling between the town and the teachers. Being a transient society, our young people in Ridgefield often lack the love, companionship and guidance of grandparents. I have actively involved my students in providing two special occasions for the senior citizens. Perhaps the best thing that comes out of these events is the giving of their time to plan and prepare these activities, learning to care for others, learning about problems of aging, and talking and sharing life experiences with these lovely, elderly people. It is a valuable lesson for all concerned. The young find the senior citizens to be lively, interesting, and fun. In turn, the senior citizen has the opportunity to see that the majority of our young people are not the criminals and vandals they read about in the news.

It is too easy for a teacher to want to be the authority figure in class, isolating herself sitting behind the desk, and dictating all the rules and regulations. Although I believe that students must adhere to the basic rules for the good of all, I do believe that a teacher who respects her students, is a good listener, is willing to listen to their opinions, has an "open-door policy," does not talk down to her students and is able to allow her students to fail occasionally if they can learn from their mistakes, will be successful in touching the lives of the students entrusted in her care.

A teacher also needs to keep in touch with her peers and share successes and failures. This means making a concerted effort to get out of her own classroom and become aware of other education processes going on in the building. It can be an extremely rewarding experience if teachers can team teach basically unrelated subjects.

In conclusion, I am most fortunate to be able to do what I love—teach young people necessary life-skills and watch them develop into mature young adults who have gained a feeling of self-worth. The knowledge we impart is important but probably more important is the sense of accomplishment and self-confidence that they feel when they leave my classroom. •••

Family Life Education Program

Val Manley
Tennessee Teacher of the Year

The family life education curriculum at Robinson Middle School is designed to help combat teen-age pregnancy and to help equip middle school students with skills for responsible decision making in their lives. During adolescent years, middle school students face many physical, social and emotional changes. The student's attitudes, impressions and decisions during this time will, to some extent, determine their future personal happiness.

A supervised, comprehensive family life education curriculum, serves as an effective tool for education that complements the home, church and community. The curriculum at Robinson Middle School began as a cooperative effort between myself and the school, and the Sullivan County Health Department. The program was designed to include sixth and seventh graders, since previous programs included eighth graders only.

I engage the students in activities that work toward meeting the goals and objectives of the family life program. I present visual information and carefully selected reading materials to help students see teen pregnancy from the view point of the involved girl or boy as well as from the teenagers' parents point of view.

I encourage students to ask questions by providing a question box in the classroom. Each student is asked to put a piece of paper in the box each day whether or not s/he has a question. This allows the students to avoid embarrassment and gives me the opportunity to discuss students' pressing concerns. •••

Nuts About Nutrition

Marlys Hauck-Fenner
South Dakota Teacher of the Year

As a beginning teacher, I taught nutrition in a fairly traditional manner. Students were taught the various nutrients, their functions in the body, and how the nutrients worked together. Students also studied deficiency diseases. Daily food intake was analyzed using the Basic Four Food Groups. Despite these efforts, I recognized that students' eating habits were poor. They consumed large quantities of soda pop to the exclusion of milk. Their main snack choices seemed to be potato chips and candy bars.

As I began searching for a way to make nutrition more relevant to my students, I read about peer education. Research has proven that peer education is an effective means of teaching for both the student and the teacher. From my personal experience, I knew that I was likely to practice what I taught others. Therefore, I began to use peer education as an integral part of my nutrition curriculum.

My home economics courses are all comprehensive courses; therefore, my nutrition units are included in every home economics class beginning with the seventh grade. Nutrition is not taught as a separate course. Each year, students are exposed to a different aspect of nutrition in the following order:

Junior High:

- Why do we select the foods we do?
- What are the Basic Four and how they serve as a guideline for our food selection?
- What is a "good" snack; what is a "poor" snack?
- How do snacks affect our overall dietary pattern?

Ninth Grade:

- How adequate is my personal nutrition?
- Do I avoid or eat too little of a particular type of food? If so, how will it affect my long-term health?
- Am I in good physical condition?
- Do I have a regular exercise program?
- Am I the correct weight for my body height and bone structure?

If my weight is not ideal, how can I change it without jeopardizing my health?

Tenth Grade:

- How do nutrient needs change between childhood and adolescence?
- How do parents influence the food choices of their children?
- How do peers influence my food choices?
- How is food used in social situations?

Eleventh Grade:

- How can food help me attain my goals in sports?
- Of what value are nutrient supplements and how are they used properly?
- What are eating disorders?

Twelfth Grade:

- What special nutrient requirements exist for pregnant and nursing women?
- How does nutrition affect the development of a fetus?
- What are the major dietary problems that exist for the elderly?
- How can nutrition habits throughout life affect my health as an elderly person?
- How can I reduce the amounts of fat, sugar, sodium and cholesterol in my diet?

At each level students prepare nutrition lessons or displays which they share with others. Junior high students prepare posters about the selection of snacks which are put on display in the school cafeteria. Students in grades nine and ten prepare lessons which they teach to younger elementary students. In grades eleven and twelve, students give nutrition lessons to athletes and participate in some means of community outreach. The most successful peer education has been the elementary lessons and the Food and Fitness Fair, which was conducted in cooperation with the FHA/HERO Chapter.

My students have prepared and presented lessons on "The Basic Four Food Groups," "Easy and Nutritious Snacks," "Fun with Fruits and Vegetables," "Build a Hero Sandwich," and "So You Don't Drink Milk...." These have been taught through puppet shows, skits, games and food preparation and tast-

ing. Both the teenage teachers and the elementary students enjoy the lessons and the contact with each other.

The Food and Fitness Fair conducted last fall was an excellent means of reaching community people with the topic of nutrition. Students in home economics and the FHA/HERO Chapter prepared booths and displays on a variety of nutrition topics. Topics included eating disorders, fat, sugar, and sodium content of food, healthy snacks for children, calcium alternatives to milk, diabetes (food exchanges), sensible weight reduction, determination of body fat composition, analysis of physical fitness, aerobics, good diets for pregnancy, diabetes screening, blood pressure testing, drugs and health, food myths, "real" vs. "synthetic" food, daily dietary analysis, importance of breakfast, determination of ideal weight, eat to compete (athletics), nutrition knowledge quiz, fortification of everyday foods, and snackmonster (computer program).

Through FHA/HERO activities students reach additional people in the community as they prepare proficiency events. Students have given presentations on nutrition to the health and physical education classes, the wrestling and track teams and the coaches in our school. They have presented lessons and displays to extension groups and diet groups. After analyzing the calories in the school lunch meals, the results were posted in the cafeteria. During National Nutrition Month nutrition trivia contests were conducted and pizzas were awarded to the winners. Raffles have been held for six-foot submarine sandwiches. This year they will be conducting a poster contest for elementary students during National School Lunch week and providing recipes and nutritious snacks at the local Holiday Fair.

Wherever there is any relevance, nutrition is incorporated into home economics units. Nutrient needs are included at every stage of the life cycle in the family living class. Effects of eating habits on self concept are included in the unit on self-esteem. Physical fitness and nutrition are included in units on goal-setting and decision making. Whenever nutrition is incorporated, the students are learning by doing. They are not spoon-fed information, but must discover it for themselves.

Receiving nutrition grants has enabled us to buy resource materials which are used in nutrition units. These materials include computer programs which analyze food consumption for nutrients, sodium, or fats. Other programs compare the nutrients provided by various fast food meals or favorite snacks. Curriculum guides for teaching nutrition to elementary students have been valuable in assisting students to prepare the lessons they teach children.

Students monitor their food intake through consumption records and computer analysis of their nutritional status. The use of the computer is a real motivator for nutrition education. It is also a good way to analyze whether eating habits are changing. Although I don't employ scientific statistical analysis to determine whether a significant change has occurred, it does appear that nutrient requirements met are somewhat higher among the older students.

Five years ago, my state FHA/HERO officer and I attended the Student Body Training Session at the National Future Homemakers of America Leadership Meeting in Washington, D.C. We were challenged to get students in our state involved in peer education through the Study Body Program. Along with another state officer and her advisor, we undertook starting a Student Body Team in South Dakota. The South Dakota BOD Squad consists of twelve high school students, selected through an application and interview process, who are trained to educate their peers about nutrition, physical fitness and self-esteem. Since the team was organized five of my students have been team members. These five come into contact with approximately 500 youth in southeastern South Dakota and educated them on healthy dieting, physical fitness, nutrition for athletes, and nutritious snacking, among other topics. They have organized and conducted workshops on the district and state level.

Changing teenagers' eating habits is a slow process and only tiny changes result at a time. Although no major changes appear to take place, it is rewarding to witness the small improvements. The FHA/HERO chapter has elected to serve only nutritious snacks after meetings. Banquet committees are more concerned about the vegetable to choose than they are about the dessert. When students opt for fruit or vegetable juice instead of soda pop, or carry peanuts or raisins for snacks, progress is occurring. Even the school pop machine has been replaced with milk and juice machines. My hope is that student nutrition will continue to improve as students are exposed to nutrition education. •••

Home Economics and The Pregnant Teen

Marel Lee Staisil
Michigan Teacher of the Year

I'm young, not yet finished with high school. I'm confused. I'm pregnant. Where can I go? What can I do? Who can help me? These questions signify the complex problems faced by the pregnant adolescent student. This group of high risk individuals needs special attention and nurturing. The Consumer Home Economics program at the Continuation School, in Flint, Michigan, has accepted this responsibility.

The Home Economics program was planned to provide for this special attention and care for these high risk individuals. Their characteristics were: past history of under-achievement, difficulty in adjustment, truancy, performing considerably below stated grade level, lacking motivation, deficient in basic skills, prior school difficulty and low IQ score. With these factors in mind, I outlined the course of study for Home Economics and the Pregnant Teen.

The focus and scope of services for pregnant adolescents, school-age parents, and their families have been developed from the following goals.

1. To meet the complex needs of the pregnant teen.
2. To decrease the drop-out rate among pregnant teens and school-age parents through a comprehensive program of Home Economics education.
3. To develop the basic skills needed to cope with the problems to be faced by the pregnant teen and school-age parent.
4. To provide an environment in which the pregnant teen and school-age parent can develop positive attitudes toward education, family, and community.
5. To emphasize nutrition education.
6. To operate a vocationally reimbursed program meeting the requirements of the Home Economics unit of the Michigan Department of Education by teaching the curriculum recommended by VTES.
7. To maintain and/or improve the student's academic achievement.

8. To maintain or create an increase in school attendance.
9. To continue daily student participation in the Infant Day Care Center to receive "hands on" experience.
10. To initiate Career and Job Awareness programs in all classes.
11. To utilize computer programs and video programs in all facets of the Home Economics curriculum.
12. To continue home and hospital visits.

This program is planned with the fundamental understanding of the changing concerns of the pregnant adolescent student in a complex society. The purposes of the Home Economics program at the Continuation School are to:

1. Develop competencies needed to assume the responsibility of a school-age parent.
2. Assist the pregnant teen in developing a positive self-image.
3. Understand the role of being a parent.
4. Develop skills needed to survive on a day-to-day basis.
5. Understand basic concepts of child growth and development from newborn to five years.
6. Develop/improve parenting skills, i.e., physical care, discipline, recognize optimum potential for each age.
7. Develop human relation skills including personal, family, and parenting abilities.
8. Develop consumer skills for usage in today's marketplace.
9. Emphasize the importance of pre-natal nutrition.
10. Assist the pregnant teen and school-age parent with career exploration and job awareness.
11. Develop life management skills needed to coordinate the multi-role functions of day-to-day living, working and/or school.

The Consumer Home Economics program at the Continuation School consists of different subject matter courses involving knowledge and skills needed by the pregnant teen and school-age parent. The courses offered at the Continuation School have been developed

according to the new state curriculum guides—*Life Management Skills*. Course offerings are: Life Management Skills, Parenthood/Child Development, Health and Essential Living Skills, consumer Education, Personal Living. I participated in the *Standards for Michigan's Vocational Consumer Home Economics Education Program*. The standards project was designed to have school districts redesign their Home Economics programs to meet the needs of the 1980's and 1990's. The Continuation School Home Economics program was evaluated according to this new design.

The main emphasis of the program is to prepare the pregnant teen for parenthood. Pregnant teens take a realistic look at the responsibilities of being a teenage parent and most of all of being a single parent. Effective parenting methods, discipline, and parent/child communications are examined as we look at a variety of ways on "how to" parent. Pregnant teens examine the nutritional needs of the expectant mother. Physical care and the many questions a young mother has are thoroughly discussed. The pregnant teen is taught how to work with children, so that each child will develop responsible behavior. By working in the Infant Learning Center the pregnant teen receives "hands on" experience.

It is essential to teach the pregnant teen how to be an informed consumer since she is already experiencing real life consumer situations. how to be an informed consumer. Emphasis is also placed on the individual and her relationship with others, her family, her friends, and her boyfriend. Pregnant teens develop skills to identify conflicts in their lives, to find what things they value, and to develop goals that best help them in life.

In addition to the regular programs a "Special Services Day" is offered in cooperation with The Genesee County Cooperative Extension Expanded Food Nutrition Education Program (EFNEP) with classes in maternal health, nutrition, and child development. The Home Economics Department is responsible for the nutrition component. The program helps focus on the importance of good nutrition to the teenage parent and how it contributes toward the healthy growth of the baby. Nutrition is taught in a practical manner and includes food preparation of low cost nutritious meals and snacks with every lesson reinforcing the nutritional needs of the teenage parent. The "Special Services Day" materials are integrated into the regular classroom assignments.

The Home Economics program at the Continuation School in Flint, Michigan, has had a tremendous impact on the Flint Community Schools and likewise on the community itself. We have been regarded as one of the "best" programs in the school district and this has been important for the pregnant teen's self-image.

In addition to on-site activities, the Home Economics program "caters" many civic functions: Martin Luther King School Dedication, retirements, political receptions, teas, United Way activities. The benefits are far reaching for the pregnant teens because they can do something for the community. The Flint Community School District has sponsored Style Shows, Food Demonstrations, Vocational Education Displays, etc., and students from our program are always involved. We have been available for nearly every activity that has dealt with Home Economics education over the past twenty years—we were there. To better communicate with the community and other school personnel, I have developed a slide presentation depicting the Home Economics program at the Continuation School. The slide presentation has been very informative.

In the early beginnings of the program, 1968, our school did not have a hot lunch program. Recognizing the nutritional needs of the pregnant teen, the Home Economics Department began selling nutritious snacks—and soon "lunch foods". As the program became extremely popular, a School Food Service program was developed. To help with the program, a full time cook was employed; however, I had the full responsibility of the cafeteria program. Students enrolled in the School Food Service program planned, prepared, and served lunch to the student body and the children in the Infant Learning Center. The program became so popular that a breakfast and regular school hot lunch program was developed. Over 200 lunches were served daily. Needless to say, it was a tremendous task—but a program was desperately needed at the Continuation School/Schools of Choice! Since the hot lunch/breakfast program became so demanding and developed into a full time program, I turned the program over to the Flint community Schools Hot Lunch program this year. It is felt that this program over the past years has been extremely worthwhile and a tremendous asset to the Schools of Choice in Flint, Michigan.

In conclusion, these activities not only give the pregnant teen positive experiences—but also give a positive image to other students, other teachers, other parents and other citizens. The accomplishments of the pregnant teens are great!! Every year many school-age parents graduate from high school. Many pregnant teens and school-age parents would not have stayed in school without the Continuation School program. Our main objectives are to keep school-age parents in school with graduation being the ultimate goal, AND improving their quality of life. •••

The Kind of Teen I want To Be Positive Peer Pressure

Faye Smith
Mississippi Teacher of the Year

Concern for "self esteem" has always been a part of my life. The program on self-esteem was probably initiated because of remembrances of when I was 14-17, confused, and unsure. I see these traits daily with students reacting in varied ways to the roller-coaster life of adolescence. Therefore the program must be able to help develop self-esteem, guide toward the ability to think, give pride in accomplishment and develop transferable skills.

In teaching it seems that many experiences are learning experiences. All products are not perfect. Although our goal is to do well, most of us have turned out products of which we were embarrassed. The student must not be led to believe she/he must be perfect in the beginning—if ever. I believe it is important to teach life skills in every school. The skills are not all futuristic, neither are they all remedial, or even preventive. Many of today's youth are burdened with decision making needs far beyond their years and level of experience and knowledge. The feeling of hearing information and thinking, "Oh, if I had just known and believed that when...", may not be true. Helping young people learn the here and now and helping them understand and accept the past, prepare for the future, and learn to live in the present is the secret of self-confidence. It is urgent that we, as teachers, teach well what ever we teach. Our curriculum must avoid trivia. This does not mean that learning cannot be fun. "TEACHERS MUST HAVE CLASS!"

It was with this philosophy I began the program "The Kind of Teen I want to Be" which focuses on positive peer pressure. The goal was set toward helping special-needs students, at-risk youths, and potential dropouts develop stronger self-concepts and greater self-esteem in order to accept the past, live in the present, and prepare for the future. The program grew as a direct response to the breakdown in traditional values among many youths in this rural Mississippi community. Families were not able to provide the necessary direction to enable children to cope effectively with their rapidly changing environment. They needed help in reducing negative peer influence

leading to substance abuse, teen pregnancies, and self-destructive behavior.

The program builds on youth's expectancy for the future, and helps them realize that through goal setting and goal-directed learning and behavior, they have the power to effect the future, not just react to it. The long term goal is to enable these at-risk youth to become positive influences in their economy, society, and families—to break the cycle of poverty and make it possible not only for them, but for their children and their children's children to live full, healthy, and productive lives.

The program has initiated an annual family outreach in the school and community. Utilizing resources from the community and county (two other schools and five towns), the program includes community meetings on drug use and abuse and health crisis concerns. Students take responsibility for planning and preparation. Guests from across the state and community provide materials and speakers. Some of the extra-curricular activities are:

- Students working as tutors at a low-income housing project after parents sought help with student's lessons.
- Working with special-needs families: a former student serves as a leader to develop programs to help families combat negative peer pressure and develop strengths for decision making.
- VIP luncheons: community leaders come to school for lunch with the students. Guests also include students from each grade in the school system.
- Weekly visits with the aging.
- Effective parenting workshops for civic organizations and churches.
- Working with the American Red Cross, American Heart Association, March of Dimes, and Mississippi Association for the Prevention of Child Abuse.
- Break-Out business: students taking responsibility for preparing and operating a business each day at "break".
- Work with local industries and businesses: students are led in positive activities such as volunteering for window displays, writing letters, including

business names in school publications, and using products in the classroom.

- New programs: using computers and videos.
- Latch Key Children Project: the project was presented at two national meetings.

The classes are two-semester courses designed to improve students' ability to manage their lives so that they can stand strong among their peers. The program has four major general objectives. These are listed below:

1. Each student will be able to appraise him/herself as a person of value with a past to accept, a present in which to live, work, learn, and serve, and a future for which to prepare.
2. The students will recognize concerns in relationships, health, social skills, food, clothing, housing, money and time management, and then choose values, set goals, and make decisions that demonstrate the application of that knowledge.
3. The student will exhibit positive peer pressure in real and simulated situations as s/he evaluates potential behaviors against "The Kind of Teen I Want to Be."
4. The student will involve him/herself in the promotion of positive peer pressure and will show evidence of such through relationships with family, school and community.

Another perspective on the program's goals and objectives is presented in the following comments by students and community leaders.

"A friend believes in me. You are that friend. I am beginning to believe in myself." (Student)

"I learned to say no. I understood how I was abusing my body. I am learning how to talk and to act. I will have a future because I am preparing for it. I will lay aside the past and make the most of the present." (Student)

"When I started to entertain for the first time at home, I could almost feel you with me. Those things that I learned to prepare for the future are now. Your program saved my life. I can literally say that, because you saw what person I was in the ninth grade (shy, awkward, unsure, and with many problems),

and helped me see the potential I had, I am now able to cope with life." (Former student)

"The loving kindness and the support of your program changed my life with new values and self esteem for reaching my own potential. I have changed from a confused teenager without direction, to today's person with leadership skills which I am using in the university." (Former student, now in college)

"Your program is responsible for challenging me to grow into the person I am today." (Former student, now with Girl Scouts of America)

"You will never know how your program has changed our teen and our family: new values; new goals; new decisions—it is almost like having a new teen. Knowing you combine a professional career, the roles of wife and mother, and are still working in the community gives a pattern for our youth. Thank you for helping today's teens and today's families. I am convinced that the kind of teen my youth wants to be will also be the kind of adult he will become. It gives new hope." (A parent)

"Mrs. Smith's program has had a tremendous impact on her immediate family, and also on the lives of many students whom she has taught. During our formative years, the program emphasized that one of the ultimate goals of life is to do your best, but to do this, one must examine the values, explore ideals, set goals, and define success." (Director, Chamber of Commerce)

Communication, family relations, and self esteem have been the cornerstones in the curriculum. Better families are built with better individuals. This program has developed better individuals, and it has been very successful and rewarding. The program is unparalleled. •••

Nutrition for Teens

Janet Phillips
New Mexico Teacher of the Year

In 1988, the United States Surgeon General, C. E. Koop stated that 1.5 million Americans died last year from diseases of dietary excess and imbalance. The Nutrition for Teens program at the Los Alamos Middle School is directed towards providing the students with criteria to make dietary choices which lead to a physically healthy life. As Home Economics educators, we need to continue to utilize current supporting and relevant information in our daily teaching.

Basic Concepts

The Los Alamos Middle School was organized in 1984 as a result of combining the 7th and 8th grade students from two district junior high schools. During the reorganization, many parents expressed their concern over the poor nutritional choices of their children. The Middle School had incorporated a mid-morning nutritional break in the students' schedules the first year of operations. During the first months of the school year, the nutritional break degenerated into a junk food recess and was abolished by the staff.

The concepts for the Nutrition for Teens program were developed during the second year of operations from a cooperative parent/staff committee organized by Mrs. Phillips. Three recommendations were made:

The Home Economics program should focus on teaching practical applications of nutrition principles;

Periodic nutrition related advisement activities should be available for all students; and

The Los Alamos Middle School should recognize National Nutrition Month.

Three Meals for Three Dollars?

The Nutrition for Teens program consists of two basic parts: a classroom computer analysis of daily menus and a community sponsored Nutrition for Teens week. During six weeks of the semester, each group of 4-6 Home Economics 8th grade students plan, price,

prepare and serve to themselves a breakfast, lunch and dinner menu. After the first meal has been consumed, the student uses the Minnesota Education Computing Curriculum Nutrition Volume 1 (MECC, Vol. 1) computer program to analyze his/her prepared foods according to the Basic Four Food Groups and the major nutrients needed for their age. This analysis provides a basis for planning the next meal. The student fee for the class is \$3.00 and each student is limited to that amount per daily menu. Getting the best food sources for the various nutrients at an inexpensive price proves to be very challenging. The students learn to utilize the newspaper ads, cookbooks, and USDA Nutritive Value of Foods bulletin, and lots of advice from their friends. The two most difficult recommended dietary allowance values for the students to achieve are the iron and protein values. The students generally do not like to eat the foods high in iron other than the meat sources and eating large quantities of meat protein is discouraged. Materials were developed by the students to help identify good food sources of iron. Hints on limiting the amount of protein and increasing the variety of protein served at meals were also listed. The menu most accurately achieving the RDAs is posted in the classroom as a good example of nutritional eating.

Since the program began in the fall of 1986, many parents have said their teens have made the family aware of the excessively large portions of protein foods served at home and in restaurants. Findings of our nutrition awareness program substantiate the American Home Economics Association's "Survey of American Teens" findings that about 75 percent of the teenagers claim to know enough to eat the right food to keep them healthy; however, about 60 percent admit to eating too much junk food (AHEA, 1988).

Nutritional Thought in Action

The Nutrition for Teens week occurred in April with a school wide survey of the LAMS student body. We noted that many students were in charge of their own breakfasts, lunch and snacks as most parents were working outside of the home. In addition, many girls appear to skip meals, especially breakfast and lunch. They consider this practice to be synonymous with "dieting." More than half of the students surveyed

(Continued on page 143, column 2.)

Information Lifelong Nutrition

Carol Stevenson
Liberty Middle School
Ashland, Virginia
Virginia Teacher of the Year

I am teaching my students to feed nutrition information to others. As a middle school Home Economics teacher for 18 years at Liberty Middle School in Ashland, Virginia, I believe nutrition goes beyond the classroom. My "Lifelong Nutrition" program involves students in a variety of creative projects so that they not only learn good nutrition but practice it and teach it to others. This program has reached all segments of the school and community population from preschoolers to senior citizens. When students presented the information to others, it was discovered they seemed to absorb more and were more likely to apply it to their own eating habits.

The "Lifelong Nutrition" projects had students participate in a community outreach bazaar giving out nutrition information to pregnant teenagers and to the local health clinics. They also provided a program for student athletes and passed out healthy snacks. They presented puppet shows for pre-schoolers, and other programs for elementary school age children, and presented nutrition information to senior citizens and spoke to local civic clubs on good nutrition for a lifetime. Nutrition messages were placed on meal trays at a local convalescent center and nutrition posters were made and displayed at our local college.

This award winning program included being a part of a video made by the county, an "Eat Breakfast" Club, spot radio announcements, a float in the local Christmas parade and participation in many local, area and state exhibits and FHA service projects. Students have been very enthusiastic about the project. "This course will help me more than any other course in my life" and "I have really learned about nutrition by spreading the word to the community," are two of the comments students have made. Even students who aren't in my classes are reached; they come from study hall during my coordination period to my room for special nutrition sessions and recruitment activities.

The principal has been very supportive of the program and says, "Due to her untiring efforts, nutrition throughout the community has been improved." I

have been "Teacher of the Year" at Liberty Middle School for three consecutive years. I practice the belief that home economists need to be strong advocates for issues relating to our profession. •••

(Continued from page 142.)

said they snacked a lot between meals or just before a meal they had "skipped." All Middle School students were given the committee-developed nutritional snack idea sheet.

On one day of the Nutrition for Teens week, the school cafeteria vendor representatives distributed free samples of new products during the lunch periods. The students thought this should be a daily occurrence and enjoyed all the samples. Students were surveyed to determine their favorites which were later added to the school lunch menu.

The special interest nutritional workshop presentations were the highlight of the week. Thirty community speakers were invited to present programs and demonstrations on nutrition-related topics. Good nutrition and physical fitness were stressed as marathon participants, school athletic coaches and karate instructors gave their presentations. Representatives from the Los Alamos Medical Center presented sound advice on skin care, weight management and exercising for fitness. A fashion model discussed how to be model slim and yet be the perfect picture of health. The students especially enjoyed the small group activities provided by the guest speakers.

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American Home Economics Association. (June, 1988). Survey of American Teens. Funded by a grant from Chesebrough-Ponds Inc. and Lever Brothers Company. Washington, D.C.: AHEA. •••

American Home Economics Association Survey of American Teens* Executive Summary

Background

- * A nationwide study of the concerns and life skill needs of today's teenagers designed to answer basic questions . . .
 - What sort of adult life do teenagers look forward to?
 - What issues concern today's teenagers?
 - How do they view themselves and the world they live in?
 - How do teenagers rate their schools in terms of helping them to prepare for adulthood?
- * Results of this research can aid Home Economics educators in designing and implementing programs that:
 - address major concerns of today's teenagers; and
 - help teens develop skills for managing the responsibilities of family and adult life.

Method

Who was interviewed

- * Personal interviewing was conducted in 15 dispersed areas in high-traffic shopping malls:
 - Chicago, Illinois - Brickyard Mall
 - Cleveland Heights, Ohio - Severance Center
 - Council Bluffs, Iowa - Southridge Mall
 - Eau Claire, Wisconsin - Oakwood Mall
 - Fort Worth, Texas - Fort Worth Town Center
 - Jackson, Mississippi - MetroCenter Mall
 - Marrero, Louisiana - Belle Promenade Mall
 - Memphis, Tennessee - Southland Mall
 - Moorestown, New Jersey - Moorestown Mall

*Funded by a grant from: Chesebrough-Pond's Inc. and Lever Brothers Company. Prepared by: Guideline Research Corporation, June 1988.
Abstracted by Sally Rousey and Catherine Burnham.

North Miami Beach, Florida - Skylake Mall
Phoenix, Arizona - Westridge Mall
Salinas, California - Northridge Mall
San Antonio, Texas - Windsor Park Mall
West Covina, California - Fashion Plaza
White Plains, New York - Galleria Mall

- * Over 500 teens across the U.S. who are high school juniors or seniors were personally interviewed in two phases:

Random Phase — 300 teens were interviewed:

- Quotas were established so that the 300 interviews represent the U.S. high school junior/senior population by:
 - . . . sex
 - . . . race/ethnicity (White, Black, Hispanic)
- The margin of error—at 90 percent confidence—is +/- 5 percent.

Supplemental Phase — To understand their specific concerns and issues, 210 Black and Hispanic students were interviewed.

The Questionnaire

The questionnaire was designed to measure six factors:

- 1) **Issues of concern to teens.** The respondents were asked to rate the degree to which they are concerned about 32 different topics or issues relating to career, the future, money, the family, self, sex, drugs and alcohol, and health. A five-point rating scale was used so that they could indicate whether they are "extremely concerned," "very concerned," "somewhat concerned," "not very concerned," or "not at all concerned" with each of the items.
- 2) **The role of schools in addressing teen concerns.** The teens were also asked to indicate the degree

to which their schools are helping them deal with these concerns. A total of 12 broad categories of concerns was covered. Those answering the survey were asked to state whether their school helped them "at lot," "a little," or "not at all."

- 3) **Teens' self-perceptions.** Teens indicated whether or not each of 39 statements described them. The statements covered both "factual" statements (for example, "I have a friend who is an alcoholic") and attitudinal statements (for example, "I don't feel I'm in control of my own life").
- 4) **Who the teenager is most apt to turn to for help or advice.**
- 5) **Whether the teen intends to go to college.**
- 6) **The sociodemographic characteristics of the respondent and his/her family.**

Key Findings

The world of today's teenagers is a balance of positive and negative influences. Teens across the country tend to identify issues related to money, the future and health as ones which worry them most. Career, self, family, drugs/alcohol abuse and sex follow respectively, in relative importance.

- * **Teens are positive about their lives now, and expect to assume productive, enjoyable jobs in the future.**
- * -- 80 percent are basically happy with their lives now;
- few (22 percent) think their parents had more fun as teenagers than teens do now;
- 81 percent trust their parents, but only 39 percent say they want to be like them;
- 94 percent think that having a job they enjoy will be an important part of their lives, but 27 percent don't have any idea what career they will choose;
- 65 percent believe that in their lifetime cures for serious diseases like AIDS and cancer will be found.
- * **Teens regard education as an important part of their future:**
- 78 percent expect to go on to college;
- how to pay for college is the top concern of today's teens.

- * **Few teens express alienation or perceive lack of control over their own destiny:**

- 22 percent believe that they are not in control of their own lives (37 percent Hispanics, 24 percent Blacks);
- 22 percent state they are concerned about their immediate lives rather than thinking about the future;
- 34 percent do not care who is elected president (46 percent Hispanics, 33 percent Whites and 26 percent Blacks).

- * **Teens are pessimistic about social problems and the future of the country and the world:**

- 58 percent do *not* think there will be an end to *racial discrimination* in the U.S. in their lifetime;
- 45 percent think the world is getting *worse* (55 percent Hispanics, 51 percent Blacks);
- 42 percent believe there *will* be nuclear war in their lifetime;
- 62 percent think that life will be *harder* for them than it was for their parents.

- * **Teenagers feel their daily lives are far more complex and difficult than their parents:**

- 58 percent have a friend who has thought of or committed *suicide*;
- 53 percent indicate that they see some of their friends ruining their lives because of *drugs*;
- 56 percent think that drugs are the greatest danger facing the U.S.; this figure is significantly higher among Black teenagers (72 percent) and Hispanic teenagers (72 percent);
- 46 percent report *alcohol abuse* problems among their friends (49 percent Whites, 46 percent Hispanics, 33 percent Blacks);
- few (11 percent) know of someone who has *AIDS*, but 30 percent claim to have changed their sex lives because of fear of AIDS;
- 32 percent claim to have a friend who has been *sexually abused*;
- 27 percent admit to having a friend who is *anorexic* or suffering from *bulimia*.

- * Yet, there appears to be a reluctance (particularly in white and suburban teens) to admit that they are personally involved with these life-threatening problems:

- 8 percent or less admit they have a drug or alcohol problem, or have thought about suicide.
- * Teenagers profess to know about health and nutrition, yet do not seem to be able to eat properly:
 - 76 percent claim to know enough to eat the right food to keep them healthy;
 - 59 percent admit to eating too much junk food.
- * Teenagers, growing up after the "sexual revolution," accept the equality of men and women within the family and working environment:
 - 82 percent feel that men and women should share equally in housework (95 percent females, 70 percent males);
 - 30 percent think that a mother should stay home with the children;
 - few males (18 percent) do not like the way women are taking over jobs traditionally held by men.
 - 20 percent feel that it is embarrassing for a husband to make less money than his wife;
- * Where teens turn for advice:
 - In making important decisions in their lives, teenagers are most apt to turn to friends and parents. Relatives other than parents, the clergy and teachers/advisors at school are consulted by relatively few teenagers.
 - However, about one in six teens have no one to talk to.

The "Disconnected"

- * Teenagers who have no one to talk to about their problems represent 17 percent of all teens. These "disconnected" teens are more apt than other teenagers to:
 - come from single-parent households (27 percent); and
 - be Hispanic (30 percent, as opposed to 19 percent for Whites and 17 percent for Blacks).
- * These teens are more likely to be concerned about the present rather than the future, and fewer of them intend to go on to college. Over half feel they are not in control of their own lives.

- * About a third of the "disconnected" teens feel their family is not really close, and a sizeable minority are still hurt by their parents' divorce.
- * Not surprisingly, these teens are comparatively less happy with their lives:
 - almost three in four have a friend who has thought about committing suicide, and one in five worry that they themselves will try to commit suicide.

The School and Life Skills

Teenagers believe that schools are performing only an adequate job in teaching the skills necessary for a responsible and productive adult life:

- * Relatively few teenagers (27 percent) rate their schools as helping them "a lot" in specific life skills.
- * The life skills areas with which school apparently help teenagers most, relate to health, career and dealing with important decisions—all key teenager concerns.
- * The life skills areas in which teenagers perceive they are least prepared by the schools are parenting and dealing with major catastrophic events that affect the family—death, divorce and unemployment.
- * 61 percent of Black teenagers indicate their schools help them "a lot" in choosing a career, and 50 percent say schools help them fight the pressure to use alcohol and drugs.
- * Both White and Hispanic teens generally express lower levels of satisfaction.

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Teaching Problem Solving In Interior Design

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Introduction. An important goal of the educational system is to teach the student how to utilize the skill of critical thinking (Kowalczyk, 1987). According to the Center for Education and Statistics, 51 percent of the U.S. public and 56 percent of public educators perceive that developing the ability to think creatively, objectively and critically is one of the selected goals of education (Stern, 1986).

Critical thinking can be defined as effective problem solving (Edison, 1986). In all facets of home economics, whether it be nutrition, family studies, consumer economics, fashion or interior design, critical thinking is the cornerstone to successful and creative problem solving.

In the field of interior design, the designer is always faced with utilizing problem solving skills (Pulgram & Stonis, 1984). The designer is constantly dealing with determining clients' needs and desires, as well as how to develop a solution that meets the client's criteria. Therefore, effective problem solving is an element that the designer must develop and eventually handle with expertise (Pulgram & Stonis, 1984).

The home economist, whether in secondary, higher or extension education, often incorporates the concept of interior design in her/his curriculums. Interior design is basically problem solving. Therefore, the context of this paper will provide the home economist with definitions of problem solving as it pertains to interior design, as well as how to teach this concept to students or the consumer. All examples

and illustrations provided will be based on the same situation and will represent the design process and problem solving.

Definition of Interior Design. The American Society of Interior Designers (ASID), a national professional organization defines an interior designer as:

A person qualified by education, experience, and examination, who:

1. identifies, researches and creatively solves problems pertaining to the function and quality of the interior environment;
2. performs services relative to interior spaces, including programming, design analysis, space planning and aesthetics, using specialized knowledge of interior construction, building codes, equipment, materials, and furnishings; and
3. prepares drawings and documents relative to the design of interior spaces in order to enhance and protect the health, safety, and welfare of the public. (ASID, 1985)

Perhaps the two major aspects of this definition are 1) the responsibility of identifying researching and creative problem solving, and 2) the protection of the public welfare and safety. The interior designer, therefore, is responsible for creatively solving the problem while maintaining public welfare and safety (Reznikoff, 1979).

The Design Process. Although the thrust of this paper is directed to problem solving in relation to interior design, it should be recognized that several of the approaches are most applicable to the general consumer. This, of course, relates to all types of audiences—the student or the general public. For example, the consumer, respectively referred to as the client, should be made aware of the role of the interior designer, as well as the type of information the designer should seek. Also, the consumer should be able to evaluate not only the final product, but also the approach that is taken during the problem solving process.

In teaching problem solving, it is imperative that the student or the consumer understands what is called the Design Process. There are six stages of the Design

Process (see Illustration 1), as designed by Parry (1981).

1. **Identify the Problem.** At this time, the designer, along with the client, defines the purpose of the project. For example, if a client would like to have his/her home redesigned or redecorated, the designer would have to identify which areas are pertinent and any limitations that the client may have.
2. **Gather Information.** Through an interview with the client, the designer will gather all the information needed to solve the problem. This is the initial stage of critical thinking or problem solving.
3. **Develop and Refine Ideas.** At this point, the designer has all the necessary data to develop possible solutions to the given problem. The designer must refer to the general information at all times. Near the end of this stage, the solutions should be refined in preparation to share with the client.
4. **Analyze.** After developing two or three possible solutions, the designer must verify that all solutions meet the criteria. The designer should do this alone as well as with the client.
5. **Decide on One Solution.** After thorough analysis of the requirements and the client's response to the solutions, the designer should select one solution and obtain client approval.
6. **Implementation.** Now that the final solution has been approved by the client, the designer is ready to order all the necessary items and construction to complete the solution.

Through learning the Design Process, the student or consumer will be better prepared to evaluate the critical thinking process. As an interior designer, one should reinforce that the process is being followed in an orderly and complete fashion. As a consumer, one should evaluate how the designer is approaching the problem and if the appropriate information is being sought. Without following the Design Process, the resulting design may be a poor solution (Parry, 1981).

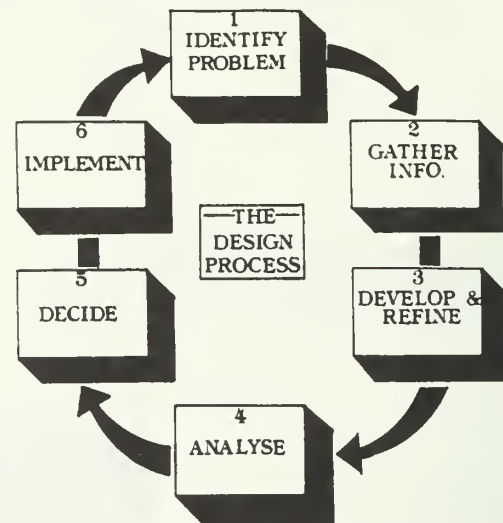


Illustration 1. The Design Process

Teaching Problem Solving. The Design Process as defined by Parry (1981), is related to all types of problem solving used by home economists. Teaching the concept of problem solving in theory can be clearly explained. However, teaching the implementation of problem solving, specifically the gathering of information (Stage 2 of the Design Process), can be difficult.

Reinforce to the students that the purpose of gathering information is to effectively solve the problem. Therefore, questions asked should be directly related to the problem. In addition, the questions should be from a variety of areas so that a representative scope of information is available for the refinement and analysis stages. These guidelines will aid in effectively developing problem solving skills (Parry, 1981).

Both the designer and the client, acting as consumers, should recognize the importance of the questions. It is from the answers to these questions that a solution to the problem will be derived.

The format of the questions should be based on the given problem and represent a variety of human living categories that can assist in the writing of the questions which will determine what is called client type (Parry, 1981). According to Parry (1981), each of these categories can be defined as follows:

1. **Physical Needs:** Used to appropriately select furniture size and space requirements. Also used to determine the number of family members involved and their physical measurements (height and arm reach) and any specific physical limitations.

2. **Private Needs:** Used to determine how much privacy is needed and for what activities. Who in the family should have the most privacy? How often do they use their privacy?
3. **Social Needs:** This area will provide information as to how often the family entertains and the number of people that are usually in the house at one time. How do they entertain? informal? formal? Do they frequently have overnight guests? What type of entertainment equipment do they have or need?
4. **Work Requirements:** Used to determine what type of work space is needed. Do any of the family members work at home? This may include work from the head(s) of household or the children's homework. What type of equipment and space is needed? Does the family own a computer?
5. **Cultural Needs:** Are there any special cultural requirements that the family has? Do they have special collections or artwork or accessories that represent their culture? Does their culture influence their color preference? If the culture has an impact on the type of design and space requirements, the designer needs to know about them.
6. **Functional Needs?** What are the basic needs of the family in order for them to function? This area may overlap with some of the other categories. For example, specific room types may be needed such as three bedrooms, a den, a formal living and dining area as well as an informal dining area. Storage space may be another requirement requiring special attention. Also, the client may have specific requirements in terms of ease of maintenance of the home. The designer must find out these needs and address them in the solution.
7. **Special Desires:** This area relates to fantasies of the "dream home" concept. The designer should find out what these special desires are so that they may possibly, either directly or indirectly, be incorporated into the problem solving process.
8. **Economical Needs:** Realistically, everyone has budget constraints. The questions from this category should address the issue of how much money should be spent in a specific area. The designer must adhere to the budget and never has the right to go beyond the client's means or desires.
9. **Aesthetic:** This area addresses the feeling and beauty that the client wishes to have in his/her living environment. At this time, the designer should ask questions referring to color choices, the type of furniture (traditional or contemporary, informal or formal), and the finishes they would prefer (carpet or wood flooring, paint or wall covering).

Remember that the purpose of asking questions is to discover the client profile, their needs and desires and how the problem should be solved.

Recording and Utilizing the Information. After developing the types of questions, the designer must develop a format to record the information. This format is often in the form of a questionnaire and is referred to as an Interview Form (Pile, 1978). A simple and concise form will be effective and easy to interpret.

The designer generally asks the questions and completes the form with the client present. The interview may occur either in the designer's office or in the client's home. It is often preferred to interview the client in the home as questions may be more easily answered and clear to the designer in that setting. Once the interview form is completed, the designer has the task of interpreting the information. This should be done as soon as possible after the interview so that the information is fresh in the designer's mind. The product of interpretation is often called a Program and is utilized in the refine and analysis stages of the Design Process (Pile, 1978).

The Program. The key to successful problem solving is again, using clear information that is easy to understand and interpret. (Eidson, 1986). Remembering this rule will ease the problem solving process. After the information is gathered from the interview, the designer writes the program, generally in short, outlined form. The program represents the information gathered during the interview. The Program also needs to be shared with the client so that there is time for any revision or comment in relation to the client's needs. (Pulgram & Stonis, 1984).

Solving the Problem. Critical thinking and organization contributes to solving the problem. The de-

signer will now take the information, process it and utilize it in developing two or three possible solutions.

Review: To briefly outline the process of problem solving, the following list is provided:

1. Understand the role of the interior designer and the client (the customer).
2. Follow carefully the steps in the Design Process in solving the problem.
3. Study the types of questions used to define the client profile and compose these questions in a simple Interview Form.
4. Conduct the interview with the client.
5. Interpret the information in a simple, outline form, called a Program.
6. Use the information to solve the problem and design the floor plan.
7. Evaluate and critique the solution.

Recommended Assignments for the Classroom. The home economist can teach problem solving through having the student complete various exercises. Below is a list of possible assignments that could be used in teaching problem solving:

1. Have the student complete the Design Process with a small assignment such as a bedroom. The teacher could divide the students into groups of two. Each student alternating, playing the role of the client and the designer, would be responsible for defining the problem, gathering the information, and designing a bedroom plan. Compare how each student solved the problem and the types of questions that were asked.
2. The actual family of the student could serve as a client for a simple project in problem solving. Each student could define a problem for their own families and proceed with gathering the information on how this problem could be solved. The requirements for the project could be defining the problem, writing an interview form, completing the interview and writing a simple program. An optional or in-class assignment could then be having the student look through magazines and finding

examples of rooms or items that could be used in solving the problem.

3. Provide the student with a simple client profile, questionnaire form, and a design solution. Have the student evaluate how successful the floor plan is in solving the problem for the client. How well was the interview form written? (There are several home magazines available on the newsstand that have simple floor plans and descriptions in them.)
4. Invite an interior designer or college professor as a guest speaker to talk to your students about problem solving. The designer or professor could bring in actual examples of the problem solving process and demonstrate the importance of critical thinking.

Conclusion. Problem solving is used in all aspects of home economics as well as other professions. Teaching our students the fundamentals and importance of problem solving is the key to a successful future. Through developing skilled problem solvers, creativity and professional growth will occur, resulting in a safe and exciting environment for years to come.

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Integrating the Basics into Clothing and Textiles Curricula

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The preparation of secondary home economics teachers in the area of clothing and textiles is essential to establishing and maintaining quality home economics programs. This is especially critical as home economics programs and specifically clothing and textiles classes are required to justify their importance in the high school curriculum. One way of ensuring that clothing and textiles classes are a part of contemporary educational movements is by assessing the existing curriculum and providing teachers with educational updating.

Results from a study funded by the New Mexico Department of Education, Vocational-Technical and Adult Education Division, indicated that home economics teachers in the state placed a strong emphasis on clothing construction in the curricula. Because many schools are limiting expensive laboratory classes, it is especially important for teachers to attain the knowledge to teach other aspects of clothing and textiles lest the entire subject matter area be lost as construction classes are eliminated.

Critical to the clothing and textiles curriculum at the secondary level is the promotion of a more interdisciplinary approach. Teachers who maintain classes exclusively aimed at clothing construction need to be directed towards an interdisciplinary approach to teaching which will attract a more diverse enrollment while being regarded as an important part of the general high school curriculum. Skills taught in clothing construction need not be neglected but should be approached as part of the interdisciplinary process. Concepts regarding wardrobe planning, home construction versus commercial construction, garment alteration and repair, clothing budgets, and fabric care are viable components of clothing classes because it is anticipated that many students will purchase ready-to-wear garments as a major portion of their wardrobes. The impact of consumer purchases on local, national, and international fashion market trends, and their respective economies also require study. The socio-psychological and cultural aspects of clothing can serve as a starting point in stimulating critical

thinking about values, behavior, and decisions made during adolescence.

The task of keeping current in all aspects of clothing and textiles can be difficult. Teachers need to be informed of all resources. High school clothing teachers can keep up to date by using current media. Visual sources of clothing trends can be seen on Music Television, music videos, and television talk shows. Fashion magazines are easily found, relatively inexpensive, and are excellent visual sources of information regarding current sociological trends. Local stores may be willing to provide garments for classroom examination of construction techniques. Clothing catalogs and video shopping channels can be used to identify trends and consumer information. Clothing labels can be used to identify not only the proper method of care for a garment, but the country of origin. This can lead to a discussion of trade laws and the import-export system. Newspapers are an excellent source of commodity market information regarding cotton, wool, and petroleum, all important products in the textile market. Video tapes can be used to identify clothing styles or garments which are associated with specific jobs or careers.

Currently it is important to incorporate the basics in all home economics classes. Students should be encouraged to read various trade publications and magazines to strengthen reading skills. Research in the library on topics such as textiles, fibers and historical clothing will help students develop information seeking skills which will aid them throughout life. Clothing time lines can be used to show students the relationship between clothing and history as clothing closely reflects the social patterns and values of the time when it is worn. Varying cultural definitions of adornment and modesty are one way of introducing students to geography. Encouraging a student to develop a budget or spending plan for her/his clothing needs is a practical use of math skills. Many areas of textile experimentation use physical and chemical principles. An example of an experiment that could be done in a high school classroom is identifying cellulose, animal and synthetic fibers through burn testing.

By incorporating skills from the basic academic subject matter areas into our clothing and textiles curriculum and by being aware of the variety of ways clothing and textiles subject matter meets the needs of students today we can persuade and/or demonstrate to

(Continued on page 154.)

Clothing Without Construction: A Curriculum Alternative

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The teachable moments for clothing concepts may come between the age of thirteen and the college years, when clothing interest seems to peak. Yet enrollment in high school home economics clothing construction classes has decreased. The irony surrounding the decline in high school clothing enrollments has been the increase in college enrollments in clothing and textiles related programs, such as fashion merchandising, fashion design and textile marketing (AAHE, 1982; Harper, 1981). This dichotomy in enrollment patterns is dramatized further by the fact that many high schools are still clinging to clothing construction skills as the focus of their curriculum, while a typical college program requires a minimum of construction skill orientation for a clothing related degree.

Contributing to the puzzle is the realization that the typical teenager's wardrobe consists of purchased commercially-made garments. Students who sew for themselves today are in the minority. Because of this, perhaps skills in clothing construction might be better acquired in 4-H, the home, or commercial environments. A school program modified to reflect the needs of the majority of students, which are consumer-driven rather than construction focused, seems warranted.

All students, regardless of sex or ability level, are consumers of clothing. Many of them have access to considerable funding for apparel purchases, others are on far more restricted budgets, but all need assistance in making wise consumer choices concerning their clothing acquisition.

Suggestions for alternative plans to replace clothing construction with content which will better serve the needs of today's students fall into three distinct formats. Two of these curriculum formats are: a consumer oriented program, which provides the most flexibility and can be adapted to a time frame of 9 or 18 weeks, and a fashion merchandising orientation

which focuses on retail career objectives and could be combined with the nine week consumer orientation plan to form an eighteen week semester plan. The third plan is a design and manufacturing format which provides a comprehensive two to four year vocational alternative to the traditional curriculum. This alternative focuses on preparation of students for occupations in the apparel manufacturing business. Suggestions for the content of these three alternatives are outlined below.

CONSUMER CLOTHING

One logical and cost-effective approach for modifying the high school clothing program would be to introduce a nine-week course into the junior or senior year. The objectives of this program are to develop awareness of the marketplace and to develop skills related to consumer choices and decision-making. The outline for such a course could contain the following areas.

1. The language of clothing or the psychology of dress, which is the approach taken in newer textbooks.
2. Clothing selection enhanced through an understanding of color and line, which might be capped by a student project such as a "Personal Style Profile" notebook of design choices.
3. Wardrobe planning and expenditures, where the instructor might consider discussing the "price-per-wearing" philosophy expressed in Kefgen and Touchie-Specht (1986). This approach may prove less threatening to the privacy of individual students than the inventory methods suggested in the past.
4. Evaluation of quality in the construction of ready-to-wear garments, including shoes and accessories. This may be accomplished by bringing in examples of clothing for comprehensive comparisons.
5. Simulated shopping for planned purchases which would include the identification of types of retail stores and their pricing philosophies, apparel labeling information and laws, and sizing of ready-to-wear for all family members as well as self.

6. Care of clothing, including laundry and dry cleaning requirements based on fiber content and label recommendations, and a brief introduction to minor repairs and alterations.

A content outline similar to this has been offered in several high schools throughout the state of Illinois, including Normal Community High School where a semester course titled "Dress for Success" has enjoyed a very high level of enrollment.

FASHION MERCHANDISING

Moving one step further from a construction skill focus toward a vocational approach would be the introduction of a second nine-week program in fashion merchandising. This plan provides an orientation to entry level jobs skills in the retail industry by providing consumer based product selection information outlined in the "consumer clothing" alternative.

Suggestions for this program have been adapted from research on university fashion merchandising curriculum (Garner, 1985). Recommendations for content are as follows:

1. Retail mathematics, including computing prices, local sales taxes, markdowns (sale prices), and employee discounts;
2. Salesmanship, which Illinois retailers identified as being essential to success in the apparel business, and might be taught through role-playing techniques;
3. Visual merchandising, formerly referred to in the trade as display, in which students could practice their creative skills in school showcases or go to local retailers to experience the real thing;
4. Field trips to local stores to identify the different retail store types, such as; mass merchandisers, department stores, specialty stores, and off-price retailers;
5. A series of guest speakers employed in the industry, such as: salesperson/department manager, buyer, owner/entrepreneur, visual merchandiser, security, designer, and model. Contact local businesses for speakers or enlist the aid of professional organizations such as The Fashion Group which has branches in most major cities;
6. Retail theft and ethics of the work environment;
7. Plan and execute a fashion show for the home economics classes with the aid of local retailers. This project could be expanded to enlist the aid of many others, providing interdisciplinary experiences with art, theatre and business classes. A fashion show project involving retailer participation should not be undertaken lightly, for harm to the reputation of the school's program

could be considerable if borrowed clothing is lost or damaged.

Lyons Township High School is one of several within the state of Illinois which has offered a semester course similar to this model, containing elements of both the fashion merchandising and consumer orientations.

The fashion merchandising sequence should be envisioned as helping to prepare students for entry level positions in retail sales, rather than inflating their expectations to unrealistic levels related to buying positions. In today's business environment advancement to upper management or buying positions is often predicated on years of experience and advanced education. However, government projections indicate that there will be a continuing need for people in these entry level positions (Coulter, 1981).

MANUFACTURING

A few examples of high school programs exist which are designed to teach the skills needed in apparel manufacturing. Here a heavy concentration of clothing construction is offered which focuses on a design and manufacturing perspective rather than home production.

One approach is a manufacturing program which might be viable in smaller home economics programs is the establishment of a mini-assembly line which could be used in cottage industries related to toy or craft production. The focus here is as much on planning, management and decision-making as it is on the end product.

The complexity of providing a manufacturing program which meets industry standards in a classroom suggests that these programs be left to the true vocational high schools in our urban centers or to the vocational technical schools. The reason for this stance is that the industry is moving toward computerization and a mechanized assembly line is far too complex and costly a program for the typical high school home economics program. If community needs are in the vocational area of apparel manufacturing and jobs are available locally for the trained student, it is suggested that readers might contact the Director of Home Economics of the Chicago Public Schools for information on a manufacturing program that has been under development there.

CONCLUSION

Because of the elective nature of high school home economics programs, they will remain viable only as they meet the needs of the students. Today's student is concerned with clothing, as reflected in the healthy enrollments in fashion merchandising pro-

grams in our colleges and universities, but these same students are often not interested in sewing. Therefore, a curriculum build on clothing concepts without the construction component seems the most realistic approach to meeting student needs and maintaining enrollments.

SUGGESTED RESOURCE MATERIALS

The edited list of materials which follows could prove helpful in forming a core of resource materials for teachers. They have been selected to help in developing course materials for a consumer or fashion merchandising focused high school clothing program.

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de Paola, H., & Mueller, C. S. (1986). *Marketing today's fashion*, 2nd ed. New Jersey: Prentice Hall.

Elle magazine.

Frings, G. S. (1987). *Fashion from concept to consumer*. 2nd ed. New Jersey: Prentice Hall.

Illinois Retail Merchants Association. *Selling is our business, retail selling for the 80's*. 36 South Wabash Avenue, Chicago, IL 60603.

Jackson, C. (1984). *Color for men*. New York: Ballantine Books.

Jackson, C. (1986). *Color me beautiful*. New York: Ballantine Books.

Pooser, D. (1985). *Always in style*. Washington, DC: Acropolis.

Rogers, D. S., & Gamans, L. R. (1983) *Fashion: A marketing approach*. New York: Rinehart and Winston.

Sones, M. (1984). *Getting into fashion*. New York: Ballantine Books.

Stone, E., & Samples, J. A. (1985). *Fashion merchandising*, 4th ed. New York: McGraw-Hill.

Webb-Lupo, A., & Lester, R. M. (1987). *Clothing decisions*. New York: Macmillan, Glencoe Division.

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ences: An analysis of supply/demand relationships. (Vol. 2: Home Economics. USDA Misc. Publication No. 1407). Washington, DC: U. S. Government Printing Office.

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Kefgen, J., & Touchie-Specht, P. (1986). *Individuality*, 4th ed. New York: Macmillan. •••

(Continued from page 151.)

administrators that the topic is relevant. An interdisciplinary approach to teaching clothing and textiles will insure a program that is up to date and necessary. •••

(Continued from back cover.)

Home Economics is practical, applied and can be evolutionary. But, our emphasis must be on the problems and issues of today and tomorrow, not yesterday. We have the subject matter expertise and the commitment to understand and impact the strengths and concerns of families. We have the ability to make a difference and survive—do we have the fortitude?

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Of the 91 Accredited Home Economics Units in 1987/88 in the U.S., 68 were called Home Economics (Colleges, Schools, Departments, Divisions, Units) or Home Economics and some other name (e.g., nutrition, consumer sciences). Twenty-three were called by 19 different names other than Home Economics.

Source: *Journal of Home Economics*, Fall 1988, p. 60-61.

Gender Equity: Assessing Students' Knowledge

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Gender equity and changes in sex roles are current issues which are a priority for home economics instruction (Light, 1988). Many home economics students support the ideal of gender equality but some hold stereotypical views and misconceptions about men and women. Gender equity affects many areas of their future family lives and their work roles: communication, wages, family, sex roles, careers, education, and child care. It is directly related to the well-being of families and individuals (Light, 1988). Only after gender stereotypes are studied and dispelled can individuals function in families without gender-role restraints.

Farmer and Sidney (1985) reported that students need to explore their social class values related to work and family roles so that they will choose their future goals based on their own interests and attitudes rather than on traditional gender-appropriate options. They suggest that students at the high school level should take a required course in career and life planning. When issues on gender equity are emphasized in such courses, teachers who are committed to eliminating sex-stereotypes and misconceptions can improve the well-being of American families.

To assist teachers in introducing the topic of gender equality, a pre-test has been developed. This evaluation tool will aid home economics teachers in determining what the students know about gender equity. Following this quiz are the answers and infor-

mation about each question. These can be used to stimulate class discussions. A reference list is included to tell sources for the information. Keep in mind that this pre-test will need to be up-dated periodically to keep it current.

GENDER EQUITY KNOWLEDGE ASSESSMENT

Circle the letter to indicate whether each statement is True (T) or False (F).

- T F 1. Women can expect to work outside the home about thirty years during their lives.
- T F 2. The 1980 census revealed that of the 441 jobs classified by the Labor Department, 80percent of women are concentrated in 20 occupations.
- T F 3. Four times as many single-parent households are headed by women as are headed by men.
- T F 4. Until the passage of the 1984 Carl Perkins Vocational Act, no federal regulations had addressed the need for sex equity in vocational programs.
- T F 5. In classroom communications, male students receive more reprimands and criticism than females.
- T F 6. Men and women who moonlight have the same total weekly earnings.
- T F 7. The school dropout rate for boys is lower than it is for girls.
- T F 8. The median weekly earnings of women who work full-time are 80 percent of men's earnings.
- T F 9. Women with four or more years of college are less likely to be awarded child support and to receive such payments than less educated women.

- T F 10. On the average, women with college degrees earn less than men with only a high school education.
- T F 11. The most prevalent family type in America today is the two wage-earner family.
- T F 12. Teachers are more likely to give verbal praise to females than to male students.
- T F 13. Within the first year after divorce, both the husband's and wife's standard of living drop at the same rate.
- T F 14. Absenteeism rates from work are the same for men and women who have children.
- T F 15. The single-parent family type is decreasing in number.
- T F 16. More minimum wage workers are men than women.
- T F 17. In the classroom, male students are given more detailed instructions than female students on how to complete tasks independently.
- T F 18. The difference between sex-biased behavior and sex-discriminatory behavior is that sex-discriminatory behavior is a violation of federal law.
- T F 19. Sex-fair behavior attempts to compensate for the effects of past discrimination, while sex-affirmative behavior treats both sexes in equal or similar ways.
- T F 20. Programs that provide employment training for women usually prepare them for traditionally low wage, "women's jobs".
- ists, filing clerks, stenographers), financial records processing (bookkeepers), telephone operators, bank tellers, general office clerks, child care workers, cleaners, servants, waitresses, dental assistants, hairdressers, welfare service aides, sewing machine operators, retail stores, sales persons, and factory workers.
3. True. In 1987, 10.4 million households were headed by women. There were 2.5 million male-headed households.
4. False. The Education Amendment of 1976 was the first federal legislation established to help states overcome sex discrimination and sex stereotypes in vocational education programs. This amendment provided for personnel in each state to make available services to schools in eliminating sex discrimination, sex bias, and sex stereotyping.
5. True. Research confirms this. From preschool through high school, male students are more likely than female students to get reprimanded. Studies have also shown that when male and female students are both misbehaving, male students are more likely to get scolded and receive more severe penalties.
6. False. For women who moonlighted, total weekly earnings for all jobs (\$241) were equal to a little more than half of the earnings of moonlighting men (\$450).
7. False. In 1984, the dropout rate for boys was 14.7 percent while for girls it was 12.6 percent.
8. False. Median weekly earnings of women working at full-time wage or salary jobs is about 30 percent less than a man earns. For second quarter 1988 women working at full-time jobs earned \$314, 71 percent of \$445 received by men.
9. False. As of 1984, 71.3 percent of women with four or more years of college and with children were awarded child support. Of these who were due support, 81.4 percent actually received payment. For women with less than 12 years of education, the rate is lower. Of the 42.4 percent who were awarded child support, only 66.1 percent actually received it.
10. True. In fact, a woman with a college degree will typically earn less than a male who is a high school dropout.
11. True. Two wage-earner families make up 43 percent of American families. Families where the father works and mother stays at home comprise 15.7 percent of families today.
12. False. Girls get less verbal praise from teachers. When teachers give girls praise, it is likely for

ANSWERS TO GENDER EQUITY KNOWLEDGE ASSESSMENT

1. True. Women's work expectancy at birth is 29.4 years, while work expectancy for men is 38.8 years at birth.
2. True. According to the Department of Labor, 80 percent of women are employed in the following professions: nurses, librarians, primary teachers (preschool, kindergarten, and typists, reception-

appearance or neatness. On the other hand, when boys get praise, it is more likely for their intellectual quality. Boys not only receive more praise from teachers but they are also asked more questions and given more attention.

13. False. According to Lenore Weitzman's 1985 book, *The Divorce Revolution*, the wife's standard of living drips by an average of 73 percent while a husband's actually increases by 42 percent.
14. False. According to one research study, absenteeism rates from work tended to be higher for women with children under 12 (11.7 days) than for men with children under 12 (9.4 days). For example, women maintaining families alone who have three or more children lost 6.2 percent of their workdays each year. Married men with three or more children lost 1.9 percent of their workdays per year.
15. False. Since 1970 single-parent families with children under 18 increased 42.5 percent. The number of families maintained solely by women increased from 3.41 million in 1970 to 7.84 million in 1986. Male headed single-parent families increased from almost 400,000 to 1.08 million during the same period.
16. False. In 1986, women held 60 percent of the minimum wage jobs.
17. True. Research has shown that teachers give boys more detailed instructions so the boys may complete the task independently. In contrast, teachers are more likely to do tasks for girls instead of providing instructions so they can do them for themselves.
18. True. Sex-discriminatory behavior is a violation of federal law. The law states that no person should be discriminated against on the basis of race, creed, color, national origin, age, handicap, or sex.
19. False. Sex-affirmative behavior attempts to compensate for the effects of past discrimination, while sex-fair behavior treats both sexes in equals or similar ways.
20. True. Welfare programs usually provide employment training for jobs which do not provide adequate support for women and their families.

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Back to The Basics or Forward to The Future: Family Life Education tt Imperative

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The Back-to-Basics bandwagon which has covered the country within recent years has left in its wake an assortment of minimal competency tests, tired teachers, and stressed students (Wray, 1985). *A Nation at Risk*, the report of the National Commission on Excellence in Education may not be breakfast table conversation in every American home, but the effects of its suggested educational reforms are certainly felt throughout the nation. The reason for such widespread response is that serious prescriptions for needed change in education have become identified with the politically popular, though what many believe to be superficial, Back-to-Basics Movement (Wray, 1985).

The pressure of academic achievement on today's youth is only the tip of the iceberg. Beneath it all, parents push and teachers travail as they stress the acquisition of basic skills in reading, writing, mathematics, and computers at earlier ages. Administrators are pressured to produce a better product in a shorter amount of time. Such actions not only elevate stress levels but raise challenging questions as well.

No rational person would disagree with the need for a thorough grounding in educational basics for our nation's youth. However, in our nostalgic journey back to basics, no one has stopped to ask, which basics? Has the rush toward basic skills resulted in a neglect of the humanities and those life skills required for successful interpersonal living in today's space age world?

These life skills are well known to home economists under the rubric of family life education, which has been their mission since the days of Ellen H. Richards. Today's home economist must ask, do not some of the basic skills concepts, as currently interpreted, contradict the basic philosophy of education to which most competent educators subscribe? One of the precepts of education is that programs and curriculum be determined by the goals

held for the young in society. Have today's basics promoters stopped to ascertain what children need and to apply the teachings of behavioral science as to how children develop?

Researchers and clinicians have already provided basic data to understand human development. Human growth is a step by step process which progresses from the earliest stages of maturity into and through adulthood. It is a process that is never static or complete (Papalia, 1986). Happy, healthy children exhibit a variety of emotions and powers of expression as they rush into expanding relationships at each stage of development. As the child achieves the ability to think and affect his environment, he begins to build the attitudes toward himself and society which eventually form the very roots of our culture. Most educators agree that a good life for a child is simply the chance to keep growing as a whole child and to achieve her/his full potential. Family life educators are in a unique position to assist in the development of personal, social, and intellectual competencies in people as they begin their life pilgrimage. Professionals in the field of family life education must not forget their primary objective: to improve the quality of individual and family life.

One of the most effective ways to accomplish this objective is to clarify and model personal characteristics, generally considered basic to successful individual family life. The National Council on Family Relations has recently identified the following skills as critical personal characteristics of a family life educator: general intellectual and effective social skills, self-awareness, self-confidence, emotional stability, flexibility, maturity, understanding and appreciation of cultural diversity, and awareness of one's own personal attitudes and cultural values (National Council on Family Relations, 1984). If, incredibly, these seem to be those same characteristics a democratic nation would wish for its people, perhaps they are viable educational goals for our youth.

Family Life Education, Forward to the Future

To identify issues concerning American families, The White House Conference on Families in 1980

stressed the importance of comprehensive family life education programs for children, youth, and adults. The ultimate goal is to improve the quality of individual and family life through a series of planned and guided learning experiences. Such education is needed by individuals throughout the life cycle to promote satisfactory and rewarding patterns of interaction and communication in families and community (NCFR, 1984).

Family life education is a field of interdisciplinary study including anthropology, sociology, law, biology, philosophy, social work, and home economics. Home economics is a family oriented discipline concerned with the family and its near environment, relationships, and interaction processes within the family; child development; resources and the utilization of these resources (Hoover & Hoover, 1979). A survey conducted by editors Spitze and Eves of the *Illinois Teacher* (1983) indicated that home economics teachers are attuned to the problems and changes in society today. When asked to list and rank the ten most pressing problems which could and should be resolved in the classroom, the following resulted:

<u>Rank</u>	<u>Social Problem</u>
1	teenage drug and alcohol abuse
2	peer pressure
3	lack of self-esteem and the need to increase self-image
4	values and morals of youth
5	teenage pregnancies and marriage
6	economic instability and inflation
7	family communication
8	marriage and role expectations
9	decision making
10	money management and family finances and resources

Home Economists have the initiative in the area of family life education. It is our responsibility to develop comprehensive programs for children, youth, and adults which address the most basic of knowledge--to know oneself. Such learning experiences should include but are not limited to, knowledge in these major areas:

- 1) personal values,
- 2) sense of self worth and worth of others,
- 3) communication methods,
- 4) long and short term goals,
- 5) the process of decision making.

Helping students learn about themselves through identification of basic needs such as choice of friends, feelings of security and independence, and developing

a philosophy of life is one of the most important contributions a teacher can make. Life can be more meaningful when values are identified, evaluated, prioritized, and fully chosen. Helping students increase their self-esteem will enable them to make the best possible decisions and to set and achieve their most important goals. These concepts can be taught to students and, thereby, facilitate the achievement of happier and more productive lives (DeSpelder, 1980).

Suggested Study Areas and Activities

Values

Nies (1987) defined values as "the social standards, goals, or principles accepted by a person, group, or society." At no time in the history of our nation has the necessity to clarify values been more needed than in the current space age. A value is something which gives meaning and direction to life. Some of the value laden areas are: the way time is spent, beliefs and attitudes about life, sex, money, politics, religion, and personality traits. The students need opportunities to think about the origin of their values, conflicts in values, and outcomes of possible choices (DeSpelder, 1980).

Activities which help students identify and reassess values include:

- a) Completion of open ended statements (My most important possessions are _____).
- b) Rank the things they feel are important in their lives.
- c) List things they like to do each day, each week, and rank by priority.
- d) Evaluate and analyze case studies of family situations.

Self-esteem

The self image is most important in the life of an individual. No skill is more basic than building a positive self-esteem. How one feels about oneself and how he thinks others see him leads to success or to failure. Activities should help students evaluate and analyze feelings about themselves and develop ideas on improving their self images.

Activities include:

- a) List messages people send and evaluate the effect of the message on the self-image.
- b) Describe a person who has a high self-esteem and one who has a low self-esteem.
- c) List personal characteristics and identify areas of improvement.
- d) Formulate a personal philosophy of life.

Communication

In the age of high speed technological communication, it is well to remember that communication is basically a process by which a message is passed from one person to another. The ability to communicate does not come automatically and opportunities for practice are of prime importance (DeSpelder, 1980).

Activities include:

- a) Have one student send a message and the receiver tell what he has heard.
- b) Identify communication problems through analysis of family situations.
- c) Identify non-verbal communication.
- d) Interpret pictures of family situations by describing in words what is seen.

Goals

Students need help in understanding the relevance of clarifying goals to life achievements. Goals are recognized as things to be accomplished and/or things believed to promote happiness. Everyone has goals but one may not be able to identify them. Students should identify personal goals and set priorities to reach them (DeSpelder, 1980).

Activities may include:

- a) Individually, list desired achievements. Identify as short term or long term goals.
- b) Complete open ended sentences such as "I would like to finish_____."
- c) Organize personal activities, and relate them to the values and goals listed previously.
- d) Develop an activity plan for the day or week and show the management of time and energy to achieve goals.

Decision Making

When students learn the decision making process they enhance their ability to make productive decisions and to think critically throughout life. The teacher needs to stress the importance of learning problem solving skills and their interrelation in all areas of life including personal, financial, and emotional.

Activities include:

- a) List all decisions made in one day and identify decisions as important and/or unimportant.
- b) Watch a TV program and list all decisions made and by whom they were made.
- c) Identify the decisions made in case studies and determine the process used to make the decisions.
- d) Role play family situations.

Suggested Readings

There are numerous sources to help teachers expand their students' basic life skills. The following have been found to offer ready resources for learning experiences in the classroom:

- Bignell, S. (Ed.). (1980). *Family life education curriculum guide*, Santa Cruz: Network Publication.
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Summary

Education, like life itself, is a social and intellectual performance built on a foundation of what should be conscious aims and attitudes toward self, others, and society and the interacting relationships between these parameters (Katz, 1986). The educator's role is to provide an atmosphere which nurtures a strong self-image and creates a climate essential to productive living and learning. One of the important results should be the practical ability to work with others and to be concerned about the welfare of others. This foundation fosters the development of the fully functioning human being who eventually becomes a fully functioning member of society.

To fulfill the professional role, home economics teachers must become actors rather than reactors in the politics of education. It is time for those who understand the needs and development of people to be about the business of defining the "Basics." The stakes are too high to be left to chance or to politicians. It is the right and responsibility of home economists to speak in behalf of family life education and the future of mankind.

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- (Continued on page 157.)

Toward the 21st Century: Will Home Economics Survive?

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The assumption that home economics will be here in the year 2000 is an assumption that is not without question in the profession. There are those who believe home economics is dead. Others, less harsh, believe that we have outlived our usefulness, that our services are no longer needed in today's fast paced society. Still others feel that home economics is pragmatic, that we support education for vocational preparation, but at the same time believe that education should also support a balanced human existence—a goal far less than academic in higher education. Others accuse us of not being a discipline, but merely a conglomeration of specialties without a theory base or even a focus reached through consensus—a conglomeration not worthy of a college degree. And, there are those who point out that we don't even know what to call ourselves. Our adversaries make valid points.

Home Economics was founded for the purpose of helping individuals and families relate to change. Ellen H. Richards, our founder and the first woman graduate of MIT, stated at the Lake Placid Conference in 1902 :

"Home Economics in its most comprehensive sense is the study of the laws, conditions, principles and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand with his nature as a social being, and is the study

especially of the relation between these two factors" (Lake Placid Conference, 1901-1908).

Our early leaders, Ellen Richards, Melvil Dewey, and others believed that home economics could and should enable individuals and families to affect their own destinies. These early leaders were particularly concerned that all people have opportunities to develop their potential and exercise control over their immediate environment. These leaders theorized that this development could best take place in the home, in the family setting.

We, in home economics, have a professional and moral obligation to impact upon the problems and issues impinging on families. The family in its past traditional form and its current blended forms is the most basic unit of society. Our role, as home economists, is unique because we are the *only* discipline that focuses on the family, and the study of the reciprocal influences of the family and the environment. Our mission, to improve the quality of life for individuals and families, has never been more germane than it is today.

We know that the family, more than any other institution in society, instills in its members value systems that enable them to adapt to change more effectively. Families assist in the development of interpersonal skills, encourage educational aspirations, foster productive work attitudes, model responsible citizenship, and promote mental and physical health. As President Reagan stated in his February 6, 1985 State of the Union Address, "as the family goes, so goes our civilization."

A nationally recognized supporter of home economics has stated that our approach is "constrained, defensive, and provincial" (Anderson, 1984). The reality is—we must be relevant and our profession perceived as relevant by today's public. We must make a measurable difference in the economical, social, and physical well-being of American families and communities. We must be accountable and able to document our accomplishments, not our activities, to policy makers if we are to be considered vital.

(Continued on page 154.)

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Home Economics: Know Your Profession

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Foreword

In the last issue for 1988-89 we conclude our theme Home Economics: Know Your Profession. We open with articles submitted by eight teachers from secondary schools in Wisconsin. These teachers have examined their profession as they participated in a curriculum project. Cheryl Fedje and Pat Copa present a brief introduction and overview of the Wisconsin Family Focus curriculum project and the group's involvement in its formation and implementation.

Throughout the rest of this issue are a variety of teaching techniques. Look for our symbol TT. Fedje and Essex-Buss offer us the challenge of using the writing process to further the thinking/learning abilities of our students. Through a reconsideration of traditional views of evaluation they suggest workable alternatives toward that intent. Lawhon opens a conversation on marriage and points us in the direction of friendship as a bonding process for marriage.

We close this issue with our cumulative index for the year. Our double outside cover is your reminder that it is subscription renewal time. We hope your summer is a time of renewal, restoration and fun.

Annabelle Slocum
Managing Editor

The Wisconsin Curriculum Project

The Family Focus curriculum project in Wisconsin has called upon teachers to think about their roles and their work in new and substantively different ways. For most, this has involved re-examining their previous understanding and experiences regarding teaching and their preservice teacher education preparation.

The traditional approach toward teaching reflected most frequently in schools and in teacher education programs relies upon a technical model (see, for example, Apple, 1982; Popkewitz, 1987; Shor, 1987). From this perspective, effective teaching practice involves identifying problems and drawing upon a store of professionals to locate concepts and principles that may be efficiently and effectively "applied" to solve these educational dilemmas (Schon, 1983; 1987). Likewise, teaching itself is viewed as the process of conveying information to students so that they too will have a source upon which to draw to solve the problems in life that they encounter presently and are likely to in the future.

In the family focus approach, knowledge is viewed as taking different forms; only one of these is the technical orientation described above. To deal effectively with the problems

faced by teachers and those encountered by families, it is also necessary to consider seriously the personal and socio-historical context in which practice occurs and to assess critically the goals which guide action toward morally defensible ends. This process often involves substantial transformations in perspectives or "paradigm shifts" in which formerly accepted ideas are questioned and basic assumptions are scrutinized. Until these changes occur within a teacher's being, it is unlikely that substantial changes can take place in classroom practice.

This new approach was introduced into Wisconsin's secondary home economics curriculum thought approximately ten years ago. At that time, a paper was commissioned by the Department of Public Instruction which was written by Marjorie Brown (1978), "A Conceptual Scheme and Decision Rules for the Selection and Organization of Home Economics Curriculum Content." In this document, a radically different conception of Home Economics Curriculum was presented, an approach that focused upon practical problems (subsequently renamed "continuing concerns"). These problems, inextricably imbedded in con-

textual settings, were seen as serious, ongoing concerns faced by families and were given birth in conditions that were incompatible with those basic human goals or valued ends of individual self formation and a free and just society. Dr. Brown described systems of human action to address these special kinds of concerns, systems that included interpretive and critical approaches, as well as more familiar technical resources. A practical reasoning framework was proposed as a reflective process for addressing better means for acting upon family problems while considering their normative and contextual natures.

A number of different efforts have taken place in the years following the monograph's publication; one result was the release of the state home economics curriculum guide in 1986. This curriculum guide presents a rationale for the approach taken to curriculum and describes the meaning and intended use of some of the major assumptions and ideas found within it. Important to note is that it also outlines a secondary home economics (recently renamed Family and Consumer Education) program that looks substantially different from the outside as well as the inside. The program is divided into job and family-oriented components. The high school courses and the middle school program are organized around what are considered to be some of the most important continuing concerns facing contemporary families—for example: Families and Technology; Families and Jobs; Parents and Children; Families and Communities; and Family, Food and Society. This redefinition of the program is significant in Wisconsin's work and has implications for the ways subsequent curriculum and staff development work has been undertaken.

The teachers who have written these articles have participated in the Wisconsin curriculum work for varying amounts of time, some from the project's inception. They are presently involved in a study group* designed to make teaching practice more self conscious in order to learn from its implementation and increase its effectiveness and moral efficacy. Many of the ideas for the articles came from work done within this group. Interestingly enough, efforts from the study group have resulted in presentations by members at state, national, and

international conferences. Moreover, as a part of the 1989 American Home Economics Association Annual Meeting, members will represent a one-day workshop, "Teaching For Thinking: Opening Your Mind to New Paths" on June 29th in Cincinnati, Ohio.

As you read, please keep in mind that these individuals are taking risks and opening themselves to thoughtful examination by telling their stories of experiences with Family and Consumer Education programs. Here are the voices of the teachers reflecting on their lived experiences. . . .

*The study group has met on a regular basis since being convened in Fall, 1987 by Dr. Pat Copa, formerly of the University of Wisconsin-Madison and currently with the Family Education Center, St. Paul, Minnesota Public Schools and Dr. Cheryl Fedje, University of Wisconsin-Stevens Point.

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•••

Change: Wisconsin's Experience

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Because our society is in a process of rapid change, Wisconsin Family and Consumer Education teachers continue to question if their programs are meeting the present and future needs of their students. With accelerated changes in technology, will today's information be useful tomorrow? Are students being taught to use their minds to think critically and rationally to make decisions which will improve family life for themselves and their families? Before beginning a major program change, it is wise to look at what is known about change. Change can be a difficult process for home economics teachers. High personal and community expectations, combined with busy teaching schedules and family responsibilities, can create situations where change is stressful.

Qualities of Change

Hord, Rutherford, Hulling-Austin and Hall (1987) describe change this way:

- Change is a process, not an event.
- Change is accomplished by individuals.
- Change is a highly personal experience.
- Change involves developmental growth.
- Change is best understood in operational terms.
- Change requires a strong commitment.
- Change is focused on individuals, innovations and the context.

Change is a process which occurs over time, often a period of several years; some teachers become impatient because change seems to come so slowly. However, not all individuals can change at the same pace. Some accept and begin to use a new idea immediately, while others need to reach out more slowly. During the process of change, feelings and skills will shift as one becomes more comfortable with change.

When change affects people, it is vitally important to involve them in the decision making process.

Some commitment by all involved to an idea, plan, or program is imperative for it to be successful. They need to feel their role is of major importance if change is to occur. Teachers will accept change more readily if they can visualize how it will positively affect them and their students. Educators often equate change with a new curriculum or a new program, a tangible item. In thinking this way, one forgets that books, supplies and equipment alone do not make change. Change occurs when people alter their thinking patterns with a resulting change of behavior. The meaning of change lies not only in material, but also in intellectual and emotional components.

Resistance to Change

While society is changing, some home economics programs continue to operate in traditional ways. Some stabilizing forces present within individuals can be perceived as resisting change. Watson (1967) identified several personal characteristics which may impede change:

Homeostasis	("It worked well when we used this method during the last unit.")
Habit	("But I've always done it this way!")
Primacy	("But this is the same way I was taught!")
Selective Perception and Retention	("I know this new method won't work in our department!")
Dependence	("Who is going to teach me how to do it?")
Illusion of Impotence	("I know my principal would not want me to include this topic.")
Superego	("My students' products must be nearly perfect!")
Self-distrust	("Who am I to suggest changes in the way this unit should be taught?")
Insecurity and Regression	("This is the way I did it years ago.")

Most learning theories are based on the assumption that unless a situation changes noticeably, individuals will continue to respond in their accustomed way. Once a habit is established, it becomes routine. We all know some teachers who, although involved in staff development programs, continue to teach in much

the same way as they were taught, or experienced teachers who continue to teach in the same manner as they taught during their early teaching years. When presented with alternatives, many teachers selectively see, retain, and use techniques and program ideas which are similar to their present practices. Another stabilizing force is the emotional carryover from childhood dependence echoed in the feeling of some adults, even very competent individuals, that they are helpless victims of circumstances beyond their control. Another impediment is that they individually can't do anything to change the situation and they would not be allowed to innovate as they might wish to do. Others, feeling a sense of self-distrust are not comfortable with making changes in established programs. Some teachers are dissatisfied with an existing situation, but the prospect of change is so frightening that they continue to operate "status quo."

Changes in Wisconsin

In 1987, the Wisconsin Department of Public Instruction published, *A Guide to Curriculum Planning in Home Economics*. State Superintendent Herbert Grover described it as "a futuristic document, designed to help with development of excellent programs, appropriate for the 1990's and beyond" (1987). This long-awaited document followed extensive research that involved much teacher time and expertise. The result is a conceptual framework for the family focus approach to Wisconsin K-12 Family and Consumer Education programs. In-service programs for teachers have been conducted and selected schools are presently field testing materials at both the middle/junior high and the senior high school levels. To meet future needs of students and families, teachers are developing long range plans based on the new program. Depending on the time, interest, and individual commitment of the teacher, district programs are in various stages of change which we believe will lead to improved quality in instruction.

Family and Consumer Education

Another event in 1988 was to change the Wisconsin state program title to Family and Consumer Education. The state program, based on the concepts of work and family, combines subject matter with the development of thinking skills. Young men and women are being provided educational opportunities to prepare for work in the family enterprise and in careers that service individuals and families. Through these recent changes, the state Family and Consumer Education programs now address changing sociological, technological and occupational knowledge and skills

that will help prepare students to lead full productive lives.

Wisconsin Home Economists in Elementary/Secondary Education

Change can be facilitated through group processes. For example, about 11 years ago, a forward thinking group of home economics teachers met to discuss the need for a state wide association whose focus was on elementary and secondary home economics education within the state. Little did they dream that the organization called Home Economics in Elementary/Secondary Education (WHEESE) would develop and grow in membership. The major purposes of the organization are:

- Promote elementary/secondary family and consumer education.
- Strengthen family and consumer education programs K-12.
- Join with others to support common issues.
- Encourage and assist professional development activities for Wisconsin family and consumer education teachers.
- Encourage policies and programs beneficial to vocational education including family and consumer education.

While WHEESE has promoted change to improve programs, it has been an excellent vehicle for personal and professional growth of teachers through networking and state meetings. The organization has also been an excellent resource for facilitating the use of the state curriculum planning guide.

Support/Study Groups

Re-education is a change strategy theorized by Kurt Lewin and based on the idea that behavior change requires more than infusing new knowledge (Benne, 1976). Lewin stated that "effective re-education of a person requires changes in his enviroing society and cultures as well". It is important for home economists to "establish groups of concerned persons with norms that contrast in significant ways with those of the group to which a person previously belonged" (Benne, 1976). Part of this re-education strategy is evidenced by numerous study/support groups which foster intellectual growth for teachers because the secure environment provides a setting where problems may be presented and rational problem-solving processes can be used. This dialogue can stretch the minds of the teachers. Barell (1985) stated that the new norms and values of this group should

include openness to communication, inquiry for problem posing and resolving, risk taking and willingness to explore with a variety of solutions. Support/study groups can provide excellent opportunities for reflective thinking as well as support some venturing into the unknown.

What Does the Future Hold?

As one reflects on the changes which are occurring in our society, it is imperative that quality home economics programs reflect awareness of these changes. Continual assessment of whether programs are met on both present and future needs of students and their families is warranted. A criterion is that these programs help young men and women learn to use their minds for critical thinking and rational decision making. The Family and Consumer Education programs in Wisconsin are addressing sociological, technological and occupational changes in order to help prepare students to lead full productive lives.

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(Continued from page 184.)

This experience opened the eyes of some of the students who just took activities such as these for granted without realizing the difficulty that goes along with the learning process. •••

(Continued from page 172.)

Most important, though, is this thought: If I am concerned with the work of the family, do I even want to be looked upon as an expert? Doesn't setting oneself up as an expert actually destroy what we in teaching are trying to accomplish concerning the work of the family? It seems as though a critical aspect of our field is to help families empower themselves so they can think through concerns and problems themselves, without having to rely on outside experts for answers and quick fixes. If empowering others is a valued end of our program, perhaps each of my students could feel s/he is an expert. Wouldn't this be more satisfying for me?

Now that I think of it, I guess I DO have some expertise. I have empowered some of my students through inviting them to discuss how we can, and why it is important to, maintain a positive learning environment, rather than just providing them with a list of rules they must follow. We spend a great deal of time in my eighth grade Cooperative Foods class understanding the roles of members of a cooperative work group, and practicing these roles while doing both classroom and lab work. In my classes we spend a considerable amount of time thinking and talking critically. We share ideas and learn from each other. We invite guest speakers into our classroom, and learn to look at them as resources of knowledge, rather than people who have absolute answers. Students are also given a chance to work on class projects, placing responsibilities on group leaders and group members.

This process of empowering students is a slow one which takes a great deal of work, understanding, and support from all persons involved. It may take years before we will be able to get a true measure of what my students have learned regarding the work of the family. I do believe, though, that instead of assuming the role of an expert, we need to work to empower our students; only then can we improve family life and thus further prepare individuals to assume productive roles within society. Wouldn't this be of benefit to everyone concerned?

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Reflections On Change

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I am a Person of context,
But a Person in my own right, too.*

As a teacher of Family and Consumer Education, my personal context may influence the subject matter I teach and the strategies I use to teach it. Since I am to be a person in my own right, and am free to be in control of my beliefs and practices, to make purposeful and ethical changes rather than act on a whim, capriciousness, or outside pressure, it is important that I be reflective.

Reflection is a cultivated activity. In the process of developing the *Wisconsin Guide to Curriculum Planning in Home Economics* (1987) the expertise of many professionals and a great deal of time was given to the art of reflection. It was my privilege to be a part of those deliberations and in the process acquire a deeper understanding of reflection. Encouraged by my colleagues, reflective thought has continued to be the impetus for my own personal growth, and has promoted change in my professional and personal life.

In popular usage, the term reflection may describe such activities as meditation, retrospection, and reminiscence. Reflective thought as used here is in the realm of the intellectual activity described by Brown (1980) as dialectic: "a mentally active procedure rather than an inert one of merely taking in information." Reflection is not simply personal judgment, but an examination of the origins of ideas, several points of view, and their results in action.

Reflection requires contemplating the beliefs held in thoughts, those shown in personal actions, and the past and present contexts in which these take place. And if concern for the future is important, it must also be a part of the contemplations. Reflection requires an atmosphere that is open, comfortable, and non-threatening. It requires an understanding of the circular relationship of context, beliefs, words, and actions. A willingness to consider nuances of these aspects is all important to uncovering hidden meanings

and motives while coming to a fuller understanding of beliefs and of the actions taken in relation to them.

Many components of reflective thought can be identified. These have been helpful to me:

- Consider past and present contexts in which my beliefs have been formed. (What outside influences have affected my beliefs?)
- Articulate my beliefs through words. (Do I say what I believe?)
- In my own mind, look for congruency or lack of it between my beliefs and my actions. (Do I do what I believe?)
- Dialogue with others to check for congruency between my beliefs and the messages, words, and actions that I give to others. (Am I getting my message across as I think I am?)
- Consider the ethical nature of my contexts, beliefs, and actions. (Am I acting out of arrogance? Is this helpful for most families, not just for me or for my family? Who will benefit? Who will not benefit?)

The three systems of family action indicated by Brown and Paolucci (1978)—communicative, technical, and emancipative (reflective is the term used in the *Wisconsin Guide*)—and how they are entwined in everyday living has emerged as an idea of major importance. Reflecting on these actions has given me a greater appreciation of the nature of intellectual activity in family life. The importance to the family of verbal and written language has been dramatically underscored. Language has been brought to the forefront of Family and Consumer Education by Brown and her contemporaries just as it has been brought to the forefront of all of education by Boyer (1983). Reflection on the systems of family action have helped me to further understand that reflection, in Brown's notion, takes its form in language that is both personal and shared. A common word in today's language is change—so common that the reasons for change, the methods used to facilitate change, and the actual changes in practice are not always evident. Reflection can help to make sense of perceived change in personal, family, and societal conditions. The use of words—language—is the vehicle for clarifying the meaning of change to ourselves and conveying it to others. Reflection can be helpful in becoming more aware of words and actions so that the communication is as accurate as possible. But just as important,

*Unpublished, personal composition, June 1988

reflection can help to make purposeful change by identifying the standards used to determine if change is needed, who will be affected and how, and the actions used to make that change.

While looking for some personal curriculum materials, I came across a statement about home economics education that I wrote as a senior in college. A second draft was completed about 1963. In 1988, the statement still sounded reasonable—until I set aside time to reflect on the words I used and the meanings they seemed to convey. The first paragraph and the first sentence of the second are included here.

(1963)

An Atmosphere for Living

The majority of human beings, regardless of state in life, are (sic) responsible for making a home for ourselves (sic). Even if we do not provide the building we call home, we are responsible for providing the atmosphere of the place we call home. An atmosphere conducive to improving our own lives and the lives of others must be the concern of all if we are to successfully survive in a changing world. An atmosphere where decisions can be made, relationships can be maintained, and children can be nurtured is essential to maintaining a satisfying personal, family, and community life.

Home economics' reasons for being is to actively participate in helping to provide this atmosphere.

In reflecting on the text twenty-five years later, I realize that I was portraying technical family action. Communicative and emancipative family actions, in the sense of Brown and Paolucci had yet to be described! Communication in family was discussed, but very little time, if any, was given to hidden meanings or authenticity. To question congruency between thought and action, or between action and underlying motives was not a part of that scene. I do not know how I came upon the word "atmosphere" as a senior in college, and I probably could not have attached personal action to the word. Van Manen's ideas (1986) about atmosphere in family and in teaching have not only validated my use of the word, but helped me to gain a richer understanding of the concept.

(1989)

An Atmosphere For Family Living

The majority of human beings, regardless of state in life are (sic) responsible for making a home for ourselves (sic) and those we consider family. Even if we do not provide the building we call home, we contribute to the atmosphere by our presence, in person or

in mind, in the family life of that place called home. An atmosphere conducive to being in control of the actions of our family life and extending that right to every family must be the concern of all as we reach towards our full development in a changing world. An atmosphere where valued ends are examined, relationships become more authentic, and children are nurtured is essential to creating ethical personal and family actions that reach out to extended family, community, and world families.

Home economics' reason for being is to actively, in ethically and intellectually defensible ways, work with families as they form their own atmospheres.

There are individuals who will say I have merely replaced some words with others and added more. It is a bit longer! However, my thoughts, feelings, and actions regarding home economics education are now more fully understood and expressed in a communicative and emancipative sense, not only in the technical sense. Am I, as a home economist, to decide what families ought to improve? I think not. Do I only want families to "successfully survive?" And who decides what "successfully" means? I want families to be able to make choices based on their valued ends with consideration given to the ethical nature of their decisions. I would prefer that family members realize they have the ability to reach for greater personal growth rather than just surviving. I would like family members to understand that it is possible for relationships to be more open and honest rather than simply maintaining the *status quo*. And certainly, home economists must be concerned about families of the world, for it is increasingly apparent that individuals and families, as members of nations, are interdependent and of one planet.

Reflection is not always, nor necessarily, a solitary activity. Neither is it always negative, nor soul bashing. Yes, it certainly can be fun, but it may sometimes be painful, because to set aside a few cherished ideas is not easy. More importantly, reflection can be freeing. To see my ideas expand and deepen, to better articulate them so others understand my ideas and possibly be motivated to reach toward greater understanding of their own, to find greater meaning in the events of family members, and to have more control over my environment are wonderfully uplifting experiences. And when reflection takes place with sharing and critiquing through dialectic conversation, I find it is even more uplifting. Since I am a person in my own right, not just a person of context, I will seek ways to continue the dialectic conversation with myself in the spirit of Brown (1980) as well as with others.

(Continued on page 185)

Curriculum: A Concept, Not Just A Document

Karen R. Hoeft
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The introductory page of our state home economics curriculum planning guide recommends the family-focused approach to constructing a home economics program. The recommendation comes from the Home Economics Conceptual Guide Council and is considered the most appropriate model for Wisconsin schools. In addition, the introduction states that, "Home economics has the work of the family as its fundamental concept." I've heard and read these and similar statements many times over the years, but now I know that early on the idea of a Conceptual Guide Council, or the idea of a fundamental concept had little or no meaning for me. My inability to think conceptually was my greatest roadblock as I began to look at re-focusing curriculum.

Tools For Change

In the process of changing my program, perhaps the single most valuable tool I've learned to use is my mind. That statement may at first seem to be simplistic, but to me it is a very powerful realization. The nature of change is such that it is initiated. There is a catalyst. When I began to change my program, the catalyst was external. I looked to others to give me ideas and direct my thinking. As I grew and learned, particularly about the skill of conceptual thinking, my catalyst for change grew internally. I still need the external influences as they are an important factor in keeping me focused, however I now set my own agenda for what I need to know. This change came slowly, and tentatively at first, but gained momentum as I gained confidence in the knowledge that within me was the power to find my curriculum. I choose those words carefully. I found my curriculum, not accidentally, by chance, or randomly off of a shelf as I might a snack choice in a grocery store, but rather through a careful, deliberate, conscious, systematic searching into my mind.

"We Teach What We Most Need to Learn"

How does one search one's mind? Why should we? When is it necessary? Who can do that? Today I find myself asking my students these very questions. I've now realized someone had to ask them of me as I began this change process. Questions such as the ones above are a part of each unit or class I work with because I teach intellectual skills as part of my content. Basic to my program is the belief that it is the work of the family to identify and deal with the issues and concerns that affect the lives of family members. As a teacher of 12-15 year olds I need to help them begin to develop the intellectual skills necessary to recognize issues and concerns, teach the intellectual skills needed to address those concerns, and lead them to sources of relevant information. I am the "guide on the side." The issues must be their issues not the issues I perceive, and I can't just teach the information because that's only one small part of the process.

These realizations didn't come in the beginning. They came as I learned how to search my mind, and I learned how to do that as I taught my students.

One of the first classes I took during this change process helped me begin to look at developing intellectual skills. I was learning about thinking and thinking skills, beyond Bloom's Taxonomy. I was discovering skills like concept analysis, and strategies for teaching these skills like the Concept Attainment Strategy. The strategies began to be a part of my day to day teaching and the more I used them the more I began to see changes in my own as well as my student's thinking. We, my students and I, were learning how to think together from each other. I grew to feel more comfortable relinquishing the notion that I was the "sage on the stage." Teachers aren't the answers; they guide us to our own answers. In Wisconsin, we have some truly gifted, caring, teacher/guides. They, as a result of their giftedness recognized early on that they couldn't give me my curriculum, but they could and did create an environment in which I could find my own. I now have a clearer meaning of what it is to teach and learn, what it means to be a student, and most importantly, I'm becoming more skilled as a teacher in creating the environment for thinking/learning to occur in my classroom. My goal is an environment that enables

and encourages my students to search into their own minds.

Searching

The idea of a search conjures up images of flashlights and deep dark nights. In a way I guess at first I thought of the mind as deep, dark, and black like a night with little moon for light. But just as there are tools to light up the darkest of nights, there are also tools to help enlighten us to the ideas we have in our mind. Conceptual thinking or conceptualizing, according to Beyer (1987) is a major thinking strategy that involves two major operations. "First one identifies the key attributes of several members of a class or category of phenomenon. Then, by continued applications of these attributes to additional examples of the phenomenon, one builds a generalized mental image of that phenomenon" (Wisconsin Department of Public Instruction, 1986).

When I work with students, we use the concept analysis process to explore the ideas we have in our minds, or our mental images. This process is the tool that has helped my students and me organize and make sense out of all of the information and experiences in our daily lives. Learning to think conceptually is basic. It's one of the skills that helps us use our mind as a tool and increases our understanding of the complexity of the world around us, making our search for meaning more planned, deliberate, and conscious.

Understanding the Concept Curriculum

What does it mean to understand? For me, understanding is a state of mind created by internalized, processed knowledge and experience. It's aided and/or enhanced by examples, based upon acquired knowledge, deepened by experience, dependent upon attitude, on-going and subject to change.

How do we develop an understanding of curriculum? We acquire knowledge. Articles and audio-cassettes on teaching for thinking, books on thinking skills, professional journals, professional involvements, networking with other professionals, and dialogues with co-workers have all been invaluable to me to broaden my knowledge base and cause me to question.

We create a state of mind. I've had to search for my meanings (concepts) of teacher, learner, classroom environment/atmosphere, curriculum. This search has led me to involvement in the Teacher Expectation Student Achievement (TESA) program, collegial coaching training, a study of cooperative learning, and reading and research into people, needs, and the

nature of the mind. I've learned to create my own questions and set my agenda to educate myself.

We are teachers because we have a love of learning, and most likely, because we're good at it. When we begin to see more clearly what it means to learn in 1989 and what will be needed for life-long learning in the 1990's and beyond, we will have begun to understand curriculum. My curriculum is me. It is represented by a written document but that is only one small part of what happens in my classroom. The messages I send, verbal and non-verbal, and the atmosphere I create through the interactions of people, as well as the agenda I have each day as I walk into my classroom, are my curriculum.

What I feel has happened to me as I've proceeded through this change process is that I have acquired an increased level of consciousness about, and increased skill in performing the work of the family. As a result of personally discovering richer, clearer meanings and realizing how I've discovered those meanings, I can work to empower my students to do the same.

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Thinking for Everyone: Working With the EMH Student

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Much has been written about the incorporation of thinking skills into content areas. Many question the techniques when dealing with younger students and are skeptical about using this approach with middle/junior high age special needs students, especially Educable Mentally Handicapped (EMH) students. The literature points to the benefits of incorporating effective learning into content areas. It also indicates that this is "especially true of the educationally disadvantaged" (Weinstein, Ridley, Dahl and Weber, 1988).

We need to accept that EMH students do have the ability to observe, reason, define, and draw on their own past experiences if given adequate preparation, wait time and appropriate lead questions. According to Wang, Reynolds and Walberg (1988) children are often treated differently because they have been labeled. They further state, children who have been classified as retarded or learning disabled often have lower expectations placed on them by parents and teachers. To demonstrate the ability of the EMH student to use thinking skills, an example in the area of foods and nutrition, specifically the study of kitchen equipment, will be used.

The class is designed for junior high (grades 7 and 8) EMH students (occasionally emotionally disturbed, learning disabled or trainable mentally handicapped students will be placed in class). During the semester cooperation, use of resources and questioning will be stressed while the students study Home Economics content. This is the first time many have entered a kitchen area with the prospect of becoming involved in the actual preparation of food products. Parents, feeling uneasy, oftentimes do not allow EMH students to do anything in the kitchen other than eat. At times

this hesitation carries over to the school setting. The students are eager and willing to fulfill any expectation the teacher may have as they begin this new venture.

Purpose Explained

The study of kitchen equipment begins. It is explained to the students that each piece of equipment has a particular name that will be used in class, it does not mean, however, that this is the only acceptable name. It will be more efficient if everyone is consistent in the use of equipment terms during class, when putting items away, asking for specific equipment or giving directions to another individual. The objective is to learn the names of kitchen equipment and explore possible uses. After a review of rules for brainstorming, students are asked to brainstorm the characteristics of familiar items such as a pencil or a book. This allows students to practice and focus on observation skills.

Equipment Study Begins

First each student selects one piece of equipment from a large brown grocery bag and is asked to examine it carefully. S/he is to draw on her/his own experiences. In order for students to retain information in long term memory it is important that a connection be made between what they already know and the information they are learning (Weinstein, et al. 1988; Sadler and Whimbey, 1985). This will help students to store new information with information that is related.

These questions can be used to guide the examination:

- What is it made of?
- What does it look like?
- What could you do with it?
- Have you seen anyone use it?
- How did s/he use it?
- Do you know what it is?

Again the literature points to the importance of demonstrating how students can ask themselves ques-

tions when trying to acquire new information (Weinstein, et al. 1988).

Then each student shares with the class the information s/he has about her/his specific piece of equipment while class members are encouraged to add to this information. According to Sleeter and Grant (1986) thinking and learning will be enriched if students share their ideas and experiences. They emphasize that teachers and students should be partners in the teaching/learning process.

Students are assured that unanswered questions or differing opinions are acceptable and are reminded that answers will be clarified and validated as the study of equipment continues.

Study Continues

After the examination of each individual item, the class groups the equipment in a variety of ways. The reasons for the groupings are discussed. Questions may be needed to guide the activity. For example:

- What is it made of?
- How did we say it could be used?
- Do we know the name?
- Why are these grouped together?
- Why do these belong to the same group when they are different?

The similarities and differences of the items in each group are examined.

The next step in the study of equipment is to validate present information, clarify data and find the answer to unanswered questions. Students are introduced to the idea of resources and where to look for answers if they are unknown. Again drawing on past experiences and information presented in other classes is important. Such questions as:

- How do you find the correct spelling of a word?
- How do you find a friend's telephone number?
- How do you find out what movies are playing in town?
- How do you find the mall hours?

are helpful lead-in questions when discussing resources.

Students elect to work in pairs or individually as they complete a worksheet on equipment names and uses. A variety of resources is provided and students are once again encouraged to draw on past experiences. The actual items are on display to give students the opportunity to compare them with pictures and to further explore and examine each item and to practice

using the item with a variety of ingredients. Eschenmann (1988) states the students are more motivated in student centered classrooms when the teacher permits the students to assume more responsibility for learning.

Evidence of Learning?

Did the EMH students just learn the names of each piece of equipment or did they learn more? Instead of struggling to memorize the names and use of each piece of equipment, students demonstrated their ability to use a variety of thinking skills. They linked to their past experiences and discovered they did have some knowledge in the area of kitchen equipment. The students learned they were expected to give reasons for their answers and understood that more than one answer was correct and would be accepted if justification was given. Students discovered how to group and categorize items in more than one way and to give reasons for each categorization. They were also introduced to the idea of using resources to study Home Economics content as well as working with other individuals in a cooperative, sharing environment. As the study of equipment drew to a close the students remained enthusiastic and frequently asked "What are we going to do next?" The special education teachers commented on the eagerness and enthusiasm of the EMH students regarding their Home Economics class. During the semester work continued on all of the skills introduced during the study of kitchen equipment.

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Reflections of A New Teacher: The Expert Syndrome

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As a young professional entering the field of Home Economics, I often think that I am supposed to be an expert. I also find myself wondering about just what it is in which I am expert. Food preparation? (I do not have extraordinary skills in this area, but many people seem to think that I should.) Clothing construction? (No, but it is a fun leisure time activity.) Household management? (No.) Children? (In some ways I am quite knowledgeable about children, but they are so complex.) People? (I certainly put a lot of time and effort into learning about them.) Families? (I would surely like to be considered an expert in this area.) Work of the family? (Maybe so...but an expert?)

Why do I feel I have to be an expert at something? Are ALL teachers experts? Is being an expert a prerequisite for entering the professional field? Can a young professional even be considered an expert at anything?

Considering my interests and capabilities, it seems what I do best is learning about and becoming involved with the work of the family. That "work" involves knowledge and skills in human development, caregiving, relationships, management, communication, and guidance, to name just a few.

Then why am I not perceived as an expert by others? Is it because the work of the family involves helping others achieve? And in our society it seems little status and prestige are granted to those who are helping others learn something other than specific facts which are often readily measureable. Furthermore, perhaps my colleagues and friends do not know what is meant by "work of the family"? Have I attempted to help them understand what this means?

I also think that in past years, the work of the family was easier to understand. The "work" was more visible--more concrete tasks were involved, resulting in numerous tangible products. Today, with so many changes taking place in our society and the fam-

ily, the meaning behind "work" has changed drastically. No longer is there a strong emphasis on the family needing to engage in physical work involving concrete objects/tools/equipment. Now the family's work involves abstract thought: "What should be done about developing cooperative family members? What should be done about utilizing resources effectively?" To further complicate this work, the context in which each family carries out its work is different. For example, some of my students have families whose parents assume strictly authoritative/disciplinarian roles, while some of my other students are provided with less guidance from their parents and are expected to make most of their decisions on their own. Therefore, how can I give out "rules" and "prescriptions" when I know each family is different and must think through its concerns and problems considering its own unique context. In other words, the work of the family is personal, intimate and dependent on context. Truly, there are no quick fixes that I as an "expert" can advocate for doing the work of the family.

George Kent, Ph.D. (1988), of the Department of Political Science, University of Hawaii, Honolulu, is concerned with the concept of malnutrition in relation to the feeling of powerlessness. He writes:

Good facilitators would not lecture, pressing their own political analyses as THE correct one, but instead would try to get people to develop their own understandings of their situation, in their own terms. With good facilitators, much more learning than teaching would take place in the room.

In my teaching this is what I attempt to do. I do not want to over-rule my students, but do wish to offer them a chance to think about themselves and their respective places in the world. I want my students to recognize that they have power, and as a result, facilitate their strengths in taking action for themselves while helping others.

All of this may not be true of a professional working in the field of computers, for example. Granted, knowledge about computers IS changing and growing; nevertheless such knowledge is more concrete and visible than is our knowledge of today's family.

(Continued on page 165.)

Up, Up And Away For Home Economics Education

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How is curriculum like a balloon? Take a moment to explore this analogy with me. A balloon expands and contracts; it has many shapes, sizes, and colors. A balloon is used for excitement. It can rise to great heights. Is that like curriculum? I think so. Curriculum has many shapes and sizes throughout our schools. It can expand and contract to fit the needs of our students. It can help our students become excited about the subject and help them reach new heights in this thinking and application.

Reflections

Think back. What were many home economics programs like years ago? Were programs often "stitching and stirring" and little else? Were students being challenged to think or was the "right" answer most important? My classes were like that until I began to learn about family- focused home economics. At that point, my balloon expanded, it acquired new life.

Wisconsin's Curriculum

In Wisconsin, *A Guide to Curriculum Planning in Home Economics* (1987) states that, "Home economics is based on the family as other school vocational disciplines are based on business, industry, and agriculture. The concept of work is basic to all vocational disciplines. As one of these disciplines, home economics has the work of the family as its fundamental concept."

Family focused curriculum is concerned with the development of thinking skills and rational, reasoned judgments in examining and working through the continuing concerns (broad universal issues that concern families, continue over time, and recur over generations) of the family.

How is this approach different from others? The development of thinking skills and judgments in examining and working through the continuing concerns of the family can be accomplished in many ways.

Teaching students how to gather, verify, organize, use, and store information, and to think about the procedures and consequences of their actions are but a few. Teaching and learning intellectual skills in home economics is different from teaching and learning these skills in other school subjects because of the sorts of questions students deal with, and by the placement of the questions in a framework concerned with helping students learn about taking action related to themselves, to their families, to their communities, and to their job life.

Billowing My Balloon

This curriculum approach has helped students and me soar. How have my teaching and classes changed? There are four main answers to this question.

1) The family is studied both as a general experience and as a personal experience. Examples of questions for this study might include:

general experience	personal experience
a) What should the family do to provide for the nutritional needs of the family members?	a) How does your family provide for the nutritional needs of its members?
b) What should be done to help family members struck meanings of work?	b) What meanings of work related to household tasks would you want to nurture in your children?
2) The content is oriented around valued ends. Valued ends might include family, career exploration, employability skills, and cooperation. No matter what the subject matter, the main idea is the valued end(s). For example, in the case of my nine weeks class, cooperation is the valued end. Cooperation is the concept uppermost in my mind as I plan lessons and activities, using home economics subject matter, to help students learn about and practice being cooperative.	
3) Concepts rather than facts are stressed. Emphasis is on creating categories in order to determine similarities and relationships among things, events, or ideas. I use the concept attainment strategy (Joyce & Weil, 1972) to help students identify and/or discover characteristics, non-characteristics, examples and non-examples of	

cooperation, good physical, mental, and emotional health, and, nutritious snacks. This can be done by identifying a concept and having students name its characteristics, non-characteristics, and examples of it and non-examples. This is what I do to teach about cooperation after spending a week doing activities and discussing the attributes of cooperation. Or students can be given the characteristics, non-characteristics, examples, and nonexamples and have them determine the concept. Students have fun using the information to prove or disprove the suggestions that have been made as to what the concept might be. Their understanding expanded because of the thinking they used to determine the concept.

- 4) Integration of intellectual skills and subject matter has taken place. One of the "basics" of family-focused curriculum is the development of skills, concepts, and values through the use of subject matter and intellectual skills in order for students to become independent thinkers. If we use the definition of "basic" as being what is fundamental or essential for a person in our society, then I believe home economics programs should have as their goal the preparation of individuals for their roles in the family and society. If we give our attention to this goal, our classes will include the "basics" of reading, speaking, writing, and computing. Students will also be involved in making judgments, looking at and thinking through complicated situations faced by families. Curriculum content thus becomes a "merger" of subject matter and intellectual skills with the prime concern being the students' application of them.

In A Nutshell

In short, here is how I see my curriculum having changed and expanded.

the way it was	working toward the 1990s
individual and group work/learning	interdependent group work/ learning
low-level thinking skills	practical reasoning
getting the "right" answers	being challenged to think
learning the "facts"	learning concepts
emphasis on the product	emphasis on the process
objective testing	multiple evaluation techniques some of which are multiple student designed evaluation
textbook learning	mass media learning
teacher centered	student centered

Enlarging Your Curriculum

To those of you who are timid, young or old, complacent, wounded, in a rut, or unexcited by the challenges we all must face, consider the following ideas:

- 1) Adopt a positive, can-do attitude aimed toward change and excellence. We all accomplish more when we use this frame of mind.
- 2) Be in a seeking, expanding, receptive mode.

Seek information, ideas, and help through others by talking and working with them. Start with the people in your own department, school, and district.

Expand your knowledge and understanding through networking, classes, conferences, readings, and other activities available to you.

Accept and act on the challenges we face with declining enrollments, more "required" classes, our "subject matter" being taught in other classes, the number of class periods available, the curriculum format required by your district.

- 3) Encourage strength and excellence in others. One good way of doing this is through networking with others in your area.
- 4) Go beyond yourself to take on challenges, to show off your "stuff", to make connections with others in home economics education, in other subject areas, and in your community.

Conclusion

Like a balloon, my curriculum continues to expand and sail higher as I learn more about the family-focused ideas presented in our state curriculum guide. Are my students more involved and responsible for their own learning? Yes! Are my students using creativity, imagination, perceptivity, sensibility, critical mindedness? Yes! Are my students happier? Who knows for sure, but I think so and I know I have had fewer low grades and failures. Am I happier? Yes, indeed!

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Turmoil: My Catalyst to Change

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Participation in a networking group over the past two years has allowed me creative expression and challenged my thinking. Though the pace may vary and at times I may feel some discomfort, it is important for me to continue to seek the goal of growth toward excellence in home economics education.

As I contemplate my evolution as a home economics teacher over a period of fourteen years, many things come. I compare my growth with that of a volcano.

In the beginning, I was content to gather information, data, and facts. Security to me as a novice teacher was to deposit layer upon layer of information, first for myself and then for my students. This knowledge, plus following all administrative directives to a "T", was the making of a good teacher (so I thought). It was like the laying down of materials that go into the development of a volcano.

As my experiences were layered through the years of classroom teaching and professional growth, my ideas started to churn and rise. Over the years bits of debris that were deposited became part of an irritant that would no longer allow me to teach as I had in the past. As a volcano increases in temperature, the gases become so hot that they exert a tremendous explosive pressure on whatever surrounds them. My new thoughts and ideas that then couldn't remain within put pressure on my entire environment.

The "change causing debris" (my impetus for change) that entered my teaching career came in the form of coursework, professional Home Economics organizations, Department of Public Instruction workshops, and peer support. This was a slow, but continuous process, with much of the change occurring internally.

New ideas were churning; pressure, time and my sense of self all came into play. The process in which I was involved, caused me to evolve like a volcano: active, intermittent, and dormant as the need arose. By focusing on a plan and gleaning more

understanding of a new approach from the ideas of my peers, the excitement started to build. A positive sense of energy evolved within me.

The first eruption of a volcano is usually the most violent, causing much dissonance. At first the new Wisconsin focus for home economics felt like this to me and many of my peers. In this process, some things were destroyed. Some ideas had to die in order for others to gain life. For many individuals, throwing out old ideas to allow new ones to develop is a painful and tedious process because a sense of security in doing the familiar is difficult to give up.

While volcanoes are destructive, they also provide beauty in the release of fiery molten lava. Heat and power are produced, hot springs are created, a new source of water supply may be created, and soil may be enriched from decayed volcanic matter. Yet, many people see only the destruction, and they fear to enter volcanic areas. A chance for growth is often overlooked because of the possible risk involved. Some volcanoes create new islands out of the lava that arises from the sea floor. In many ways we are like volcanoes. We continually create new methods to challenge ourselves and our students to discover knowledge in life? Just as the particles that we spew sooner or later reach the weaker spots in the earth's outer crust, as teacher networks are developed and teachers become involved in the process, change will occur for all of home economics.

The lava flows over the outside of the crater of a volcano until it hardens. This is not just to become rigid, but rather to lay down a base or foundation on which to build. The same is true in the teaching of Home Economics. When we choose to be part of this process of change, it is not always comfortable, yet the results can offer much growth to ourselves and our students. I encourage you to take a look at the churning within. At what phase is your volcano right now? •••

Becoming Comfortable With Silence: Silence, A Personal Concept Analysis

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When reading the newspaper several weeks ago I remember seeing a Dennis the Menace cartoon where Dennis was telling his friend that "Silence is the noise my brain makes when it is working." This is an interesting idea and I would like to express my thoughts on teaching Home Economics in Wisconsin and how I have become more comfortable with silence through the years.

Background

I was raised in a family that was always very noisy, but in that family we also knew that to accomplish deep important thinking, silence or peace and quiet was essential. Myself, my parents, two brothers and a sister always tried to respect one another's need for time to think and ponder thoughts. It was not always easy, however, to have total control of what was going on around us, so we all found our own ways of creating a silence in which to learn, deal with problems and think. Some of us found silence in lack of interruption and headed for the bathroom when this was needed/ others found silence in music, driving the car, or exercise. No matter how we did it, we each learned to seek what we needed to think deeply and the others respected this.

You may wonder why I brought this up, for as of yet you may not understand my concept of silence. I hope to help you understand it and see how it relates to my teaching as you read on.

Teaching Past and Present

One of the main foci of our Home Economics programs in Wisconsin is concept development as it relates to a family oriented program. That is, helping students to develop for themselves and their families the concepts (ideas and understandings) they will need to deal with yesterday, today and tomorrow. This change in orientation is a huge step away from

what we did in the past when we taught concrete facts (as concepts) that were important for students to grasp. Wisconsin Home Economics teachers have discovered that student learning involves more than just the teacher giving information and the student absorbing it. When students develop a concept for themselves, that concept becomes a real part of their lives. Students who learn in this way will continue to reframe each learned concept, as they find new ideas that might alter or challenge it. The ability to reframe concepts is essential today because life is far from static.

Why is the Concept of Silence Important?

Why discuss silence and becoming comfortable with it? Think for a moment about what you see, feel and believe silence is and can be. Then think about what it is not. Jot down a few of your ideas. Then read on, as I will show you the "Sounds of Silence" that I dealt with before becoming comfortable with the concept for myself.

Silence Is and Can BE	Silence is Not

Context Affects Concept

My ideas dealing with silence have changed over time. Many things have affected these ideas. The context of where I live, what I do, and those with whom I do things all have had bearing on my ideas of silence and its role in learning.

My ideas of what learning is are affected by many biases and beliefs that I have formed over time. As a student I knew that information (learning) was available and I needed to be guided toward it, be given it or search it out myself. I guess I was like a sponge that picked it up and absorbed it. I am sure today that my thinking in silence allowed a lot of learning to come from within me but I did not realize it at the time.

Other people's ideas of what learning is also affected me. To some learning was doing and when we were doing there never was silence. As I moved into my role as a teacher/educator I was aware that my co-workers, administrators and students all had different ideas of learning. To some it had to be very structured, specific and planned, dealing only with concrete facts that were never questioned. To others it could only come from the textbook verbatim. Others only saw learning taking place when students were silent and working individually on assigned tasks; these saw learning as control. Still others saw it as having all the answers and students having the ability to give these back in unquestioned recall. Again the class was silent until called upon.

Some students see learning as all of the above. Others see it as a grade or measurable assessment of what they have done (objective type tests, clear cut right or wrong answers). Very few are comfortable with methods that are new because they cause discomfort or confusion since the students have to come up with learning from within.

Making a Change.....

It is this inner discomfort that both my students and I have felt, and continue to feel, to which I refer when I say "becoming comfortable with silence." As I moved away from being a concrete technical teacher who needed to have all the answers, there were many long silences in my mind. During these periods of silence many thoughts surfaced. The hardest idea for me to accept was that I did not need to have all the answers to "picky" technical questions because if my students could think how to find these answers, they were really learning. If a student posed a question that did not have a specific answer, even more thinking (learning) could occur. Sometimes when finding a solution or explanation the silence could become very loud indeed.

Silence is actually thinking and using thinking skills. Both teachers and students need to be taught how to use these skills before they become a real part of their lives. There is personal confusion until you get to this point as a teacher, and many long silences are necessary as you wait for students to start to use their own brains. Rowe (1974) talks about the importance of these silences and calls it "Wait Time." He goes on to state that when the teacher waits between asking a question and calling upon a student to answer, much more thinking occurs. Not only does the student who answers give a deeper and more complete answer, but more students answer the question for themselves.

How is Success Viewed?

You have begun to accomplish success when a student starts your class by stating that "We don't do anything in here," (meaning traditional concrete fact type assignments); by the end of the semester is starting to pose questions for him/herself, process thoughts about consequences, complexity of the ideas, valued ends and means; and can accept others' ideas as valid before developing a conceptual answer to their questions. In developing this answer, they also realize it may change tomorrow and they feel ok with this.

Takes A Lot of Work

This is a long road to travel and I have found much help and support from colleagues, teacher study groups, DPI Inservices, and classes/workshops taught through the University of Wisconsin system. Silence is talking and networking with others to gain a broader understanding of the ideas involved. This discussion helps develop a mind set for me in which to work. I also need to remember that while silence for me is thinking, there are times when the discomfort and confusion of silence is not wanted. Then just when the silence is almost too much to bear, there will be a flicker of light and the silence is no longer empty but filled with thoughts and seemingly endless ideas.

My idea (concept) of silence does not deal with the concrete, but with an ever changing state of mind. In fact, to finish this article I sought and found silence away from the demands of home and school with a cup of tea in the corner of a restaurant. There I was free to find the inner silence I needed. I challenge you to seek an inner silence of your own so you may reflect upon this concept and in the process become comfortable with silence.

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Integration of TV and Healthy Family Life

"Mission: Possible"

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Learning Highlights

- "Are You A TV Addict?" encourages students to analyze their TV viewing habits.
- "TV Analysis" encourages students to analyze and evaluate television programming for its positive and negative effects on childrens' development.
- Research has shown how TV can help children to develop in healthy ways as well as hinder development.
- In-class and out-of-class activities help to integrate TV and family life in healthy ways, especially with the aid of parental enlistment and encouragement.

Did you know that on a weekly basis, American preschoolers ages 2 to 5 watch an average of 30 hours of television? According to John Rosemond, psychologist and director of the early intervention program at the Mecklenberg, North Carolina, Mental Health Center, this means that preschoolers spend roughly one-third of their waking time watching television. For school-aged children, the actual time spent watching decreases slightly to approximately 27 hours per week, according to Ronald Pitzer, Family Development Specialist with the Minnesota Extension Service. In addition, by the time a student reaches graduation, they have watched more television than it takes to get a college degree.

What effects does this extensive amount of time spent on viewing television have on the family? How does television portray family life? According to Marie Winn, mother and author of *The Plug-in Drug and Unplugging the Plug-In Drug*, "Too much television can be hazardous to family life...It's a quality of life issue" (Winn, 1987). She believes that an excess amount of television viewing has had a great impact

on American family life. The areas affected, she has observed, deal with the parental influence or shaping of childrens' behavior, the lack of development of social interaction skills, and the development of interests leading to hobbies and careers in adulthood.

Childrens' watching of television often affects how their behavior is shaped and molded into recognizing acceptable and unacceptable ways to behave. Instead of confronting misbehavior and helping children to learn alternative ways to handle themselves in various situations, parents often drop their children in front of the television set to act as an "electronic babysitter" (Winn, 1987). By doing this, other behaviors in the course of the child's development are also affected.

"Couch potatoes", as they are called, often result from parents allowing children to view many hours of television without encouraging them to seek other resources in order to develop skills, interests, hobbies, and careers later in life. By sitting in front of the 'tube', children are missing out on the opportunities to interact with others to develop their verbal skills. It is by talking with others—not merely observing others in conversations—that young children develop and use verbal skills (Winn, 1987). Also, young children are not solving problems or exercising and developing analytical thinking skills while tuned in to the tube.

But the picture appears to get worse. According to Dr. William Dietz, a pediatrician and former chairman of the American Academy of Pediatrics Task Force on Children and Television, the average elementary school age child watches 12,000 violent acts on TV each year, including shootings, fights, airplane crashes, and war scenes (Cope, 1987). He comments that, "the message to children is that violence is OK" (Cope, 1987). Also, he points out that the more a child between the ages of 6 through 11 spends viewing TV, the more likely it is that they will become overweight as teens (Cope, 1987). This is not surprising considering that almost 60 percent of the commercials directed at viewers promote food of some sort (Mead, 1987). This also helps to contribute to the 'couch potato' phenomena, caused by snacking too many munchies while watching TV. Too often snacking replaces other activities such as playing outdoors or participating in an exercise activity.

Other potentially negative messages sent to children and young adults through TV includes messages about drugs, sex, and ethnic, racial, and family stereotypes. Advertisements often use famous people advocating beer and cars. Noted Dietz, "The message on TV is that drinking and driving mix. It's an inadvertent message—but it's there" (Cope, 1987). In addition, TV often shows many sexually explicit scenes on day and nighttime programming, but then turn down opportunities to advertise birth control methods such as the condom. To reduce teen pregnancy and AIDS, "that [type of advertising] is essential," commented Dietz (Cope, 1987). And, television creates ethnic, racial, and family stereotypes. Heroes are often white males with women still tending to be housewives. Families still are overwhelmingly portrayed as nuclear two-headed households, often white. In a recent show of the highly acclaimed and popular *Pee-wee's Playhouse*, Pee-wee and his female friend Evonne were seen "playing house" complete with two babies, Evonne as the mother, and Pee-wee as the hard-working husband. Even shows such as *Family Ties* and *The Cosby Show* portray families as two-headed, happy families. They do, though attempt to portray more egalitarian roles and *The Cosby Show* centers on the struggles of a black family instead of a white one. All of this taken into consideration, the alarm and concern about television watching becomes crucial.

What can home economics educators do about helping students and their families develop helpful TV viewing habits? We cannot get rid of television, according to Marie Winn, but we can help people to develop viewing habits that will allow individuals to "know what's going on" in their culture, without letting it control one's life (Winn, 1987). As Dr. Victor Strasburger, a member of the American Academy of Pediatrics Task Force on Children and TV, comments, "[We] are underestimating the teaching power—both bad and good—of TV" (Mead, 1987). During my teaching experiences, I have incorporated television programming into my courses, especially in the child development and family life areas. My objectives were twofold: 1) to deal with the television programming itself—what messages are sent to children both verbally and nonverbally and the effects of these on a child's development; and 2) to approach the use of television as educational in itself—a tool to use to foster development in addition to pointing out the drawbacks it poses. Here are included some teaching ideas to facilitate the integration of TV and family life.

TV Quiz Encourages Students to Analyze Their TV Viewing

At the start of a unit, a typical student would probably ask, "What does this have to do with me? My family isn't like that!" As most effective educators know, the secret to getting students involved and motivated about a topic is to relate that topic to the student personally. Have students take the "Are You A TV Addict?" quiz from Scholastic Inc. to determine their time spent watching television. Most students are surprised at the amount of time they spend watching TV each week. It is important, however, for the purposes of their own self-evaluation and impact to stress that the quizzes will not be graded on how a student rates as compared to other students in the class!

In a child development class, before a student can relate to a child's point of view, they often have to get in touch with their own self first. This quiz activity followed with a discussion helps the students to relate their experiences to that of a child. Typical questions asked of students after completing the quiz might include:

- How do you think children would rate on this quiz? Why?
- What characteristics about families today might encourage children or discourage children from watching TV? Why?
- Do you believe that rating high on the quiz is harmful to your development (or that of a child's)?

These are just a few of the questions one might ask to stimulate the student's thinking.

Viewing TV "Clips" Helps Students To Evaluate Positive and Negative TV Uses

After focussing and motivating students, the next logical step would be to look at the "meat" of television programming—the content and subsequent messages being sent to viewers. Only after analyzing programs for what they consist of can a basis exist for effectively integrating TV into family life. Many strategies can be used to evaluate TV programming.

What better way to get students to be motivated to participate in an assignment than to assign them to watch TV? (A positive and creative use of TV!) Hand out the "TV Analysis" worksheet as a homework assignment and use it as a basis of discussion in the classroom. It is at this point that the positives and

negatives of TV could be introduced. As this article began and as many articles conclude, only the negative aspects of television are often the focus. Now, television can start to be viewed as a learning tool for families.

Student responses have reflected that TV can stimulate creative thought in children if presented in the "right" manner. A film clip of a Saturday morning show of *Pee-wee's Playhouse* showed Pee-wee devising numerous ways to play with an everyday object—a rather large part of men's underwear. Although the underwear may not exactly be the types of items most parents would provide for their children to play with, it illustrated the point that one can be creative with items often found around the house. Other programs such as *Sesame Street* and *Mr. Roger's Neighborhood* often convey messages about sharing and letter and number recognition, all helping to foster the social and cognitive development of children.

Another strategy to analyze TV programming would be to show "clips" of television programming during the class session. The equipment required would consist of a videocassette recorder and monitor and a sampling of typical programming children are exposed to. Because this arena may be quite broad, bring in TV listing guides and have the students select shows that they see children being exposed to. Narrow the selection down to four or five programs and have the school audio-visual department tape the selected program. If this is not feasible, rent a VCR and/or movies or cartoon tapes from a local rental store to view in class for educational purposes. For the sake of time, this strategy may require that you preview the selections and choose the "clips" you are to show. Or, the students could elect to do their own editing and selection, finding both instances of positive and negative TV uses.

Questions that could be asked during or after the viewing of the "clips" might include"

- What messages were being sent to children or young adults in this example?
- How are families portrayed in this example?
- Would this program foster healthy development in a child? Why?
- What kinds of development might be fostered/hindered with this example? Why?

Integration of TV and Family Life: A Follow-Up

A closure to this activity would be the most influential part of the entire activity. Encouraging students to apply what they have just looked at would help to ensure transfer of learning and to help fami-

lies integrate successfully TV into family life. Of course, it is beyond our ability to guarantee that students will alter their family's viewing habits totally, but we can encourage students toward this end. As a project, have students create a TV time schedule for themselves and their families if possible and include items such as:

- Dates and times of programs viewed
- Total viewing hours of TV per day
- Discussion of the program and family's reactions to the program
- Reactions to the ideas presented during the unit

Remember the individuality of each student's family situations and experiences and encourage creativity with the assignment. This project offers the opportunity for students to expand their daily activities to include other leisure time activities besides television. Contact parents with a letter encouraging their participation in the project. Explain class assignments and enlist them in helping their family to integrate the positive benefits of TV into their lives. The possibilities are endless here to look at TV and its effects on family life. We are only limited by the boundaries of our creative minds!

For more information, read or contact:

1. *TV Tips for Parents*. To order the booklet, send a self-addressed stamped (\$.39) envelope to the Corporation for Public Broadcasting, Box 33039, Washington, D.C. 20033
2. For more information about TV and youngsters, write to the American Academy of Pediatrics, Department of Publications, 141 Northwest Point Blvd., Box 927, Elk Grove Village IL 60007, or ACT, 20 University Road, Cambridge, MA 02138.
3. Marie Winn. *The Plug-In Drug. Unplugging the Plug-In Drug*. 1977, 1987.1
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Home Economics

Name:

Hour:

ARE YOU A TV ADDICT?*

Directions: Please take a few minutes to read through the following questions. Answer as honestly as you can!

1. How many hours of TV do you watch a day?
2. If a friend invites you to go out when your favorite program is on, do you stay home to watch TV alone or do you go out?
3. Do you immediately flick the TV on when you get home?
4. When looking for something to watch on TV, do you spin the TV dial, stopping at the first program that seems entertaining or least-offensive, or do you use a TV guide?
5. Your plans are cancelled for the day. What do you do with your time?
 - Read
 - Visit a friend or relative
 - Go to a movie
 - Take a hike in the woods
 - Get together with a group of people to play ball
 - Listen to music
 - Work on a school project or homework
 - Watch TV
 - Other: (Explain)

*In Mead (Oct. 1987). Helping students tune into quality TV viewing. *Forecast for the Home Economist*, 44-45. Reprinted with permission from Scholastic Inc.

Points for the "ARE YOU A TV ADDICT? Quiz:

1. If you are average: 0-1 hours, score 1; 1-3 hours, score 5; 3-5 hours, score 10; 5-6 hours, score 15; 6 plus hours, score 20.
2. Score 10 if you opt for TV at home; 0 if you go out.
3. Score 5 if you flick the TV on; 0 if you don't.

4. Score 10 if you "spin the dial"; 2 if you use a TV guide.
5. Score 5 for TV; 0 for all others.

SCORING:

0-10 points means you have no trouble switching the TV off. In fact, when it comes to things to do, TV is probably your last choice.

11-39 points means you watch a lot of TV, and mostly you don't let it interfere with your life and the pursuit of activities you enjoy.

40-50 points means you're hooked. Time to get TV viewing under control by reducing viewing-time and choosing the programs you do watch more carefully.

Home Economics

Name:

Hour:

TV ANALYSIS

Name of show: _____

Time of day shown: _____

Length of show: _____

1. In a few short paragraphs, tell what the show was about. (Use the back of the page if necessary)
2. How often was violence seen in this show? (count the number of times)
3. How often were sex role stereotypes seen in this show? Describe these stereotypes.
4. How often were positive situations shown that would teach children something? Describe the situations.
5. In your opinion, was this a show that would benefit young children? If yes, what age child would benefit?
6. Why? (What developmental abilities and areas would this help to develop?)

•••

Classroom Activity

T.V. Does the Job

Directions for Students:

TV programs provide messages about different types of careers for both men and women. Think about the various programs you've watched and complete the following:

	CHARACTER	PROGRAM	OCCUPATION
WOMEN			
1.			
2.			
3.			
4.			
5.			

MEN

- 1.
- 2.
- 3.
- 4.
- 5.

QUESTIONS:

1. Which of the programs show workers in traditional occupations?
2. Which of the programs shows workers in nontraditional occupations?
3. Name one character and explain why that person is successful in the TV occupation portrayed.

Source: Building Fairness
Resource Center
Vocational Education Studies
Southern Illinois University at Carbondale
Carbondale, IL 62901

The World Around Us... And Your Students

Has the world gone mad? There's a hole in the ozone layer from too many fluorocarbons; we have a "greenhouse effect"; radon gas is seeping into our homes; the rivers, water supplies and air are polluted; we have problems disposing of hazardous products; we see on TV the solid waste barge trying to find a home; we suffer from droughts and floods and hurricanes and weather hotter—or colder—than it's ever been.

In the 18 months since Congress passed a stronger Clean Water Act, environmentalists say little has been done in water pollution cleanup.

Not too many years ago we lived through the "energy crisis," Three-Mile Island and Love Canal. Then we forgot and tuned out the dire warnings about what will happen to the environment if we don't shape up.

Everybody must share in caring for the environment and the future. Your students have a share in managing resources, in not allowing their actions to hurt themselves and families in the future, in being socially responsible.

Suggested Activities

The concept of being a responsible citizen and steward of the environment may be difficult for students. Relate it to what they know. Let them use critical thinking skills to determine what effect the summer drought will have on food prices this winter. Will they pay more for 'burgers and fries? Can higher food prices cause some small businesses to close? What happens to the farmer? How much do spray cans help create weather and droughts? What happens if the problem isn't solved?

Ask Environmental Protection Agency representatives and environmentalists to participate in a panel

discussion of the environment and how students can care for it.

Visit the local water plant to see what happens to water before it gets to the home. Let your students see their drinking water be distilled.

Let students conduct research on solid waste and hazardous waste. What wastes are biodegradable?

What happens to the solid waste in your community? Follow waste that a student might throw into a wastebasket. Visit a landfill and find out what happens to the waste there. What happens when the landfill is full?

Follow a soft drink can that a student might toss out of a car. Who picks it up? Who pays for that? If everybody tosses out cans, how does it affect the environment?

Let students discuss what they and their families can do to create less solid waste. Visit a recycling plant in the area, if there is one. Let students find out what metals and other materials are used to make items they own and how long we can expect the supply of those metals or materials to last. Ask them what they do when something breaks. Do they throw it away and buy a new one or have it repaired?

Let students find out why we have hazardous waste. What do we do with it? Bring in articles, or let students recall accidents in the area or state caused by trucks carrying hazardous waste. Were there chemical spills? Was evacuation necessary? Let students consider hazardous waste disposal alternatives and discuss the advantages or disadvantages of each. What can they as students do to make their views known? Let them write letters to legislators or newspapers with their views, based on practical reasoning.

By June Veach in *Home Economics Trends Newsletter*, Nov. 1988, p. 8. Columbus, OH.

Child Development

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 Milwaukee, Wisconsin



Parenting Exercise

I have expanded on the parenting idea of caring for an egg which is representative of a child. Instead of using the egg, my students carry ten pound bags of flour which are wrapped in a plastic bag. The weight of the flour simulates more closely the weight of a small child and the plastic bag serves two purposes: it prevents the flour from spilling and it makes the flour bag slippery and harder to hold representing a wiggling baby.

My students took this activity one step further. Three of my students would have a handicapped "baby." I chose three of the most common handicaps: Downe's syndrome, cerebral palsy and spina bifida. I directed the activity in this fashion because there is a great chance that a child will be born with a handicap and many students do not realize this.

The students picked a slip of paper with a number printed on it as they entered the classroom. I then distributed the "babies." The students were told that three of the "babies" were born with a handicap and explained each of the different handicaps. (The March of Dimes can be very helpful in providing information and speakers on this topic.) We talked about how they had anticipated the arrival of a child and how excited they were when they finally received their "baby." Then I explained that many times birth defects go undetected until the child is born and the feelings of excitement and anticipation change to feelings of worry, anguish and anger. The students explored their feelings by writing about how they felt while waiting to see if their "baby" was normal or not.

I had another box with slips of paper in it. Three of the slips of paper had handicaps written on them and the rest were blank. I called off the numbers that the students had picked as they entered the classroom at the beginning of the period and the students picked

a slip of paper. If the slip was blank, their "baby" was normal. The students who picked a slip of paper with a handicap listed on it had a small red heart placed on their bag of flour. This signified that their "baby" was just a little different than the rest of the "babies." We talked about how everyone had an equal chance of having a normal or handicapped child and that handicaps just occur randomly in nature. We also talked about how it feels to care for a "special" child.

All of the students were asked to explore their feelings toward the "children" with the handicaps and their "parents." They were then instructed to ask their parents how they would feel if they found out that their grandchild was born with a handicap. I also asked the students to get reactions from their friends.

I chose to pursue this activity because students need to be made aware of the high incidence of birth defects and the ways that a handicapped child affects them, their family and society as a whole.

Preschool Activity

I wanted my students to explore the frustration and difficulty that comes as a child learns to increase his/her fine muscle control through activities such as coloring and cutting paper.

The students began the lesson by sitting on the floor. They were given a detailed drawing of an owl (I traced it from a coloring book) and a box of thick crayons. They were then told to color the owl using their non-dominant hand. They sat on the floor because they had to reach further to color the picture creating more difficulty. When they finished coloring the owl picture, they held it up for the class to see. We discussed the problems they experienced and methods they used to overcome the problems.

They were then given plastic coated blunt-edge scissors and told to cut out the owl again using the non-dominant hand. (The students who were left-handed but cut right-handed were told to cut with their left hand.) This is where they experienced a great deal of frustration. Many of the owls had rough edges and some lost most of their feathers. We again discussed the difficulty associated with learning to use scissors, the feelings of frustration and anger and then discussed methods to help a child to overcome these feelings and to want to try the activity again at a later date.

(Continued on page 165.)

"Contests, A Motivational Device for Students"

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Money and prizes. Have you ever thought of using them as motivational devices for student learning? One of the easiest ways to motivate students is to enter them in contests. As a foods and nutrition teacher at Little Falls Community High School, Little Falls, Minnesota, I have used contests as a learning device for some time.

Since my teaching assignment is exclusively in the foods area, my choice of contests has been unlimited. Food manufacturers create contests for school use as a promotion for their products. Finding a contest relating to foods is a simple matter of paging through magazines and newspapers. Students in the various levels of food classes also help in finding contests to enter.

The creative thinking process starts when students choose a contest, whether state or national. All recipes must be original. Some students develop a completely new idea in creating their recipes. The less creative student can work from a standard recipe by changing a few ingredients or adding new ingredients.

A short lesson in writing a standard recipe begins the learning process. This activity involves using mathematics, learning functions of ingredients, using equipment, understanding systematic and deductive reasoning, and preparing written language. Recipes are typed on a word processor and then returned to the student for corrections. Recipes are exchanged with classmates to test directions for clarity and check if ingredients are listed in order. Some recipes are tested in the class laboratory while others are tried by students at home. The students' hardest job is coming up with a super sounding name for their creation. Finally, the recipe is photocopied and sent to the contest director.

Contests have opened many opportunities to my students. Some have participated in bake-off contests, some have received prizes in state and national competition, and some have been awarded college scholarships. Receiving a cookbook as a complimentary award for their efforts is very rewarding to the students.

When students say "I'll never win!", my answer is, "Remember when ... won the state pork contest, or ... the Uncle Ben rice contest, or ... the beef bake-off?" The list could go on.

Winning isn't everything, but getting a chance to participate and being motivated to use the mind for creative thinking is the key to a winning classroom situation. •••

(Continued from page 167.)

I am a Person of complexity
... but not so much that I cannot add more
and I and my context will be the richer for it.
I am a Person of context,
But a Person in my own right, too...
a Person to be continued...
Unpublished, personal composition,
June 1988

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- The Guide contains the work of individuals, and an extensive bibliography that has influenced my growth as a home economist and as a middle level educator. •••

Teaching Critical Thinking Through Questioning and Concept Attainment

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Arda B. Davis

It has been four years since Goodlad conducted his renowned study of American schools and five years since the Commission compiled *A Nation at Risk*. The *Journal of Higher Education and National Affairs* (1977) reported a study of 7500 corporations throughout the U.S. which stated employers were most concerned about employees' lack of skills in thinking and communication. This research found that too many supervisors, managers, scientists, and other professionals were unable to organize and present their ideas to others. James J. Kinney (1980) suggested in his article that a new direction needed to be pursued to develop educational materials, textbooks, course outlines, handouts, assignments, and evaluations that teach students how to think.

Historically, education has been for the purposes of citizenship, socialization, and employment. The current needs of society require individuals to understand fine print, to distinguish facts from fallacies, and to organize and apply knowledge in new experiences. Today's students often believe they need only technical skills rather than analytical thinking.

Teachers question whether they should bother to attempt to help develop critical thinking abilities in their students. There are teachers who think preparation for classroom responsibilities takes too much time already; to add the responsibility of planning for the development of intellectual skills would require more time and effort than they could manage. Teachers have been programmed to teach for factual learning because it is easy to teach and easy to evaluate within a limited time.

National studies of American schools recommend the establishment of criteria for classroom activities that contribute to the development of higher intellectual behavior. Because behavior and language influence higher level thinking processes, teachers must

evaluate their behavior and language when presenting information and posing questions. Arthur Costa (1981) points out that teachers respond to students with "signals of conformity," such as praise or criticism. Therefore, students learn that their thoughts are not as valuable as correctly guessing the response expected by the teacher.

Intelligent thinking is also influenced by instructional factors, such as classroom materials, sequential activities, time management, and evaluations. The learning environment must be designed to provide the student with visual, auditory, and experimental stimuli. After providing direct and concrete examples, the teacher must guide students through the thinking process by asking questions directly related to how the student arrived at an answer.

Use of Questioning As An Intellectual Skill

The home economics classroom provides an ideal environment for incorporating questioning skills and developing decision-making abilities. As a teacher of group home adults enrolled in the local community-technical college, I have worked with individuals who were educable mentally retarded and emotionally disturbed. One unit of study that I taught was entitled "Community Living" in which the students were required to respond to questions about personal living skills. The students were asked the following three types of questions: factual, conceptual, and critical.

Table 1
Types of Questions

Question Type	Example
1. Factual	After shampooing my hair, how long will it take to dry?
2. Conceptual	What will my boss think if I come to work with wet hair?
3. Critical	If I come to work with wet hair, why might I be sent home and lose a day's pay?

Factual questions, which dealt with concrete, specific answers were followed by conceptual questions. The conceptual questions helped students to understand and clarify their thoughts and beliefs. The third type was critical thought questions which required further analysis and evaluation. These types of questions taught a basic living skill which aided my students in decision-making, future planning, and time management.

Use of Concept Attainment and Intellectual Thinking Skills

Another important basic thinking skill to focus on was the ability to categorize and build concepts. Using Bruner's Concept Attainment Model (Joyce & Weil, 1972) relevant attributes were established which assisted the students in identifying a concept. Using this model I guided students to compare selected examples that were characteristic of the main idea of a lesson with those examples that were not characteristic of the major concept. Understanding a concept or idea means knowing all of its elements. Bruner, therefore, identified the following elements of a concept: 1) a name or concept, 2) examples (positive or negative), 3) attributes (essential and non-essential), and 4) attribute values (Joyce & Weil, 1972). An example of the concept attainment model in COOKING FOR ONE IS FUN appears in Table 2.

Table 2
Concept Attainment Model

1. Concept	Grilled cheese sandwich	
2. Examples	<u>Positive</u> Grilled Waffled Iron grilled	<u>Negative</u> Untoasted Broiled Submarine
3. Attributes	<u>Essential</u> Bread Butter Cheese slices	<u>Non-Essential</u> Bun Peanut butter Hamburger
4. Characteristics	Nutritious sandwich May accompany soup as main course Quick to prepare Satisfies hunger Used as a snack	

This model is most effective when used in combination with a questioning model.

The teacher may introduce the lesson by saying, "I have an idea in mind and I want you to guess what it is. A list of words to help you guess the idea provides the clues. The words are labeled yes or no by the teacher. The yes words are intended to be a positive example of the main idea, whereas the no words are negative examples." The teacher questions the students until they identify or name the concept. By asking the following questions the teacher directs the students to analyze the thinking strategies.

"What similarities do you see between the yes examples?"

"What are the differences between the yes examples and the no examples?"

"What were you thinking about when you said _____?"

Why did you say _____?"

What clues did other students give you that helped you reach your answer?"

What finally helped you guess the answer?"

Students cannot develop higher level thinking without help from conscientious teachers and without improvement in basic reading, writing, and math skills.

National test data indicate that students' test scores are declining in the problem solving and critical thinking areas rather than improving (Brandt, 1985). Goodlad (1984) found that most classroom time was spent in "teacher talk." only one percent of student classroom time was spent reasoning about or developing and expressing an opinion; thus, it is all too obvious that change is needed. Teachers need to incorporate more direct methods of instruction and they need to recognize the distinctive nature and importance of dialectical skills which they can use in the traditional school curriculum (Paul, 1984). Finally, teachers must direct classroom activity to allow for contextual thinking that integrates actual life experiences. As educators, we need to reassess our methods of instruction to prepare students to meet the demands of the future.

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(Continued on page 169.)

Popcorn Potpourri: Quality Learning Experiences for Young Children

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and

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Home Economists have many opportunities to contribute expertise in child care programs. Many high schools are currently conducting programs which are designed to provide their students with valuable learning experiences in this area. Successful implementation depends on careful planning and developmentally appropriate teaching strategies.

Teaching strategies for young children should provide for active participation in learning, direct purposeful learning experiences, and good self concept.

Active Participation: Children learn from being actively involved in play and work as they discover, explore, and participate in their world. Children's interest in learning will be heightened if they participate mentally as well as physically. Teachers can set the stage for the child's self-learning and encourage experimentation. It is possible and desirable for children to be actively involved in all learning activities.

Direct Purposeful Learning Experiences: Children's opportunity to learn is increased when they are actively involved in direct purposeful learning experiences, which have meaning to them and their lives. As a result of this participation, (not just observation), they learn to interact with others and develop a positive self concept. As children see a purpose for the learning activity and how it relates to their envi-

ronment, they become more excited about learning. It is the role of the teacher to provide these activities with which the young child can identify at an early age.

Positive Self Concept: Children will be more positive about what they are learning and have learned if they can select some topics and materials for learning. The teacher's role in this problem-solving situation is that of encouraging children to explore, pointing out logical relationships, encouraging children to pursue their own directions in testing their choice, verbalizing children's actions so they can direct their major efforts toward thinking, and asking challenging questions.

The basic format for cognitive developmental instruction is to help children see a purpose or to help furnish the children with materials and objects that encourage exploration and experimentation; capitalize on the children's interest of the real things in their world; and, offer informal language stimulation to highlight specific concepts. Application of these principles is utilized in the lesson idea which follows.

POPCORN POTPOURRI

Corn is a staple product in the midwest. Since our community is recognized as a "popcorn capital," we often use that food as one of the beginning food experiences in our Child Development Center.

The popcorn snack is prepared by the children with some measuring the corn, others responsible for such tasks as setting the table, pouring melted margarine, stirring and dividing portions. During group time children can share experiences with popcorn and hear a story or view a filmstrip of how corn is grown and harvested. This piques their interest. A field trip to the popcorn plant is arranged if parent volunteers are available. Popcorn can be used in many areas of the curriculum, including art, snack time, story time and during dramatic play. All senses can be used in the lesson idea described below.

Unit Goals

1. To help children learn about popcorn.
2. To provide children with learning experiences that use all of their senses.

3. To provide experiences where children learn cooperation and social skills.

Concepts

1. Popcorn can be a nutritious food.
2. Popcorn changes form when popped.
3. Popcorn can be used in many ways.

Activities

Art:

- Prepare collages using popcorn, popped and unpopped.
- String popcorn and decorate classroom.

Science:

- Study ears of corn.
- Shuck and remove kernels.
- Observe corn popping.
- Plant seeds and watch them sprout.
- Learn about effect of heat on popcorn kernels.
- Classify popcorn as plant food.
- Study texture of popcorn when wet and dry, popped and unpopped.
- Observe differences in color of popped corn.

Math:

- Divide popped corn into portions, one paper cup or paper bowl per serving.
- Set table, learning about one to one ratio; is there space for everyone at the table.
- Classify or sort popper and unpopped kernels.

Language Arts:

- Learn about vocabulary words, kernel, ear, stalk, etc. Differentiate between ear on one's hear and ear of corn.
- Talk about uses of corn.
- Have children shuck and remove kernels to develop eye-hand coordination and improve finger dexterity.

Dramatic Play:

- Plant corn.
- Pantomime being kernel of popcorn and how it pops.

Group Time:

- Read a story: *Popcorn* by Frank Asch or *Popcorn Dragon* by Jane Thayer.
- Have teacher tell the history of popcorn.
- Take field trip to a popcorn plant.
- Encourage participation and cooperation with others during activities.

Music:

- Keep time with popping by clapping.
Use song: "The Popcorn Song" (to the tune of "Row, Row, Row Your Boat")
Pop, pop, pop the corn,
Pop it big and white.
Popping, popping, popping, popping,
Till it's all just right!

Food Preparation:

- Arrange for children to prepare snacks with popcorn.

Anything as simple as an ear of (pop)corn can provide a variety of learning experiences for a pre-school classroom. Young children can develop more than one skill via some learning experiences. Regardless of the type of strategy selected, basic principles such as those stated above should be considered. Effective teachers of young children know their learners and help them to think critically and solve problems. They give instructions and messages in specific, clear language. Explanations are stated using terms understood by children and indicate consequences for specific behaviors. These guidelines will help to insure success in lessons for young children.

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"Refreshing" Silks

All silks can be drycleaned. However, there are many silks that can be successfully handwashed with care. A major advantage to hand washable silks apart from cost is the "refreshment" of the fabric. Each time silk is washed in warm water, seracin is rejuvenated and refreshes the fabric. Seracin performs like natural sizing but is actually a gum-like coating released by the silk worm on the silk fiber. After washing, the fabric has a better hand, and the garment is refreshed. Seracin responds to warm water washing because it is not water soluble. Dry cleaning neither brings out or destroys this natural phenomenon.

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"WORDS OF WISDOM"— THEIRS, NOT MINE: EVALUATING STUDENTS' WRITING

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Cheryl G. Fedje

Susan Harrison's 12th grade Family Relationships class includes a wide variety of students among its ranks. At-risk, learning disabled, gifted and talented and "average" students are sitting at their desks with empty faces today. Susan has just asked the class, "What is the significance of the way the family is depicted in the media?" A long silence follows. Jason asks, "Well, what exactly do you mean?" Susan repeats the question, refusing to give out the "answer." More silence. More empty stares. "This is stupid," whines Jenny. When asked why, she replies, "I dunno. It just is." "Come on! THINK!" coaxes Susan.

This is not an unusual situation in today's home economics classrooms. Students of all ability levels, who score well on pencil and paper exercises involving simple, "black and white" answers, may be unable to "think on their feet" in the classroom. When asked to use their imagination, connect means with ends, make hypotheses, take risks and venture an opinion, they feel threatened and uncomfortable.

Thinking skills are often sadly lacking in students today. And, as home economics teachers, we want our students to become independent thinkers—to think through a situation, analyze the information, make an

intelligent decision and follow through with self-evaluation—and ultimately become more thoughtful about their actions in daily activities.

One strategy we can use to further the thinking/learning abilities of our students is the writing process. The writing process promotes thinking skills by gradually moving the writer through "warm-up" activities such as interviewing, observing, and collecting data, then on to an initial draft, culminating eventually in a finished draft. First, learners collect information on a topic, generate and connect ideas, and reflect on the proposed plan. Then they get down to the actual writing of the components. This draft is written to discover what the learners know, to spark more ideas, and to provide a base for further thinking, studying, and writing. Finally, with assistance from their instructor and peers, they rewrite or revise the plan, adding clarity and depth.

This is not a new idea to home economics teachers; we use it in many different ways in our classrooms. Through their involvement in the writing process, students are "...given an opportunity to think about their own thinking, to ask why they care to hold these ideas, and to relate concepts to daily experiences in contrast to filling their papers and heads with facts which are easily forgotten" (Fedje & Johnson, 1983). In other words, students can think about ideas and write about how the concepts discussed in class relate to their everyday lives.

But, when using this approach to writing, we also need to reconsider traditional views of evaluation. Many teachers labor unnecessarily under the misguided notion that using writing in the classroom means engaging in grammar instruction and giving numerous assignments that require time-consuming corrections. Others are repelled from using writing by a faint feeling of inadequacy (I'm not an English teacher! I'm not equipped to give students writing assignments!).

Home Economics teachers needn't be "English Experts", nor use all of their free time correcting papers assigned to teach the writing process. In fact, Atwell states, "...[U]nless teachers seriously re-examine their role in responding to students' writing, the effec-

tiveness of the writing process may be limited. As we utilize the writing process, our aim is to help students decide for themselves what needs more work. Independent writers...are not dependent on the teacher to do their thinking for them" (Atwell, 1987).

Spending hours and hours poring over student work, meticulously correcting each and every error is NOT going to make writing very attractive to your students nor to YOU. Many researchers warn against excessive corrections. According to Krest (1987), students develop as writers when they can freely express themselves and make mistakes without being "judged" each time they write. So, it becomes important NOT to grade everything students write. "In fact, extensive comments may be counterproductive to the students' progress" (Krest, 1987). Clearly, excessive criticism and over-emphasis on error correction and filling students' papers with red marks are NOT effective methods of feedback and do not improve the quality of student writing.

Equally as ineffective is the "old standard" method of assigning writing. How many of you remember assignments like this one? "Give me a 500 word paper on the 'Effect of food on Your Health', with footnotes and bibliography, due Friday."

Vague assignments with no mention as to grading criteria, completed without some sort of peer or teacher intervention are not very meaningful to students. Under these circumstances, students often end up playing the game of "Writing to Please the Teacher," giving shallow and scanty coverage to important concepts in an attempt to cover everything possible about the given topic, being sure to turn in a neat paper in the correct format. "This traditional instruction (which simply provides an assignment) results in student writers who believe that only one draft is necessary and that Whiteout is the writer's best friend, permitting the immediate elimination of perceived errors. The resulting writing may be cosmetically more appealing, but is usually superficial and poorly organized and developed" (Hillocks, 1987).

Fortunately, writing needn't be a negative experience for teacher and student. By using a combination of time and work saving techniques of instruction and evaluation, writing can be effectively injected into a home economics classroom in a positive manner. Let's take a look again at Susan Harrison's Family Relationships class.

Susan's class is still not responding to her question. Luckily, they're playing right into her hands. She's noticed the trouble they've had with thinking and has planned a lesson for today to give their thinking a boost. "Take

out a piece of paper and follow along with me. Think back to all the jobs a family has—raising kids, educating its members, teaching values, nurturing growth, etc. Pick out one of those jobs that interests you. Write it down. Now think of some of the specific tasks that are related to accomplishing your job. Write them down, too. Citing as many specific examples as you can, tell how a family performs those tasks and accomplishes that job. Is the media accurate? Inaccurate? Why? How does that media image and information influence the family and its members?"

Susan has asked her students to really examine the question at hand and write about how their learning can be applied to their everyday life in addition to asking them to give their own opinions about the information the media feeds them daily. This seemingly simple writing assignment is actually helping students to think in new and different ways.

Evaluating students' writing is as important as the assignment itself. We've already discussed ineffective, time-consuming practices that should be avoided. Before considering and deciding upon a particular evaluation method, think for a moment about what you want students to gain from a particular writing assignment: Would you like to have them gain more in-depth knowledge about a subject? Better organization of ideas? More creativity? Once you know what the objective of the assignment is, you can evaluate students more appropriately. Several options are available: rubrics, peer evaluation, editorial groups, conferencing, selective grading, ungraded assignments, limited written response, self-evaluation or a combination of all or some of these.

One of the most basic evaluation methods that can be incorporated into other methods is the use of a rubric. A rubric is simply a set of criteria for grading papers. Different rubrics can be used for different assignments. For example, in an assignment about the influence of the media on the family, your rubric might look like this:

	needs				
	strong			improvement	
1. Organization of ideas	5	4	3	2	1
2. Used at least one example to illustrate a key idea.	5	4	3	2	1
3. Related the idea to your everyday life experiences.	5	4	3	2	1

You would probably need to use a rubric with a different kind of emphasis for a paper about a student's personal feelings on the subject of "Marriage: Is it for Me?" due to the different nature of the paper. You might include categories such as creativity, detailing of thought, and support or reasons given for thinking, just to name a few. It is best, however, to limit the grading criteria for each assignment. Too many criteria may result in confusion and lack of a clear direction.

Once a rubric is established, it is suggested that you pass out copies of an average paper along with the rubric and go through the paper with the class, using the rubric to arrive at a grade. Students then have a better understanding of the grading criteria. Let's look again at Susan Harrison's classroom.

After giving students the initial assignment of how the media affects the family, Susan has given them one day to write down their rough ideas. The next day in class, she handed out the following rubric:

Organization of ideas

Used at least four examples to illustrate concept

Answered basic questions given in assignment

Cited at least four media sources

"I want you to use your rough ideas to form a paper of about 350 words. It should be about the media's influence on the family in relation to the specific job you chose." Susan explained how the rubric would be used to grade the papers and answered any questions students had about their writing. "In two days, I want you to have a rough draft ready for class." Two days later, she had the class form small (3 person) peer evaluation teams. Each student was provided two copies of the rubric and asked to "grade" their partners' papers, giving suggestions for improvement. At the end of the peer evaluation, Susan asked students what they learned. She was surprised by their answers. "I really expanded my views on this subject," said one, and another piped in, "Yeah, this was much better than just handing in a final copy. Now I wanna (sic) finish this while my ideas are hot!" The final drafts came in two to three days later with noticeable improvements in thoroughness and depth. Susan graded the papers according to the rubric established.

As illustrated here, peer evaluation is another powerful evaluation method. Students are placed in groups of two to three and evaluate each other's work by using the established rubric. Or, they can evaluate each other's work by responding to specific questions such as:

1. Two new ideas that occurred to me after reading this paper were:
2. One idea that is not clearly explained is:
3. My suggestions for clarifying the above idea would be:

Students respond particularly well to peer evaluations. "Peers may be able to teach students things we could never make them see, since students view their peers as the most 'significant others'" (Emig, 1971).

A twist on the peer evaluation method is to establish editorial teams in the classroom. Editorial teams are a group of students that help evaluate a particular aspect of a written work. Sample teams might include: spelling, sentence structure, punctuation, and paragraph development. After writing a composition, each student would submit it to a team. The team comments on it and passes it to the next team. In this way, a student's paper is grammatically corrected and suggestions for improvement are given without taxing the teacher's time and resources.

Selectively grading papers is another time-saving technique. Read each paper a student turns in, but grade only every third or fourth paper that is written. Or, have students select three out of seven papers they've written to be graded. Another idea: don't grade each paper separately. Give one grade based on all the papers a student has written.

Cooperation can be encouraged by assigning team writing projects. This enhances understanding of the meaning of cooperation, gives students a real life work experience, and produces fewer projects for you to grade.

Journal-writing and quick-writes have become popular writing methods in the Home Economics classroom. Students write ungraded material, allowing for self-expression and creativity. The first ten minutes of class (or only a few classes per week) can be spent by students writing in the journal about topics related to class work, or about anything they choose. The teacher makes spot checks of the journals and may use these checks to determine the needs of learners and plan accordingly for future classes.

Individual grading is still an option. Instead of writing comments and correction symbols on the paper, make a check mark in the margin opposite a problem.

1988 Student Teachers Speak... Cooperating Teachers -- Help!!!!

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'My cooperating teacher helped me the most by...' Nine student teachers in home economics at Tarleton State University answered the above open-ended question as part of the final countdown day for student teaching. Each student teacher identified more than one area.

Comments related to the area 'being there'--the psychological and physical presence of the cooperating teacher were: 'instilling confidence,' 'giving encouragement,' and 'helping me.'

Comments related to the area of helping the student teacher learn teaching methods/techniques and the craft of teaching were: 'allowed me to do my own thing,' 'gave me constructive criticism,' 'gave me all the information that she could,' and 'answered my questions.'

Comments related to the area 'the qualities of the cooperating teacher as a caring professional' were: 'being a good example,' 'being a professional,' 'being a guide,' 'being a true friend,' 'being honest with all individuals,' and 'being understanding.'

A fourth area of most helpful characteristics of cooperating teachers was providing support with students in disciplinary procedures and in the role of the teacher.

"I wish my cooperating teacher had..." was the second open-ended question answered by the nine student teachers. This represented the reverse side of help given by cooperating teachers. Comments related to constructive criticism were: student teachers would have liked to have seen the good comments on their teaching written down as well as the negative comments, and cooperating teachers could have explained or shown student teachers more teaching ideas and techniques.

Comments related to honesty and ethics on the part of the cooperating teachers were: '...not changed grades earned by students,' '...not abused me,'

'...trusted me more,' '...been honest with me, the students, and with herself,' and '...worked with me and not against me.'

Comments related to lack of help were related to 'being there' were: '...not done her own thing while I did her work,' '...been there in the classroom,' and '...more time for me.'

Comments related to lack of support from the cooperating teachers were: '...given me moral support,' '...been more enthusiastic about teaching,' and '...supported me inside and outside of the class.'

Cooperating Teachers Are Essential

Cooperating teachers are the essential element in the education of good teachers. A cooperating teacher can, by his/her actions, make or break an individual and/or a new teacher.

A cooperating teacher who facilitates the growth of a student teacher is invaluable. The teacher who can allow another teacher, who is a fledgling, to come into a class and begin to teach is a strong individual. Courage and trust in other people are necessary to accomplish this feat.

If you have consented to be a cooperating teacher you have taken on a wealth of opportunity to learn from your student teacher and to help your student teacher to learn. The work is frustrating at times, but to see another individual turn into a professional is worth the problems and the heartaches which may accompany it. •••

"No one can make you feel inferior without your consent."

Eleanor Roosevelt

Friendship: A Bonding Process for Marriage

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Marriage brings with it responsibilities, obligations, duties and rights which not all couples handle successfully. Marriage counselors have found that a common problem among married people is a feeling of being treated unfairly (Gass, 1974). Could the development of a powerful premarital friendship between the man and woman reduce this problem? The answer may depend upon how one defines friendship. If there are deep-seated supportive bonds with open and honest communication patterns, then the response is more likely to be affirmative. Shared and agreed-upon roles, values, and goals (Bowen & Orthner, 1983), and discussions of personal things and concerns (Jorgensen & Gaudy, 1980), have been related to marital satisfaction. Unhappy couples tend to hold unrealistic expectations of spouses (Epstein & Eidelson, 1981), and myths contribute to these expectations (Crosby, 1985; Larson, 1988). Home economists can help dispel some of these myths through formal instruction and through positive modeling.

Many quarrels in marriage are related to money matters, different ideas on child rearing, sex, sharing of household chores, and leisure-time activities. When there is too much conflict, dissatisfaction can result in both spouses feeling lonely, unhappy, misunderstood, rejected, and insecure (Havemman & Lehtinen, 1986).

Students need to explore creative ways of thinking, behaving, and planning to avert marital failure. Consider the growing number of problems associated with family life. Surely, some of these could have been avoided if firmer supportive friendships had been developed before deciding to marry.

The basic purpose of this article is to encourage students to develop bonding friendships with both males and females and to use this approach as a tool to improve their chances of having a more satisfactory marital relationship. This may in turn lower

dissatisfactions, disillusionments, divorces, desertions, separations, costly mediations, legal fees, and fights over child custody, child support, and alimony. In this paper, the words "friends," "companion," "confidant," and "comrade" are used interchangeably.

The Challenge

Webster's dictionary reflects a sharp contrast between the meaning of "friend" and "date" (Webster, 1983). A friend is a person one knows well and is fond of, an intimate associate, a close acquaintance, a supporter, a sympathizer. In contrast, a date is most often a social appointment with a person of the opposite sex. The latter definition does not necessarily reflect the warmth and commitment of the first.

Binding friendships include a strong sense of kinship; the warm hearted connections of brotherly and sisterly affection; and the linkage with another where masks are removed, facades are shed and the intricacies of one's innermost self, including personal uniqueness are recognized and for the most part accepted. Surely, the development of these linkages before marriage adds an element of security to the relationship.

Friendships vary in length and strength; some endure for a lifetime and deepen each day while others are lost when the parties are separated by a move, a job change, or a change in interests or involvement. There is a degree of admiration and affection between persons who mutually support, guard, protect, and nurture each other. Students can be taught to recognize these important elements in a relationship.

Disclosure, an important element in gaining insight and understanding of others, may be difficult. Many people have problems in letting someone know who they are, what they think, and how they feel. There may be a fear of rejection, so only a limited access to thoughts and feelings is permitted. Trust needs to be established before self-disclosure takes place (Knox, 1988). Acceptance and trust are essential to a friendship.

It is difficult, if not impossible, for anyone to meet all of the needs of another, and this is an unreasonable expectation. Most individuals desire more than one companion, and expanding friendships can create new interests. Unrealistic restrictions, demands, and manipulations can damage or destroy a friendship. A degree of freedom is essential between two growing

individuals, and good feelings about personal decision-making abilities can enhance self-esteem. Students may need positive support as they learn to loosen destructive ties on others.

In a healthy relationship, each person is responsible for personal behaviors, feelings, and happiness; thus contributing to the development of autonomous individuals. When the development of autonomy is delayed or repressed it becomes difficult for one to make the independent decisions necessary to form bonding relationships.

Friends want to know that they are appreciated. They also need encouragement. A positive self-concept is important in developing linkages with another. Individuals who cannot accept themselves tend to reject others. The ability to relate is learned behavior (Knox, 1988).

Good times and positive attitudes enhance self-esteem, and a mutual support system can strengthen a relationship. Planning and executing satisfying activities and healthy interactions are enriching experiences. Effective communication skills and time management are essential if both parties are to be satisfied. Talking, listening, and providing feedback require time and concentration if the relationship is to grow.

Friends may become upset over a problem. However, they face it, work through the situation, and continue the relationship. Friends will take great care to avoid rejecting, embarrassing, frightening, or ridiculing each other. A general sense of harmony, peace, and fellowship exists in most contacts with a close friend. Friends will agonize and sympathize with each other throughout the life cycle. They will also share the joys and rewards of life.

Friendships Tend To Vary By Sex

Expectations regarding friends tend to vary by sex. Men are likely to describe a friend as someone who participates in an activity, even if the activity occurs only occasionally and is short in duration. They are also interested in avoiding entanglements (McGinnis, 1979).

Women tend to have more friends than men. They also are more likely than men to hold hands, hug, touch, and share with a confidante (McGinnis, 1979). Female friends tend to be more involved in each other's lives than male friends, and they are more vulnerable because of this. When discussing friendships, women talk about trust, confidentiality, and sharing.

Females tend to be nurturing and affectionate. Terms like: "I need to talk to you"; "I could hardly wait to tell you"; "I made a list of things before I called"; "It is good to hear from you"; "I miss our

talks"; and "It has been too long" are some expressions used by women to convey feelings of friendship and warmth.

Married couples do not always agree upon marital happiness (Snyder & Smith, 1986), and when mates do report a marked difference in marital success it is almost always the wife who is less satisfied (Schumm, Jurich, Bollman, & Bugaighis, 1985). Love, companionships, open communication, emotional maturity, and compatible sex-roles tend to be associated with marital satisfaction. Marital dissatisfaction tends to be associated with a lack of common interests and goals, faulty communication, incompatibility, and unmet expectations (Coleman, 1988). If partners had known each other well before marriage, had been sympathetic and mutually supportive, and had been good companions—all of these being characteristics of a bonding friendship—then marital dissatisfaction could have been lessened and expectations would have been more realistic.

Some conclusions drawn by other authors may not be applicable in the majority of seriously flawed marriages. For example, "Many couples face the problem of growing apart in interests, goals, and values, so that they no longer meet each other's needs. In our complex and rapidly changing world, marital stability is not something that, once achieved, can be counted on to continue (Coleman, 1988). Based upon my 23 years of teaching and working with individuals and couples, I have come to realize that prior to marriage many partners are unaware of each other's goals and values, communication patterns are faulty, expectations are unmet, and common interests are lacking in the relationships. True deep, binding friendships never existed; with marriage and time the realities surfaced and disillusionment resulted.

Recommendations

Home economics teachers, parents, community leaders, and others can encourage the development of skills associated with the establishment of friendships. One method of conveying healthy attitudes in both sexes toward the formation of these relationships is through positive role models. The knowledge that adults enjoy the company of males and females, helps children realize that these associations can be rewarding.

A second way to enhance friendships is to emphasize the development of characteristics found in deep, binding relationships. Some common characteristics include being respectful, trustworthy, helpful, loyal, supportive, and sympathetic. Others relate to being a good companion, developing and sharing common interests, communicating effectively, expressing affection and appreciation, treating matters confiden-

tially, accepting individual differences, and being available to spend time with another.

Third, feelings of friendship are encouraged by providing ample opportunities for children and adults to meet, talk, and explore ideas. Each of these activities aids in the formation of a healthy relationship and a positive self-concept.

A fourth way for enhancing associations is through the use of positive media. For example, reading and telling stories about friendships that emphasize bonding relationships between the same sex and the opposite sex, and talking about the value of being and having a good friend.

The fifth method is to emphasize the importance of developing a strong relationship prior to engagement or marriage. A dating process that glosses over problems or is built upon infatuation does not have the depth of a binding friendship. The longer the marriage, the more important the friendship factor becomes for those who are happy in the relationship.

Another recommendation is to use the term that best suits the relationship. For example, "friending" and "dating" can, but do not have to connote a different set of expectations and behaviors. However, many prefer friending over dating. Some trappings associated with the more traditional views of dating, such as, "The man asks and the man pays," can be circumvented by friending.

A young unmarried student shared the following attitudes about her social life. "I prefer friendships to dating because of the differences in attitudes and finances. Many of the functions that I attend cost money, and with a friend we can go 'dutch' or I can pay." Feelings vary about dating and asking for a date, and about friending and asking a friend to attend an activity. Teachers are in a position to help students explore these feelings.

Clearly, it is time to distinguish between friending and dating; dates can become friends, but there is no assurance that this will happen. The bonding process essential in deep warmhearted unions, requires time and effort, but the results are rewarding and can be reaped over a lifetime.

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